

# Non-instructional Support Services Review Template

Unit Name: RRC SS  
Unit Review Leader: L. Tate  
Today's Date: 7/28/2014

## 1 Unit Description

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

### 1.1 What is your Mission?

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

The mission of Student Success is to provide exemplary programs that support the teaching/learning process and increase opportunities for students to define and reach their educational and career goals. Campus-wide emphasis is placed on providing quality services in a welcoming learning environment in support of the college's Student Success Initiative (SSI) goals and strategies:

- Goal 1: Increase Persistence (Term-to-Term & Fall-to-Fall)
- Goal 2: Complete developmental and adult education course progression to credit courses
- Goal 3: Increase completion of all Attempted Courses with a "C" or Better
- Goal 4: Increase degree/certificate graduates and transfer rates
- Goal 5: Increase success equity across all racial/ethnic/gender/income groups

Student Services collaborates with all areas of the college to create opportunities for students' success.

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

The planned improvements will provide the highest quality, most streamlined, and functional services to faculty, staff, students and the community in support of the College's Mission and Intended Outcomes. They are aligned with the values of Communication, Access, Responsiveness, Excellence and Stewardship (CARES). We will accomplish this by effectively and efficiently streamlining College Connections processes, ISD partnerships are strengthened resulting in increased student participation, enrollment, and student success. Our well-trained, cross-leveled staff will maximize resources and minimize potential gaps in services – ensuring delivery of services exceeds standards. Teamwork, actively shared communication, and a commitment to upholding the mission, standards and requirements of the college will foster personal and professional ownership that will generate accountability. Our improvements are designed to assist students successfully navigate through their college experience and successfully achieve their goals.

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1.2 Please tell us who you serve.

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

District wide students and distance learning.

1.3 What services or products does the unit provide?

Students are the central focus of the Round Rock Campus (RRC) Student Services, and we are responsive to their individual needs by providing a wide range of services, including the following key items:

- a) Providing exemplary programs that support the teaching/learning process.
- b) Increasing opportunities for students to define and reach their educational and career goals.
- c) Providing excellent customer service and ultimately student satisfaction.
- d) Assisting students to gain access to higher education.
- e) Delivering up to date and consistent information campus wide.

RRC Student Services provides campus services for academic advising and counseling services; assessment and academic testing; services for students with disabilities; career development and services; student support services for Distance Learning students; support center academic and personal support; veteran's services; transfer services; student success services and activities; and outreach services to designated high schools and community-based organizations. Team members are committed to the following core values:

- a) Integrity
- b) Competency
- c) Mutual respect and trust
- d) Collaboration
- e) Cooperation and teamwork
- f) Diversity
- g) Excellence and innovation
- h) Shared Governance

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

We play an integral role in the collaborative efforts of faculty and staff, other college-wide departments, and key stakeholders to provide an integrated, holistic, and effective delivery service system. In addition, the Dean of Student Services administers college policies regarding student rights and responsibilities, student standards of conduct and discipline, and makes recommendations and revisions of college policies in support of student success. Through the Community College Survey of Student Engagement (CCSSE), the Student Services Point of Services (POS) survey, and other indicators, students consistently affirm their use of and the positive impact of the various student-centered services designed to help them succeed in college and deal with obstacles that may arise. Partnerships with veteran organizations have been strengthened, as well as with the Round Rock Chamber of Commerce, resulting in expanded support services for students with unique needs.

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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	Provide outreach services to designated high schools and community-based organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG2	Develop and provide exemplary academic advising and counseling programs to increase opportunities for students to define and reach their educational and career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

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

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## 1.3.2 What are Unit Outcomes and Unit Measures?

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

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
	<i>Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i>		<i>Example outcome: Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .</i>		<i>Example measure: Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>
UG1	<i>Provide outreach services to designated high schools and community-based organizations.</i>	UO1.1	<i>Increase the percentage of high school seniors progressing to enrollment in higher education or workforce training.</i>	UM1.1.1	<i>Measure percentage of high school seniors who have completed applications, assessed, advised, and are ready to register in comparison to the total number of seniors at each high school. 2010-11</i>
				UM1.1.2	<i>Monitor effective outreach process to facilitate high school student transition to college. 2010-11</i>
		UO1.2		UM1.2.1	
				UM1.2.2	
		UO1.3		UM1.3.1	
				UM1.3.2	
		UO1.4		UM1.4.1	
				UM1.4.2	
		UO1.5		UM1.5.1	
				UM1.5.2	
UG2	<i>Develop and provide exemplary academic advising and counseling programs to increase opportunities for students to define and reach their educational and career goals.</i>	UO2.1	<i>Schedule and track cross training that will prepare staff to step into a vacant position, as needed, and expedite the enrollment process.</i>	UM2.1.1	<i>Compare the number of staff who become fully cross-trained in functions outside of their job duties to those individuals who are not. 2010-11</i>
				UM2.1.2	
		UO2.2	<i>Schedule and track cross training that will prepare staff to step into a vacant position, as needed, and expedite the enrollment and advising/counseling process</i>	UM2.2.1	<i>Compare the number of staff who become fully cross-trained in functions outside of their job duties to those individuals who are not.</i>
				UM2.2.2	

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
		U02.3		UM2.3.1	
				UM2.3.2	
		U02.4		UM2.4.1	
				UM2.4.2	
		U02.5		UM2.5.1	
				UM2.5.2	
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	

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
		<i>UO5.5</i>		<i>UM5.5.1</i>	
				<i>UM5.5.2</i>	

➤ *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>Measure percentage of high school seniors who have completed applications, assessed, advised, and are ready to register in comparison to the total number of seniors at each high school. 2010-11</i>	0.02	0.05	> 5%	>%	UO1.1
UM1.1.2	<i>Monitor effective outreach process to facilitate high school student transition to college. 2010-11</i>	0.02	0.05	>5%	>%	UO1.1
UM1.2.1	0					UO1.2
UM1.2.2	0					UO1.2
UM1.3.1	0					UO1.3
UM1.3.2	0					UO1.3
UM1.4.1	0					UO1.4
UM1.4.2	0					UO1.4
UM1.5.1	0					UO1.5
UM1.5.2						UO1.5
UM2.1.1	<i>Compare the number of staff who become fully cross-trained in functions outside of their job duties to those individuals who are not. 2010-11</i>			15%	<10%	UO2.1
UM2.1.2						UO2.1
UM2.2.1	<i>Compare the number of staff who become fully cross-trained in functions outside of their job duties to those individuals who are not.</i>					UO2.2

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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)
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
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

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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)
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

UM1.1.1 & UM1.1.2 Targeted Goal for 2010-11:  
 An increase in percentage of high school seniors completing the admissions & registration process, assessment, and advising steps by 5% year-to-year, leading to an increase in the number of RRC College Connection students enrolling in ACC.

Standardized College Connection delivery administered throughout the semester over multiple days.  
 Comparison data between 2010-11 and 2011-12 showed marked increase in percentage of student enrollment in new One Stop Shop College Connection process. Implementation of the One Stop Shop process at newly assigned Cedar Ridge High School for 2012-13 academic year – baseline data is under review.

UM 2.1.1 Targeted Goal for 2011-12:  
 15% of staff will have been assigned to train for a departmental responsibility outside of their assigned job duties.

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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	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors with completed applications compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school.	0.02	0.05	RRISD Success High School will not be considered due to the inconsistency in numbers due to their transient enrollment.	Louella Tate	UO1.1	Increase the percentage of high school seniors progressing to enrollment in higher education or workforce training.
OB1.2	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors assessed compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school	0.02	0.05		Louella Tate	UO1.2	0

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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>
OB1.3	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors advised compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school	0.02	0.05		Louella Tate	UO1.3	0
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1	Implement cross-training opportunities for campus staff. (2010-2011) baseline and target shown as percentage	POS survey results indicating increased efficiency & effectiveness within Student Services. General feedback and concerns from staff participating in cross-training experience.	0.05	0.15	Fewer than 10% of the current staff have spent time learning the procedures of other units.	Louella Tate	UO2.1	Schedule and track cross training that will prepare staff to step into a vacant position, as needed, and expedite the enrollment process.
OB2.2	Training for new staff due to re-org changes within the college. (HLC) (baseline13-14)	POS survey results indicating increased efficiency & effectiveness within Student Services. General feedback and concerns from staff participating in cross-training experience.	0.00	0.25	continuity of service	Louella Tate	UO2.2	Schedule and track cross training that will prepare staff to step into a vacant position, as needed, and expedite the enrollment and advising/counseling process
OB2.3							UO2.3	0
OB2.4							UO2.4	0
OB2.5							UO2.5	0
OB3.1							UO3.1	
OB3.2							UO3.2	
OB3.3							UO3.3	
OB3.4							UO3.4	
OB3.5							UO3.5	
OB4.1							UO4.1	

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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>
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

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).

Note: Round Rock Student Services relies heavily on the leadership within all departments in maintaining a productive partnership with the college recruitment office. Recruiters and advisors have worked on scheduling office hours at the high schools as well as working on the campuses through the summer months in order to keep abreast of advising and TSI updates. Over the course of the academic year, close contact with the high school has enhanced our ability to partner in identifying concerns and provide timely corrective action.

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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	Collaborate with high school staff to set up College Connection One Stop dates/times.	Year 2						OB1.1	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11
OKS1.1.2	Verify TSI status (test scores) of graduating seniors provided by each high school.	Year 1							
OKS1.1.3	Order folders and compile ACC materials including the semester Success Guide.	Year 1							
OKS1.2.1	Collect and analyze data for College Connection continuous quality improvement	Year 1						OB1.2	Implement College Connections One Stop Shop

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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)
OKS1.2.2									Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-111
OKS1.2.3									
OKS1.3.1							OB1.3		
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)
OXS1.5.1								OB1.5	
OXS1.5.2									
OXS1.5.3									
OXS2.1.1	Align staff calendars to schedule, implement, and evaluate cross training.	Year 2						OB2.1	Implement cross-training opportunities for campus staff. (2010-2011) baseline and target shown as percentage
OXS2.1.2	Coordinate and evaluate facilitators for each training session.	Year 2							
OXS2.1.3									
OXS2.2.1	Assess staffing gaps, impliment training, and monitor customer service outcomes	2014-2015		backfill vacant positions		request hourly funds, as needed	\$ 10,000	OB2.2	Training for new staff due to re-org changes within the college. (HLC) (baseline13-14)
OXS2.2.2									
OXS2.2.3									
OXS2.3.1								OB2.3	
OXS2.3.2									
OXS2.3.3									
OXS2.4.1								OB2.4	
OXS2.4.2									
OXS2.4.3									
OXS2.5.1								OB2.5	
OXS2.5.2									

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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)
OXS2.5.3									
OXS3.1.1								OB3.1	0
OXS3.1.2									
OXS3.1.3									
OXS3.2.1								OB3.2	
OXS3.2.2									
OXS3.2.3									
OXS3.3.1								OB3.3	
OXS3.3.2									
OXS3.3.3									
OXS3.4.1								OB3.4	
OXS3.4.2									
OXS3.4.3									
OXS3.5.1								OB3.5	
OXS3.5.2									
OXS3.5.3									
OXS4.1.1								OB4.1	
OXS4.1.2									
OXS4.1.3									

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
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									
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	

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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)
OKS5.3.2									
OKS5.3.3									
OKS5.4.1									
OKS5.4.2								OB5.4	
OKS5.4.3									
OKS5.5.1									
OKS5.5.2								OB5.5	0
OKS5.5.3									

# Non-instructional Support Services Review Template

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).

UG1 Student Services implementation of the One Stop Shop at Round Rock ISD high schools will address several concerns that appeared in the RRC SWOT analysis. The first and largest concern is enrollment. Taking ACC to potential students is the best way to recruit individuals. Meeting with them in their environment and allowing them to present questions, complete the application and assessment process, and determine what courses they will take increases the chances that they will register and attend college - whether at ACC or another higher education institution. Meeting off campus with students enrolled in high schools also decreases the length of lines on campus as well as space and wait times to be seen. Working in partnership with the offices of Admissions and Financial Aid fosters collaboration with other campus departments.

This concept is a change from the current process of introducing higher education to graduating seniors by admitting, assessing, and advising at multiple times throughout the school year. Hosting activities all at once minimizes the number of times high school students are pulled from classes to prepare for college.

UG2 Unfunded and un-staffed positions due to budget restraints are stretching the limits of our current staffing resources. In order to minimize the negative impact on our department to deliver effective services, cross-training – interdepartmental and across campus for employees in the other designated areas – will need to be implemented. This will be essential for the College Connections One Stop Shop program to better utilize existing staff resources since this viable and highly visible partnership is dependent upon the joint collaboration of multiple departments within ACC, further developing cohesiveness among team members working together towards a common goal. Learning about and understanding the processes of the other units will not only assist with covering a staff shortage but ensure a smooth transition of service delivery. In addition, the scheduling of internal briefing meetings that are well-planned, focused, and designed to improve delivery outcomes will eliminate inconsistent information being provided and/or misadvising.

# Non-instructional Support Services Review Template

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

<p>UG1 Information was gathered from College Connections team meetings that include RRISD personnel, campus dean, ACC Student Services staff (i.e., Admissions, Financial Aid, Assessment, Advising/Counseling); general feedback &amp; concerns from staff participating in College Connections process; student input).</p> <p>UG2 General feedback and concerns from staff regarding previous cross-training experience as well as the POS survey results indicating concern regarding efficiency &amp; effectiveness within Student Service was reviewed by campus dean and ACC RRC Student Services staff.</p>
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# Non-instructional 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	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors with completed applications compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school.	2.00	0.01	0.05	20%	UO1.1
OB1.2	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors assessed compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school	0.02	-0.03	0.05	-60%	UO1.2
OB1.3	Implement College Connections One Stop Shop Program to streamline and minimize student pull-outs from classrooms on multiple occasions resulting in greater participation and buy-in from high school faculty and staff. 2010-11	Measure the number of high school seniors advised compared to total number of high school seniors to determine percentage of completion; reports generated indicating completion with College Connection process and follow-through to enrollment by high school	0.02	-0.07	0.05	-140%	UO1.3
OB1.4						#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5

# Non-instructional Support Services Review Template

<b>Objective #</b>	<b>Objectives (Improvements)</b>	<b>Objective Measure (conditions/ criteria)</b>	<b>Objective Baseline data</b>	<b>Objective Current data</b>	<b>Objective Target data</b>	<b>Current data (as % of target)</b>	<b>Related Unit Outcome</b>
OB2.1	Implement cross-training opportunities for campus staff. (2010-2011) baseline and target shown as percentage	POS survey results indicating increased efficiency & effectiveness within Student Services. General feedback and concerns from staff participating in cross-training experience.	0.05	0.85	0.15	567%	UO2.1
OB2.2	Training for new staff due to re-org changes within the college. (HLC) (baseline13-14)	POS survey results indicating increased efficiency & effectiveness within Student Services. General feedback and concerns from staff participating in cross-training experience.	0.00	0.00	0.25	0%	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
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



## Non-instructional 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
OB5.2						#VALUE!	U05.2
OB5.3						#VALUE!	U05.3
OB5.4						#VALUE!	U05.4
OB5.5	0					#VALUE!	U05.5

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 2012-13 staff cross-training initiative exceeded the projected goal by 75%; 19 of the 29 team members gained knowledge and experience in student service areas outside their purview such as intake, admissions & records, financial aid, and veterans affairs.

While the RRC One-Stop approach has proven to be a highly effective approach to streamlining student services and limiting the amount of time students being removed from the classroom, RRC did not consistently meet the projected annual goal to increase direct student interaction and involvement of the senior class by 5% through College Connection. The internal unit data obtained from participating staff indicated a satisfactory increase in admissions, and a significant decrease in number of student tested and advised. (See Attachment A) However, the unit data does not capture students who have participated in the Early College Start program or those students who opt to come directly to campus for services. RRC presses to encourage high school staff to promote the opportunity for students to utilize the College Connection program as a tool for getting ready to attend colleges and/or universities of their choice.

# Non-instructional Support Services Review Template

Objective #	<i>Objectives (Improvements)</i>	<i>Objective Measure (conditions/ criteria)</i>	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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4.3 What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?

4.4 Briefly describe how the results of the improvements contributed to advancing the mission and goals of the college.

The improvements will provide the highest quality, most streamlined and functional services to faculty, staff, students and the community in support of the college's mission and intended outcomes. They are aligned with the college's values of Communication, Access, Responsiveness, Excellence and Stewardship (CARES). We will accomplish this by effectively and efficiently streamlining College Connections processes. ISD partnerships are strengthened resulting in increased student participation, enrollment, and student retention. Our well-trained, cross-trained staff will maximize resources and minimize potential gaps in services – ensuring delivery of services exceeds the standards. Teamwork, actively shared communication, and a commitment to upholding the mission and goals of the college will foster personal and professional ownership that will generate accountability. Improvements are designed to assist students successfully navigate through the college experience and achieve their goals.

☐

## 2010 - 13 College Connection OIEA Enrollment Statistics for RRISD

Total # of students per District Roster	Total # of Students Completing Application	Total # of Students in district enrolled at ACC	Annual Application Percentage	Annual Enrollment Percentage	Annual Change in Application Percentage
<b>2010 - 2011</b>					
2554	2137	455	84%	21%	0%
<b>2011 - 2012</b>					
2660	2084	442	78%	21%	- 7%
<b>*2012 - 2013</b>					
2801	2438	518	87%	21%	+ 12%
*Year 2012-13 includes first senior class of new RRISD Cedar Ridge High School					
Data includes Success East/West Alternate High School.					

## \*\*2010 - 13 Round Rock Campus CoCo Data Enrollment Statistics for RRISD

Total # of students per Adjusted District Roster	Total # of Students Completing Application	Total # of Students Requiring TSI Assessment	Total # of Students TSI Assessed ACC	Total # of Students Advised	Annual Application Percentage	Annual Percentage of Students TSI Assessed	Annual Percentage of Students Advised	Annual Change in Application Percentage	Annual Change in TSI Assessment Percentage	Annual Change in Advising Percentage
<b>2010 - 2011</b>										
2577	2213	928	590	1023	86%	64%	40%	0%	0%	0%
<b>2011 - 2012</b>										
2519	2191	1040	556	1236	87%	53%	49%	+ 1%	-11%	+9%
<b>*2012 - 2013</b>										
2692	2445	640	317	1119	91%	50%	42%	+ 4%	- 3%	- 7%
* Year 2012-13 includes first senior class of new RRISD Cedar Ridge High School										
**Data does not include Success East/West Alternate High School populations due to fluctuation in enrollment.										