Contextualizing Institutional Support Units (7.3 and 8.2.c)

Utilizing a practical operational model for Structure and Assessment

Presented by:
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St. Petersburg College (FL, Track A)
Target Audience:
Professionals responsible for developing/managing assessment of services

**SACSCOC Comprehensive Standards:**

7.3: Administrative effectiveness
*Resource Manual, p. 61-63*

8.2.c. Academic and student services
*Resource Manual, p. 73-75*

**Purpose:**
Outline SPC’s approach to structuring and assessing support units
We intend for you to be able to:

1. Envision how approach can work for you
2. Identify examples of depts./services for collaborative units
3. Describe how combining depts./services will improve operations, add value
Session Outline

- Overview of St. Petersburg College
- SPC’s Prior Approach
- Organic Improvement
- What would you have done?
- Practical Operational Model
- Results and Examples
Who’s Here?

Your Role

Institution Type

Existing unit structures/assessment
Pinellas County, FL

Est. 1927, accredited 1931

2001: Bacc. degrees

11 sites

Fall 2018 Enrollment (Credential-Seeking): 30k

IE office: 4 staff, AVP of IRE is SACSCOC Liaison

Approx. 3,200 total employees
SPC’s Prior Approach

Reflection:

- Oversight Groups (2005 – 2012)
  - Student Services
  - Educational Support Services
  - Administrative Services
  - Educational

- Charged with:
  i. Evaluating achievement
  ii. Identifying improvement
  iii. Making recommendations
  iv. Determining initiatives

- Objectives by division, not department-specific
- 2011 - New President

- Oversight groups disbanded

- New committee structure = different focus

- Moved from 3-year to annual planning

- Increased emphasis on collaboration
What would you have done?

Audience Insights
i. Strategic Direction = institutional roadmap

ii. “Meaningful Assessment” is imperative, yet can seem elusive at times

iii. Collaboration is Key

iv. SACSCOC Standards 7.3 and/or 8.2.c new territory (formally) for many institutions

v. No shortage of vendors at the ready with universal templates
1. Reflected on prior approach
2. Researched other structures
3. Reviewed various options for structuring units
4. Developed based on context of our institution
What is the “context” of SPC?

Community College philosophy

Growth Mindset

Change Management

Cognitive diversity, psychological safety

Service First  Data-driven

Day-to-day operations are not always linear
First Things
First
Five Keys to Good Experiments

Purpose  Buy-In  Feasibility  Reliability  Value
Service First

Stakeholder Needs

Collaborative Units = More elements = greater customer loyalty

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New Structure

- 34 units that tell our story
- Units comprised of single and collaborative depts.
- New emphasis – collaboration and impact
Structure of SPC’s Services Units

**Collaborative Unit**
(Multiple depts./services)

**Academic & Student Support Services**
- Dr. Cooper
- Dr. Williams
- Dr. Coraggio

- Enrollment Support
- Online Student Services
- Curriculum Services
- CETL
- International Programs
- Student Services (The College Experience)
- Student Support Services
- Disability Services
- Student Life
- Admissions and Records
- Financial Aid
- Recruitment
- Campus Plans

**Administrative Support Services**
- Dr. Law
- Dr. Cooper
- Dr. Coraggio
- Mr. Miles, J.D.

- Institutional Research & Effectiveness
- Grants
- Finance
- Human Resources
- Staff Development
- Information Technology Services
- Marketing
- Facilities
- President’s Office
- Foundation

**Community Services**
- Dr. Cooper

- Collaborative Labs
- Workforce
- Partnerships
- International Programs
### New Process

**Goals and Progression**

<table>
<thead>
<tr>
<th>Process Goals:</th>
<th>Systematic documentation and evaluation of cont. imp. activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight achievements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Scaffolded Progress:</th>
<th>Report what you have improve what you have improve use of results</th>
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</thead>
</table>

#### 2014-15:

- Identified assessment leads, conducted team interviews in prep of developing missions, outcomes (working retroactively)
- Documented activities, achievements, & evidence (2012-15)
- Borrowed acad programs’ assessment reporting framework

#### 2015-16 to 2017-18:

- **Annual Process:**
  - Assessment Reports (Sept)
  - Action Item follow-up reports (following July)

- **Reporting off-year:**
  - Assessment Plan dev and/ or review

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**Annual Process:**

- Assessment Reports (Sept)
- Action Item follow-up reports (following July)

**Reporting off-year:**

- Assessment Plan development and/ or review
Implementation

- Team work – collaboration 2.0 (Dynamic Interactions)
  - Presented as non-threatening, meaningful
  - Low pressure, removed concerns about ‘complying’
  - Focused on meaning and impact/value
  - Emphasized opportunity for innovation

- Scaffolding
  - report what you have
  - improve what you have
  - improve use of results

- Dedicated time to reflect...in a safe way
CHALLENGES

- Engrained independence, difficulty with cross-pollination
- Recognizing commonalities between depts.
- Getting past assumptions - “one more task”
- Perception about reflection
- Understanding of what this process is really all about
Why this worked for SPC

Culture and Talent
• Stakeholder needs
• Employee commitment to mission
• Community College Philosophy
• Balance between narrative and numbers
• Dedicated IE office
• Right person to ask the right questions

Institutional Operation
• Reflects how we operate
• Collaborative Reflection - Fresh eyes, ears, and perspective
• Involved front-line staff, dept. directors, provosts, and AVPs

Approach
• Fun, sincere, collaborative
• Non-threatening
• Flexibility built into process
• Organic development = Intimate familiarity, ownership, deeper connections across depts.
Observed Outcomes

Reduced duplication of efforts:
• Example: marketing, recruitment, enrollment units

Interconnectivity and collaboration:
• Example: Campus units

Alignment of units to institutional strategic priorities:
• Example: The College Experience unit
Insights from Services Unit
Assessment Leads
<table>
<thead>
<tr>
<th>Service Unit</th>
<th>SACSCOC Standard</th>
<th>How has this process helped your unit to focus on continuous improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Student Support (7.3)</td>
<td>“...and as a result, we consider how our improvement efforts will impact other processes and functions across the college and are therefore able to identify potential barriers or 'downstream' impacts prior to implementation. This enables us to engage others in improvement efforts who we may not otherwise have considered. By doing so, we build collaboration and commitment to improvement efforts, and most importantly, are more successful in our efforts.”</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Student Support (7.3)</td>
<td>“...helped ensure a regular feedback loop where we re-evaluate not only our progress on projects but helps identify the level of success for the project. Additionally, it has given us greater insight on how our projects align with institutional values and goals.”</td>
</tr>
<tr>
<td>Service Unit</td>
<td>SACSCOC Standard</td>
<td>Improvements your team has made as a result of the services unit assessment:</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clearwater Campus</td>
<td>Student Support (7.3)</td>
<td>“We have improved our registration process, <strong>streamlining the steps that students take to enroll.</strong>”</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Administrative Support (8.2.c)</td>
<td>“…We also <strong>trained staff at all levels about the value of student feedback</strong> for continuous improvement, and not for penalizing staff…”</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Student Support (7.3)</td>
<td>The Curriculum Services Department implemented Curriculum Impact Reviews in an effort to minimize the number of curriculum changes that had to be made due to errors or omissions in the planning phase. As part of this new process, deans and faculty are required to meet with the Curriculum Services team to assess the potential impact curriculum changes would have on students who are at various points of progression in the program. As a result, <strong>the number of interventions and progression barriers (e.g., alternative satisfactions, missing graduation requirements, etc.) have significantly reduced.</strong></td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Student Support (7.3)</td>
<td>“…We also found a number of ways in which to <strong>improve our overall service levels when processing incoming documents</strong> for our applicants.”</td>
</tr>
<tr>
<td>Veterans, Retention, Special Programs</td>
<td>Student Support (7.3)</td>
<td>“I would have to say <strong>we are more focused on the individual student</strong> and less concerned about the whole...in the past, we were too focused on the whole and I feel we rushed the individual student experience.”</td>
</tr>
<tr>
<td>Marketing</td>
<td>Administrative Support (8.2.c)</td>
<td>“We have <strong>overhauled our project management processes to become more efficient.</strong> This has helped us move projects and initiatives forward more quickly and **we're hearing positive feedback from leadership about our momentum, which has helped boost morale and inspire creativity.”</td>
</tr>
</tbody>
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Featured Example:

Partnerships Unit

1. Leepa-Ratner Museum of Art (Tarpon Springs Campus)
2. Institute for Strategic Policy Solutions (Seminole Campus)
3. University Partnerships (Seminole Campus)
4. Collegiate High School (St. Pete/Gibbs Campus)
5. Palladium Theater (Downtown Center)
6. Accelerated Programs – Dual Enrollment, Early College, Early Admissions (Tarpon, Clearwater, St. Pete/Gibbs, Seminole Campuses)

6 depts./services | 5 campuses

3 areas report to other members of leadership team (org chart – this would be 5 units)
## Partnerships Unit: Insights from Team Leads

<table>
<thead>
<tr>
<th>Dept./Service</th>
<th>SACSCOC Standard</th>
<th>Improvements your team has made as a result of the services unit assessment:</th>
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<tr>
<td>Institute for Strategic Policy Solutions (ISPS)</td>
<td>Student Support (7.3)</td>
<td>“For ISPS, the process prompted us to focus more on seeking feedback from our audiences. We are being more diligent in including satisfaction surveys and more thoughtful about the way those surveys are crafted, to get the most value from them. We are also attempting to work with Marketing folks to extract more data from our marketing materials and the way audiences use (or don’t use) them.”</td>
</tr>
<tr>
<td>Palladium Theater</td>
<td>Student Support (7.3)</td>
<td>“We refocused on our audience survey results during this process. Marketing a music venue in the age of cell phones, social media and instant communications is a challenge. The landscape is ever-changing. We examined our past responses and are using those results to craft a new audience survey that will roll out in early 2019.”</td>
</tr>
<tr>
<td>Collegiate High School</td>
<td>Student Support (7.3)</td>
<td>“The Collegiate High School analyzed our student engagement data and held focus groups with students to determine how to increase our students' engagement in the local community. As a result, our service clubs have planned and facilitated additional community service projects, college events and community events are included in my weekly update to students and parents, and we are using a new software called Remind to remind students of events that are offered by SPC, our service clubs, and the community resulting in increased student engagement in SPCHS/SPC and community events.”</td>
</tr>
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Take Aways

- Wavy, chaotic, messy, and beautiful
- Change = opportunity to innovate
- Collaboration = Impact and Value (B2B & B2C)
- Potential to achieve – dream a little dream, raise the bar!
- Approach – non-threatening, focused on service first
QUESTIONS

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THANK YOU for attending our session today!