

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

**Active Cycle** (academic year): **2011-2012**

**Area** (Department/Program): **Student Services - OSC**

**Person Responsible:** **Dr. Jillian Szentmiklosi**

	<b>Plan</b>
<b>1. Goal</b> -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	<b>Organizational Development</b> Osceola Student Services will implement several strategies to improve effectiveness and capability. These changes will in turn have a positive impact on the department's ability to serve students.
<b>2. Objectives</b> -what will be accomplished and measured	Osceola Student Services will increase capacity, distinguish staff/area roles and responsibilities, enhance leadership, and connect with areas outside Student Services.
<b>3. Measures and Findings</b> – How specifically measures will be conducted. How will we know the objective has been achieved?	<p>The department will track student traffic and wait times in the Answer Center. A reduction in wait times for students would indicate a positive impact. Student traffic will be tracked in Advising and Counseling. Volume would help determine if we are meeting demand.</p> <p>Cross-trained staff will provide feedback on training and the experience of working in a related area outside their defined position.</p> <p>The department will schedule New Student Orientation assistance and will seek feedback from those providing support and the NSO Manager about the new expectations and service.</p> <p>Managers and Counselors will provide written and verbal feedback about training sessions and their ability to fulfill manager role.</p> <p>The department will solicit feedback from faculty and staff outside Student Services about their understanding of our work (survey and verbal).</p>
<b>4. Action Plan</b> – what is the implementation plan?	<b>Staffing</b> <ul style="list-style-type: none"> <li>• add staffing and adjust schedules to improve coverage (Advising and Counseling, Answer Center, and Front Office Staff)</li> <li>• cross train Answer Center Specialist and Academic Advisor so that workloads can be flexible to better meet students' needs at peak registration times and increase understanding of the roles</li> <li>• Advising staff (Counselors, Academic and Career Advisors) will provide presentation, advising, and paperwork assistance for New Student Orientations as necessary</li> </ul>

	<p><b>Manager Training</b></p> <ul style="list-style-type: none"> <li>Managers and Counselors in the Student Services suite will participate in organized training sessions over several weeks to enhance leadership and technical skills in order to support students and front line staff better</li> </ul> <p><b>Campus Outreach</b></p> <ul style="list-style-type: none"> <li>Counselors will attend faculty meetings to share information about Valencia's Student Assistance Program and what is happening in Student Services</li> <li>Career and Academic Advisors will update Student Success class presentations</li> <li>Atlas Manager will develop an evaluation form for faculty to provide feedback on My Education Plan presentations</li> </ul>
<p><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>	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li><b>Schedules, volume, and wait times</b> <ul style="list-style-type: none"> <li>New full-time staff positions were added at the end of 10/11 year and part-time staff positions and hours were adjusted to meet office coverage needs</li> <li>Student traffic in Advising and Counseling is regularly monitored and tracked via Dynamic Forms</li> <li>Part-time Answer Center staff schedules were adjusted to increase coverage capacity, full-time staff schedules were also adjusted to accommodate staff preference for consistency and tweaked to meet traffic flow</li> <li>During fall registration (July and August) the volume of traffic in the Answer Center increased by 83.25%, yet wait times dramatically decreased. The percentage of students who waited more than 2 hours was reduced from 41.57% to .57%.</li> </ul> </li> <li><b>Cross-Trained Staff</b> <ul style="list-style-type: none"> <li>One Answer Center advisor and one Academic advisor were each trained to be fully functional in each other's primary service area. Training consisted of organized content/technical training with a variety of staff members, observation, and on the job training.</li> <li>Because volume is not always high in each area during the same time period, both participants have had multiple opportunities to assist the other department during their busy times or when short-staffed in that area.</li> <li>Each individual reported that the additional in-depth training of the other area improved their work in their existing area.</li> </ul> </li> <li><b>Orientation Support</b> <ul style="list-style-type: none"> <li>All orientations now have advising support scheduled for each session.</li> <li>Two academic advisors and two career advisors were trained as presenters and have presented when needed.</li> <li>The two career advisors have been trained to assist with paperwork preparation and have done so when requested.</li> <li>The orientation manager reports that the additional support has helped manage the volume of orientation, also students now have less of a wait time to receive assistance after orientation and referrals to student services have decreased.</li> </ul> </li> </ul>

### **Manager Training**

- **The Answer Center Manager developed and facilitated training for the managers and counselors to particularly focus on their responsibilities when working in the evenings.**
  - **Training sessions (via guest speakers) were held on campus safety, emergencies dealing with facilities, business office procedures, disability services, understanding anger, financial aid, and admissions.**
  - **The post-survey showed that the most beneficial information session was on campus safety. Everyone felt the presenters were knowledgeable and that the information provided was beneficial to them.**

### **Campus Outreach**

- **Baycare promotion**
  - **One of the counselors coordinated with other counselors across the college to promote the availability of Baycare services for students to faculty and staff. Across the college there was an increase in usage by 600%.**
  - **Our counselor on Osceola contributed to that promotion by disseminating information via: Student Health 101 featured article, tabling at fall and spring faculty and adjunct faculty welcome back, spoke at two faculty meetings and one faculty/staff meeting, developed a faculty resource flyer which included Baycare info, increased flyer postings in classroom bulletin boards, and featured Baycare in Atlas**
  - **The counselor also coordinated the peer educators who shared Baycare information in Student Success classroom presentations and provided information and Baycare materials through monthly tabling**
- **Update Student Success career and academic advising presentations**
  - **The career advisors revamped the presentation for Student Success courses and faculty has reported that the presentation is more informative and engaging. Additionally, there is a noticeable increase in student traffic to see career advisors following the classroom presentation schedule.**
  - **Individually a couple of academic advisors worked to update the academic advising presentations for Student Success. During the fall term these versions were presented in the classroom. Prior to the spring term presentations one of the counselors lead the advisors in review of the presentations to discuss which parts worked well in the classroom and how to combine and present the information consistently. The group agreed on the content and format and now uses the same presentation for all sections.**
- **Faculty Feedback form**
  - **The Atlas manager developed a faculty feedback form for the My Education Plan classroom presentations. The form was created during fall term and implemented in the spring. All professors with scheduled presentations received the form. Key technology changes, such as using refreshed laptops received positive feedback. Additionally, changes in the presentation format**

	<p><b>(based on prior verbal feedback) to include more class engagement were noted. Some professors commented that lack of printing capability could be improved.</b></p> <p><b>The department will maintain staffing initiatives and continue to promote Baycare services. We will monitor the need for additional manager training and continue to seek feedback on classroom presentations. We will also continue to self-assess our staffing and department organization to meet the changing needs of the campus.</b></p>
<b>6. General Education Learning Outcome</b>	N/A
<b>7. Strategic Plan Outcome</b>	Invest in Each Other

#6 and # 7 Under Outcomes in WEAVE, you can select “General Education Learning” and/or “Strategic Plan Outcome” from the drop down list in WEAVE. You can select all that you believe relates to your Goal and Objective.