

VALENCIA COMMUNITY COLLEGE
Student Affairs Department Unit Plan

Active Cycle (academic year): **2014 - 2015**

Area (Department/Program): **Student Affairs – West Campus**

Person Responsible: **L. Herlocker**

	Plan
1. Goal -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	Student Affairs Process Flow: Experiment with various developmental advising delivery systems and strategies to increase efficiency and effectiveness.
2. Objectives -what will be accomplished and measured	Wait times will decrease; redundant visits will decrease.
3. Measures and Findings – How specifically measures will be conducted. How will we know the objective has been achieved?	Measurements will be accomplished through the reporting systems of the electronic queuing and process flow software systems.
4. Action Plan – what is the implementation plan?	A group advising model experiment will be piloted in Fall 2014. Students seeking assistance with course section selection, and who have no other advising questions, will be provided developmental advising in a group setting in the Atlas Lab. Students will leave with at least one of the following documents in hand: 1) a schedule with at least one course registered that fits the degree plan, 2) an education plan for MEP 2.0, 3) a degree audit, or 4) an Advising Guide for the degree being sought. After the end of the two week experiment, we will look at repeat visit data to determine whether these student returned to Advising at rates higher, lower, or about the same as other students. If students appear to be returning at a great rate, a deeper analysis into SPACMNT comments for repeat visits will be accomplished.
5. Achievement Summary/Analysis -What was learned from the assessment results? What changes will you make in your initiative for the year to come?	Soon into the experiment, we learned that our planned implementation and assessment methodologies would not work. Because of other interventions, there was not a long wait for Advising, so there was no time-savings incentive for students to try Group Advising in scheduled groups. Knowing that, we revised our implementation from a scheduled time block approach to an on-demand approach. We also found that the deliverables we had identified as assessment measures were not realistic. So we changed our assessment to measure whether or not the students left with a CAP compliant schedule, and whether or not they had to seek additional advising for the same issue. A total of 24 students participated in the Group Advising experiment. Of those, at least 69.6%, and perhaps as much as 87.0%, demonstrated a benefit that could be directly attributed to the Group Advising experience.
6. General Education Learning Outcome	N/A
7. Strategic Plan Outcome	Group Advising was a qualified success. We will implement it again in Fall 2015 with some design differences to determine effectiveness of this approach.

