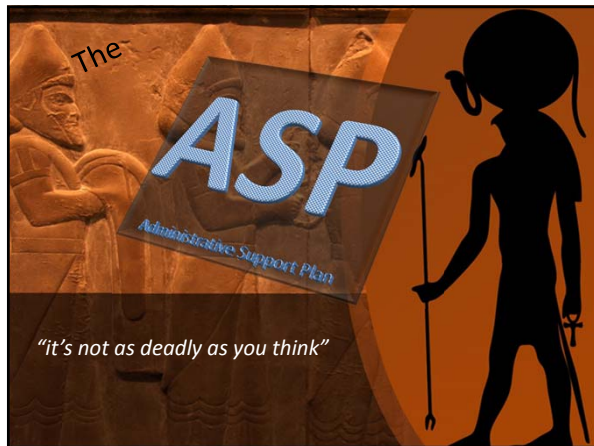




**The ASP**  
**“It’s Not as Deadly as**  
**you think”**





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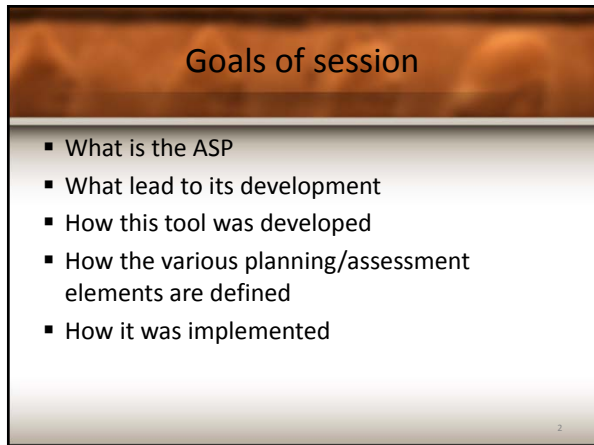
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# The Alignment



- Alignment of Goals
  - Strategic Plan
  - Academic Master Plan
  - SACS Compliance

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# WHAT IS THE ASP?

"In time we hate that which we often fear."  
William Shakespeare, *Antony and Cleopatra*

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# One Definition



**Asp**  
(Animals) the venomous snake, probably *Naja haje* (Egyptian cobra), that caused the death of Cleopatra and was formerly used by the Pharaohs as a symbol of their power over life and death. Source: thefreedictionary.com

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## Our Definition

- The ASP is the Administrative Support Plan
  - Administrative planning at unit level
  - Administrative assessment at unit level
- The ASP supports
  - Strategic Plan
  - Academic Master Plan
- The ASP integrates SACS assessment requirements

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## Taming the ASP

- ASP Template:
  - Integrated tool
  - Developed in Excel
  - Includes planning components
  - Addresses SACS assessment requirements
  - Encourages quantifiable measures

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## ASP Template: Conceptual Model



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graph TD
    A((1. Evaluate Effectiveness of Unit Using Measures and Targets)) --- B((2. Identify Challenges/Problems))
    B --- C((3. Identify Improvements with related Measures and Targets))
    C --- D((4. Implement Improvements))
    D --- E((5. Evaluate Effectiveness of Improvements))
    E --- A
    A --- F((Unit Goals and Outcomes))
    B --- F
    C --- F
    D --- F
    E --- F
            
```

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## ASP Template: New Terminology

**Unit Mission**

**Unit Goals**

**Unit Outcomes**

**Objectives**

**Key Strategies**

- Unit's mission - the function it performs for the college. The unit's mission should support the mission of the college.
- Broad goals of the unit. Goal statements specify the processes or activities that enable the unit to fulfill its mission.
- Specific and measurable outcomes of the unit that demonstrate the effectiveness of the unit. Outcomes describe the intended results of the unit's efforts in terms of its stakeholders and their behavior.
- Measures, baseline data, targets, and current data are associated with unit outcomes.
- Improvements to address identified challenges or opportunities for the unit
- Measures, baseline data, targets, and current data are associated with objectives.
- Results of improvements will directly or indirectly contribute to the unit's outcomes.
- Specific activities or action steps to accomplish the objectives (improvements).
- Key strategies describe the procedures required to implement the improvements. Some strategies may require new resources (e.g., staff, facilities, equipment/ technology, etc.).

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## ASP Template

### "Charming" the ASP



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## ASP Template



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# Administrative Support Plan template

What is your unit's Mission?

How does your unit's Mission support the Mission of the College?

What are the Goals of your unit?

What are the Outcomes of your unit?

How do you measure the effectiveness of the Outcomes of your unit?

To be effective in your mission, what are your targets for your outcome measures?

At this point in time, based on your measures, how effective is your unit?

Based on your Outcome measures and other quantitative or qualitative data, what are the weaknesses or opportunities for your unit?

What improvements do you plan to make to addresses your unit's weaknesses or opportunities?



# Administrative Support Plan template

## Unit Mission

- Unit's mission - the function it performs for the college. The unit's mission should support the mission of the college.

## Unit Goals

- Broad goals of the unit. Goal statements specify the processes or activities that enable the unit to fulfill its mission.

## Unit Outcomes

- Specific and measurable outcomes of the unit that demonstrate the effectiveness of the unit. Outcomes describe the intended results of the unit's efforts in terms of its stakeholders and their behavior.
- Measures, baseline data, targets, and current data are associated with unit outcomes.

## Objectives

- Improvements to address identified challenges or opportunities for the unit
- Measures, baseline data, targets, and current data are associated with objectives.
- Results of improvements will directly or indirectly contribute to the unit's outcomes.

## Key Strategies

- Specific activities or action steps to accomplish the objectives (improvements).
- Key strategies describe the procedures required to implement the improvements. Some strategies may require new resources (e.g., staff, facilities, equipment/ technology, etc.).

Unit Name:

Unit Review Leader:

Today's Date:

Thursday, February 26, 2015

## 1 Unit Description

*Share information about your unit for other people such as, general public, deans, VP's, support staff, and the greater Austin community. This is an opportunity to promote your unit, share information to ground requests for resources and funding, promote collaboration and inform and recruit students. Once this information is pulled together, units will update this on a yearly basis.*

1.1 What is your Mission?

(What is the purpose of the unit? What do you do?)



1.1.1 How does the mission of the unit support the mission of the college?

1.2 Please tell us who you serve.

(Faculty, staff, external partners, distance learning, students, etc.)





1.3 What services or products does the unit provide?



1.3.1 What is the impact of your unit's activities on students or other key stakeholders?



1.4 Does your unit provide services to distance learning students?

YES ☐ Check NO ☐ Check



1.4.1 How do you serve distance learning students?

1.4.2 How are the services provided to distance learning students different from the services provided to on-campus students?



1.5 If the unit offers support services such as supplemental instruction, advising, outreach, counseling, referral, tutoring, library instruction, etc, please list below.

1.6 What communication tools, methods, and strategies does your unit use to share news, updates, projects, and other information within the unit, across other college

### 1.3.2 What are your unit's goals and what A-1 initiatives are they mapped to?

#### Board Policy A-1 Intended Outcomes

##### Student Success Initiatives

- SSI1 Increase persistence (term-to-term & fall to fall)
- SSI2 Complete developmental and adult education course progression to credit courses
- SSI3 Increase completion of all attempted courses with a "C" or better
- SSI4 Increase degree/certificate graduates and transfer rates
- SSI5 Increase success equity across all racial/ethnic/gender/income groups

##### Institutional Effectiveness

- IE1 Balanced instructional offerings among the College's mission elements;
- IE2 A teaching and learning environment that encourages students to be active, life-long learners;
- IE3 Accessible and affordable post-secondary and higher education programs and services for all who qualify and have the ability to benefit;
- IE4 Enrollments reflecting diverse and traditionally underserved populations in numbers that represent the local populations of our Service Area;
- IE5 Job placement from career workforce programs into family-wage careers;
- IE6 Efficiently administered programs and services that create an institution that is a good place to work, learn, and otherwise experience the higher-education process.



Goal #	Unit Goal (description)	Board Policy A-1 (mark with and "x")										
		SSI1	SSI2	SSI3	SSI4	SSI5	IE1	IE2	IE3	IE4	IE5	IE6
	Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.											
UG1												
UG2												
UG3												
UG4												
UG5												

➤ this table will link to other areas in this report

### 1.3.2 What are Unit Outcomes and Unit Measures?

► Each unit may have up to 2 separate measures to support each Unit Outcome

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
	<b>Example goal:</b> Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.		<b>Example outcome:</b> Maintain a system [The Information Portal System “TIPS”] that allows staff and faculty to access enrollment-related data for planning and decision making .		<b>Example measure:</b> Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.
UG1	0	UO1.1		UM1.1.1	
				UM1.1.2	
		UO1.2		UM1.2.1	
				UM1.2.2	
		UO1.3		UM1.3.1	
				UM1.3.2	
		UO1.4		UM1.4.1	
				UM1.4.2	
		UO1.5		UM1.5.1	
				UM1.5.2	
UG2	0	UO2.1		UM2.1.1	
				UM2.1.2	
		UO2.2		UM2.2.1	
				UM2.2.2	
		UO2.3		UM2.3.1	
				UM2.3.2	
		UO2.4		UM2.4.1	
				UM2.4.2	
		UO2.5		UM2.5.1	
				UM2.5.2	

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description) 	Measure #	Unit Measure (description) 
UG3	0	U03.1		UM3.1.1	
				UM3.1.2	
		U03.2		UM3.2.1	
				UM3.2.2	
		U03.3		UM3.3.1	
				UM3.3.2	
		U03.4		UM3.4.1	
				UM3.4.2	
		U03.5		UM3.5.1	
				UM3.5.2	
UG4	0	U04.1		UM4.1.1	
				UM4.1.2	
		U04.2		UM4.2.1	
				UM4.2.2	
		U04.3		UM4.3.1	
				UM4.3.2	
		U04.4		UM4.4.1	
				UM4.4.2	
		U04.5		UM4.5.1	
				UM4.5.2	
UG5	0	U05.1		UM5.1.1	
				UM5.1.2	
		U05.2		UM5.2.1	
				UM5.2.2	
		U05.3		UM5.3.1	
				UM5.3.2	
		U05.4		UM5.4.1	
				UM5.4.2	
		U05.5		UM5.5.1	
				UM5.5.2	

➤ this table will link to other areas in this report

1.7 Tell us about your unit's resources.

➤ Think about all the staff, including administrative support staff, instructional associates, technicians, etc., as well as non-staffing resources.

➤ If you have multiple budgets, please combine them for the table below.

Classification	# staff	Budgeted Amount (total)
Administrators		
Classified Employees		
Professional Technical Employees		
Adjunct Faculty		
Full Time Faculty		
Hourly Employees		
All other salary lines	NA	
All Fringe Benefits	N/A	
All other operating expenses	N/A	
Totals	0.00	\$0.00

1.8 Is the current staffing adequate for your unit's needs?

YES

☐

NO

☐

1.8.1 If no, please describe additional staffing needs.

1.9 Are the current facilities adequate for your unit's needs?

YES

☐

NO

☐

1.9.1 If no, please describe facility enhancements needed.

1.10 Are the unit's technology and equipment resources adequate?

YES

☐

NO

☐

1.10.1 If no, please describe technology and equipment needed for the unit.

1.11 What other information, if any, do you believe is important for your unit to consider in planning?

## 2 Analysis



*Based on sources of data, information and experience, please describe your unit's present and future needs and challenges.*

2.1 What sources of quantitative and/ or qualitative data are you using to identify challenges and needs?

➤ *(Surveys, Point of Services (POS) unit feedback, ,Council for the Advancement of Standards in Higher Education (CAS) standards, Association of College Administration Professionals (ACAP) best practices, research from journals, articles, external databases, research projects, presentations, conferences, white papers, etc.)*

2.2 What are the strengths and weaknesses for the unit?



➤ *(What activities does the unit do well? What services, products, or decisions have been successful recently? What internal resources or situations are limiting the unit's ability to achieve its goals?)*

2.3 What are the opportunities and threats for the unit?



➤ *(What events or conditions within or outside the college might the unit be well-positioned to address? What events or conditions outside the unit or college might pose difficulties and limit the unit's ability to achieve its goals? What opportunities for growth and/ or innovation exist for the unit.*



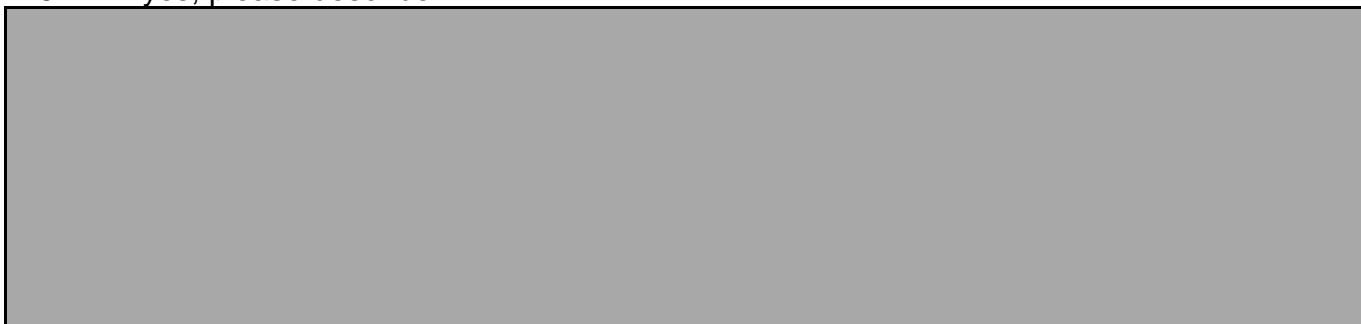
2.4 Describe any factors that may impact the achievement of your unit's goals, either negatively or positively.






2.5 Are there things the unit should be doing that are not currently being done?

YES ☐ Check NO ☐ Check

2.5.1 If yes, please describe.



## 2.5.2 Unit Outcomes Assessment

Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
	<b>Example unit measure:</b> <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>					
UM1.1.1	0				#VALUE!	U01.1
UM1.1.2	0				#VALUE!	U01.1
UM1.2.1	0				#VALUE!	U01.2
UM1.2.2	0				#VALUE!	U01.2
UM1.3.1	0				#VALUE!	U01.3
UM1.3.2	0				#VALUE!	U01.3
UM1.4.1	0				#VALUE!	U01.4
UM1.4.2	0				#VALUE!	U01.4
UM1.5.1	0				#VALUE!	U01.5
UM1.5.2					#VALUE!	U01.5
UM2.1.1					#VALUE!	U02.1
UM2.1.2					#VALUE!	U02.1
UM2.2.1					#VALUE!	U02.2
UM2.2.2					#VALUE!	U02.2
UM2.3.1					#VALUE!	U02.3
UM2.3.2					#VALUE!	U02.3
UM2.4.1					#VALUE!	U02.4
UM2.4.2					#VALUE!	U02.4
UM2.5.1					#VALUE!	U02.5
UM2.5.2					#VALUE!	U02.5
UM3.1.1					#VALUE!	U03.1
UM3.1.2					#VALUE!	U03.1
UM3.2.1					#VALUE!	U03.2
UM3.2.2					#VALUE!	U03.2
UM3.3.1					#VALUE!	U03.3

<b>Measure #</b> (linked from 1.3.2)	<b>Unit Measure (description)</b> (linked from 1.3.2)	<b>Unit Baseline data</b> (for the unit measure)	<b>Unit Current Data</b> (for the unit measure)	<b>Unit Target data</b> (for the unit measure)	<b>Unit Current Status</b> (% of target data)	<b>Outcome #</b> (linked from 1.3.2)
UM3.3.2					#VALUE!	U03.3
UM3.4.1					#VALUE!	U03.4
UM3.4.2					#VALUE!	U03.4
UM3.5.1					#VALUE!	U03.5
UM3.5.2					#VALUE!	U03.5
UM4.1.1					#VALUE!	U04.1
UM4.1.2					#VALUE!	U04.1
UM4.2.1					#VALUE!	U04.2
UM4.2.2					#VALUE!	U04.2
UM4.3.1					#VALUE!	U04.3
UM4.3.2					#VALUE!	U04.3
UM4.4.1					#VALUE!	U04.4
UM4.4.2					#VALUE!	U04.4
UM4.5.1					#VALUE!	U04.5
UM4.5.2					#VALUE!	U04.5
UM5.1.1					#VALUE!	U05.1
UM5.1.2					#VALUE!	U05.1
UM5.2.1					#VALUE!	U05.2
UM5.2.2					#VALUE!	U05.2
UM5.3.1					#VALUE!	U05.3
UM5.3.2					#VALUE!	U05.3
UM5.4.1					#VALUE!	U05.4
UM5.4.2					#VALUE!	U05.4
UM5.5.1	0				#VALUE!	U05.5
UM5.5.2	0				#VALUE!	U05.5

Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
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2.5.3 If you have qualitative data that cannot be entered in data table above, please describe them







### 3 Objectives (improvements) Table

Outline your unit's objectives (improvements) based on the challenges and opportunities you determined in the analysis section (Part 2). Include a list of the objectives (improvements) you propose and measures for success.

#### 3.1 Unit Objectives (improvements), Measures, Challenges or opportunities

(data linked to table 4)

Objective #	Objectives (Improvements) 	Objective Measure 	Objective Baseline data 	Objective Target data 	Opportunity or challenges identified 	Responsible person 	Related Unit Outcome
	<i>Example: Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i>	<i>Example: Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i>			<i>Example: Review of activity accessing TIPS indicated that most TIPS users were OIEA staff; need to expand use of TIPS to more staff and faculty.</i>		
OB1.1							UO1.1
OB1.2							UO1.2
OB1.3							UO1.3
OB1.4							UO1.4
OB1.5							UO1.5
OB2.1							UO2.1
OB2.2							UO2.2
OB2.3							UO2.3
OB2.4							UO2.4
OB2.5							UO2.5
OB3.1							UO3.1
OB3.2							UO3.2
OB3.3							UO3.3
OB3.4							UO3.4
OB3.5							UO3.5
OB4.1							UO4.1
OB4.2							UO4.2
OB4.3							UO4.3
OB4.4							UO4.4
OB4.5							UO4.5
OB5.1							UO5.1
OB5.2							UO5.2

<b>Objective #</b>	<b>Objectives (Improvements)</b> 	<b>Objective Measure</b> 	<b>Objective Baseline data</b> 	<b>Objective Target data</b> 	<b>Opportunity or challenges identified</b> 	<b>Responsible person</b> 	<b>Related Unit Outcome</b>
OB5.3							UO5.3
OB5.4							UO5.4
OB5.5							UO5.5

3.2 Does the unit have sufficient control over the objectives (improvements) and key strategies to implement them effectively?


YES ☐ NO ☐

3.2.1 If not, please describe your unit plans to successfully implement this objective (improvement).

### 3.3 Objectives and Key Strategies with Timeline and Costs

➤ (NO more than 3 strategies for each objective (improvement))

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
Example	OIEA staff will develop content for a new TIPS training workshop.	Year 1		Prof development			\$ 100	OB1.1	
Example	OIEA staff will create a short video that will be posted on the website demonstrating how to use TIPS.	Year 2			Adobe Connect		\$ 1,500	OB1.1	
Example	OIEA staff will offer at least one new workshop through Professional Development Office.	Year 3	classroom space				\$ 1,400	OB1.1	
OKS1.1.1								OB1.1	0
OKS1.1.2									
OKS1.1.3									
OKS1.2.1								OB1.2	
OKS1.2.2									
OKS1.2.3									
OKS1.3.1								OB1.3	
OKS1.3.2									
OKS1.3.3									
OKS1.4.1								OB1.4	
OKS1.4.2									
OKS1.4.3									
OKS1.5.1								OB1.5	
OKS1.5.2									
OKS1.5.3									
OKS2.1.1								OB2.1	
OKS2.1.2									
OKS2.1.3									
OKS2.2.1								OB2.2	
OKS2.2.2									
OKS2.2.3									

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS2.3.1								OB2.3	
OKS2.3.2									
OKS2.3.3									
OKS2.4.1								OB2.4	
OKS2.4.2									
OKS2.4.3									
OKS2.5.1								OB2.5	
OKS2.5.2									
OKS2.5.3									
OKS3.1.1								OB3.1	
OKS3.1.2									
OKS3.1.3									
OKS3.2.1								OB3.2	
OKS3.2.2									
OKS3.2.3									
OKS3.3.1								OB3.3	
OKS3.3.2									
OKS3.3.3									
OKS3.4.1								OB3.4	
OKS3.4.2									
OKS3.4.3									
OKS3.5.1								OB3.5	
OKS3.5.2									
OKS3.5.3									
OKS4.1.1								OB4.1	
OKS4.1.2									
OKS4.1.3									
OKS4.2.1								OB4.2	
OKS4.2.2									
OKS4.2.3									
OKS4.3.1								OB4.3	
OKS4.3.2									
OKS4.3.3									



Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OXS4.4.1								OB4.4	
OXS4.4.2									
OXS4.4.3									
OXS4.5.1								OB4.5	
OXS4.5.2									
OXS4.5.3									
OXS5.1.1								OB5.1	
OXS5.1.2									
OXS5.1.3									
OXS5.2.1								OB5.2	
OXS5.2.2									
OXS5.2.3									
OXS5.3.1								OB5.3	
OXS5.3.2									
OXS5.3.3									
OXS5.4.1								OB5.4	
OXS5.4.2									
OXS5.4.3									
OXS5.5.1								OB5.5	
OXS5.5.2									
OXS5.5.3									

Total Cost Estimate \$ -

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
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3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).


3.5 Describe the process used to evaluate the results of your improvements (objectives), and indicate who participated in the review.

## 4 Evaluation and Reporting

Present the quantitative and qualitative information (data) you collected after implementing each proposed solution/strategy in your unit plan, and write a summary of results and analysis of future needs. This section is to be completed after your unit's objectives (improvements) have been implemented and data has been collected on the success of the improvements.

### 4.1 Evaluation of Implemented Objectives

(some data linked to table 3A)

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
Example	Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.	Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.					UO1.1
OB1.1	0	0	0.00		0.00	#DIV/0!	UO1.1
OB1.2						#VALUE!	UO1.2
OB1.3						#VALUE!	UO1.3
OB1.4						#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5
OB2.1						#VALUE!	UO2.1
OB2.2						#VALUE!	UO2.2
OB2.3						#VALUE!	UO2.3
OB2.4						#VALUE!	UO2.4
OB2.5						#VALUE!	UO2.5

<b>Objective #</b>	<b>Objectives (Improvements)</b>	<b>Objective Measure (conditions/ criteria)</b>	<b>Objective Baseline data</b>	<b>Objective Current data</b>	<b>Objective Target data</b>	<b>Current data (as % of target)</b>	<b>Related Unit Outcome</b>
OB3.1						#VALUE!	UO3.1
OB3.2						#VALUE!	UO3.2
OB3.3						#VALUE!	UO4.3
OB3.4						#VALUE!	UO3.4
OB3.5						#VALUE!	UO3.5
OB4.1						#VALUE!	UO4.1
OB4.2						#VALUE!	UO4.2
OB4.3						#VALUE!	UO4.3
OB4.4						#VALUE!	UO4.4
OB4.5						#VALUE!	UO4.5
OB5.1						#VALUE!	UO5.1
OB5.2						#VALUE!	UO5.2
OB5.3						#VALUE!	UO5.3
OB5.4						#VALUE!	UO5.4
OB5.5						#VALUE!	UO5.5

## 4 Evaluation and Reporting

4.2 Briefly summarize the degree to which the targets were met.

➤ *Note the key strategies or activities designed to implement the objectives (improvements)*



4.3 What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?



4.4 Briefly describe how the results of the improvements contributed to advancing the mission and goals of the college.



# Support Service Review Rubric

Unit Name Report:

Evaluation Date






Friday, February 27, 2015

(enter date)








Instructions:

1) Click only 1 checkbox on each row










2) When completed, SAVE file and send back to dohanlon@austincc.edu

	Does not meet requirements	Meets requirements	Exceeds requirements	Comments
<b>1. What are the primary services or outcomes provided by the support service area and what is the impact of those services</b>				
place an "☑" in appropriate box				
<b>UNIT LEVEL MISSION</b> <i>(Alignment with college mission / intended outcomes)</i> The Report / QIP clearly describes the primary services or outcomes of the unit.				<b>TAB 1A fields 1.1</b>
<b>UNIT LEVEL DESCRIPTION</b> Please tell us who you serve. (Faculty, staff, external partners, distance learning, students, etc.)				<b>TAB 1A fields 1.2</b>
<b>UNIT LEVEL DESCRIPTION</b> What services or products does the unit provide?				<b>TAB 1A fields 1.3</b>
<b>UNIT LEVEL DESCRIPTION</b> <i>(Alignment with college mission / intended outcomes)</i> The Report / QIP clearly describes the impact of its primary services or outcomes on students or stakeholders.				<b>TAB 1A fields 1.3.1</b>
<b>UNIT LEVEL GOALS</b> - Broad goals of the unit. - Goal statements specify the processes or activities that enable the unit to fulfill its mission				<b>TAB 1B fields 1.3.2</b>
<b>UNIT LEVEL OUTCOMES</b> - Specific and measurable outcomes of the unit that demonstrate the effectiveness of the unit. Outcomes describe the intended results of the unit's efforts in terms of its stakeholders and their behavior. - These may not change year to year unless the mission and goals drastically change.				<b>TAB 1C fields 1.3.2</b>
<b>UNIT LEVEL MEASURES</b> - Measures , baseline data, targets, and current data are associated with unit outcomes (NUMERIC data) - You may have up to 2 measures for a specific outcome.				<b>TAB 1C fields 1.3.2</b>
<b>DISTANCE LEARNING (DL).</b> - SACS wants to know how services that you provide in the face to face environment compare to those which may be offered to DL students. The goal is to ensure that both have comparable standards of service.				<b>TAB 1E fields 1.4; 1.4.1; 1.4.2</b>

## Support Service Review Rubric

	Does not meet requirements	Meets requirements	Exceeds requirements	Comments
<b>DISTANCE LEARNING (DL).</b> <i>(Alignment with college mission / intended outcomes; Distance learning.)</i> If the students or stakeholders served by the unit include distance learning students, the SSR Report / QIP clearly describes how distance learning students will be affected by the planned improvement(s)..			 SACS	<b>TAB 1E</b> <b>fields 1.4.1; 1.4.2</b>
<b>2. What are the strengths, weaknesses, opportunities, and threats present that enhance or hinder the unit's ability to provide</b> place an "☑" in appropriate box				
<b>Environmental Scanning/ Data Review</b> What sources of quantitative and/ or qualitative data are you using to identify challenges and needs?			 SACS	<b>TAB 2B</b> <b>fields 2.1</b>
<b>Environmental Scanning/ Data Review</b> <i>(Evidence-based evaluation) - Internal</i> The SWOT analysis clearly describes the STRENGTHS and WEAKNESSES of the unit and how these affect the provision of services.			 SACS	<b>TAB 2B</b> <b>fields 2.2</b>
<b>Environmental Scanning/ Data Review</b> <i>(Evidence-based evaluation) - External</i> The SWOT analysis clearly describes the OPPORTUNITIES and THREATS of the unit and how these affect the provision of services.			 SACS	<b>TAB 2B</b> <b>fields 2.3</b>
<b>3. Using the answers to the first two questions, what improvements to the primary services and/ or intended outcomes will</b> place an "☑" in appropriate box				
<b>IMPROVEMENT PLAN</b> <i>(Continuous improvement)</i> The SSR Report / QIP clearly describes an improvement to be undertaken by the unit and the actions needed to implement that improvement.			 SACS	<b>TAB 3A</b> <b>fields 3.1 col C</b>
<b>IMPROVEMENT PLAN</b> <i>(Accountability)</i> The QIP improvements address the primary services or outcomes of the support service unit.				<b>TAB 3A</b> <b>fields 3.1 col C</b>
<b>IMPROVEMENT PLAN</b> <i>(Relevance)</i> The QIP improvements address specific issues reported in the SWOT analysis.			 SACS	<b>TAB 3A</b> <b>fields 3.1 col G</b>
<b>IMPROVEMENT PLAN</b> <i>(Accountability)</i> The SSR Report / QIP indicates who will be responsible for implementing, monitoring, and updating improvements.			 SACS	<b>TAB 3A</b> <b>fields 3.1 col H</b>

## Support Service Review Rubric

	Does not meet requirements	Meets requirements	Exceeds requirements	Comments
<b>4. How will the unit measure the extent to which planned improvements have resulted in better services or intended outcomes</b>				
place an "☑" in appropriate box				
<i>(Measurable outcomes)</i> The SSR Report / QIP includes measurable indicators, which are specific and appropriate, to evaluate the impact of the improvement(s) on services or outcomes for students or stakeholders.			 SACS	<b>TAB 3A fields 3.1 col D</b>
<i>(Measurable outcomes)</i> The SSR Report / QIP includes baseline data for proposed improvements.			 SACS	<b>TAB 3A fields 3.1 col E</b>
<i>(Accountability)</i> The unit has sufficient control over the improvements to implement them effectively			 SACS	<b>TAB 3A fields 3.2</b>
If not, please describe your unit plans to successfully implement this objective (improvement).				<b>TAB 3A fields 3.2.1</b>
Objectives and Key Strategies with Timeline and Costs			 SACS	<b>TAB 3B fields 3.3 col C</b>
<i>(Alignment with college mission / intended outcomes)</i> The SSR Report / QIP clearly describes how students or stakeholders will be affected by the planned improvement.				<b>TAB 3B fields 3.4</b>
<i>(Continuous improvement process)</i> The SSR Report / QIP provides a clear description of the process by which the results of the QIP will be reviewed annually.			 SACS	<b>TAB 3B fields 3.5</b>
<b>5. How will the planned improvements align with and contribute to the Mission and Intended outcomes of ACC?</b>				
place an "☑" in appropriate box				
<b>EVALUATION AND REPORTING</b> Updated data on improvement (initiatves)			 SACS	<b>TAB 4A fields 4.1 col F</b>
<b>EVALUATION AND REPORTING</b> Briefly summarize the degree to which the targets were met.			 SACS	<b>TAB 4B fields 4.2</b>
<b>EVALUATION AND REPORTING</b> What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?			 SACS	<b>TAB 4B fields 4.3</b>
<i>(Alignment with college mission / intended outcomes)</i> The SSR Report clearly demonstrates alignment of the QIP with the mission and/ or intended outcomes of the college.			 SACS	<b>TAB 4B fields 4.4</b>
General Comments:				

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