

Support Services Review Template

Dean
Unit Name: Student
Services
CYP
Amber
Unit Review Leader: Kelley
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?)

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

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

Cypress Creek Student Services' mission mirrors the college's mission of "A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals." Student Services facilitates the intended outcomes of the college's mission, including:

1. Increase persistence (term-to-term & fall to fall)
2. Complete developmental and adult education course progression to credit courses
3. Increase completion of all attempted courses with a "C" or better
4. Increase degree/certificate graduates and transfer rates
5. Increase success equity across all racial/ethnic/gender/income groups

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1.2 Please tell us who you serve.

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

Cypress Creek Student Services provides Counseling, Advising, Testing, Assessment, Student Accommodations/Disability-related Services (SAS), and Student Conduct services. Students, both in class and distance learning, are who we primarily serve, however secondary services are provided to academic faculty and staff.

1.3 What services or products does the unit provide?

Cypress Creek Student Services provides counseling, advising, testing, assessment, disability-related, and student-conduct-related services.

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

Our primary services have a direct impact on student success by increasing student course completion, persistence, & retention. Our secondary services support instruction and positively influence the learning environment.

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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
	<i>Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i>											
UG1	<i>To enhance student experience, support student success, and increase employee efficiency.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

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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	To enhance student experience, support student success, and increase employee efficiency.	UO1.1	To maintain processes that are streamlined and connect students and the CYP campus community with needed services.	UM1.1.1	Measure connecting students with needed services by reducing the percentage of students who attempt to obtain services but leave prior to engaging with the service provider [counselor or advisor, for example].
				UM1.1.2	Measure connecting students with needed services by counting the number of referrals and tracking outcomes for BIT intervention.
		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	0	UO2.1		UM2.1.1	
				UM2.1.2	
		UO2.2		UM2.2.1	
				UM2.2.2	
		UO2.3		UM2.3.1	
				UM2.3.2	
		UO2.4		UM2.4.1	
				UM2.4.2	
		UO2.5		UM2.5.1	
				UM2.5.2	
		UO3.1		UM3.1.1	
				UM3.1.2	
		UO3.2		UM3.2.1	

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
UG3	0			UM3.2.2	
		U03.3		UM3.3.1	
				UM3.3.2	
		U03.4		UM3.4.1	
				UM3.4.2	
		U03.5		UM3.5.1	
UG4	0			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			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	
		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 connecting students with needed services by reducing the percentage of students who attempt to obtain services but leave prior to engaging with the service provider [counselor or advisor, for example].</i>	6.68	2.53	3.34	76%	UO1.1
UM1.1.2	<i>Measure connecting students with needed services by counting the number of referrals and tracking outcomes for BIT intervention.</i>	24.00	0.00	36.00	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						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						UO3.1
UM3.1.2						UO3.1
UM3.2.1						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)
UM3.2.2						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
UM5.3.1						UO5.3
UM5.3.2						UO5.3
UM5.4.1						UO5.4
UM5.4.2						UO5.4
UM5.5.1	0					UO5.5
UM5.5.2	0					UO5.5

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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

Note regarding UM 1.1.1 above: 2012-2013 data indicated 78% progress toward target (Left Without Services [LWoS] dropped to 4.08% from 6.68 baseline in AY 13) while 2013-2014 indicated only 6% progress upon initially analytic review (6.47% for AY 14). Analysis revealed that during 2013-2014, new QLess technology features and changes in campus & college processes (increase of expiration time for same-day returning students, reconceptualization of Welcome Center, implementation of GPS & reduction in walk-in services during GPS times, use of "Expired" list to provide preferential queuing, etc.) significantly altered how employees, and entire departments, utilize QLess. These enhancements and the changes in processes falsely increased the "No Show" (Expired list) data which is calculated into LWoS thus rendering it invalid for comparison purposes on a go forward basis. LWoS data is the sum of students who "Left" (after having been placed in a queue) + "No Shows" (Expired after being summoned to receive service). The "Expired" list is now used primarily to give preferential placement (move to front of the line) for students who received service previously in the day but may return (with an additional document, following the GPS session for individualized assistance, etc.). Since the "No Show" data now contains primarily students who actually were served as well as those who truly did not show up when it was their turn for service, comparison is compromised. If the "Expired" list data is excluded from LWoS, and only "Left" data (1.8284%) is considered, the unit current data becomes 4.85% (145% of target achieved) but is artificially inflated because those who are valid "No Show" (Expired list) students are excluded from LWoS. If it is posited the "Expired" list is composed equally of the two subcategories ("served but may return" or "summoned but didn't arrive for service"), and the 1/2 who actually received services are hypothetically eliminated, the LWoS data becomes 4.14537% which is 76% of target and more consistent with the previous year's outcomes (prior to the new processes & technology enhancements). The Employee and student surveys may provide a more accurate reflection of student and employee experience on a go forward basis.

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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	Utilize a remote queuing system to enhance student experience, support student success, and/or increase employee efficiency as demonstrated by survey responses and data analysis	Measure student success in completing the desired service transaction by demonstrating a 50% reduction in LWoS (students who Left Without Service)	6.68	3.34	Efficient use of technology and expand capabilities of staff to better meet needs identified by SWOT as a strength and also as a need to enhance student experience	SS CYP Dean & Advising Supervisor	UO1.1	To maintain processes that are streamlined and connect students and the CYP campus community with needed services.
OB1.2		Measure employee efficiency in serving students by surveying employees using the technology (This technology helped me serve students more efficiently; scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.00	Efficient use of technology and expand capabilities of staff to better meet needs identified by SWOT as a strength and also as a need to enhance student experience	SS CYP Dean	UO1.2	0
OB1.3		Measure student experience via 5-point scale survey (This technology improved my experience as a student; scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.00	Effective application of technology (strength) and need for improving employee efficiency in meeting student needs identified by SWOT	SS CYP Dean & Advising Supervisor	UO1.3	
OB1.4		Measure student experience via 5-point scale survey (This technology gives me the opportunity to use my Student Services waiting time more effectively; scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.00	Effective application of technology (strength) and need for improving employee efficiency in meeting student needs identified by SWOT	SS CYP Dean & Advising Supervisor	UO1.4	
OB1.5							UO1.5	
OB2.1	Establish an effective process for the CYP Campus Community (students, faculty/staff, & public) to identify & report student behaviors that could potentially compromise the educational environment, or are detrimental to student success, and intervene in a manner that is least intrusive and heightens potential for student success as demonstrated by number of referrals to BIT (interventions), fewer students (percentage) who end up with disciplinary sanctions, and survey responses regarding interventions.	50% Increase in percentage of BIT appropriate students referred. (Baseline is 15 of 65 incidents are appropriate for BIT intervention; 9/1/10-8/31/13)	24.00	36.00	SWOT identified need for improved interventions for student academic success	BIT Lead Counselor, CARES Process Holder, Dean	UO2.1	
OB2.2		30% reduction in percentage of BIT appropriate referrals who convert to formal disciplinary cases. (Baseline is 40% are appropriate for BIT intervention; 6 of 15 incidents 9/1/10-8/31/13)	40.00	28.00	Correlation between BIT interventions and student success	BIT Lead Counselor, CARES Process Holder, Dean	UO2.2	
OB2.3		Referral Source survey response (The potential for student success improved following my referral; scale: 5-Strongly Agree to 1-Strongly Disagree, or not applicable)	3.00	4.00	Correlation between BIT interventions and student success	BIT Lead Counselor, CARES Process Holder, Dean	UO2.3	
OB2.4		Referral Source survey response (The learning environment improved following my referral; scale 5-Strongly Agree to 1-Strongly Disagree, or not applicable)	3.00	4.00	Correlation between BIT interventions and student success	BIT Lead Counselor, CARES Process Holder, Dean	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							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).

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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	Selection & adaption of remote queuing technology (from food service industry) for initial implementation in the education arena	Year 1 (2011-2012)			\$500x 2 Wall mounted digital device (LCTV) with web access to display student queues - Location and number TBD based on student areas to view digital display		\$ 1,000	OB1.1	Utilize a remote queuing system to enhance student experience, support student success, and/or increase employee efficiency as demonstrated by survey responses and data analysis
OKS1.1.2	Continue to apply and adapt remote queuing technology for use in an educational setting, data collection & review	Year 2 (2012-2013)			Qless Annual License (\$18,000)		\$ 18,000		
OKS1.1.3	Refine remote queuing procedures, re-evaluation of measures, expansion of Qless to additional CYP Student Services areas and ACC Elgin Campus Student Services, explore additional applications of technology (such as in job fairs or emporium settings), explore funding options , data collection and analysis	Year 3 (2013-2014)		\$5000 Hourly coverage for employee release time related to training, implementation, and project oversight	QLess Annual License (\$16,000) ; \$500 x 2 Wall mounted digital device (LCTV) with web access to display student queues - Location @ EGN and number TBD based on student areas to view digital display		\$ 16,000		

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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)
OKS1.2.1	(Should be OKS1.1.4) Refine remote queuing procedures, re-evaluation of measures, expansion of Qless to additional CYP Student Services areas and ACC Elgin Campus Student Services, explore additional applications of technology (such as in job fairs or emporium settings), explore funding options , data collection and analysis	Year 4 (2014-2015)					\$ 9,733	OB1.2	0
OKS1.2.2	(Should be OKS1.1.5) Refine remote queuing procedures, re-evaluation of measures, expansion of Qless to other interested ACC areas, explore additional applications of technology (such as in job fairs or emporium settings), explore funding options , data collection and analysis	Year 5 (2015-2016)				\$ 29,700			
OKS1.2.3								OB1.3	0
OKS1.3.1									
OKS1.3.2									
OKS1.3.3								OB1.4	
OKS1.4.1									
OKS1.4.2									
OKS1.4.3								OB1.5	
OKS1.5.1									
OKS1.5.2									
OKS1.5.3									
OKS2.1.1	Identify SS members for BIT, Conducted SWOT (Feb 2013)	Year 1 (2012-2013)				\$750 Off-site related training, bringing in outside training resources.	\$ 750	OB2.1	Establish an effective process for the CYP Campus Community (students, faculty/staff, & public) to identify & report student behaviors that could potentially compromise the
OKS2.1.2	Identify Non-SS members for BIT, train team, establish procedures, raise campus community awareness of availability, provision of BIT-services,	Year 2 (2013-2014)		\$4,000 Adjunct counselor coverage (hourly) for BIT counselor release time, BIT tools licensing & support.		1500 Off-site related training, bringing in outside training resources.	\$ 5,500		

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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)
OKS2.1.3	Ongoing training, provision of BIT-services, re-evaluation of procedures, ongoing marketing to increase campus community awareness of availability, and re-evaluation of measures.	Year 3 (2014-2015)		\$10,000 Adjunct counselor coverage (hourly) for BIT counselor release time, BIT tools licensing & support.		2000 Off-site related training, bringing in outside training resources	\$ 12,000		educational environment, or are detrimental to student success, and intervene in a manner that is least intrusive and heightens
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									
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									

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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)
OKS4.4.1								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									

\$ 92,683

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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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3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).

OB 1.1 Students who drop in to receive services (as opposed to scheduled appointments) express anxiety over long waits and/or losing their place in line when needing to leave to attend class, go to work, or tend to other business. It can be assumed that students who have taken the time to complete the screening process and be placed in line for a service are indeed in need of that service. It is posited that students who are able to more actively determine when they will meet with a service provider and how to utilize wait time, will complete the service transaction at higher rates than those without this ability, and therefore report an enhanced experience due to the opportunity to receive services timely and on their terms. To determine the effectiveness of Qless technology in affording students the opportunity to utilize wait time more effectively and complete the intended service transaction on the day requested (UO 1.1) there will be a 50% reduction in students who leave the line without completing the service (LWoS); (UO 1.3) students who used the technology will report enhanced experience via a 5-point scale survey ("This technology improved my experience as a student" and "This technology gives me the opportunity to use my Student Services waiting time more effectively"); and, (UO 1.2) employees who used the technology will report increased efficiency via a 5-point scale survey ("This technology helped me serve students more efficiently").

OB 2.1 Students whose behaviors may result in course withdrawal or formal disciplinary sanction are at risk of being unsuccessful in the academic setting, may adversely impact the educational environment for other students, and/or may interfere with the faculty's ability to deliver proper instruction to their students. A Behavioral Intervention Team (BIT) will be established on the CYP campus to proactively intervene when student behaviors cause sufficient concern to warrant a referral to the Student Services Dean's office. The effectiveness of the BIT will be measured by (UO 2.1) increasing the percentage of BIT appropriate referrals to the Dean's office by 50% as the CYP campus community becomes aware of the BIT's availability, (UO 2.2) a 30% reduction in the percentage of referrals to the Dean's office that convert to formal disciplinary cases with sanctions, and (UO 2.3) a 4.0 or higher survey rating from the BIT referral sources (5-point scale).

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

Results of the February 2013 SWOT (Strengths, Weaknesses, Opportunities, Threats) contributed to the direction for improvements. SWOT team members included faculty, staff, campus manager, campus police, business office, IRT, and students. The results of the SWOT were discussed with the CYP Student Services leadership team and their input was utilized to determine the unit goal, selected interventions, and measures. NOTE: the original SSR submitted following the Feb 2013 SWOT was determined by the CYP leadership team to be too broad for effective implementation and evaluation. Two key areas were instead extracted from the original broader SSR (which was submitted summer 2013) and incorporated into this current SSR (submitted Nov 2013). These two key areas were identified as having the greatest potential for positively impacting student success (OB 1.1 utilization of remote queuing technology & OB 1.2 establishing a BIT);

OB 1.1 Efficacy of remote queuing system: (UO 1.1) Students who left without service (LWoS) are tracked in the remote queuing system and percentage is compared with pre-SSR data (collected Sept 2009-Feb 2010), (UO 1.2) employee efficiency is measured on a 5-point scale survey for employees who used the technology, and (UO 1.3) student experience is measured on a 5-point scale survey for students who used the technology;

OB 2.1 Efficacy of BIT: BIT-related data will be collected (beginning in 2014-2015) and compared against pre-BIT data regarding referrals to the dean's office for the 3-year baseline period (9/1/2010-8/31/2013: 62 total referrals, 15 [24%] appropriate for BIT intervention, and 6 of the 15 [40%] converted to formal disciplinary cases receiving sanctions). A 5-point scale survey of BIT referral sources will also be conducted.

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
<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>UO1.1</i>
OB1.1	Utilize a remote queuing system to enhance student experience, support student success, and/or increase employee efficiency as demonstrated by survey responses and data analysis	Measure student success in completing the desired service transaction by demonstrating a 50% reduction in LWoS (students who Left Without Service)	6.68	2.53	3.34	76%	UO1.1
OB1.2	0	Measure employee efficiency in serving students by surveying employees using the technology (This technology helped me serve students more efficiently: scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.25	4.00	106%	UO1.2
OB1.3	0	Measure student experience via 5-point scale survey (This technology improved my experience as a student; scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.41	4.00	110%	UO1.3
OB1.4		Measure student experience via 5-point scale survey (This technology gives me the opportunity to use my Student Services waiting time more effectively; scale 5-Strongly Agree to 1-Strongly Disagree)	3.00	4.50	4.00	113%	UO1.4
OB1.5						#VALUE!	UO1.5

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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
OB2.1	Establish an effective process for the CYP Campus Community (students, faculty/staff, & public) to identify & report student behaviors that could potentially compromise the educational environment, or are detrimental to student success, and intervene in a manner that is least intrusive and heightens potential for student success as demonstrated by number of referrals to BIT (interventions), fewer students (percentage) who end up with disciplinary sanctions, and survey responses regarding interventions.	50% Increase in percentage of BIT appropriate students referred. (Baseline is 15 of 65 incidents are appropriate for BIT intervention; 9/1/10-8/31/13)	24.00		36.00	0%	UO2.1
OB2.2		30% reduction in percentage of BIT appropriate referrals who convert to formal disciplinary cases. (Baseline is 40% are appropriate for BIT intervention; 6 of 15 incidents 9/1/10-8/31/13)	40.00		28.00	0%	UO2.2
OB2.3		Referral Source survey response (The potential for student success improved following my referral; scale: 5-Strongly Agree to 1-Strongly Disagree, or not applicable)	3.00		4.00	0%	UO2.3
OB2.4		Referral Source survey response (The learning environment improved following my referral; scale 5-Strongly Agree to 1-Strongly Disagree, or not applicable)	3.00		4.00	0%	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
OB5.2						#VALUE!	UO5.2

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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!	UO5.3
OB5.4						#VALUE!	UO5.4
OB5.5	0					#VALUE!	UO5.5

4.2 Briefly summarize the degree to which the targets were met.

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

OB 1.1 2012-2013 was the first year data could be collected. (2012-2013 was the 2nd year in a 3-yr plan to identify, adapt, & apply a remote queuing system.) The goal was to enhance student experience, improve employee efficiency, and reduce the numbers of students who leave without service (LWoS) by 50%. In 2013-2014, 93% of surveyed students reported the technology improved their experience as a student (4.43 avg on 5 scale) and 94% of surveyed students indicated the technology provided the opportunity to use their Student Services waiting time more effectively (4.5 avg on 5 scale) (UO 1.2); Employees who used the remote queuing technology continued to report it increased their ability to serve students more efficiently (4.25 on a 5.0 scale; UO.1.3). Although 2012-2013 data indicated 78% progress in reducing students who left without service (LWoS), 2013-2014 data was skewed (see 2.5.3 for details) and is estimated to be 76% of target or higher.; The CYP Student Services SWOT took place Feb 2013 and a new objective of establishing a Behavioral Intervention Team (BIT) at CYP was added (OB 2.1). The BIT is currently under development so there is no formal data to report at this time.

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

Utilization of remote queuing: Since implementing the technology in 2012, there has been a reduction in student complaints regarding wait time (only one complaint regarding wait time has been recorded with the dean since the 2012 implementation). Students and employees report increased control in managing time and expectations. The availability of new features (and the way existing features of the QLess system are used) has evolved as employees identify new ways to apply the technology and manage student traffic flow. This, and changes in processes, resulted in the difference in LWOs (left without service) data between 2012-2013 and 2013-2014 (78% vs 6%; 2013-2014 improvement is most likely 76% or greater, see section 2.5.3 for further information). Employees report being able to serve students more efficiently. Students report an improved student experience and that they are better able to utilize their wait time. The QLess system was successfully utilized in the ACC District 40th Anniversary Job Fair (Sept 2013, 3,000+ attendees). Interested attendees received QLess text notifications when their chosen resume reviewer became available (thus eliminating what would have been 1-2+ hr waiting lines); The CYP Student Services SWOT took place Feb 2013 and a new objective of establishing a Behavioral Intervention Team (BIT) at CYP was added (OB 2.1). BIT best practices were researched throughout 2013-2014 and the SS VP made a commitment to launch BITs on all 11 primary campuses throughout the ACC District. Thus, the CYP BIT is positioned well for a district-wide rollout of campus-based BITs. A counselor with proper credentials to lead the CYP BIT was hired Jan 2014 and a former CYP counselor promoted to dean was appointed Process Holder for the District BIT initiative. Training of the 4 CYP core team members (BIT Lead, Dean, Police Sgt, & backup counselor) has been ongoing (sessions on 9/27/13, 11/13/13, 11/26/13, 12/11/13, 2/6/14, 3/19/14, 3/25/14, 4/9/14, 4/16/14, 5/8/14, 5/29/14, 6/13/14, 6/18/14). Three of the 4 core BIT members are now eligible to utilize SIVRA-35 as an objective measure of risk/threat assessment, and even though the BIT has not yet formally been activated, new knowledge & skills (including the SIVRA-35) are already being implemented informally outside of the formal BIT launch. The CYP BIT is projected to officially launch during 2014-2015 and quantitative data collection will commence at that time.

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.

Students who receive requested services timely and timely interventions are more likely to persist in school, attain targeted benchmarks, & earn college credentials than students who do not receive timely services and/or interventions.