

Program Review Guide: Student Support Services

Unit Name: *Advising Services*

Welcome to Program Review

During this process, you will:

1. Analyze annual effectiveness data for measured outcomes related to you Unit Goal(s);
2. Analyze effectiveness of highlighted strategies in place for your unit to achieve its stated goals and measured outcomes;
3. Analyze your Unit's staffing and resource needs;
4. Revise Unit structure and organization, including relationships with other Units in Student Support Services;
5. Formulate a list of needs to achieve your unit goal and measured outcomes (e.g. staffing, budget, resource allocation) for operational planning in the upcoming academic year.

Please respond to all prompts in the boxes provided for each section.

Section 1: Unit Overview

Strategic Priority/Core Theme: Student Success/Achievement

Overall Unit Goal(s): Increased completion rates for degree seeking students

Measured Outcomes: use data from [Completion & Equity Gap in 3 Years 2019-20 Cohort](#); [Completion & Equity Gap in 3 Years 2020-21 Cohort](#) to fill in tables below.

1. Increase the completion rate for WF degree students:

Year (Fall Quarter)	Completion Rate is 36% for all SVC students	Increase/Decrease from Previous Year
2019	34%	
2020	45%	+9%

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
 - If yes, explain how.
 - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

Response to Prompts:

Students enrolled in Workforce/ProfTech degrees were 9% more likely to complete than the average SVC student. Strategic plan has WF students completing at 50% by 2027-2028. Our goals are to increase completion by 2% each year until '27- '28.

To meet these goals Advising will:

- Reintroduce faculty advising to campus and assign workforce faculty as primary advisors for students located in workforce programs.
- Clarify the goals of primary advisors (supporting completion) and build a training system for all new advisors, faculty and professional advisors.
- Provided all students with an Educational Plan by the end of their first academic year.
- Increase proactive outreach by primary advisors. Advisors will be in contact with students at least once a quarter via email, in-person, or at events.
- Measure and evaluate the effectiveness of SVC's Early Alert system
- Encourage students to a full-time course load.

To improve student access and diversity Advising will:

- Increase completion of the Student Support Programs Eligibility Questionnaire, helping students connect to Workforce grant programs and specialty cohort programs such as the College Assistance Migrant Program (CAMP), Cardinal Achievement Program (CAP), and Maestros Para el Pueblo.
- Improve online advising information and tools, including the advising website, and identify a student success software package to support Advisors.

2. Increase the completion rate for Transfer degree students:

Year (Fall Quarter)	Completion Rate	Increase/Decrease from Previous Year
2019	33%	
2020	32%	-1%

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
 - If yes, explain how.
 - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

Response to Prompts:

The strategic plan is to increase our Transfer degree completion rate to 38% by 2027-2028 We are currently at 32% with a goal of increasing by 2% until '27-'28.

To meet these goals Advising will:

- Reintroduce faculty advising to campus and assign transfer faculty as mentors for students in transfer degrees.
- Clarify the goals of primary advisors (supporting completion) and build a training system for all new advisors, faculty and professionals.
- Provided all students with an Educational Plan by the end of their first academic year.
- Increase proactive outreach by primary advisors. Advisors will be in contact with students at least once a quarter via email, in-person, or at events. Advisors will focus on students in valuable populations and student in academic repair (academic status policy students).

- Measure and evaluate the effectiveness of SVC's Early Alert system.

To improve student access and diversity Advising will:

- Increase completion of the Student Support Programs Eligibility Questionnaire, helping students connect to Workforce grant programs and specialty cohort programs such as TRIO, the College Assistance Migrant Program (CAMP), Cardinal Achievement Program (CAP), and Maestros Para el Pueblo.
- Improve online advising information and tools, including the advising website, and identify a student success software package to support Advisors.
- Identify populations most at risk for non-completion and focus proactive outreach to these students.
- Encourage students to a full-time course load, including a 17-credit initiative for first quarter.

3. Address equity gaps in completion rates for Workforce degree students:

Year 2020	Demographic Group	Equity Gap – total completion is 45%	Increase/Decrease from Previous Year
	Male	-4% (41%)	+14% (27%)
	Female	+4% (49%)	+4% (45%)
	Not designated	+5% (50%)	0% (50%)
	AI/An	+55% (100%)	+60% (40%)
	Asian	+30% (75%)	+42% (33%)
	Black/African American	-45% (0%)	-33% (33%)
	Hispanic	+12% (57%)	+24% (33%)
	2+ Races	-1% (44%)	+ 17% (27%)
	White	-1% (44%)	+8% (36%)
	Unidentified	-18% (27%)	+2% (25%)
	Full Time	+2% (47%)	+7% (40%)
	Part Time	-6% (39%)	+15% (24%)
	<18	-12% (33%)	+13% (20%)
	18-24	-1% (44%)	+11% (33%)
	25-39	0% (45%)	+8% (37%)
	40+	+2% (47%)	+25% (22%)

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
 - If yes, explain how.
 - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

Response to Prompts:

The majority of our workforce programs are cohorted, full-time degrees, as a result, students who partake in these plans tend to take full-time course schedules and are more likely to have secured funding, or have a funding plan, before entry into the program. Funding plans can include workforce grants and/or financial aid. Students who attend school full time and have secured funding persist at higher rates than their counterparts. Encouraging students to

make a plan that includes these two factors has greatly increased our success rate for students.

Our workforce students who are most at risk of non-completion are our Male-identifying, Black-identifying, and student under the age of 18. We have not pulled these specific populations into any sort of cohorted or specialty population advising but this could be an area to explore additional support. Workforce students are generally not eligible for TRIO programs, but our Cardinal Achievement Program could be a strong partnership for supporting these at-risk students.

We are also formalizing faculty advising for workforce degree programs. Faculty advisors will be required to make contact once a quarter with their advisees, which will provide more support towards students in the workforce programs. Faculty advising for workforce is especially helpful because of the close connection to industry that the faculty can provide.

4. Address equity gaps in completion rates for Transfer degree students:

Year 2020	Demographic Group	Equity Gap – Total completion is 32%	Increase/Decrease from Previous Year
	Male	-2% (31%)	+2% (29%)
	Female	+1% (33%)	-3% (36%)
	Not designated	+ 68% (100%)	+50% (50%)
	AI/An	+1% (33%)	-17% (50%)
	Asian	+20% (52%)	+17% (35%)
	Black/African American	+6% (38%)	-22% (60%)
	Hispanic	-18% (14%)	+3% (11%)
	2+ Races	-7% (25%)	-8% (33%)
	White	+23% (55%)	+17 (38%)
	Unidentified	-28% (4%)	+1% (27%)
	Full Time	+4% (36%)	-4% (40%)
	Part Time	-5% (27%)	0% (27%)
	<18	-8% (24%)	-33% (57%)
	18-24	+8% (40%)	+2% (38%)
	25-39	-7% (25%)	-5% (30%)
	40+	-13% (19%)	-1% (20%)

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
 - If yes, explain how.
 - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

Response to Prompts:

The goals for transfer students have not been met. Transfer students are especially vulnerable to non-completion. Students who are particularly at risk are our Hispanic-

identifying students, students under 18 or over 25, and part-time students. To try and address these gaps Advising is incorporating the following:

- Better case load identification and student degree coding. Currently advisors are not able to easily identify which students are active on their caseloads, including what degree a student is pursuing, if a student is currently enrolled, or if a student is in academic distress. Even something as simple as having an advisor email their students to invite them into advising appointments is difficult with our current ctcLink coding. We are working with ctcLink to better assign students based on their plan of study and have professional advisors “specialized” within an area of study. This will ensure that students will have a specific advisor who will stay with them the entire time they are pursuing their degree plan. This will allow better relationship building, more proactive advising practices (which we know benefit marginalized students at a higher rate), and more quality control over the advising that students receive.
- Advisors will have an outreach calendar where we reach out to students, prioritizing marginalized groups, to engage with students around their academic plans. This will include reaching out to students who need Education Plans, identifying and working with students in academic distress (GPA under 2.5), and monitoring students who are in danger of SAP dismissal.
- We have identified our Early Alert system as needing evaluation and review. We don’t believe the system to be particularly effective and will take this year to evaluate what does and doesn’t work about this system in the hopes of adopting better future practices.

Initial research:

- Advising tracked two advisor’s caseloads of Early Alerts during Fall 2024. These were our findings:
 - Total number of Alerts from Fall 2024 (9/24/24-12/12/24) 930 – includes students with multiple alerts
 - 5 days into Winter Quarter we have **200+** alerts
 - Michal’s Fall 2024 overview
 - Total Students: 48
 - Early Alerts: 110
 - Contact attempts: 76
 - Contact made: 23
 - Students who ended up dropping their class(es): 8
 - Results
 - 17 students on this list failed their class
 - 12 withdrew
 - 12 failed or withdrew from more than 1 class
 - Tabatha’s Fall 2024 overview
 - Total Early Alerts (including students with multiple alerts): 75
 - Results
 - 13 failed
 - 4 failed multiple classes
 - 9 withdrew
 - 4 withdrew from multiple classes
 - 14 students had more than one early alert
 - 4 Students weren't enrolled in the classes from early alert

Section 2: Operationalization (Strategies)

Please list your current Unit Strategies to achieve your stated unit goals and measured objectives.

1. Overall Advising Model

- What is working well? What is not working/what can be improved?
 - Is there a clear graphic of the overall SVC advising model on the website?
- How is advising monitoring and evaluating the effectiveness of the advising model?
 - Briefly list the how the unit intends to measure change/improvement/success for this strategy.
- Briefly discuss your relationship with Instruction.
 - Do all SVC faculty have a solid understanding of the advising model and what their role is in the model?
 - How are students assigned to faculty for advising?

Response to Prompts:

Overall Advising Model:

Students are required, though an enrollment block, to meet with an advisor during New Student Registration and receive their first quarter courses. Students with fewer than 45 credits are required to take an FQE course during their first quarter, which includes an assignment to complete an Education Plan. If a student wants to connect with their advisor throughout the year they can email, make appointments, or use drop-in hours. Very little information about Advising is available through our website. Student are encouraged to meet face to face with Advisors as their primary access to advising.

Advisors also connect with students during times of academic or personal stress. Faculty can initiate Early Alerts which raise a flag that a student might be struggling and the Professional Advisors need to reach out to the student. Students are also required to meet with an Advisor during SAP petitions, or if they are in danger of being academically dismissed.

Faculty Counselors offer additional support to students through career exploration, CARE reports support, and CSS instruction.

Strengths of model

Students can meet with an advisor quickly through drop-ins. Advisors are well trained in a variety of degree pathways and when an advisor vacancy opens up, staff are cross trained to cover absences. The Advisors and Faculty Counselors are extremely student centered and spend most of their time in direct service of their students.

What can be improved

Drop-ins

Drop-in advising takes a lot of people power and trains students to go to any advisor rather than building a relationship with a specific advisor. Also, drop-in advising is underutilized during weeks 2-6 in the quarter and could be better spent providing appointments to students. During Spring Quarter 2024, 42% (151 appointments) of all drop-in appointments (355) occurred

between the last day of Winter Quarter (3/15) and the first week of Spring Quarter (4/5). Precisely when we have the fewest staff available due to faculty contracts.

For 24-25 we are looking to limit drop-ins to high traffic times in the quarter, specifically to support registration and SAP petitions.

Update 1/15/25:

During the break between Fall 2024 and Winter 2025 we ran a campaign for targeted drop-ins. Students who were in SAP violations or had been placed on academic break due to academic status policies, were messaged and encouraged to go to drop-ins to meet with advisors and submit petition. Between 12/18/24 and 1/9/25 drop-ins were available widely for students through the CAN team. Financial aid also reworked their messaging to encourage students to petition and included the advising drop-in calendar.

Results:

- 463 students used drop-ins
 - 385 at Mount Vernon
 - 78 at Whidbey Island
- 120 Financial Aid petitions submitted, a 50% or 40 student increase from the Fall-Winter break in the 23-24 academic year.
- MV had 3-4 advisors available most days, Whidbey generally had 1-2.

Analysis:

- The number of students using drop-ins for winter course registration was above and beyond the long-term capacity of the CAN office.
- Faculty counselors are off contract during the break, which means they were not available for New Student Registration Event, or drop-ins.
- Decreased capacity means that students who should get more time and attention (SAP, Petitions, late registrations) were rushed while the staff tried to keep up with demand.
- Students also registered later in the quarter than would be ideal. Many classes were filled (Chem 121, CMST 210, etc..) which impacts long-term graduation prospects and application to impacted programs (nursing, etc..).

Response:

- We will run a week of drop-ins when registration opens for current students (2/10/25-2/18/25).
- Run an enrollment messaging campaign leading up to open enrollment to motivate current students to register earlier in the quarter. Emphasis on locking in their courses now and not having to pay until later.
 - Update 2/20/25
 - Had approximately 100 students utilize drop-in advising between 2/10-2/18.
 - State AFTE is approx. 60% higher at this point (322.AFTE) than it was at this time (194.9) last year.
 - Initial review would say that targeting current students with drop-in appointments has led to an increase in earlier registration.

Capacity

Availability

Faculty Counselors and Faculty Advisors are off contract during the highest touch points of the academic year (winter break, spring break) and also during the majority of summer New Student Registrations. During break periods, roughly 1000 students do not have an accessible advisor. This means students cannot meet with their assigned advisor during critical enrollment periods or for financial aid and academic status petitions which come due during break times. This also leaves a gap in career exploration services, CARES reports, and mental health services which Faculty Counselors primarily lead. For future Counselor hires, we would like to focus on licensed mental health professionals who can provide short-term counseling for students. We can also look at a “shifted” schedule to ensure breaks are covered. A critical look at our available staff during breaks will need to be done moving forward.

Mental Health Support

Currently two Faculty Counselors are licensed mental health professionals on our staff. The need on campus for mental health support far outweighs their ability to offer services. Additionally, the time that the counselors need to dedicate to teaching, advising, and CARES means that true counseling services or proactive mental health support is impossible to create space for.

Moving forward, we should focus on hiring staff with licensure and the ability to offer short-term mental health counseling to students. We can split the counselors into two teams, one that focuses on mental health support and CARES, and the non-licensed faculty will focus on FQE development and retention work (early alerts, completion coaching, etc). This will support mental health needs on campus but create a deficit for general advising that will need to be addressed.

Proactive and area of study advising

The current Advising model is a customer service model, students initiate services, and very little proactive outreach is done outside of Education Plans. This means Advisors are only helping students know to ask for help rather than seeking out students who could most benefit from advising services. First-generation students are especially disadvantaged by this reactionary model. Advisors in this model are also asked to be generalists and have a surface level of knowledge of every degree plan, rather than a deep knowledge of a specific area.

To combat the weaknesses of the current model we are moving to an area of study advising model and working to establish a specific caseload of students for each advisor that fall within their specific assigned “hub”. This will allow easier identification of students in need, permit the advisors to gain more expertise in their subject areas, and better identify degree programs that need more academic support. This will also help us manage advising caseloads with the goal that no caseload will exceed 250 students.

Area of study, or advising hubs, will be coupled with a new outreach plan that provides more regular interaction and intervention for our students. Our goal is to improve overall completion outcomes for Transfer and Work Force students by 2% for the '24- '25 academic year.

Faculty Advising

We are looking to reintroduce and reinvigorate Faculty Advising for the 24-25 academic year. Tenured Faculty will be assigned a caseload of approximately 30 advisees and have specific advising curriculum to complete with them each year. Workforce faculty will be primary advisors, creating education plans with their students, while transfer faculty will provide mentorship around the student's areas of study and transfer goals.

2. New Student Orientation

- What is working well? What is not working/what can be improved?
 - Solutions
- Briefly discuss your relationship with Instruction and local school districts.
 - Highlight successes and areas for improvement
- Briefly list the how the unit intends to measure change/improvement/success for this strategy.

Response to Prompts:

New student registration (NSR) is the first interaction most students have with the SVC advising teams. NSR is made up of multiple "stages" that help on-board new students to SVC. These stages are placement, student account verification, degree checks, student account activation, and finally advising.

Advising at NSRs

Students meet one-on-one with a professional advisor to schedule their first quarter classes. If a student has received their placement and has their accounts activated, this process is fairly smooth. The advisor can explain first quarter talk to the students about their goals for education and help orient them to the ins and outs of being a new student at SVC.

The strength of this model is that students leave NSRs with their first set of classes and access to all of the technology that they will need for their time at SVC. The one-on-one conversation with advisors is especially helpful in identifying students on their educational pathway and helping students understand the different options that they might have going into their first quarter.

Staff capacity limits the number of students we can handle at each NSR session. We do not have a good system to identify which students need the extra attention and therefore all students have to go through the same process. Students with a large amount of transfer credits, or students in specialty degree programs (culinary, fire, marine tech) would probably benefit more from a program specific orientation/registration but that system hasn't been built.

Summer is when the majority of new students go through NSRs. This time is especially limited by staffing because faculty are not on contract during the majority of NSRs.

Suggestions for improvement

Staffing

The number of staff that we have available in the summer is not equal to what we need to process our large fall cohorts. Enrollment growth will strain this model even more. Suggestions would be either more available staff, or smaller NSR sessions that happen more regularly throughout the summer.

Placement

Ideally students could complete Math and English placement at NSR or they could “prove” placement before arrival. Current model means that students show up and are not able to receive placement that day, students are told to come back to another NSR or make a follow-up appointment with advisors.

3. First quarter experience/educational plans

- What is working well? What is not working/what can be improved?
 - Solutions
- Briefly discuss your relationship with Instruction and/or local school districts.
 - Highlight successes and areas for improvement
- Briefly list the how the unit intends to measure change/improvement/success for this strategy.

Response to Prompts:

First Quarter Experience is a significant retention strategy. 11 weeks of face time with brand new students is an extremely valuable resource. FQE management and curriculum design is headed by Julie Kunz, a faculty counselor and the FQE coordinator.

Education Plans – are an effective introduction to degree planning and set expectations for a collaborative advising relationship. The emphasis on Ed Plans means that students generally get a good introduction to their degree but might have limited advising interactions after the initial ed plan is created.

4. Transition to Faculty Advisor

- What is working well? What is not working/what can be improved?
 - How are students assigned to a faculty advisor? What is the model? What are the logistics?
 - Do faculty have a clear understanding of their duties as advisors? How many times do faculty meet with advisees? What is the model? What are the goals for faculty advising?
- Briefly discuss your relationship with Instruction and/or local school districts.
 - Highlight successes and areas for improvement
- Briefly list the how the unit intends to measure change/improvement/success for this strategy.

Response to Prompts:

Students who were deemed academically eligible (above a 2.0) and had hit 45 college-level credits are supposed to be transitioned to a faculty advisor (tenured, non-counselor, faculty) for the remainder of their time at SVC. This practice never got fully off the ground and completely stopped during pandemic.

With the hiring of the Dean of Advising and a new VP of Academic Affairs, now is a good time to revamp and reintroduce faculty advising with the goal of debuting in Fall 2024. The new model separates out workforce faculty and transfer faculty with slight differences in

expectation and roles. Workforce faculty with cohorted programs will serve as the lead or primary advisor for their students. WF faculty will meet once a quarter with students and complete the student's education plan. Professional advisors will be back up advisors for the students and focus primarily on covering off contract times and petitions. Arts and Sciences or transfer faculty will serve as faculty mentors with a focus on academic engagement and transfer exploration with professional advisors serving as primary advisors (education plans, petitions, and course scheduling).

Each area of Area of Study will also have an academic Hub which is made up of Professional Advisors and Faculty Advisors in that area. These hubs will perform as reference and resource depositories where faculty and professional advisors can source answers to questions, get advice of student situations, and discuss best practices for student success.

Section 3: Program Resources and Staffing

- Describe any challenges over the last assessment cycle related to staffing and/or budgets related to achieving the stated goals of your unit.
- Are there any unrealized efficiencies (e.g. changes in job position duties and/or focus areas) that would improve the effectiveness of achieving your stated unit goals and objectives?
- Are there other needs in your unit apart from resources or staffing that would improve student enrollment and/or diversity at SVC? Describe those needs and how they would potentially improve your outcomes.

Response to Prompts:

Break Staffing

The number of staff available for our highest traffic times – NSRs, breaks, and Fall quarter Education Plans, is not sufficient to meet student demand. Our faculty counseling teams go off contract during break and summer quarter which means we have less than half our staff to cover NSRs, SAP, and Academic Status petitions. This means that our most vulnerable students, student on academic probation or suspension, first generation, and students with funding issues are the most likely to have to meet with random advisors vs. their assigned advisor and have to have rushed, less-thorough meetings.

Mental Health Services

The short staffing for advisors also impacts our mental health service offerings. Faculty Counselors who might need to spend time with students in crisis, are often overworked and have less time available because of their advising duties. SVC is the only college in the northwest region that does not offer mental health support by licensed counselors. (Currently, there are two certified counselors on staff who could provide these services.) If faculty counselors could focus primarily on mental health interventions and providing support to students in crisis it would positively impact our completion and retention rates.

Academic Hubs and Faculty Counseling

The creation of academic hubs and workforce faculty serving as primary advisors will hopefully increase the advising capacity for SVC by reducing education plans in the Fall. I believe we will still be short staffed even with this measure though since current estimates put all professional advisors over the 250-student caseload that is recommended per advisor (NACADA recommendations)

Drop-ins

Drop-in advising was not an efficient use of staff time. For 24-25 we are going to be limiting drop-ins to the highest traffic points of the year.

Student Success Software

Our student success software is not particularly designed to assist advisors in their practices. The SBCTC system is identifying a system wide software package for 24-25 and we would like to see if an investment in the software would increase the data collection and outreach advisors are able to do on their students.

Early Alerts

Best case scenario we contacted students 25% of the time an alert was initiated.

Students need this intervention, but staff do not have capacity to dedicate for these extremely vulnerable students

Retention of Generalist Advisors

Capacity means staff are burnt out and our lowest paid staff are carrying the biggest advising loads during our busiest times (enrollment and breaks), leading to a cycle of burnout and an understaffed department

Options to Build Capacity

- Add generalist advisor positions
 - Repurposing grant funding (reentry) to build generalist capacity
 - Need a second health sciences advisor
 - Dedicated Running Start advisor, split from outreach duties
 - International Advising – high needs population
- New Faculty are brought in on a shifted contract, making sure breaks are covered. Work with faculty to better cover breaks instead of all on/all off
- Adopting a student success software that more easily identifies students in crises and helps us connect to them
- Targeted drop-ins and an early enrollment campaign to lessen the overuse of break advising
- Create an Early Alert calendar, with more specific outreach periods so EAs aren't constantly running

Section 4: Unit Organizational Structure

- Review the Unit's structure and staffing in relation to its goals and measured outcomes.
- Review the Unit's relationship with other Units inside your area (e.g. Student Support Services).
- Are there potential changes to organizational structure that could improve the achievement of the unit's stated goals and objectives within student support services? What is your relationship with those units and areas? Is there duplication or roles and or duties?

Response to Prompts:

Equity Program Advising

Counseling and Advising is looking foster closer connections to Advising teams outside the CAN structure. Specifically, our equity cohorts (TRIO, CAP, CAMP, and Maestros) and Workforce Grants. Better communication between the depts can only strengthen our service offerings to students. We can also do a more thorough job connecting students to these very valuable resources. We've started incorporating WF and TRIO better into NSRs but highlighting the Equity eligibility questionnaire and then funneling eligible students to those advisors during NSR. There's certainly room to grow these relationships.

Faculty advising model

This has been discussed earlier in Program Review but this is a huge step forward in relationship building between Academic Affairs and Student Services. This is also a completely new advising structure for our ProfTech students, which we hope will garner amazing results.

Student Life

We are looking for more ways to partner with Student Life in the upcoming year. One area is around supporting student athletes. We are working with athletics and student life to build out study tables and offer more systematic advising to athletes. We are looking at structure enrollment labs, education plan meetings that overlap with study tables and TRIO presentations to athletes.

Section 5: Student Feedback/Customer Service

- Review feedback from the Noel Levitz student satisfaction survey targeted questions.
- Review feedback from focus groups on enrollment processes, course scheduling, and new student orientation.
- What changes need to be implemented in order to address the issues highlighted in the student feedback?

Response to Prompts:

The Noel Levitz survey ranks SVC below the national average on all advising categories. This means one of our most important jobs is to raise trust and satisfaction between students and Advising.

My goal is to focus on relationship development between Advisors and their advising cohort. We can do this by having better online resources, more clarity on how to contact their specific advisor, and a dedicated outreach plan for advisees. Advisees should know who their advisor is and be able to say they've met with or heard from them at least once a quarter.

Section 6: Operational Planning

- Please list next year's measured outcomes (with targets) and strategies to achieve these outcomes.

- Based on your analysis in this annual effectiveness worksheet, please list operational planning needs for both 1) improvement where previous goals were not met and/or 2) additional needs to achieve next year's stated goals and objectives.

Response to Prompt:

Work Force Students

Reduce the equity gap for:

- Part time students by 3% (from 39% to 42%)

Transfer Students

Reduce the equity gap for:

- Part time students by 3% (27% to 30%)
- Hispanic identifying students by 3% (from 14% completion to 17% completion)
- Over 40 students by 3% (from 19% to 23%)

We will do this by encouraging students to take a full-time credit load, including a 17-credit initiative for first quarter students. We will also encourage students to join eligible equity cohorts and by specific outreach to vulnerable student populations at least 1x a quarter

Operational Planning Needs:

- 2 new generalist positions – this would reduce caseloads to roughly 180 per generalist
- Hire 1-2 Faculty Counselors with mental health licensure to provide mental health services to students
- Start new Advisors/Navigators at 62K, adjust current staff proportionally to reduce staff attrition
- Earmark funding for the student success software