Discovery Inventory

Holistic Student Supports Discovery Inventory

The Discovery Inventory is a collaborative exercise to foster open discussion at your institution. It could help the guiding team to:

- Examine the current design of the student experience, from intake to advising and sustained support through the transition to the workforce or continuing further college education.
- Identify and address critical pain points; and
- explore additional data and ideas for addressing these pain points.

This inventory enables examination of the current support approach and those of its major structural, process, and cultural components. Remember that **current design** refers to how processes are implemented at your college right now. Aspirational changes or planned future changes not yet implemented would go in the **ideal design** column. You may find that the exploration your team conducts using a mixture of the methods outlined in the “What is?” step of the student-centered design process can be instructive as you complete the discovery inventory, particularly for completing columns two and three: the challenges of the current design and the features of the ideal design.

The last page of the inventory includes supplemental questions related to technology to advance a) analysis of how current tools are used in operationalizing your holistic student supports and b) identification of gaps that may indicate a need for additional tools.

Admissions and Entry				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Admissions Documents a) What admissions documents must a student complete before registering for classes? b) How are testing scores recorded for students admitted but not registered? c) What can be submitted online vs. what must be submitted in person? d) Who is responsible for obtaining these documents from the student?	A) Admission application is the only requirement. Degree Seeking Students need proof of h.s. completion, immunization records B) Accuplacer uploaded into Banner; SAT/ACT scores manually in Banner, students must provide print out of SAT/ACT scores C) Application can be submitted online but is turned off when we get closer to start of semester; CRM Recruit will allow students to upload other enrollment documents D) Admissions	- Students are registering without having turned everything in; immunization holds are placed on student's account that prevent them from registering for next semester - Forces Admissions to put time and resources into following-up with students who have not turned in immunization records, many of which don't end up showing up for class(i.e. immunization report: have to meet 90% immunization rate) - No holds on placement scores can affect advising and registration, especially when students to do follow "steps to enrollment"	- Holds on student accounts – immunization and placement; need these guardrails in place to assure smooth processes for both students and staff; can't register until all admission documents are in	- Management needs to support and help enforce holds for the

Intake Survey a) Is an intake survey used to gather contextual information about each student? b) If so, how is this information used to connect students to support services prior to starting class?	A) No (Accuplacer has brief intake survey; we currently do not review and use this data in any way.) B) Not utilized.	- Unaware of barriers/obstacles students currently face or are likely to face. - Unaware of additional helpful information that will help them persist (I.e. transfer credit, work experience, responsibilities outside of the classroom, etc.) - We are preventing the college from uncovering a lot of things that would help a student be successful (I.e. appropriate credit load, referral to disability services, etc.)	- Automated, holistic intake survey imbedded at the point of application. - Would proactively refer students to resources based on answers to questions - When would be ideal time to ask the this information and how?	- Guidance on what we should include within this type of survey; use data to dictate telling/predictive information? - Get feedback from draft of survey that is already created in Starfish. - Jenn to confirm with WASA group if an intake survey is a part of the new one-college application. -
Use of Registration Holds a) Are there additional holds (other than documentation) on students' profiles that may prevent them from registering? b) If so, who is responsible for removing those holds, and is this process automatic or manual? c) How do students know their holds have been removed?	A) Currently no initial holds placed on students for documentation. Only high school students and inmates receive a hold. Holds are also placed on any student who places into a transition math or English class a way to encourage them to begin their math/English sequence ASAP. B) Admissions/Registrar – high school and inmate holds; Advising – Transition holds C) Holds are typically lifted in person when student is present.	Students are self-advising and, therefore, risk mis-advising themselves.	Advising holds on all new students and implementing case loads for advisors to ensure proper advising, review of intake information, holistic advising conversations. Need additional resources for case management advising and technology assistance that would help with advising and planning.	Management support to help enforce the advising holds each term; Case management advising that is clear to students, faculty and staff.

	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Admissions Communications a) When do students start receiving communication from the college through their school account? b) Is a student able to find admission requirements/process checklist, including the office to visit to apply in person on the College website? c) Is a student alerted to only use the institution email account after admission to the college moving forward? d) How are communications sent to a student? *For example, email, phone calls, text* messages, snail mail, social media. e) Does the College ask and use the students' preferred method of communication? f) During the admissions process, how many communications does a student receive (all departments)? g) What evidence indicates that the student is receiving regular communication from the college after admission?	A) Immediately, acceptance e-mail, missing items e-mail, next steps e-mail and hard letter sent snail. B) Yes via the 'How to Enroll' page on website. C) Currently students are encouraged to check their college e-mail daily via their acceptance letter. It is reiterated in new student workshops and in a technology session in Orientation that all academic information will only be sent to their college e-mail. D) E-mail, minimal texting, social media, snail mail, limited phone. E) No F) Unsure – communication is sent from multiple departments. G) Action – signing up for Accuplacer, signing up for NSW, etc.	- Not maximizing texting, how students (likely) prefer to be communicated with. - Students not getting the information they need – disability, etc. - Relying on student "reading and following" steps to enrollment rather than putting clear policies and practices in place for a smooth and seamless process for students. - No overall communication plan and understanding of communications going to students from various departments. - No notes system that includes all communications from departments so that everyone is on the same page.	- Automated messaging. (CRM Recruit will be assisting with this.) - Enforce a campus-wide communication plan that includes growth mindset language and verbiage that students will be receptive to. - Add additional step in enrollment process that requires students to log into the student portal. Require student to retrieve or upload documents to ensure buy in or require students to complete other steps in portal such as an intake form or "online orientation" - Create an online orientation that will help student's navigate the portal and, thus, further facilitate their use of it. (Including college e-mail, etc.) - Mandatory holds will help enforce enrollment steps.	- Enrollment management committee should reconvene and create a processes to uphold these policies and to review them regularly. - Create communication plan and identify areas where communication is being sent, but student is not following, thus causing an interruption in onboarding process – identify need for required steps for students. - Look into a notes system (CRM recruit?) that would show all onboarding communications in one place.

Orientation

	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Orientation Policies a) Is an orientation session held before classes begin? b) Are all students required to attend an orientation? c) If not, who is required to do so and how did the institution determine which populations (transfer, dual credit, etc.) needed orientation?	Orientation sessions are held about a week before classes begin. Students are not required to attend. Manufacturing students are not included – manufacturing does their own orientation session on a separate day. Students are required to attend a mandatory new student workshop in addition to orientation. These are held in the month or so leading up to the next semester. (July/August and Dec/Jan).	Since a large portion of our students register at the last minute, these students don't have an opportunity to attend an orientation session. Expecting students to attend two different sessions (new student workshop and orientation) makes it more likely that they won't attend. Some information is repeated.	Increase number of orientation sessions so more students could attend, and decrease the length for each session. Possibly add an online session for students who aren't able to attend on campus. Streamline so students can complete new student workshop and orientation on same day.	
Attending Orientation a) What steps must a student take to be able to attend orientation? How does a student register for orientation? b) How often is orientation held (including times) and how do students learn about the available orientation sessions? c) Does the college make efforts to ensure part-time students, dual credit students, and working adults have options for attending orientation?	Jenn A. send out information to all admitted students (full and part time). Students have the option to call to register or register online. There are two orientation sessions. The day session runs from 9:30 am to 1:30 Pm. The evening session runs from 6:00-8:30 PM. Sherry and student volunteers make phone calls prior to orientation to verify attendance and to reach out to those who haven't registered. New student workshops are offered at various times of day (morning, afternoon, evening).	With only two orientation sessions, many student can't attend due to job schedules and/or family commitments. Difficult for students to attend both new student workshop and orientation.		
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?

Orientation Delivery a) How is new student orientation delivered? b) Is it a one-off event or a series of in-person and virtual interactions/nudges? c) Who besides orientation staff attend or participate in orientation (current students, faculty members, staff members, administrators, or community partners)?	Orientation is offered in person on campus. A day and an evening session are offered. There are a number of new student workshops offered, both during the day and at night. In addition to Sherry and her team, there are student volunteers, staff, faculty and administrators who participate. There are also local community partner organizations in attendance. New student workshops are run by admissions and advising.			

Orientation Goals and Topics a) Are there student learning outcomes for orientation? b) How does your college define orientation? c) List the specific topics that are covered during orientation? d) How is orientation evaluated for effectiveness?	Student learning outcomes include letting students know about resources for success and supports available, engagement with faculty and staff, engagement with co-curriculars, and to get students up to speed with technology like mycommnet and Blackboard. Topics covered during orientation include: tabling with on campus and off campus resources, team building, faculty experience, student experience including resources available, and "Tech at the Tuk". Students are given a survey after orientation. Results are compiled and assessed. New student workshops include information about degree and certificate programs, mycommnet, financial aid, college policies and procedures, how to make the most of your time in college, academic advising and registering for classes, college tour, ID photo taken.	Teambuilding seems to be stressful for students, and takes a large amount of time. Teambuilding is left out of the evening orientation. Students have to attend both new student workshop and orientation. Many often think if they have already gone to a new student workshop that they already attend an orientation. They don't realize they are different.	Either combine the two or change the name of new student workshop so it doesn't appear as related to orientation.	

Advising and Planning				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Advising Structure a) Do you have faculty advisors, professional advisors, or a hybrid model? b) Do you have full-time advisors? c) Is advising centralized or decentralized by campus/department? d) How are the degree checklists communicated to the advisors other than through the college catalog? e) Is one person ultimately responsible for advising? f) Does this individual have sufficient time to support and oversee advisors? g) Does this individual review and have sufficient authority to make changes to the advising process to ensure advising quality and consistency?	a) Faculty advisors & professional advisors – hybrid model b) Yes, full-time advisors c) Mostly centralized (Manufacturing does all of their certificate advising in-house. Students who go on to earn degrees meet with CASA folks.) d) On-line, on the shared drive, and hard copies found outside of Academic Affairs and in CASA e) No, but we have a Director of CASA f) In addition to being a Director of CASA, the Director oversees the administration of Starfish, the early alert program, at-risk student outreach, is an Achieving the Dream lead, co-chair of CCC Advising Leads Council, and chair of College Council. The demands of this role does limit the attention, time and focus spent solely on the advising area, but the Director strives to have one-on-one regular meetings, department meetings, and open conversations as often as possible. g) Often there needs to be the approval of a Dean to make significant changes (such as implementing holds on new students) but internal process changes have been made (walk-in	a) Many students do not meet with their faculty advisors, so they come to CASA for major advising (or self-advise). CASA hours do not align with other student service office hours, so students often show up without an appointment outside of walk-ins and expect immediate assistance. With a professional advisor "on duty" students can miss out on the continuity of advising. b) Each full-time advisor is in a dual role (transfer, career, Title IX/Diversity), so it is very challenging to provide robust resources, programs, events, and one-on-one appointments for those roles beyond covering registration advising. Professional advisors do not have offices, doors, or sufficient space to meet with students and have private conversations. Additionally, our Advising Services Asst. is in a completely separate space when students check-in and our printer is located. It is clunky, awkward and inefficient. d) The process is not clear and has been especially convoluted recently. Changes have been made to curriculum in C&S that were not made on-line or updated in degree	a) A hybrid model is ideal, however, it is difficult to implement efficiently and effectively with faculty off-contact. b) Ideally, professional advisors would have caseloads, assigned advisees, and "specialty" areas to accommodate time when faculty are not available. A cohesive, clean space with offices, table space, and privacy. c) With a student body this size, a centralized approach can work well d) A clear communication process on degree changes, program sheet updates, and catalog distribution (we need hard copies every academic year). For students, an official option to update their catalog year, if it benefits them, would be great.	a) Registration holds would be a step in the right direction as well as requiring current students to meet with their faculty advisor. Assigning professional advisors with caseloads and pairing them with Program Coordinators to create specialty area "experts" would be helpful. Eliminating walk-in hours Monday-Friday from 9:00am to 4:00pm would alleviate schedules and allow for more attention to dual roles. Exploring group advising sessions might also help if advising is made mandatory. b) Dual roles are tough. Not sure they are sustainable if we move to mandatory advising and a caseload model. A cohesive, clean space with offices, table space, and privacy. When is this going to happen? d) Create a form to update catalog year for students. Make previous catalogs and program sheets readily available for faculty and professional advisors (on the shared drive?).

	hours, advising resources, SAP hold process etc.) without Dean approval.	sheets. We've also had issues determining students' catalog years, and thus, which curriculum they should be following.		
Assignment of Advisors a) Does every student have an assigned advisor? b) If so, how and when are students assigned an advisor? c) How are students introduced to their advisors? d) Does a student have a specific advisor for the entire academic journey? e) If not, at what point does the student move from one assigned advisor to another? f) What does this hand-off process look like, specifically the communication, from the student's perspective? g) Can students walk in without an appointment to see an advisor? Do you use a kiosk or sign-in system? h) What is your student to advisor ratio?	a) Current and returning students should. New students (and readmits – away for 2 years or more) meet with someone in CASA for their first semester. b) Halfway through their first semester or if/when they change their major. c) Unsystematically. Some advisors reach out through e-mail or Starfish. Many students do not check their email. d & e) No. Approximately halfway through their first semester they are assigned a major-specific faculty advisor, and then again if they change their major. f) It depends on the advisor. g) It depends on the time of year. *For summer and fall registration,* from the beginning of reg. period through the end of June – Mon, Tues, and Thurs. 10:00am – 2:00pm and Wed 9:00am – 4:00pm. July through end of add/swap – Monday through Friday from 9:00am – 4:00pm. *For winter and spring registration,* from the beginning of reg. period through the end of Dec – Mon, Tues, and Thurs. 10:00am – 2:00pm and Wed 9:00am – 4:00pm. Jan. through end of add/swap – Monday through Friday from	a) Every so often we see an H07 without an advisor listed or listing someone who no longer works here. b) Many students have no idea who their faculty advisors are. c) Causes confusion for students, lacks uniformity. d & e) Can become impersonal and lack continuity, but if a student comes in Liberal Arts and changes their major to Criminal Justice, they should be transferred to a CJ advisor and not stay with a LA one. f) Causes confusion for students, lacks uniformity. Currently, communication through Starfish is being filtered from students' inboxes to a folder they see. g) With only 4 full-time professional advisors who all have dual roles, providing coverage for walk-in appointments can be tricky. Students are misinformed from the call center and other offices on campus that we offer walk-in advising all the time, and that leads to frustration all-around. When a student applies and is accepted to the College, it takes 24 hours for the system to recognize them, so those students coming up from Admissions, Financial Aid, etc. cannot use the kiosk.	a) Every student should have an assigned advisor, even new students. b) Advisor assignment upon enrollment. Clear communication from advisor to student welcoming them to program, outlining office hours, other policies, resources, and documentation in Starfish of any and all student communication. c) A formal communication process from advisors to advisees via e-mail or Starfish or another agreed upon way. If possible, have Programs Coordinators meet with new students during the summer, perhaps during NSWs or other small- and large-group events/programs. d & e) Students should meet with advisors who are experts in their declared curriculum, developing a relationship as early as possible in their academic career and receive holistic advising. g) No advising walk-in hours.	a) Move towards a caseload model and mandatory advising.

	9:00am – 4:00pm. Yes, we use a kiosk to sign-in. h) Total, C.A.S.A. had 2393* student contacts from Fall 2017 – Summer 2018 (9.6.17-9.4.18); Advisors are not full time general advising as well. We technically only have 1.5 advisors due to also having roles of Career Advisor, Transfer Advisor, Title IX Diversity Coordinator. Therefore, the ratio is roughly 1595:1			
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Advising Policies a) Are students required to meet with an advisor prior to orientation, registration, and/or program placement? If so, explain the process. b) What policies are in place to encourage or require students to see their advisors after the initial visit?	a) No. However, MH-S meets with or speaks to every RMA student and Manufacturing students have their schedules built during their Orientation. b) None.	a & b) The current process is extremely inefficient. With no mandatory NSWs, CASA staff have the same conversation over and over with new students about information covered in NSWs. It takes away from opportunities for holistic advising. Many students self-advise, sometimes successfully, *sometimes not successfully.* Students wait until the last minute to register.	a & b) A caseload model and mandatory advising. If possible, having Programs Coordinators meet with new students during the summer, perhaps during NSWs or other small- and large-group events/programs.	a & b) Make advising (Banner holds), New Student Workshop attendance, and Orientation mandatory.
Student Use of Advising a) Where is information related to advising available to students? b) How are the degree checklists communicated to students other than through the college catalog? c) What evidence indicates this information is easy to access?	a) On-line, on campus, on Starfish, at NSWs, in the Admissions into. Packet, through e-mail b) Hard copies are given to them at NSWs. They're available to download from our website. Hard copies are in CASA. Students can also do degree evaluations through DegreeWorks.	a) NSWs are not mandatory. Students do not check their email (through which many advisors communicate). Many students do not know that their faculty advisor goes off-contract. b) Currently, hard copies of program sheets are in our office that is locked much of the time. Presently, audits through	a, d, & e) Mandatory NSW attendance and a caseload model with mandatory advising. If possible, having Programs Coordinators meet with new students during the summer, perhaps during NSWs or other small- and large-group events/programs.	Make advising (Banner holds), New Student Workshop attendance, and Orientation mandatory. Get CASA back in an appropriate space with computers, hard copy resources, a space for small group advising and private 1:1 appointments. The current space is inefficient and ineffective. The creation of a peer

d) Are students required to make an appointment to meet with their advisor? e) If so, how far in advance do they need to make the appointment? f) Is technology used to empower students to complete routine tasks or access basic services?	c) perhaps website hits? Or the sheer numbers of students who visit advising? Probably need to include as part of our own intake, how did you hear about advising, especially for new students. d) For faculty advising, yes, or they are available during office hours. For CASA advising, no for registration, and yes for career or transfer advising. e) Depends, could be day-of if someone is available. f) Yes, students can utilize DegreeWorks, my.commnet.edu, Starfish, or their school e-mail.	DegreeWorks frequently have errors and can cause confusion for students. c) d) Accommodating appointments is very difficult while providing walk-in registration advising coverage and having dual roles. It is currently further complicated by a lack of available space (private and not private) to meet with students 1:1. f) DegreeWorks is not reliable for accurate audits and can be confusing for students.	b & f) Hard copies available outside of our current office space. Accurate DegreeWorks audits 100% of the time. c)	advising program might also be helpful.
Advising Sessions a) Roughly how often does an advisor see a student each term? b) How often does an advisor proactively contact each student to schedule an advising appointment? c) What is the average length of the advising appointment? d) What are the top three areas advisors focus their sessions on? *For example: career planning, academic planning, financial literacy and planning, identifying unique barriers to success.* e) Are there any student surveys or assessments that advisors use when working with students? If so, please list. f) How is the Advising activity managed over the semester? When	a) Advising is not mandatory, so it entirely depends on how often a student reaches out. b) Once a semester, from faculty advisors? CASA advisors do not proactively contact each student to schedule appointments. c) 30 minutes d) academic planning, unique barriers to success, and campus resources e) Student Success Survey, Focus 2, Is Online Learning for Me?, and these aren't surveys or assessments, but we also have a Pre-Advising Student Checklist and an Advising Questionnaire f) Most busy in August, late-January, and July (peak registration seasons). October and April are also generally very busy for	a & b) Many students self-advise, sometimes successfully, *sometimes not successfully.* Students wait until the last minute to register. If students do not meet with their faculty advisor, they come to CASA. Many students do not make academic plans or sequence out their time here, and lack of goal-setting and planning becomes problematic as it relates to success. c) With walk-in advising, you never know what issues, questions, or concerns a student is walking through the door with. A walk-in could last 5 minutes or 50 minutes. It is frustrating for students who have a "quick" question/concern to wait, and it is frustrating for staff to miss adjacent meetings because walk-ins bleed over.	Mandatory NSW attendance and a caseload advising model for CASA and faculty. If possible, having Programs Coordinators meet with new students during the summer, perhaps during NSWs or other small- and large-group events/programs.	Make advising (Banner holds), New Student Workshop attendance, and Orientation mandatory. Get CASA back in an appropriate space with computers, hard copy resources, a space for small group advising and private 1:1 appointments. The current space is inefficient and ineffective. The creation of a peer advising program might also be helpful.

are advisors most busy with students?	programming and events for CASA staff. From early Sept. through late Oct., CASA is appointment only and then again late, late Jan. – late, late March.	d) For CASA advisors, scheduling appointments to provide career development, transfer, and Title IX services, is very difficult while covering walk-in registration advising. It is further complicated by the lack of current available meeting space. If we had mandatory advising with appointments, we'd be able to provide holistic advising rather than triage, registration advising. e) Would be much easier to capture data with mandatory advising. f) Holistic advising is nearly impossible with our current walk-in model.		
Advising for Student Groups a) Are any groups of students advised differently? *For example: Dual credit, STEM students, Pell recipients, certificate seekers, honor students, student athletes, first-generation students, online students, or undecided students.* If so, briefly describe the main differences. b) Are part-time students' advising experiences different from those of full-time students? What evidence supports your response? c) Are Dual credit students' advising experiences different from those of full-time students? What evidence supports your response? d) How is advising of noncredit students different in design or	Credit students- Newly admitted full and part-time students meet with an Academic Advisor in the Center for Advising & Student Achievement (C.A.S.A.) to become oriented to the advising process, discuss goals, and understand their academic plan. Students are encouraged to attend a New Student Workshop to learn more about Asnuntuck and the college experience. Continuing students can contact their Assigned Faculty Advisor to plan future semesters and talk about course options. Assigned Faculty Advisors are allocated once	When faculty are off contract, students are unable to meet with them and students end up the in the Center for Advising and Student Achievement with program specific questions. Advising issues include struggling with dual roles and trying to do both jobs at the same time. With walk-in advising, sometimes new students have the expectation that everything will be done in one day, which isn't always possible, especially if a student is transferring in coursework or hasn't taken the accuplacer yet.	Case management style advising including: •Adding transfer specific NSW (students must have credits evaluated before attending) •Involving all offices in Orientation •Making NSW and Orientation mandatory and placing advising holds •Requiring any student who is unable to attend to meet with their assigned advisor before registering for courses •Asking students during NSW check in if they are able to sign into MyCommnet, if not then students are sent to a separate computer lab to get help from IT/Admissions	Resources to implement it properly. More advisors, campus buy-in, software.

process? Does noncredit advising include an emphasis on transition to degree programs?	a student has registered for classes. Faculty Advisors are assigned according to a student's declared program of study. Students should receive an email from their assigned Advisor with contact information, office hours, and information about setting up an appointment in mid-September (once all students have registered and have been assigned Faculty Advisors). Non-credit students have a completely separate advising process. Continuing Education Program Specialists advise potential and current CE students about their program requirements. With every student, they talk about program and time commitment requirements. For SNAP students specifically, each student has a success coach they meet with several times a semester for case management style advising.		•Moving NSW signup process to MyCommnet so students must sign into MyCommnet before attending •Requiring SAT scores or Accuplacer results entered into the system before students meet with an advisor Other initiatives •Sequencing courses so students can take what they need when they need it •Creating graduation workshop that includes students meeting with their faculty advisor •Implementing a summer bridge program with a math and English component as well as a learning community component for the subsequent semesters •Making FYE mandatory and add a peer mentor component •Utilizing Starfish based advising	
Academic and Career Planning a) Do advisors build/use degree plans for every student they advise? b) How is the student instructed to keep track of their academic progress? c) Do faculty, and advisors have the ability to easily monitor a student's	Students are advised with the program sheet for their specific major. First semester coursework is mapped out and advisors talk briefly about course sequencing for future semesters. Students are instructed to keep track of academic progress both with the degree sheet and by utilizing DegreeWorks. Students also receive "kudos" or	Currently, DegreeWorks isn't completely accurate for every student. Students see something wrong on their DegreeWorks audit and bring it to C.A.S.A. for clarification. While there is a "suggested semester sequence" for full time students in each major in the catalog, students don't necessarily follow the sequencing	Case management style advising with a separate position for full-time career development.	Resources to implement it properly. More advisors, campus buy-in, software.

progression through a degree program? d) Do the degree plans automatically update as the student's path changes? e) How and when is information shared with students about transfer partnerships and articulation agreements? f) Are students supported in developing a personalized career plan? If so, how? g) Does this career plan align with the student's academic plan? h) In what order are the career plan and academic plan developed?	"flags" from instructors through Starfish. C.A.S.A. as well as faculty advisors are able to access DegreeWorks to monitor student progress and students have a "success network" in Starfish. If students wish to change their plan of study, they can complete the "what if" function in DegreeWorks. Plans do not automatically update as a student's path changes. Information about transfer partnerships and articulation agreements is shared starting in the New Student Workshops. Students are given an overview and told that if they are interested in transferring, they should meet with Asnuntuck's Transfer Advisor. The Transfer Advisor also goes into FYE courses and talks more in-depth about the transfer process and transfer partnerships and articulations. Students also receive more information by attending transfer events on campus including, "Transfer Tuesdays" and a Transfer Fair. If a student is in a career specific major, they should be getting support in developing a personalized career plan from their faculty advisor. If students reach out to the Career Advisor in C.A.S.A. then they receive that support as well. None of it is currently mandatory. For WIOA students, the career plan aligns with the	and in fact, in some instances aren't able to sequence their courses following the suggested pattern. There is no suggested course sequencing for part-time students. For the number of students currently enrolled at Asnuntuck, there is only one person in a career role and that is only half of their job. We currently don't have the time or resources to develop a plan for every student.		

	academic plan but we do not have the resources to support this for every student. The career plan for WIOA students is developed with the academic plan. For other students, it depends on the student reaching out to the Career Advisor or their individual faculty advisor.			
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Definition and Roles a) Does your institution have a common definition of advising? If so, please list the parts of the current definition. b) Based on your definition of advising, what skill sets are required for advisors to be successful? c) Are the roles and responsibilities of advisors clearly defined and differentiated from the roles of other support professionals, such as counselors? d) Are student learning, retention, and success included in the role description of advisors and other support professionals? e) Do you have advising learning outcomes and/or syllabus for students? If so, are these academic-related or do they include non-cognitive skill building and career development? f) How do you evaluate advising? g) Is someone at the college in charge of the coordination and evaluation	Academic Advising Mission Statement at ACC: Academic advising is a partnership between student and advisor that empowers students to reach academic, career and lifelong learning goals. Through an educational process, students learn to make informed decisions to optimize their academic experience. Skills required to be successful: •Understanding of the mission of the community college •Excellent interpersonal and communication skills, highly approachable with proven student advocacy skills •Ability to work with a culturally and ethnically and diverse student population •Strong organizational and administrative skills with ability to	Without an evaluation process, we can't know how effective we are as advisors. Because the advisors at Asnuntuck have dual roles, sometimes it is difficult to navigate all of the responsibilities of both roles.	The ideal design would encompass case management advising and evaluating the dual roles to determine if there is a better structure for the office.	Resources to implement it properly. More advisors, campus buy-in, software.

of, and the reporting on, all advising services?	manage projects to successful completion •Ability to take initiative, work independently, and seek out resources as necessary •Ability to plan, lead, and facilitate both small and large scale events and workshops with groups •Ability to build and maintain relationships with students, faculty, staff, employers, and community members Advising roles are clearly defined but student learning outcomes are not included in the description of advisors. The learning outcomes described above exist in our First Year Experience course. We currently do not evaluate advising.			
Training and Collaboration a) Is there a training or professional development program for advisors at your college? b) Is your professional development for advisors optional/mandatory? Ongoing or one-off? Scheduled and in-person and/or available on demand? c) How do advisors communicate/collaborate with other student service offices or with the academic divisions? *For example: when referrals for academic or personal support services are necessary, or when*	There is not currently a specific training or professional development program for advisors at Asnuntuck. Every year we have the opportunity for one-off professional development through several avenues and are strongly encouraged to participate. There hasn't historically been a lot of collaboration across student services. Starting in the fall semester, Advising and Admissions started to work together to update our New Student Workshop format. Every semester, the Director of Advising sends a campus-wide email to inform faculty and staff of	More faculty/staff advising professional development collaboration.	Yearly advising professional development for the entire campus.	Resources to implement it properly. More advisors, campus buy-in, software.

multiple campus locations are involved. d) How are the faculty and support staff informed about the preferred advising process? e) Is there a common student folder or communication tool through which to read advisor notes? Is it utilized by the entire college?	the advising hours and mission of the office. Starfish is utilized by the entire campus and faculty and staff are able to see notes from whomever the student meets with. When requested, the Director of Advising offers and conducts a workshop for new faculty advisors.			
Challenges a) What are the two biggest challenges students report experiencing with advising supports? b) What are the two biggest challenges for advisors?	The biggest challenge currently for students involves the structure of advising on campus. After the first semester, students are assigned a faculty advisor. Many students are late to sign up for courses or don't check their campus email often and will miss communication from their faculty advisor. Students then come to C.A.S.A. for advising because their faculty advisors are off-contract and unable to help. Another challenge is that advising is not mandatory and many times the students who need it the most are not the ones utilizing it as a resource. The biggest challenge for advisors include space and resources. We are currently working in what was once the faculty/staff lounge. The space presents a huge problem for adequately advising students. There is no privacy because there are four people in the same space. Every time an advisor needs to meet with a student, they have to go elsewhere on campus and try to ascertain what is needed for the appointment.			

	It wastes a lot of time an energy just to prepare for these appointments. It's also hard to have private advising conversations on the phone in a room full of people. Sometimes there are other meetings that need to happen like meeting with colleagues from other institutions and it is impossible to do so in the space. In regards to resources, we need more advisors.			

Student Financial Security				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Financial Education and Coaching a) At what point in the student's journey does the college identify what financial needs the student has? How is this information gained and who owns that data? b) Are protocols in place that clarify who responds and in what way(s) based on this information? c) Is financial education, including completing the FAFSA, budgeting, financial aid and understanding college tuition, embedded into the	a. When they complete the FAFSA. b. We don't understand the question. c. Embedded into Open House and not New Student Orientation. And embedded in FYE course.	a. The majority of students complete the FAFA in August just before classes start b. Ditto to Column 2 c. None d. Need of more staff	a. We ask for it to be completed by June 1st b. Ditto c. Have more staff in Financial Aid to cover more hours. More evenings hours. d. More staff and more hours	a. How to figure out how to get students to complete FAFSA before June 1st b. Ditto c. Continue with current best practice

institution’s orientation and/or student success course? d) If so, is the content designed to be immediately useful to the student? e) Are one-on-one financial coaching supports available to students, including help completing scholarship applications? f) If so, how do students get connected to these one-on-one services? g) Are these supports offered to students throughout their experience or targeted towards incoming students? What mechanisms are in place to connect a student to these services later on in their journey? h) Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use? i) Are financial education supports provided by the college through the Tribe/Nation, State, or external partnerships?	d. Yes, they leave with the knowledge of how to complete the FAFSA and a phone number to call ACC to get individual help as needed. e. Yes, we have 1-on-1 FAFSA support available to current and potential students f. Call for an appointment; walk in; call the Call Center for on the phone support g. Yes, consistent in our Financial Aid offerings to all students. Emails, posters, phone call campaigns and social media h. We call returning students and email them to ask them to come in and fill out FAFSA and register for classes. FAFSA generates 10 emails to remind students to renew their FAFSA i. No j. Not applicable because answer to “I” is a No. k. Not applicable because answer to “I” is a No.	e. Lack of staff and hours f. It works well because the Call Center is open until 8 PM g. Students still do not complete their FAFSA in a timely manner h. They still do not come in and complete their FAFSA in a timely manner i. Not applicable	e. To offer more walk in and appointments for students f. 24 hour support and more computer kiosks to help students g. Better time management on the part of students h. Better time management on the part of students i. Not applicable	d. More staff and more hours e. More staff and more hours f. Additional technology and hum resources g. None h. None i. Not applicable

j) What percentage of students who require these supports actually receive them? *i.e., are these services delivered at scale?* k) Are the financial education support services provided on campus? If not, how does the college ensure that students receive the support they are referred to?				
Food and Clothing Pantries a) Does the college offer a food or clothing pantry services to students either provided by the college or a partner organization? b) Is the food pantry located on campus in a location where students are likely to go rather than hidden in a low-traffic part of campus? c) If not located on campus, how does the college support students in accessing the pantry? d) How do students become aware of and get connected to the food/clothing pantry? e) Are all faculty, staff, and administrators aware of the services offered by the pantry?	a) College has a food pantry. It provides food to 300+ students weekly. Career Closet (Clothing) is in progress. b) Yes, to a certain degree. c) Not applicable. d) Emails to all students through the Director, social media outlets (Facebook, Instagram, tweeter, ACC website) and the use of a table to promote during the semester. e) The answer is "NO". f) The current design is affective but needs improvement.	a) The space is too small. You could only have one student at a time. Transportation of donated or purchased items is a problem. b) Is ideal to a certain point. It seems to be an issue with foot traffic. c) Not applicable. d) The current design is working, but could be improved. e) Lack of awareness. f) Students do not get the proper information.	a) Move into a new space. Transportation (Vehicle) and more volunteers. b) More space for the food pantry and other future plans (Clothing and Wellness Center) which is currently in progress. c) Not applicable. d) To develop a system to promote the services that are offered and the services that will be offered soon. e) More promotion of the services to faculty/staff. f) Marketing campaign will be developed to continue reducing the stigma and help	a) Try to obtain a grant to get a vehicle and more volunteers to help feed 300+students. Move to a larger space is currently in progress. b) More volunteers to assist with the move to the new space. More funding to help provide more services and expand hours for the new location. c) Not applicable. d) Reach out to faculty and have them promote the services in their classrooms during the academic year. e) Email campaign to faculty and staff. f) AMERICORPS Vista worker will begin to build capacity.

f) Does the marketing/messaging campaign incorporate an effort to reduce the stigma often associated with accessing food/clothing pantry services? g) When a student uses pantry services, do staff engage the student to identify other support needs or a longer—term strategy to address their food insecurity? h) Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use? i) How is the data that is collected about students used to provide other wrap around services to students?	g) Yes, staff/volunteers engage students and offer other services that include personal hygiene items. Through an agreement with Food Shelve students are referred and are able to obtain more resources. h) Currently, there is no strategy to proactively identify students who need services. i) No data is collected at this time.	g) Is difficult to provide the much-needed services with the current design. h) Not applicable i) Not applicable	to promote the future services. g) More space which is currently being addressed. h) A new system to track the number of students has been purchased (People Counting System). i) Have a system that can assist with the collection of information.	g) More assistance (Money and volunteers). h) Establish a process or system to gather data that can be used to make decisions and track the number of students who need services. i) Purchase a software program that can collect data.
Emergency Aid ~~a)~~ Does the college offer assistance to students experiencing a financial emergency?	a) Yes, the college offers financial emergency through the text book fund, SGA, manufacturing fund, and the CEO's discretionary fund. The CEO and director of manufacturing make the decision on whether a person is eligible for funds. b) The SGA has $1,000 -$1,500 available for students. Funds can be used for rent, gas,	a) There are no issues with the current design. b) There are no issues with the current design.	a) Ideally, a better process would be beneficial. b) Ideally, a better process would be beneficial.	a) No specific changes or next steps are available at this time. b) No specific changes or next steps are available at this time.

~~b)~~ In what form(s) is the emergency aid offered? For example, vouchers for purchasing items on campus, gas vouchers, scholarships to cover completion costs, emergency loans, restricted micro-grants, unrestricted micro-grants? c) Does the college have a clear operating definition of an “emergency” that guides who can access this support? d) How are students made aware of and connected to these supports? e) Are there clear guidelines in place to govern how distribution decisions are made and by whom? f) Typically, how soon after a need is addressed does the student receive their aid? g) Are there any restrictions on which students can access emergency aid and how frequently?	items outside of academic support. The maximum a student can receive is $200. The manufacturing fund and the CEO’s fund is managed through the ACC Foundation. Students receive vouchers. c) There seems to be a consensus that an “emergency” exists when a student has exhausted all other viable financial resources. d) Through the financial aid office. e) Yes, SGA and the foundation have a process to determine if a student is eligible. f) The foundation has a 5-7-day time limit to determine if the student qualifies. g) Yes, there are restrictions. Students can receive $200 for one-time voucher; no money is given. The student must be enrolled for 6 credits. h) No, there are faculty members, staff and administrators that are not aware of resources. i) Yes, some staff members share information on available resources.	c) There are no issues with the current design. d) There are no issues with the current design. e) There are no issues with the current design. f) There are no issues with the current design. g) There are no issues with the current design. h) Lack of awareness of the resources available to students.	c) Ideally, a better process would be beneficial. d) Ideally, a better process would be beneficial. e) Ideally, a better process would be beneficial. f) 5-7 -day is adequate. g) No suggestion for a new design. h) Counseling Services to assist students on the resources that are available.	c) No specific changes or next steps are available at this time. d) No specific changes or next steps are available at this time. e) No specific changes or next steps are available at this time. f) No specific changes or next steps are available at this time. g) No specific changes or next steps are available at this time. h) Hire staff to assist with the issue. i) Hire staff to assist with the issue.

h) Are faculty, staff, and administrators aware of these supports and how students can access them? i) When a student receives emergency aid, do staff engage the student to identify other support needs or a longer—term strategy to address their financial or other needs? If so, how? j) Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use?	j) No, currently the college does not have a system.	i) No issues with the current design. j) No issues with the current design.	i) Counseling Services to assist students on the resources that are available. j) No suggestion for a new design.	j) No specific changes or next steps are available at this time.
Other Financial Supports a) What supports does the college provide to students with financial security challenges? *For example: tax preparation, public benefits, housing support, transportation assistance, legal aid, child care.* b) Are these services provided by the college, the Tribe/Nation, State, or through external partnerships? c) How are students made aware of and connected to the supports listed above? d) How are these services embedded into the student experience?	a) Refer to Sherry L. Paquette's information on the Wellness Center (in progress). b) Refer to Sherry L. Paquette's information on the Wellness Center (in progress). c) Refer to Sherry L. Paquette's information on the Wellness Center (in progress). d) Refer to Sherry L. Paquette's information on the Wellness Center (in progress). e) Refer to Sherry L. Paquette's information on the Wellness Center (in progress).			

e) Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use?				

Integration of Student Supports and Success Strategies

	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Academic Supports a) Briefly describe how tutoring works at your institution. How do students get connected or referred to tutors? b) How do you incorporate library services in coursework and student support services? c) Are there specific spaces on campus for students to hold study groups? Are the study spaces advertised and study groups encouraged?	a) Students work one-on-one, and sometimes in groups, with a staff of 18-20 professional tutors. Appointments are for 45 minutes. Students also have the option to use etutoring services, if they are unable to come into the Tutoring Center. The majority of students self-identify as needing additional support and make appointments as needed. Students are also referred to the Tutoring Center by instructors in-person or through Starfish. When	a) Students are not necessarily compelled to reach out for Tutoring Assistance. This means an instruction might refer them to tutoring, but that student may never seek out the support on their own. Unfortunately, instructors may assume that the referral means that students do actually follow up with the tutoring center, but this is not always the case. On the opposite side of the spectrum, many students seem to	a) Ideally, the Tutoring Center would have the space and resources available to not only provide one-on-one appointments, but also a dedicated Writing and Math Lab, which would allow for more group tutoring sessions and workshops. b) At the moment, a visit from the library relies on requests from instructors, and what is covered in the session is tailored to that specific class, instructor, and	a) Adding additional space, or moving the center to a larger space would be necessary. Additional tutoring staff would also be helpful in achieving this goal. b) Talk with Matt? c) Additional space.

	the referral comes through Starfish, the Director of the Center is notified as well. The Director then reaches out to those students directly to encourage them to use the in-person services or the etutoring option. Disability Services refers and make recommendations to visit the ATC in student Academic Adjustment Agreement letters. Tutors are also embedded in the classroom. They provide additional support to students in English 101S. English 101S is designed to assist students whose placement tests have shown they need more support. Tutors are also embedded in the Self-Paced Math Courses, which includes students who have tested into MAT 085 (Pre-Algebra & Elementary Algebra) to MAT 137 (Intermediate Algebra). Additionally, Math and English tutors provide support in our College Transitions program, which is designed to help students who have placed below college level increase their placement scores.	expect a higher level of support than is typically provided at the college level. The level of service we provide becomes clear once students access tutoring, but some students do have a difficult time adjusting to the college-level of expectation for more autonomy. Tutoring services in the ATC are limited to the specific classes students are enrolled in. b) Instructors are not required to request a Librarian to visit their classes; only English 101 explicitly asks for IL to be addressed in the course outcomes. Instructors may elect to cover IL topics on their own, without input from the library. This can result in incongruent coverage of IL skills for students. ECN* 101, 102, HDEV 101 are only classes outside of ENG* 101 that cover IL, and ENG* 101 does not specifically require one particular citation style. c) There is no dedicated group study space on campus. Students are attracted to isolated space. The homework lab is both appealing and problematic for this reason.	assignment. The ideal design would involve more standardization of outcomes for course sections, and a requirement to include a visit from the IL librarian. Each discipline might focus on specific IL skills, so that students could potentially learn a range of IL skills throughout their college career. This might insure that students would graduate having been exposed—at least once—to Library staff and some basic IL skills. c) That we create dedicated group study space on campus.	

	b) A dedicated Information Literacy (IL) Librarian is on staff to provide classroom instruction on using Library resources; guidance on appropriate, college-level resources; and citation information. The Library also has a staff of Reference Librarians available during normal operating hours for students to consult with, one-on-one. c) There is no specific/dedicated space for group study on campus. The quiet room in the ATC is mostly used for testing.			
Other Supports a) What other service/academic departments do you consider critical to your work in student success? b) What structures promote collaboration across departments?	a) Disability Services, Dean of Students, Financial Aid, Advising, Career, Transfer, Diversity, Title IX, and test proctoring are critical services. Counseling services is an essential support currently not available at ACC. b) Starfish, All-College meetings, presentations, Open Houses, and Admissions and advising process (early connection with Disability Services).	a) Counseling and social services are critical supports that do not exist on campus. b) No dedicated committee for faculty/academic support.	a) Have a dedicated testing center and proctor/testing coordinator. Have counseling services on campus. b) ???	a) Short of a testing center and coordinator, move Deb to the current testing room in the ATC and add windows that look into the office to the left and the homework lab to the right. b) ???
Connection to Supports	a) Different offices with the exception of library, Disability Services, and ATC. We used to	a) Being spread across multiple locations on campus. Offices and staff in current temporary	a) Create a 1-stop area for student services. b) ???	a) ??? b) ??? c) ???

a) Are campus-based supports located in one place, or hub, or do students have to go to different offices for different questions/services? b) How do students get connected to the following supports: counseling, tutoring, library services, career planning and preparation, and financial aid? c) Are students and support staff/advisors alerted when students are at risk of falling off their academic program path? Are policies and procedures in place to intervene to help the student get back on track? d) How are students transitioned or “handed off” between departments? What technology or referral process is used? e) Are all front-line staff trained to know whom to refer students to for different support issues? If so, how are they trained? f) Are all faculty (including adjunct) aware of the range of supports provided by your institution and how to connect students with them? If so, how are they trained? g) Is this training ongoing? What is the process for determining training needs? What delivery method is used? h) Is information available to faculty and staff after and outside of the training on a website, intranet, or in a printed resource guide?	have something like a 1-stop are in the front hall. The Business Office is “off the beaten path.” b) Referrals to other departments, NSWs, NSOs, Starfish, classroom visits, and FYE classes. c) Starfish – Instructors will let people know if students are running into trouble. DegreeWorks – completion bar is in place, but there is no alert currently being used when a student falls off their path. SAP and CAST progress evaluations done in the Financial Aid and Dean of Students Offices. Repeat flag in Banner. Starfish and repeat policy are in place and emails are sent to students, but self-advising and lack of mandatory advising creates great vulnerability for falling off path. d) Sometimes through Starfish, but usually in person or through email. e) Most have a general sense of where to refer students. There is no formal training, but there is information dissemination through notifications, emails, adjunct handbook, department meetings, New Faculty Seminar, and Professional Days. Everyone at ACC is on the “front line.” f) -Same as above- g) Training is not ongoing. There are occasional updates as things	locations presents a number of challenges. b) Ongoing training for tools like Starfish and DegreeWorks. No current counseling services on campus means we have to rely on community-based services and off-campus agencies. c) Self-advising and no mandatory advising or holds. d) Students can fall through the cracks. Confusion on the process of “handing off” from initial advising to faculty advising for returning students. e) Inconsistent information and application of information. Lack of clarity on who has been trained on certain areas and it appears there is no formal record of training. f) -Same as above- g) There is no formal training. h) Familiarity with the Q: (shared) drive. Updating information, regardless of format, is a challenge.	c) Guided Pathways and Areas of Study will help. d) Case management advising. e) Formal cross-functional training as part of the onboarding process. Create a training documents folder in the Q: drive. f) -Same as above- g) Formalizing a process. h) Employee training checklist and the creation of a training docs folder on the shared drive.	d) Money and space to support additional advising staff. e) Time, staff, and technology. f) -Same as above- g) ??? h) ???

	change, but it is not a formalized process. h) Some information is available to faculty through handbooks, emails, community resources, etc. Website has information that can be useful, but is often difficult to find. Information provided at Professional Days and on the shared drive ("Advising Info/Manual") can be helpful.			
Scheduling a) To what extent can students get the courses they need, conflict free, at registration? b) How are students' course needs assessed? c) How does student advising inform student course needs and scheduling?	a) Students are able to register, but placement into developmental Math or English can cause delays. b) Student course needs are addressed using Banner and/or degree works and by using program sheets. (does registration happen more often at admissions or advising?) c) advising/admissions>	a) Faculty: It can be hard to predict whether or not elective courses will run and some courses which were traditionally elective and are now required with Transfer-Ticket Degree. Staff: _____ Student: Students often scramble to find a course they need or to get course substitutions approved. b) Coordinators and Department Chairs attend a cancellation meeting one week before the semester begins. During this meeting information like number of students in a program, whether or not a course is required for a degree, and whether or not any other unpredictable student-needs might arise. This meeting is opened to staff and faculty. c) Member(s) from the advising department typically attend cancellation meetings.	a) An increased use of a hybrid, distance-learning, and late-start options would increase the overall flexibility of the schedule. b) Course schedules informed by the number of students in a program combined with the frequency of the course's offering. Currently the number of students registered tends to be the data considered most important during cancellation meetings. We use this number despite knowing it is not the best information as students tend to register late or last minute. c) advising/admissions	a) Strongly recommend registering at the end of placement testing and require students to be registered b) Use academic program enrollment data to predict student needs over a 3-year period and use this information during the scheduling process. Make course registration more predictable by using course-sequencing and program requirements. c) advising admissions

Use of Data and Adoption of Technology				
Student-Level Data	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?

a) Who is responsible to collect student-level data?	*Various offices collect and create student data including:* • *Admissions – Biographical data, contact info, educational history, test scores, transcripts, course transfer equivalencies, immunization data* • *Advising – Notes, flags, and appointments for advising* • *Registration/Records (credit and non-credit offices) – Maintains files, registration records and history, academic history (e.g., program, grades) academic standing/ GPA, graduation applications, program completion information, documentation for changes to biographical & contact info, grades* • *Faculty – Grades for tests & assignments, notes and appointments for instruction, advising* • *Financial Aid – FAFSA and other financial aid application information, personal financial information, aid awards and disbursements, info from Dept of Ed* • *Finance/Business Office – Fee bills, account balances, bank info, financial accounts, payment plans* • *Human Resources – payroll, employee info*	• *Physical file maintenance and access across multiple departments/ staff.*	• *Need electronic files with easily accessible data and workflow* • *Need electronic filing and workflow system to be built uniformly to enable transition to single college.*	• *Time and resources to create and implement On Base.* • *User technology and access training.*

b) Do you currently have reporting dashboards that are widely used in decision-making?	• *Starfish does have some dashboard-like views for certain issues like flags, but this is only an early-alert system, not a true dashboard with scores and analytics.* • *IR creates Enrollment Dashboard for Enrollment Management purpose and it is updated every semester* • *IR is working on building dashboard for gateway courses as part of the ATD efforts* • *The BOR IR has some GP KPI dashboards on the BOR ORSE website*	• *Do not currently have a general system with easily customizable and clear dashboards/ reports accessible to staff.* • *Coming soon for Admissions.* • *A more-robust version of Starfish has further capabilities for current students, but we don't have this.* • *Need to define what items to be included in which dashboard for what purpose.*	• *A system that can pull data from SIS (including grades) and create easy-to-access and customize dashboards for staff. System should be intuitive and adaptable, yet robust. System should be developed so it can be used for single college in future.* • *Guided Pathways Team has explored options.*	• *Need to select and implement system for active/continuing students beyond Admissions CRM Recruit coming in Spring 2020.* • *Need funding and human resources to plan and implement and finally train staff in use.* • *Needs to be compatible with other colleges/ single college of future.* • *Data user technology and access training.* • *Need midterm grades policy to enhance early alert procedures.*
Student-Level Data	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?

c) How are student-level data collected and shared with faculty and staff?	• *Fact Book online* • *Fact Sheet for events* *Institutional Research extracts data from SIS, builds database for ad hoc requests and routine reporting and shares with staff as requested. Generally, this is aggregate info.* • *Often AMTC and SCP population need to be reported separately*	• *Time consuming for IR to build database to specific requests* • *IR needs time to interact with staff to hone info requests and explain data.* • *Some staff wish to have direct access to student-level data. Data security and privacy policies, while necessary, complicate this.*	• *Data Warehouse or database from the BOR IR to be used by campus IR to answer quick requests or to conduct cyclical reports* • *System-wide procedure for data requests and sharing.* • *Ability of staff and faculty to view data queried regularly efficiently*	• *Dashboards that are adjustable by data user.* • *Availability of IR to conduct data user trainings* • *Bring policy and procedure concerns to ACC Data Stewardship Committee* • *Coordinate efforts at System level.*
d) Do advisors and other student support staff use student-level data on a daily basis to inform their work with students?	• *Yes, through Banner, Degree Works, and Starfish. Starfish has easy-to-use query capabilities.*	• *Limited ability to store communications/ notes and query from these.* • *Degree Works has cumbersome setup and not working optimally. Sometimes inaccurate.* • *Starfish has degree planning capabilities for students, but need time and resources to develop.*	• *A further-developed student success system to more-easily communicate and address student risk in a variety of areas (academic, financial, social, missed deadlines, etc.) AND have easy-to-use robust degree planning and course scheduling capabilities.*	• *See above (row c).*
e) Does Institutional Research (IR) regularly meet with or train college staff and faculty to discuss and explain the nuances of this data, and to answer questions?	• *Fact Book online* • *Fact Sheet for events* • *Meeting with faculty and staff as needed* • *System IR office provides some reports (Census enrollment, ATD, GP, TAP etc.).*	• *Time, scheduling.* • *Streamline requests* • *AMTC/SCP data are included in the system reports* • *Not clear what IR function would be centralized and what will still be local campus responsibilities*	• *Clearly separation of local IR data vs. system-wide request* • *Systematically update of cyclical requests* • *A platform and system to disseminate data and reports to staff and faculty* • *A more user friendly IR website for communicating routine and cyclical requests.* • *Develop a cyclical requests list.*	• *Working with Data Team and ATD Success team to assess campus needs for data* • *Survey faculty and staff needs, access resources, develop training and meeting schedules for data distribution.*
Institutional Data	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?

a) How do you evaluate the impact and effectiveness of your student supports? How often does this occur?	• *CCSSE survey – every 3 yrs* • *SENSE survey- every 3 yrs* • *ACC Library Survey – every term* • *ACC ASC Survey – every year* • *Graduate Students Survey – every year*	• *Unaware data/reports existed* • *Lack of using survey results to inform decision and budget allocation* • *Lack of consistency in advising resources and policies impacts ability to use data to make decisions.*	• *Scheduled reviews for all student support services and student-facing functions.* • *In future with single college, need analysis of data based on campus/regional needs as well as entire college (not one size fits all).*	• *Use survey data as "student voice" in conjunction with other SIS data for decision making*
b) How do you analyze and use data to inform policy and process decisions related to student supports?	• *Trend data are compiled and reported for varies departments.* • *Enrollment, graduation, and survey data are updated and published on IR website* • *Enrollment dashboard is updated and released to enrollment management staff on a weekly basis during registrations* • *Management request/receives information for decision-making.* • *Data provided for program reviews and accreditation studies.*	• *Some System policies (e.g., early drop for non-payment) are not applied as written because they do not support students or meet individual college needs. Changes are in process, but not imminent.* • *Lack of policy changes due to lack of resources to implement them (e.g., mandatory advising) Resources needed as staff stretched thin already.* • *IR provides data to users, and there is no system in place to document how data is used for decision-making by users.*	• *Uniform schedule for reviewing all policies and procedures, routine assessment/ comparisons, updating policies, etc.* • *In future with single college, need analysis of data based on campus/regional needs as well as entire college (not one size fits all).* • *IR can serve as advisor/trainer for using data in decision-making.*	• *Updates to advising policies are coming. The Holistic Case Management policy is scheduled for BOR vote April 2020. Need resources to implement.* • *Through ATD, use IR data to create a culture of working with IR and using data for informed decision-making.*
c) Who is involved in making those decisions?	• *College-level Academic Affairs (Dean, Advising), College-level Student Affairs (Dean, Student Activities), System office Academic and select college faculty and staff, CSCU Board of Regents* • *Campus CEO's Management team*	• *Faculty and staff at colleges have felt left out of policy questions in the past.* • *Communication issues lead to confusion.*	• *Shared governance with student, faculty, and community input at forefront, allowing for practical considerations.*	• *Through ATD, use IR data to create a culture of working with IR and using data for informed decision-making*

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d) How is IR involved in the evaluation process?	• *IR provides trend data per user requests for program development and program evaluation.* • *IR administers IE survey, and student surveys and present data to All College, Extended Cabinet and other councils/groups per requests.*	• *Need to link evaluation to strategic planning, assessment and budget allocation.*	• *Uniform schedule of assessments, reporting to campus community.* • *In future with single college, need analysis of data based on campus/regional needs as well as entire college (not one size fits all).* • *IR can serve as advisor/trainer for using data in decision-making.*	• *Through ATD, use IR data to create a culture of working with IR and using data for informed decision-making.*
e) Are you using or planning to use predictive analytics in student success efforts? If so, briefly describe.	• *Rapid Insight was used in the past.*	• *Need support to purchase, develop, and maintain predictive analytics system.*	• *System that could more-easily allow faculty, staff, administration access to info to evaluate supports and help drive policy.* • *System that allows for student evaluation and input.*	• *Need to select and implement system for active/ continuing students beyond Admissions CRM Recruit coming in Spring 2020.* • *Need funding and human resources to plan and implement and finally train staff in use.* • *Needs to be compatible with other colleges/ single college of future.*
f) If you are currently using predictive analytics in student success efforts, how long have you been doing so?	• *We are in the process to develop a dashboard that include some early momentum measures to analysis student success and hope to bring that to the next level to include predictive analytics.*	*N/A*	*N/A*	*N/A*
Technology Use	**Current Design**	**What are the issues for students, staff, or faculty with the current design?**	**What is the ideal design? What additional information do you need to answer this?**	**What changes or next steps are needed to move toward the ideal design?**

a) How does the college currently use technology to support advising and student support delivery?	• *Starfish system holds data for advising appointments, notes from meetings, communications sent to students (if chosen), flags for concerns from faculty. Querying capabilities in Starfish are also used to identify populations. There is also a kiosk feature.* • *Degree Works is used by advisors. registrars, and other staff for degree auditing for individual students.* • *Current use of spreadsheet to track Disability Services (DS) requests & email to deliver AAA to instructors.*	• *Need to log into separate system. Information in Starfish not integrated with Banner and Blackboard. Advising cannot access Blackboard grades. Grading in Bb is different depending on faculty practice.* • *Degree Works has cumbersome setup and not working optimally/ sometime inaccurate. No batch reporting.* • *Students not using Degree Works consistently for their audits. Limited program planning with this tool* • *Manual process, not all data captured that would be key to report on (e.g., disability type). Also, since it is a manual process, it is open to potential errors.* • *Potential changes in future. RPF for one-college student success system going out soon.*	• *Fully-integrated student success and student information systems that are intuitive to faculty and staff users. Functionality adaptable to individual college and user needs.* • *Need system to be setup and adaptable to 12 colleges and later 1 college/12 campuses (with different student and program needs).* • *Communications that are seamless to students (same look and feel no matter from where generated).* • *Personalized information available to students in single secure portal format (students don't read email)* • *online (computer, tablet, phone)* • *Accommodate software to begin rollout for implementation F'20. Streamlined request for student letters, appts, testing, reporting.*	• *Need resources and time for developing student success system.* • *Need to identify training needs and schedule.* • *DS Accommodate is currently in build/review/test mode.*
b) To what extent are these technologies use by the target end user in the intended manner?	• *Advising and many faculty use Starfish, but not all staff and faculty use.* • *Spreadsheet used by Disability Services Associate for tracking, follow up & reporting.*	• *See above.* • *Need training for adjuncts.* • *Degree Works not functioning as fully as intended – reporting capabilities don't work.*	• *Intuitive system used by all staff. Policy written to mandate use. Training and resources available to staff to facilitate use.* • *Accommodate will be used by students to request, faculty to view & Disability Services to follow up & report.*	• *Need to select and develop robust and intuitive systems.* • *Need resources for training staff/ students in their use.*
Technology Use	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?

c) To what extent are these technologies integrated with one another?	• *Current systems Banner, Starfish, Degree Works, and Blackboard have limited or no integration.* • *Disability Services spreadsheet does not integrate to any other systems.*	• *See answer for (a).*	• *Ability for IR to easily get information across systems. Integration of information on faculty/staff system as well as on student portal.* • *Accommodate is a system wide purchase that will allow greater flexibility and integration among all colleges post consolidation for Disability Services.*	• *Select system-level student success system which is proven to integrate.*
d) Are there any functionalities available to you with your existing technologies that you are not currently using? If so, why are they not being used?	• *Starfish has greater capability, but staff need time to research, develop, and manage.* • *Degree Works not functioning as fully as intended – reporting capabilities don't work.* • *Tableau, single licensed*	• *Resources needed as staff stretched thin already.* • *Potential system changes in future preclude some development (e.g., one-college student success system may not be Starfish).* • *The BOR controls software purchase and support of integration.*	• *Resources to fully develop and maintain technology.* • *Additional funding to purchase Tableau software and training to support dashboard development.*	• *DS Accommodate will eventually roll out faculty module where instructors can view all Academic Adjustment Agreements for each class.*