

Non-instructional Support Services Review Template

Northridge
Unit Name: Student
Services

Wade
Unit Review Leader: Bradfute
Today's Date: 5/7/2014

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?

Northridge 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

Non-instructional Support Services Review Template

1.2 Please tell us who you serve.

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

Northridge Student Services provides Counseling, Advising, Testing, Assessment, Disability Services (OSD), 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?

Northridge Student Services provides Counseling, Advising, Testing, Assessment, Disability Services (OSD), and Student Conduct services.

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

The primary services have a direct impact on student success and faculty's classroom environment by increasing student retention, decreasing student withdrawals, increasing student success in their courses.

Non-instructional Support Services Review Template

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	Develop and coordinate exemplary student advising and counseling programs to increase opportunities for students to define and reach their educational and career goals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG2	Develop and coordinate exemplary programs in the Office of Students with Disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
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.

Non-instructional Support Services Review Template

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	Develop and coordinate exemplary student advising and counseling programs to increase opportunities for students to define and reach their educational and career goals.	UO1.1	Maintain a streamlined registration and advising/counseling process.	UM1.1.1	Measure efficiency by annually reporting percentages of students reporting waiting less than 30 minutes. (baseline F11/ current S14)
				UM1.1.2	
		UO1.2	Provide academic advising information that meets student's needs.	UM1.2.1	Measure performance by reporting student satisfaction ratings of "Agree" or "Strongly Agree" on a student point-of-service survey question "Staff person was professional and helpful". (baseline F12/ current S14)
				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	

Non-instructional Support Services Review Template

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
UG2	<i>Develop and coordinate exemplary programs in the Office of Students with Disabilities.</i>	U02.1	<i>Provide services that facilitate and support academic success of students with disabilities.</i>	UM2.1.1	<i>Measure success by reporting student satisfaction ratings of "Agree" or "Strongly Agree" on a student point-of-service survey question "Did the services you receive meet your needs?". (baseline F12/ current S14)</i>
				UM2.1.2	
		U02.2		UM2.2.1	
				UM2.2.2	
		U02.3		UM2.3.1	
				UM2.3.2	
		U02.4		UM2.4.1	
				UM2.4.2	
		U02.5		UM2.5.1	
				UM2.5.2	
UG3		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	

Non-instructional Support Services Review Template

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
				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.

Non-instructional Support Services Review Template

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 efficiency by annually reporting percentages of students reporting waiting less than 30 minutes. (baseline F11/ current S14)</i>	0.82	0.94	0.98	0.96	UO1.1
UM1.1.2	0					UO1.1
UM1.2.1	<i>Measure performance by reporting student satisfaction ratings of "Agree" or "Strongly Agree" on a student point-of-service survey question "Staff person was professional and helpful". (baseline F12/ current S14)</i>	0.97	0.99	0.98	1.01	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	0					UO1.5
UM2.1.1	<i>Measure success by reporting student satisfaction ratings of "Agree" or "Strongly Agree" on a student point-of-service survey question "Did the services you receive meet your needs?". (baseline F12/ current S14)</i>	0.95	0.92	0.98	0.94	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

Non-instructional Support Services Review Template

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>
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
UM5.3.1	.					UO5.3
UM5.3.2	.					UO5.3
UM5.4.1	.					UO5.4

Non-instructional Support Services Review Template

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>
UM5.4.2	.					U05.4
UM5.5.1	.					U05.5
UM5.5.2	.					U05.5

2.5.3 If you have qualitative data that cannot be entered in data table above, please describe them

Non-instructional Support Services Review Template

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 registration assistants to remove registration from advising/counseling offices to decrease student wait time for advising/counseling.	Measure wait time utilizing reported wait time by students fall of each year on POS.	fall 2011 82.3%	0.98	SWOT identified advising as an area of weakness.	Wade Bradfute Student Services Dean	UO1.1	Maintain a streamlined registration and advising/counseling process.
OB1.2	Implement Advising Quality Control program,	Measure student satisfaction with advising/counseling utilizing POS fall surveys.	fall 2012 96.6%	0.98	SWOT identified advising as an area of weakness.	Mario Tenorio, Advising Supervisor	UO1.2	Provide academic advising information that meets student's needs.
OB1.3							UO1.3	
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1	Implement Advising Quality Control program in OSD.	Measure student satisfaction with OSD utilizing POS fall surveys.	fall 2012 95.1%	0.98	SWOT identified OSD efficiency as an area of weakness.	Catherine Tremaria, OSD Coordinator	UO2.1	Provide services that facilitate and support academic success of students with disabilities.
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	

Non-instructional Support Services Review Template

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).

Non-instructional Support Services Review Template

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	Advising/Counseling staff will refer students to registration assistant for registration after advising/counseling	Year 1		At a minimum, schedule two work study registration assistants daily during peak registration			\$ -	OB1.1	Utilize registration assistants to remove registration from advising/counseling offices to decrease student wait time for advising/counseling.
OKS1.1.2									
OKS1.1.3									
OKS1.2.1	Establish departmental advising/counseling liaisons and advising/counseling staff meetings	Year 2							

Non-instructional Support Services Review Template

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS1.2.2	Implement Advising Quality Control program utilizing Google Docs to monitor documentation and appropriate advising. Also implement regular counseling and advising staff meetings.	Year 2						OB1.2	Implement Advising Quality Control program,
OKS1.2.3									
OKS1.3.1									
OKS1.3.2								OB1.3	0
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									
OKS2.1.1	Implement Google Docs tracking of accommodations, alternative testing and assessment, and appointments.	Year 1						OB2.1	Implement Advising Quality Control program in OSD.
OKS2.1.2	Implement Advising Quality Control program for OSD utilizing Google Docs on at least a semester basis to evaluate advising sessions for accuracy and documentation.	Year 2							
OKS2.1.3									
OKS2.2.1								OB2.2	
OKS2.2.2									
OKS2.2.3									
OKS2.3.1									

Non-instructional Support Services Review Template

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)
OKS2.3.2								OB2.3	
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									
OKS4.4.1									

Non-instructional Support Services Review Template

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)
OKS4.4.2								OB4.4	
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									

Non-instructional Support Services Review Template

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

Evaluation of student wait time utilized student's reported wait times recorded on Point of Service Surveys and directly related to the goal of reducing student wait time to streamline advising and counseling sessions. The measure of student's report of percentages that "Agree" or "Strongly Agree" in response to "Staff person was professional and helpful" directly relates to the objective that advising/counseling will "provide academic advising information that meets student's needs". The measure of the student's report of percentages that "Agree" or "Strongly Agree" in response to "Did the services you receive meet your needs" directly relates to the Office of Students with Disabilities outcome target of "providing services that facilitate and support academic success of students with disabilities".

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

Results of the implementaton of improvements were shared with SWOT (Strengths, Weaknesses, Opportunities, Threats) team members which included faculty, staff, campus manager, campus police, and students. The results were also discussed with the advising supervisor, OSD supervisor, Northridge counselors, advisers, and staff and their input was utilized to determine changes. Determined that weekly quality control reports were burdensome and inconsistent due to workload and adjusted to semester reports. It was agreed that weekly counseling staffing meetings, at least monthly advisor meetings, departmental liaisons, and Google documents tracking of accommodation needs would continue to be monitored for another year.

Non-instructional Support Services Review Template

4 Evaluation and Reporting

Present the quantitative and qualitative information (data) you collected after implementing each proposed solution/strategy in your unit plan, and write a summary of results and analysis of future needs. This section is to be completed after your unit's objectives (improvements) have been implemented and data has been collected on the success of the improvements.

4.1 Evaluation of Implemented Objectives

(some data linked to table 3.1)

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
Example	Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.	Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.					UO1.1
OB1.1	Utilize registration assistants to remove registration from advising/counseling offices to decrease student wait time for advising/counseling.	Measure wait time utilizing reported wait time by students fall of each year on POS.	fall 2011 82.3%	0.9370	0.98	96%	UO1.1
OB1.2	Implement Advising Quality Control program,	Measure student satisfaction with advising/counseling utilizing POS fall surveys.	fall 2012 96.6%	0.9900	0.98	101%	UO1.2
OB1.3	0	0	0.00		0.00	#DIV/0!	UO1.3
OB1.4						#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5
OB2.1	Implement Advising Quality Control program in OSD.	Measure student satisfaction with OSD utilizing POS fall surveys.	fall 2012 95.1%	0.9200	0.98	94%	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

Non-instructional 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>
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
OB5.3						#VALUE!	UO5.3
OB5.4						#VALUE!	UO5.4
OB5.5	0					#VALUE!	UO5.5

Non-instructional Support Services Review Template

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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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)*

The implementation of registration assistance outside of counseling/advising sessions substantially reduced wait time. As of spring 2014, the wait time is at 96% of the target of 98% of students reporting a wait time of less than 30 minutes. This however was a slight increase in reported wait time from fall 2013. Unavailability of registration assistants due to scheduling changes may have affected this. Wait times continue to show some inconsistency, therefore the initiative will continue as a goal through the 2015 fiscal year. The implementation of a quality control program for advising and OSD continues to result in substantial improvement in student satisfaction reports on Point of Service Surveys. Target goals for advising quality control (OB1.2) have been met. The quality control program has been implemented, but with some inconsistency and therefore the goal of continuing to maintain the target student satisfaction ratings will remain a goal through the 2015 fiscal year.

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

Northridge Student Services goal of developing and coordinating exemplary student and advising programs was enhanced due to a reduced wait time for students which affects the quality of advising and counseling provided to the student. This outcome directly correlates with the outcome of maintaining a streamlined registration and advising/counseling process. Also, more students reported positive results with staff. The target goal of providing services that facilitate and support academic success of students with disabilities has not been achieved, however the spring 2014 Point of Service sample was small. The goal of 98% of students reporting that services to students with disabilities met their needs will remain a goal through the 2015 fiscal year.

Non-instructional 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.

Improving advising/counseling efficiency, decreasing student wait time, and increasing student satisfaction with advising and Office of Students with Disabilities services contribute to the college's goals of Increased persistence, , student completion of developmental course progression to credit courses, increased completion of all attempted courses with a "C" or better, increased degree/certificate graduates and transfer rates, and increased success equity across all racial,ethnic,gender, income groups. When students are advised into correct suitable classes and are able to register efficiently, persistence, success, and graduation rate increases follow.