

Support Services Review Template

College

Unit Name: Connection

Melissa

Unit Review Leader: Curtis

Today's Date: 7/31/2014

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?)

College Connection supports Central Texas's college-going culture by developing supportive relationships with public schools and by providing pre-enrollment services to high school seniors, assisting them with the transition into college.

College Connection serves as the front-door to college for ACC's direct-to-college enrollees, many of whom are the first in their families to attend college.

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

Supports Academic Master Plan priorities of:

1.1 Improve Educational Planning for students

1.2 Develop strategic recruitment and enrollment management plan

1.3 Implement state-mandated Texas Success Initiative (TSI) and Developmental Education changes

1.4 Develop Institutional strategy for Early College Start / Early College High School Programs

1.7 Integrate Career Services into Enrollment process

4.3 Develop institution collaborations to promote ease of transfer

Supports Presidential Priorities of:

Student Access

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1.2 Please tell us who you serve.

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

High school seniors in 63 high schools in 25 public school districts (total of 17,382 in AY 2013-14).

1.3 What services or products does the unit provide?

Pre-enrollment services to high school seniors to assist them with the transition to college: admissions applications, TSI Assessment (if needed), advising, financial aid information.

Community outreach to schools and community-based organizations to support community high-school-to-college transition programs.

Data on incoming first-year students directly from the high schools.

Data on FTIC cohorts through transfer and completion.

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

Direct College Enrollments:

Through College Connection's 11 years of activity, high school-to-college enrollments have grown and then held steady during enrollment declines from other areas of the community.

Service to Under-Represented Students:

College Connection activities provide important services to first-in-family students who would not otherwise know how to navigate the college enrollment system. College Connection activities draw students from underrepresented populations and minority populations in greater numbers than other areas of enrollments, encouraging diversity and success equity.

Support to School District Partners' College Readiness Efforts:

College Connection nurtures and develops ACC's school district partnerships. The program actively supports college readiness efforts through partners such as the Austin College Access Network, the Greater Austin Chamber of Commerce College Readiness and Educational Support Taskforce (CREST), and connections with THECB and Region 13 for HB5 College Readiness Course efforts.

Impact on Community Colleges State and Nation-Wide:

College Connection continues training and supporting efforts of other community colleges to adopt models similar to College Connection and engage in partnerships with school districts for the benefit of high school students. In January 2014, College Connection was a finalist for the national Bellwether Legacy Award for five years of distinguished program success.

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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	Promote among ACC expert staff the positive outcomes of supporting College Connection efforts	<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	Support relationship between ACC staff and high school students, showing that ACC is an encouraging and engaging option for post-secondary education	<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"/>
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: <i>Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i>		Example outcome: <i>Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .</i>		Example measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>
UG1	<i>Promote among ACC expert staff the positive outcomes of supporting College Connection efforts</i>	UO1.1	<i>Redesign College Connection organizational requirements to minimize planning time and time spent on "make-up" days</i>	UM1.1.1	<i>Reduce number of planning hours required by staff for each event</i>
				UM1.1.2	<i>Reduce number of events required to complete sequence of activities</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>Support relationship between ACC staff and high school students, showing that ACC is an encouraging and engaging option for post-secondary education</i>	UO2.1	<i>Promote "Office Hours" on high school campuses to provide face-to-face, individualized meetings between recruiters</i>	UM2.1.1	<i>Increase number of office hours at each high school monthly</i>
				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>Reduce number of planning hours required by staff for each event</i>	4,457 total planning hours for admissions, assessment, and advising in FY 11	0.00	3,342 (25% reduction)	0.00	UO1.1
UM1.1.2	<i>Reduce number of events required to complete sequence of activities</i>	408 total events in FY 11	302.00	306 (25% reduction)	0.01	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>Increase number of office hours at each high school monthly</i>	0 recorded	0.00	496 total hours (8 per month per high school)	n/a	UO2.1
UM2.1.2						UO2.1
UM2.2.1						UO2.2
UM2.2.2						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)
UM2.3.1						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
UM3.3.1						UO3.3
UM3.3.2						UO3.3
UM3.4.1						UO3.4
UM3.4.2						UO3.4
UM3.5.1						UO3.5
UM3.5.2						UO3.5
UM4.1.1						UO4.1
UM4.1.2						UO4.1
UM4.2.1						UO4.2
UM4.2.2						UO4.2
UM4.3.1						UO4.3
UM4.3.2						UO4.3
UM4.4.1						UO4.4
UM4.4.2						UO4.4
UM4.5.1						UO4.5
UM4.5.2						UO4.5
UM5.1.1						UO5.1
UM5.1.2						UO5.1
UM5.2.1						UO5.2
UM5.2.2						UO5.2

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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)
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

The Activity Report data omitted the planning hours in 2013-14 because the new data-matching program made such a significant, positive impact on staff time. Staff stopped needing to do planning hours such as manually looking up student data, so we elected not to program the planning time into our new database. We have anecdotal responses that the time required for planning has dropped dramatically. For the office hours, the Student Recruitment Office under Enrollment Management collects that data, and they elected to measure it by number of students served, not hours held. They recorded seeing 1,546 students in FY 13.

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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)
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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	Establish data matching system through IT that facilitates faster	Measure number of planning hours required.	4,457 total planning	3,342 (25% reduction)		Melissa Curtis	UO1.1	Redesign College Connection organizational requirements to
OB1.2	Implement automated Activity Reports that promote accurate	Measure number of events that staff have at high schools each	408 total events in	306 (25% reduction)		Melissa Curtis	UO1.2	0
OB1.3							UO1.3	
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1	Plan for 8 hours per high school through Office Hours.	Measure number of hours recorded on Activity Reports.	0.00	496 total hours (8	Each HS need is different. Some may need fewer, some	Melissa Curtis & Patricia	UO2.1	Promote "Office Hours" on high school campuses to provide face-
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	

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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
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	5.5						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).

The Office Hours improvement is now primarily under the purview of the Enrollment Management office, and they will include it in their future SSR goals. Only the College Connection ACCeleration Team Office Hours are under the purview of College Connection, and we will implement a data management system for those hours in 2014-15.

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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	Data matching system initiated, with trainings	Year 1	Rooms for training	Time for trainings and program	Computers at work stations	N/a	\$ -	OB1.1	Establish data matching system through IT that facilitates faster student data processing.
OKS1.1.2	Admissions completely using data matching system	Year 2	n/a	n/a	n/a	N/a	\$ -		
OKS1.1.3	Review & evaluate	Year 3	n/a	n/a	n/a	n/a	\$ -		
OKS1.2.1	Activity report system initiated, with trainings	Year 1	Rooms for training	Time for trainings and report	Computers at work stations	n/a	\$ -	OB1.2	Implement automated Activity Reports that promote accurate records.
OKS1.2.2	Review & evaluate	Year 2	n/a	n/a	n/a	n/a	\$ -		
OKS1.2.3	Review & evaluate	Year 3	n/a	n/a	n/a	N/a	\$ -		
OKS1.3.1								OB1.3	0
OKS1.3.2									
OKS1.3.3									
OKS1.4.1								OB1.4	
OKS1.4.2									
OKS1.4.3									
OKS1.5.1								OB1.5	
OKS1.5.2									

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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)
OKS1.5.3									
OKS2.1.1	Recruiters & CCAT will hold office hours in high schools	Year 1	Mileage	Staff time in high schools	Shared drive for data exchange	N/a	\$ -	OB2.1	Plan for 8 hours per high school through Office Hours.
OKS2.1.2	Review & evaluate	Year 2	Mileage	Staff time in high schools	n/a	n/a	\$ -		
OKS2.1.3	Review & evaluate	Year 3	Mileage	Staff time in high schools	n/a	N/a	\$ -		
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								OB3.2	
OKS3.2.2									
OKS3.2.3									

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
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									
OKS4.4.3									
OKS4.5.1									

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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)
OKS4.5.2								OB4.5	
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	5.5
OKS5.5.2									
OKS5.5.3									

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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	<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).

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

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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	Establish data matching system through IT that facilitates faster student data processing.	Measure number of planning hours required.	4,457 total planning	0.00	3,342 (25% reduction)	#VALUE!	UO1.1
OB1.2	Implement automated Activity Reports that promote accurate records.	Measure number of events that staff have at high schools each year.	408 total events in	302.00	306 (25% reduction)	#VALUE!	UO1.2
OB1.3	0	0	0.00	0.00	0.00	#DIV/0!	UO1.3
OB1.4						#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5
OB2.1	Plan for 8 hours per high school through Office Hours.	Measure number of hours recorded on Activity Reports.	0.00	0.00	496 total hours (8	#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
OB3.5						#VALUE!	UO3.5
OB4.1						#VALUE!	UO4.1

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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
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	5.5					#VALUE!	U05.5

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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)*

Objective 1.1: Establish data matching system As we implemented Objective 1.2, "Creating automated Activity Reports," we elected not to program in a field that would track the measurement of planning hours established in Objective 1.1. This was because the new data-matching system established under Objective 1.1 was effective immediately, reducing the required pre-planning activities dramatically and rendering the need to track the hours administratively unnecessary. We held two formal trainings on the new data system and then offered several one-on-one trainings for staff across the college. Objective 1.1.2 Implement automated activity reports The activity reports were a successful measure of the number of events being held at each high school, and we successfully reduced our events as planned. Objective 2.1: Plan for 8 hours per high school through Office Hours The Office Hours function became primarily an activity conducted by the recruiting/advisers in the Enrollment Management Department. As a result, the College Connection Office did not have sufficient control to request that the recruiter/advisers use the automated Activity Reports to record their hours. The Enrollment Management department has kept its own data which show success in this endeavor. The Enrollment Management office reports that 1,546 high school students were served by recruiters during high school office hours and that office hours were held at 34 high schools.
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4.3 What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?

The impact has been positive. The amount of time staff must spend preparing for the activities has been reduced, which has been an important boost for productivity. The Office Hours are reported to be making an impact on students at the high schools.
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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 College Connection Program serves diverse high schools with increasing numbers of students who would be first-in-family attending college. The measurements of how many of this year's senior class will enter college directly after high school is not yet available. When it is, we will know if we continue to support high school students with making the transition into college.