

Support Services Review Template

Student
Unit Name: Services PIN

Unit Review Leader: Virginia Fraire
Today's Date: 7/30/2014

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?)

This unit provides exceptional support services in-person and online to increase student learning that is congruent with each individual's academic and vocational goals for the purpose of increasing access and degree/certificate completion and transfer rates.

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

This unit supports the comprehensive mission of the college by providing the following support services: Assessment/Placement for incoming students; academic and career advising/counseling to help students identify or affirm an academic path; provide services to students with special needs including disability services, support for student aging out of foster care, and low-income students pursuing AAS. We conduct the transfer academy to assist students who wish to transfer to university. We provide extensive outreach to high schools through the college connection program. Finally, we respond and provide support students who might be in distress or who are exhibiting disciplinary problems in the classroom.

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1.2 Please tell us who you serve.

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

Students, Staff, and Faculty. We serve new and returning students, center locations (FBG), DL students, College Connection high schools (Bowie, Dripping Springs, & Lake Travis), ECS students and parents from public and private high schools as well as home schooled students. We serve and collaborate with other departments of the college (instruction, financial aid, admissions and records, library, campus and district administration) to ensure that services are provided in an integrated fashion.

1.3 What services or products does the unit provide?

Assessment & measurement of academic readiness, proctored secure testing for designated departments, make-up examinations and distance learning testers, insividual advising (with Degree Map) and Group Planning Sessions, Counseling, Disability Services, Support Center Services, Foster Care alumni support, Transfer services, DL support, Career Services, Men of Distinction & Men of Accion support, Early College Start advising and College Connection assessment and advising. Dean of Student provides permission for overload of schedule for traditional college and Early College Start students, judicial reviews and disciplinary process, progress of students not meeting Academic Standards of Progress and leads Behavioral Intervention Team.

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

We assist prospective and returning students understand and apply for admissions and enroll at ACC. We provide students with the following: degree plans (according to their academic and career goals) and unofficial audits, advising for course selection, crisis and career counseling, guidance related to academic progress, assistance with registration, referrals for internal or external resources, DL services assistance, mentoring, accommodations for disability, assistance with child care and textbook access, transfer guides and steps needed to transfer to university, guidance on understanding college policies and procedures. Faculty members receive support and direction related to discipline matters, academic grade disputes and complaints. These efforts are highly reliant on A&R, Financial Aid, And IT resources. The impact of our services is evident by varous reports that are collected, maintained, and analyzed to evaluate our services including: Enrollment, Electronic Intake, Degree Map/Education Plan Advising, Testing/Assessment, and Disability Services.

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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	Provide accurate and consistent information during the required (and first) advising session	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG2	Increase the use of Degree Map to document advising sessions	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG3	Increase advising documentation rates	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- this table will link to other areas in this report
- If you need more space than this table allows, contact OIEA for a separate form.

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1.3.2 What are Unit Outcomes and Unit Measures?

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

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
	Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.		Example outcome: Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .		Example measure: Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.
UG1	Provide accurate and consistent information during the required (and first) advising session	UO1.1	Implement Group Planning Sessions	UM1.1.1	Measure student satisfaction. Fall 2013 Baseline (Cycle1) and Spring (Cycle 2) is current status. Final Cycle 3 is still in progress
				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	Increase the use of Degree Map to document advising sessions	UO2.1	Provide continous training and awarness on the use of Degree Map.	UM2.1.1	Measure the DM adoption rate. Fall 2013 baseline and Spring 2014 is current status
				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	Increase advising documentation rates	UO3.1	Provide academic and career advising that support student goals.	UM3.1.1	Measure the rate of documentation. Fall 2013 Baseline and Spring 2014 is current status
				UM3.1.2	
		UO3.2		UM3.2.1	
				UM3.2.2	
		UO3.3		UM3.3.1	
				UM3.3.2	
		UO3.4		UM3.4.1	
				UM3.4.2	
		UO3.5		UM3.5.1	
				UM3.5.2	
UG4	0	UO4.1		UM4.1.1	
				UM4.1.2	
		UO4.2		UM4.2.1	
				UM4.2.2	
		UO4.3		UM4.3.1	
				UM4.3.2	
		UO4.4		UM4.4.1	
				UM4.4.2	
		UO4.5		UM4.5.1	
				UM4.5.2	
UG5	0	UO5.1		UM5.1.1	
				UM5.1.2	
		UO5.2		UM5.2.1	
				UM5.2.2	
		UO5.3		UM5.3.1	
				UM5.3.2	
		UO5.4		UM5.4.1	
				UM5.4.2	
		UO5.5		UM5.5.1	
				UM5.5.2	

➤ this table will link to other areas in this report

➤ If you need more space than this table allows, contact OIEA for a separate form.

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2.5.2 Unit Outcomes Assessment

Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
	Example unit measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>					
UM1.1.1	<i>Measure student satisfaction. Fall 2013 Baseline (Cycle1) and Spring (Cycle 2) is current status. Final Cycle 3 is still in progress</i>	93.80	97.40	0.98	99.40	UO1.1
UM1.1.2	0					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>Measure the DM adoption rate. Fall 2013 baseline and Spring 2014 is current status</i>	0.74	0.96	0.90	106.70	UO2.1
UM2.1.2						UO2.1
UM2.2.1						UO2.2
UM2.2.2						UO2.2
UM2.3.1						UO2.3
UM2.3.2						UO2.3
UM2.4.1						UO2.4
UM2.4.2						UO2.4
UM2.5.1						UO2.5
UM2.5.2						UO2.5
UM3.1.1	<i>Measure the rate of documentation. Fall 2013 Baseline and Spring 2014 is current status</i>	0.96	273.00	0.90	303.00	UO3.1
UM3.1.2						UO3.1
UM3.2.1						UO3.2
UM3.2.2						UO3.2

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Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
UM3.3.1						U03.3
UM3.3.2						U03.3
UM3.4.1						U03.4
UM3.4.2						U03.4
UM3.5.1						U03.5
UM3.5.2						U03.5
UM4.1.1						U04.1
UM4.1.2						U04.1
UM4.2.1						U04.2
UM4.2.2						U04.2
UM4.3.1						U04.3
UM4.3.2						U04.3
UM4.4.1						U04.4
UM4.4.2						U04.4
UM4.5.1						U04.5
UM4.5.2						U04.5
UM5.1.1						U05.1
UM5.1.2						U05.1
UM5.2.1						U05.2
UM5.2.2						U05.2
UM5.3.1						U05.3
UM5.3.2						U05.3
UM5.4.1						U05.4
UM5.4.2						U05.4
UM5.5.1	0					U05.5
UM5.5.2	0					U05.5

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

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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	Develop GPS content and calendar for PIN implementation	Measure overall GPS evaluations for PIN sessions	93.80	98.00	Satisfaction data does not determine effectiveness of program. Create a system to assess GPS success rate at PIN. Also these data only includes sessions that began in February - May (cycle 1 & 2). The final cycle (3) which began in June through August is still in progress	Dean SS	UO1.1	Implement Group Planning Sessions
OB1.2							UO1.2	0
OB1.3							UO1.3	
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1	Develop a training plan and track individual Degree Map adoption rates to ensure that staff are using DM to document sessions	Measure the Degree Map adoption rate	0.74	0.90	DM has proven to be the primary choice for documenting sessions at PIN. To sustain this momentum we will need to continue to provide ongoing training as a new version of DM is being developed	Dean SS	UO2.1	Provide continuous training and awareness on the use of Degree Map.
OB2.2							UO2.2	
OB2.3							UO2.3	
OB2.4							UO2.4	
OB2.5							UO2.5	

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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
OB3.1	Develop a training plan and track individual documentation rates to ensure that all advising sessions are documented	Measure the number of Electronic Intake visits and documented advising sessions for each staff member	0.96	0.90	Not every EI visit converts into an advising session. It is still important to compare the EI visits which measures student foot traffic against actual documented advising sessions. Significant discrepancies between these two numbers might indicate that advising is being used to provide general enrollment information and/or that little advising documentation is occurring. At PIN the EI visits are significantly lower than the advising sessions making the (great) documentation rate unreliable. PIN is in need of additional training to reinforce that EI visits need to be closed out otherwise the visit is not counted. Moreover, some administrative decisions are made based on EI data. Lastly, even though PIN has high documentation rates. Folks in Student Accessibility Services (SAS) show dramatically low documentation rates. This is not apparent in the aggregate. Advising by SAS needs to be integrated in the main student	Dean SS	UO3.1	Provide academic and career advising that support student goals.
OB3.2							UO3.2	

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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
OB3.3							UO3.3	
OB3.4							UO3.4	
OB3.5							UO3.5	
OB4.1							UO4.1	
OB4.2							UO4.2	
OB4.3							UO4.3	
OB4.4							UO4.4	
OB4.5							UO4.5	
OB5.1							UO5.1	0
OB5.2							UO5.2	0
OB5.3							UO5.3	0
OB5.4							UO5.4	0
OB5.5							UO5.5	0

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<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure</i>	<i>Objective Baseline data</i>	<i>Objective Target data</i>	<i>Opportunity or challenges identified</i>	<i>Responsible person</i>	<i>Related Unit Outcome #</i>	<i>Related Unit Outcome</i>
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3.2 Does the unit have sufficient control over the objectives (improvements) and key strategies to implement them effectively?

YES

NO

3.2.1 If not, please describe your unit plans to successfully implement this objective (improvement).

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3.3 Objectives and Key Strategies with Timeline and Costs

➤ (NO more than 3 strategies for each objective (improvement))

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
Example	OIEA staff will develop content for a new TIPS training workshop.	Year 1					\$ 100	OB1.1	
Example	OIEA staff will create a short video that will be posted on the website demonstrating how to use TIPS.	Year 2					\$ 1,500	OB1.1	
Example	OIEA staff will offer at least one new workshop through Professional Development Office.	Year 3					\$ 20,000	OB1.1	
OKS1.1.1	Advisors/Counselors will continue to work with GPS districtwide committee to modify the GPS presentation content as needed	year 1					\$ 500.00	OB1.1	Develop GPS content and calendar for PIN implementation
OKS1.1.2	Counselors and Advisors will present GPS sessions throughout the registration periods for Fall, Spring and Summer sessions	Ongoing							
OKS1.1.3	Counselor will be assigned to develop PIN calendar and reserve meeting rooms.	Ongoing					\$ 900.00		
OKS1.2.1								OB1.2	0
OKS1.2.2									
OKS1.2.3									
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									
OKS1.5.3									

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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	Related Objective (Improvements)	Related Objectives (Improvements)
OKS2.1.1	IPAS/Degree Map Coordinator will develop a train-the-trainer structure to facilitate ongoing campus training needs.						\$ 1,500.00	OB2.1	Develop a training plan and track individual Degree Map adoption rates to ensure that staff are using DM to document sessions
OKS2.1.2	IPAS/Degree Map Coordinator will review and calculate DM adoption rates					\$ 600.00			
OKS2.1.3									
OKS2.2.1								OB2.2	
OKS2.2.2									
OKS2.2.3									
OKS2.3.1								OB2.3	
OKS2.3.2									
OKS2.3.3									
OKS2.4.1								OB2.4	
OKS2.4.2									
OKS2.4.3									
OKS2.5.1								OB2.5	
OKS2.5.2									
OKS2.5.3									
OKS3.1.1	Dean will track EI data visits and compare it to DM adoption report which includes all documented sessions including those not noted using Degree Map.						\$ 1,000.00	OB3.1	Develop a training plan and track individual documentation rates to ensure that all advising sessions are documented
OKS3.1.2	Dean will offer training sessions on use of EI documentation.						\$ 1,000.00		
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									

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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)
OKS3.4.2								OB3.4	
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								OB4.5	
OKS4.5.2									
OKS4.5.3									
OKS5.1.1								OB5.1	0
OKS5.1.2									
OKS5.1.3									
OKS5.2.1								OB5.2	
OKS5.2.2									
OKS5.2.3									
OKS5.3.1								OB5.3	
OKS5.3.2									
OKS5.3.3									
OKS5.4.1								OB5.4	
OKS5.4.2									
OKS5.4.3									
OKS5.5.1								OB5.5	0
OKS5.5.2									
OKS5.5.3									

\$ 5,500

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

GPS is intended to provide students with consistent and intentional advising that will equipped them to meet their academic and vocational goals. The overall satisfaction rate helps me determine if the content and delivery of the session is resonating with students. As the process holder for this program, I am working with OIEA on an effectiveness evaluation. Adoption of Degree Map facilitates providing students with their data on their progress. Without documentation rates it is difficult to assess the quality of the advising (i.e. advising notes, did student follow staff advise, GPA, etc.).

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

The processed I used to evaluated the results required me to pull multiple reports including the GPS Class Climate evaluation report, Degree Map adoption rate reported provided by Civitas, and the EI report downloaded using the internal reporting system (Informer). I involved mutiple parties in the review including: IPAS coordinator, PIN/Counselor who serves as the GPS contact for the districtwide GPS committee, Civitas product manager for Degree Map, and my assistant.

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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
<i>Example</i>	<i>Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i>	<i>Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i>					<i>U01.1</i>
OB1.1	Develop GPS content and calendar for PIN implementation	Measure overall GPS evaluations for PIN sessions	93.80	97.40	98.00	99%	U01.1
OB1.2	0	0	0.00		0.00	#DIV/0!	U01.2
OB1.3	0	0	0.00		0.00	#DIV/0!	U01.3
OB1.4						#VALUE!	U01.4
OB1.5						#VALUE!	U01.5
OB2.1	Develop a training plan and track individual Degree Map adoption rates to ensure that staff are using DM to document sessions	Measure the Degree Map adoption rate	0.74	0.98	0.90	109%	U02.1
OB2.2						#VALUE!	U02.2
OB2.3						#VALUE!	U02.3
OB2.4						#VALUE!	U02.4
OB2.5						#VALUE!	U02.5
OB3.1	Develop a training plan and track individual documentation rates to ensure that all advising sessions are documented	Measure the number of Electronic Intake visits and documented advising sessions for each staff member	0.96	273.00	0.90	30333%	U03.1
OB3.2						#VALUE!	U03.2
OB3.3						#VALUE!	U04.3
OB3.4						#VALUE!	U03.4
OB3.5						#VALUE!	U03.5
OB4.1						#VALUE!	U04.1
OB4.2						#VALUE!	U04.2
OB4.3						#VALUE!	U04.3
OB4.4						#VALUE!	U04.4
OB4.5						#VALUE!	U04.5
OB5.1	0					#VALUE!	U05.1
OB5.2						#VALUE!	U05.2

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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
OB5.3						#VALUE!	U05.3
OB5.4						#VALUE!	U05.4
OB5.5	0					#VALUE!	U05.5

Support Services Review Template

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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4.2 Briefly summarize the degree to which the targets were met.

➤ *Note the key strategies or activities designed to implement the objectives (improvements)*

All the targets were met exceedingly. However, the GPS satisfaction data does not include data from the current GPS sessions in progress. The documentation rate is a bit unreliable. Through this process, I learned that many PIN staff do not accurately use the EI system to track their individual student traffic. Subsequently, with two exceptions staff had more documented visits than EI visit recorded. Degree Map adoption was also met. Staff were informed at the beginning of this semester that this item would be tracked and discussed during performance evaluations.

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

It affirmed that GPS sessions at PIN are positively received by students. A further analysis of the effectiveness outcomes is forthcoming. While the documentation rates were overall exceedingly positive, I learned that PIN staff does not use EI to track and monitor their individual student foot traffic. This is important because some administrative decisions are based on EI data. The training plan will be reinforced to make sure that everyone is using EI consistently. The Degree Map adoption report made it abundantly clear that the office of Student Accessibility Services is not consistently reporting advising sessions.

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 improvement plan is designed to help increase student transfers and completions. Students who are clearly oriented at the beginning of their path with us are better prepared. Through GPS students are taught how to: select courses, register, engage with the college electronically, identify a major, utilize Degree Map so they may know at all times where they are in their academic progress. Furthermore, Degree Map allows student to do academic program comparisons to weigh the cost and benefits of their decision to stay with or change their major. If staff do not document advising sessions in Degree Map students do not have access to their advising records. They are not able to view what has been advised for the current or future semesters. Lastly, without solid documentation of advising sessions, it is not possible to assess advising practices.