

**VALENCIA COLLEGE**  
**Student Affairs Department Action Plan**  
**WEAVE Online Form**

**Active Cycle** (academic year): **2012-2013**

**Area** (Department/Program): **Dean of Students (DOS), East Campus**

**Person Responsible:** **Linda Vance (started) Joseph Sarrubbo (finished)**

|   | <b>Plan</b>  |
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| <b>1. Goal</b> -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)              | Last year we resurrected our Advisor liaison program with the Academic Departments. This year we need to strengthen our relationships with each department due to the many new deans on our leadership team. <b>Focus on building a stronger relationship with our SLS team and the newly created Academic Success department.</b> This will help our students have access to valuable advising information outside of our office setting.   |
| <b>2. Objectives</b> -what will be accomplished and measured  | In addition to having an Academic Advisor assigned as the Advising liaison to the Academic Success department, each advisor/counselor will be paired with SLS teaching faculty to create relationships. Advisors will interact with their SLS faculty counterparts throughout the year to support them with advising questions.  |
| <b>3. Measures and Findings</b> – How specifically measures will be conducted. How will we know the objective has been achieved?                          | This is a year of unprecedented change in the leadership team on East Campus. We have a new campus president, a new Academic Success department and 5 new or Interim Deans. With the newly created academic success department, we have a unique opportunity to establish closer relationships as we move toward making our student success program stronger. At the end of the year, we will need to share with each other how effective the program has been for them.   |
| <b>4. Action Plan</b> – what is the implementation plan?  | Meet with SLS coordinator Anna Saintil and pair SLS faculty with Advisors/ Counselors. Kick off to arrange for teams to meet. Establish rapport so that faculty is comfortable contacting advisors for deeper advising questions their students may have. Establish a mid-year check in with the teams. Survey both departments to see if there is value to the program.   |
| <b>5. Achievement Summary/Analysis</b> -What was learned from the assessment results? What changes will you make in your initiative for the year to come? | <p>On May 15, 2013, a survey was emailed to the eight academic advisors and counselors in student services on east campus. The following five questions were asked:</p> <ol style="list-style-type: none"> <li>1. How many times (including the initial introduction email we were all asked to send) did you correspond with each of your faculty partners?</li> <li>2. How many times did each of your faculty partners initiate contact with you?</li> <li>3. What types of information did your faculty partners contact you about?</li> <li>4. What types of information did you contact your faculty partners about?</li> <li>5. Were your faculty partners responsible for any student referrals to you? If so, how many?</li> </ol> <p>The survey results are as follows:<br/> <b>24</b> - total partnerships assigned</p> |

**44** - total email contacts reported

**13** - total students referred to meet with Student Services Staff by SLS faculty

**Reasons for inquiry from faculty partner:**

- Excess hours policy
- Presentation Skills, Academic Advising, Transitioning
- My Education Plan
- Attendance and missing assignments and to share of those who were succeeding.
- RoadMap to Success Award
- Support for Advising in the Classroom presentation
- Individual student concerns
- CAPP
- Satisfactory Academic Progress (SAP) questions

**Reasons for inquiry from student services partner:**

- Advising and registration information
- Information about the classroom presentation
- My student services partner was great about touching base just to check in with several emails.
- Responding to my inquiries about how a particular student was progressing in other classes.

Similarly, Anna Saintil, surveyed her faculty members about the partnership. I received the results of this survey on June 28, 2013. All faculty members acknowledged receipt of introduction email from student services partner. Here are some additional results regarding email contact:

- During the fall, almost weekly for the first half of the semester. During the spring, at mid-terms and at the end of the semester.
- Over the course of two semesters I probably called him six times to ask about general academic advising information and to inquire about individual student situations.
- One time
- I don't remember talking with my student services staff partner about anything related to teaching SLS 1122 last fall.
- This is a difficult question as my student services partner is also assigned as my Coach for LinC classes (Fall/Spring). We corresponded/talked numerous times.
- I have talked to at least one support person on each campus.
- Contact was initiated to me once with an offer of assistance with whatever I needed.
- In almost each instance, I reached out. My partner prompted me around grade reporting time.

Here are some additional results regarding referral of students:

- Yes, three students.
- Two during each semester.
- All LinC students were referred for advising/registration. I did also refer three to four students specifically to my student services partner who were having personal issues.

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|  | <ul style="list-style-type: none"> <li>• Referred seven students, but since my students live all over, I try to refer them to the campus closest to them.</li> <li>• I referred all of my AA degree seeking students to my partner and he said a good percentage of my students visited him in his office.</li> <li>• Not specifically, no. (I used to work in the Answer Center, so I felt I could answer most questions on my own, without having to refer.)</li> <li>• I often referred those students I could not immediately assist to the SLS department.</li> </ul> <p>Two individuals were not aware they had been assigned an SLS partner and the majority indicated that they did not hear back from their faculty partners after the initial introduction email was sent in the fall. I recommend we continue with the partnerships. However, it will be increasingly important to collaborate on finding creative ways to sustain these as SLS continues to expand. I also recommend having a timeline of targeted communications to be sent out from Student Services staff at different points in the term and to ensure there is follow-up throughout the year. Anna Saintil will be providing our office with an updated list of fall term faculty members so we can update the pairings as needed. There are currently 27 faculty members in the system to teach this fall. Additionally, to ensure the SLS faculty have the appropriate tools to advise students, staff members will update the Advising in the Classroom power point presentation to ensure it is more inclusive to our Associate in Science degree students as well. SLS faculty members will continue to present the Advising in the Classroom presentation as part of the SLS curriculum. However, Student Services staff will host three follow-up sessions for leftover Q&amp;A and to present topics not covered in the classroom, such as financial aid, multiple attempts, withdraw, etc.</p> |
| <b>6. General Education Learning Outcome</b> | Strengthen Valencia's Collaborative Culture (between Student Affairs and Academics)  |
| <b>7. Strategic Plan Outcome</b>             | Invest in Each Other   |

8/30/12 Initial meeting with Anna Saintil to establish goals.