

ARC INQUIRY GUIDE: **STUDENT SUPPORT PLANNING UNITS**

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

SUGGESTED TOPICS

Student support planning units typically would consider the topics below in their assessment of effectiveness.

- Role in mission achievement including commitment to social justice and equity
- Service offerings, usage, design, and information
- Student success related to service participation (outcomes)
- Student engagement
- Equitable access
- Service persistence (continued use of the service)
- Staffing levels and structure
- Work environment/culture/tools
- Partnerships and synergies
- Safety/mandated training
- Service outcomes which are specific to the unit (e.g., admission yield)
- Professional development

SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Student Support Planning Units**
 - Summary Progress Report (consolidation of responses from previous annual unit planning)
 - Various college-wide reports – **please see Sample Report Specifications at the end of this packet for details**
 - 5-Year Front Door Trends (metrics related to the potential students to be served based on applicants)
 - 5-Year Enrolled Student Trends (metrics on actual student population)
 - 5-Year Trends in Financial Aid
 - 3-Year Service Access Rates by Equity (metrics on equity related to service usage)
 - Funnel Report for Prior Year (metrics on progression of applicants/enrolled students)
 - New Student Loss Report by Term (metrics on loss factors for applicants and first-year students)
 - Service Concentration and Consistency by Term (distribution patterns and service persistence)
 - Institutional Barriers by Term (explores the effect of institutional barriers on persistence and success)
 - Institution-Set Standards (base/stretch goal)
 - Service-specific reports
 - 5-Year Service Review Report - applies to any service that is not accessed by all students
 - 5-year trend of participants (headcount) in the specific service
 - Demographics of participants compared to the entire student population
 - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
 - Persistence rates of students using this service vs. not using this service
 - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
 - Demographics of participants who did not persist compared to all participants
 - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
 - Completion rates of participants compared to the entire student population or subpopulation
 - Service usage rates for those services that collect usage data (e.g., tutoring)
 - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
 - Custom report designed for each service that includes metrics based on the specific function
 - SSO Assessment Reports
 - Data related to SLO Support – specific to Library and Learning Resources (Standard II.B.3.)
 - Data from mandated reports (including MIS/SSSP)
 - Satisfaction surveys and focus group data

Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. The inquiry sheet will be adjusted as needed.

ARC INQUIRY GUIDE: STUDENT SUPPORT PLANNING UNITS (continued)

SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

Priority Areas

- How do program-level metrics demonstrate equitable outcomes compared to similar programs or the college as a whole? (*Metrics are measurements in relationship to a baseline or goal.*)
- How does the existing staffing structure/organization support the unit's purpose and function?
- Is there equitable and sufficient access to services (service hours, locations, modalities)?
- How does the unit support the institution's commitment to social justice?
- How does the unit contribute to achievement of Student Service Outcomes (SSO) and/or Institutional Student Learning Outcomes (ISLO)?
- What are the emerging opportunities or risks resulting from the unit's environment (internal and external influences)?
- What are the unit's greatest strengths in terms of services, practices, expertise, or other characteristics? How can those strengths be further leveraged to promote effectiveness?
- In which areas could effectiveness be enhanced by additional professional development related to practice, policy, procedure, or leadership?

Additional Areas to Explore

- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the unit?
- How does the existing range of services effectively support the unit's purpose and function?
- Does the data indicate service gaps that need to be addressed?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- Have structural barriers for students been unintentionally created (e.g., procedural hurdles)?
- Is information for students available, clear, and consistent?
- How could practices be changed to better meet the needs of all students?
- Which promising practices or innovative methods could be adopted to improve effectiveness?
- Which partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>