

Integrated Resource Planning

Reporting Year: 2013/14

PLAN#: 758

PASSWORD:

Plan saved successfully on 02/20/2014 to the database!

DIVISION:

Division of the VP Academic and Provost

UNIT ID:

206

UNIT:

ACMAPS

FRAMEWORK	
VISION:	<p>[Last updated February 20, 2014.]</p> <p>ACMAPS will support the University’s values of diversity, accessibility and social justice by supporting the overall success of mature students at York University as measured by increased participation, satisfaction, retention and graduation rates. ACPAPS will provide leadership and collaborate with partner offices to support the mobilization of knowledge about mature students and to support campus capacity to respond to mature students' needs. We will contribute to York's mandate on access and be a model of student service excellence at York. ACPAPS will be a resource for information about mature students at York and focal point for the dissemination of research findings on this demographic. On a national level, ACPAPS will be a leader in developing resources for this constituency.</p>
MANDATE:	<p>In the Spring of 2013, ACPAPS completed the 5-Year Review of its services and structure. The Working Group recommended a number of adjustments to our target audience, mandate and major areas of activity. These recommendations were presented to the Provost in April, 2013 and approved for implementation shortly after.</p> <p>The ACPAPS mandate is "to support the academic success of mature students from admission to graduation." Our major areas of activity include Support, Research, and Knowledge Mobilization.</p> <ul style="list-style-type: none"> ● Support: We will support the success of mature students through direct service, and through collaboration with Faculties and other campus units. ● Research: Research will provide an evidence-based, research-informed approach to ground our service to students. ● Knowledge Mobilization: We will engage in knowledge mobilization by building campus capacity to understand and respond to the needs of mature students. <p>Our 5-Year Review revealed that the population of mature students continues to grow at York University. According to institutional data, the population of mature students grew by approximately 10% between 2007 and 2011. Approximately 60% of mature students study on a full-time basis, up from 54.9% in 2007. Mature student degree completion rates are on the rise and growing faster than for the 101 and non-mature 105 groups. And, at graduation, mature students' GPAs are higher than 101s and non-mature 105s as well. In its Fall 2012 survey of mature and part-time students, ACPAPS received a nearly 90% approval rating among its users. Despite these encouraging data, York must continue to emphasize support for mature students.</p>
CORE FUNCTION:	<p>ACMAPS leads and facilitates support programs and initiatives that respond to the needs of full-time and part-time mature students across all Faculties of York University.</p>
GUIDING PRINCIPLES:	<ul style="list-style-type: none"> ● engaged teaching, research and service; ● quality and excellence in research, scholarly and creative contributions, curriculum, teaching and the student learning experience, outreach and partnership; ● enhanced engagement among the university community that strengthens the workplace; ● commitment to outreach and the strengthening of partnerships locally, nationally, and internationally to enrich the student learning experience, foster research collaboration in the pursuit of common interests, and build strong and sustainable communities;

	<ul style="list-style-type: none"> • valuation of the special opportunities and responsibilities that arise from the University’s setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the support of diverse groups; • academic freedom and collegial self-governance; • enhancing civic-minded faculty, staff and students; • social justice and accessible education; • equity in hiring practices and admission standards; • innovation; • interdisciplinary and comprehensiveness in academic programs; and sustainability
<p>PLANNING CONTEXT:</p>	<p>Unit is guided by the UAP and the mandate and vision of the office of the Vice-President Academic & Provost as articulated through the 2010 Provostial White Paper documents and IRP plans. The overall planning context in which ACMAPS operates includes:</p> <ul style="list-style-type: none"> • The changing demographics of mature students over the past decade and the blurring of boundaries between full and part-time students • Meeting the challenge of ensuring that the mandate for serving mature students is shared by all Faculties and programs. • The challenges associated with the success, engagement and retention of mature students • The challenges associated with success, engagement and accessibility of support services for part-time mature students • The challenges associated with providing access and flexible scheduling for part-time and non-traditional students within an understanding of current institutional schedules and operating practices
<p>DIVISIONAL/FACULTY/UNIT KPIs:</p>	<p>Office of AVP Teaching and Learning, ACMAPS, TYP, Teaching Commons Organizational Engagement: Baseline 67.30%, Target_____. Job/Work Engagement: Baseline 84.40%, Target_____. source: York University Engagement Survey 2012</p> <p>Note: Since the completion of the Employee Engagement Survey, ACMAPS and its staff have shifted reporting lines to the AVP Academic and Vice-Provost. Hence, benchmarks are slightly different than reported above. We have nonetheless integrated outcomes from our Divisional retreat into the actions and measurables below.</p>

ACTION PLAN

Priority: Academic Quality in Research and Teaching

Priority Detail: Academic quality will be achieved through objectives that include increasing our full-time faculty complement; research intensification; pedagogical innovation or initiatives to support increased program quality; and building on our existing strengths in liberal studies, fine arts and professional programs by seeking out new interdisciplinary program opportunities in health, applied sciences and professional programs. York remains committed to the eventual creation of a distinctive medical school and to expanded engineering programs that would lay the groundwork for a new School.

Objective:	Action:	Measurable:	Accountability:
Undertake secondary research and gather institutional data to support research informed practice and knowledge mobilization	Conducting research reviews and gather institutional data on an annual basis to ensure we are up to date on published findings concerning the academic and personal needs of mature students in higher education.		Timeline: Ongoing Responsibility: Director, with support of AVP Academic and research assistants and partners Comments: Dependencies: Budget, staffing, interested parties re: new collaborations.

	<p>Reviewed scholarly literature pertaining to the pedagogical and support needs of adult and part-time learners and their student experience on a periodic basis.</p> <p>Examined data on York mature students in terms of student experience, academic success, retention and engagement.</p> <p>Assessed impact of ACMAPS programming on student experience, satisfaction, persistence/ retention and grades. Evolved such programming in response to assessment data.</p> <p>Attended & presented at conferences to raise profile of mature learners and to disseminate research findings.</p> <p>Delivered 1-2 mini-reports/updates on ACMAPS' activities and student outcomes annually.</p> <p>Published/shared papers, articles, and research findings periodically and/or as appropriate.</p>	
<p>Build reciprocal connections in support of knowledge exchange about mature and part-time students.</p>		<p>Timeline: <input type="text" value="Ongoing"/> Responsibility: <input type="text" value="Director with support from AVP-Academic"/></p>

	<p>Building links and developing research partnerships related to mature and part-time learners between ACMAPS and other York University campus units and other institutions in Canada (e.g., Mature Student Research Collaboration with University of Guelph)</p>	<p>Built collaborative partnership with York Region District School Board and Seneca College re: pathways/bridging program for mature-aged high school leavers.</p> <p>Presented on Mature Student programming, student needs, and learner outcomes at relevant conferences (e.g., CACUSS) periodically.</p>	<p>Comments:</p> <p>Relates also to Priority 3 on Community Engagement</p> <p>Dependencies:</p>
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Priority: Student Success

Priority Detail: York University is also committed to providing accessible education to all eligible students and to ensuring that they receive the rich learning environment and support they need to succeed. We want York to be the destination of choice for high quality undergraduate and graduate students. We will accomplish this objective by supporting the transition of new students to university life, and by delivering a comprehensive array of quality programs and an enhanced student learning experience at the undergraduate and graduate levels. Expanding experiential education through internships, co-op, community-based learning and other activities has been identified by students as a top objective. Enhanced use of technology in the classroom also has the potential to incorporate active learning and to increase flexibility and access for students. A stronger alignment between undergraduate and graduate planning will help ensure better integration of enrolment, faculty and budget planning, and ensure that we are maximizing the impact of our resources.

Objective:	Action:	Measurable:	Accountability:
Review ACMAPS mandate.	Implementing ACMAPS' 5 Year Review process, including background research and working group		<p>Timeline:</p> <p>Fall/Winter 2013-2014: Presentations</p> <p>Fall 2014: ACCESS Common Language & baseline</p> <p>Winter 2015: Access Strategy Paper</p>
			<p>Responsibility:</p> <p>Director, with support from AVP-Academic/Vice-Provost.</p>

		<p>Conducted presentation outlining outcomes of 5-Year Review to various units and committees.</p> <p>Contributed to establishment of common language for 'access' as it pertains to non-traditional students</p> <p>Contributed to establishment of baseline for non-traditional student programs and activities</p> <p>Contributed to development of Access Green Paper developed addressing recommendations for the way ahead</p>	<p>Comments:</p> <p>Also relates to Priority 5 (Resource Integration and Sustainability)</p> <p>Dependencies:</p> <p>Provostial approval and/or endorsement of broader access strategy.</p>
<p>Develop and implement the Mature Student First-Year Experience program (AIF)</p>	<p>(Phase 2) Seeking ways to scale the Mature Student First-Year Experience project to a larger population of mature students on the basis of pilot project (phase 1) evaluation and feedback from AIF lead and other participants.</p>		<p>Timeline:</p> <p>May 2012 to April 2013 (phase 1); May 2013 to April 2014 (phase 2).</p> <p>Responsibility:</p> <p>ACMAPS Director, with support from work group members and work/study staff.</p> <p>Comments:</p> <p>Dependencies:</p>

Phase 1:

- Established working group
- Developed curriculum design
- Marketed program to newly admitted mature students
- Evaluated impact of the program
- Reported findings and recommendations to AIF leadership

Phase 2:

- Assessed opportunities for scaling the project.
- Planned and executed a second phase of the project to develop resources (e.g., recording of videos for use in online instruction) to support access to support by a larger number of mature students
- Assessed opportunity for integration of newly created resources in other projects (e.g., YU Start)
- Integrated Mature Student First-Year Experience Program into ACMAPS ongoing budget

<p>Support the transition and first-year experience of mature students.</p>	<p>Supporting prospective mature and/or part-time students through pre-admission transition programming.</p>	<p>Supported prospective mature and/or part-time students through provision of information and support concerning access, admission policies, application processes, transfer credits, and programs of study.</p>	<p>Timeline: Ongoing</p> <p>Responsibility: Responsibility: Student Advisor and Receptionist/Administrative Assistant re: direct contacts with support of Director.</p>
This cell is empty in the image	This cell is empty in the image	This cell is empty in the image	<p>Director re: communications.</p> <p>Comments: <input type="text"/></p> <p>Dependencies: Admissions/Recruitment support in raising visibility of mature and part-time students in their communications.</p>
	<p>Supporting the recruitment and conversion of mature and part-time student recruits through communications and outreach throughout the recruitment and conversion cycle.</p>	This cell is empty in the image	<p>Timeline: Ongoing</p> <p>Responsibility: Director with support from ACMAPS staff</p> <p>Comments: <input type="text"/></p> <p>Dependencies: <input type="text"/></p>

	<p>Welcomed and demonstrated interest in students' success and well-being.</p> <p>Responded to mature and part-time students' needs around access and support (e.g., annually sending welcome letters to all newly admitted students, participation at Spring Gala, attendance at monthly Recruitment Council meetings, participation in conversion calling campaigns etc.)</p> <p>Leveraged relationship with Recruitment and Admissions to provide access to current students to be included in handbooks and/or appear in promotional videos.</p> <p>Enhanced visibility of mature students through emphasis on mature student content and imagery in communications work of Recruitment and Admissions and other student supports, including ACMAPS (e.g., 105 campaign, ACMAPS bookmarks, ACMAPS videos), the SEM Project (Mature Student Persona), etc..</p>	<p>Timeline: <input type="text" value="Ongoing"/></p> <p>Responsibility: <input type="text" value="ACMAPS staff"/></p> <p>Comments: <input type="text"/></p>
	<p>Providing academic Orientations to support the successful transition of mature and part-time students into first-year</p>	

		<p>Produced three academic Orientations annually, 2 in the late-summer and 1 in early Winter.</p>	<p>Dependencies: Greater clarity around institutional strategy for communicating with newly admitted students (ref. YU Start)</p> <p>Note: Beginning in January 2013, Winter Orientation became a centrally run event to which ACMAPS contributes either through staff participation or through recruiting mature students to participate. Also, in 2013, ACMAPS consulted with Stong College in its delivery of the Fall 105 Welcome Days.</p>
<p>Develop and implement student support services for mature students beyond the first year</p>	<p>Evolving ACMAPS Mature Student Peer Support/Mentor program</p>		<p>Timeline: Ongoing</p> <p>Responsibility: Director</p> <p>Comments: </p> <p>Dependencies: </p>

		<p>Grew the number of active mentors from 9 to 15 by 2013.</p> <p>Enlarged the scope of mentors' opportunities for impact to include Orientations, in-office contacts, and e-media elements (e.g., blogs, videos, etc.).</p> <p>Planned and instituted an Alumni component to the mentoring program involving 3-5 Alumni Mentors</p> <p>Joined the core mentor training elements originally developed by Retention Council in 2011 (and now under the purview of the Peer Mentor/Leader Community of Practice under PRASE) with existing training components in place at ACMAPS.</p>	
	<p>Exploring ways for Alumni to support current mature and part-time students.</p>	<p>Developed a listing of mature student alumni who have been involved with ACMAPS since its founding in 2007.</p> <p>Established an Alumni Mentoring program in which 3-5 recent alumni volunteers support active Mature Student Mentors each year.</p> <p>Pan-university partnerships established which raised the profile of Mature and part-time students.</p>	<p>Timeline: 2013-2014</p> <p>Responsibility: Director</p> <p>Comments: Former Atkinson Alumni largely connected to Liberal Arts and Professional Studies programs. It will be important to develop a means of connecting with Mature student graduates who started at York in 2007 or later without competing/conflicting with existing programs.</p> <p>Dependencies: Access to graduates from 2007</p>

<p>Foster the engagement and success of mature and part-time students.</p>	<p>Establishing systems to gather feedback and input from mature and part-time students.</p>	<p>Instituted ACMAPS Student Advisory Group to provide a forum for input by current Mature Students on ACMAPS programming.</p> <p>Conducted periodic needs assessment with mature and part-time students.</p>	<p>and later.</p> <p>Timeline: Ongoing</p> <p>Responsibility: Director and Student Advisor</p> <p>Comments:</p> <p>Dependencies: Participation by YUMSO and SASP student executives.</p>
	<p>Supporting development of York University Mature Student Organization and Student Association for Single Parents</p>		<p>Timeline: Ongoing</p> <p>Responsibility: Director</p> <p>Comments: Recent developments at YUMSO are encouraging, especially vis a vis its stability as a student organization.</p> <p>Dependencies: Assumes YUMSO persists and continues to grow as a student organization.</p>

Supported the development and viability of York University Mature Student Organization (YUMSO) and Student Association of Single Parents (SASP) through ongoing informal contact, scheduled meetings (at least twice annually), and through provision of small annual funding envelope.

Collaborated with YUMSO and/or SASP on events with wide impact on this demographic.

Provided nominal funding to each student group on an annual basis (e.g, approx. \$2000 per year to each group) to support their outreach to the community via various on-campus events.

York University Mature Students Organization (YUMSO) and Student Association for Student Parents (SASP) continued to operate and grew its capacity to support Mature students' social connectivity and engagement at York University.

ACMAPS supported fundraising and marketing of YUMSO's and SASP's activities, including annual open houses and socials.

	<p>ACMAPS supported YUMSO's and SASP's succession planning.</p> <p>ACMAPS supported YUMSO's and SASP's constitutional evolution/reform and governance structure.</p>	
<p>Priority:</p>	<p>Community Engagement</p>	
<p>Priority Detail:</p>	<p>Community engagement will be enhanced by increasing the number and quality of our partners both domestically and globally through academic program and research partnerships, and ensuring that our colleagues are recognized for collaboration, community engaged scholarship, knowledge mobilization and knowledge transfer. York University has been recognized for our internationalization strategy and building on existing activities is a key objective in order to improve access, enhance civic engagement, experiential education and knowledge exchange.</p>	
<p>Objective:</p> <p>Collaborate with community partners in support of York's mandate of access for non-traditional students</p>	<p>Action:</p> <p>Partnering with York Region District School Board and Seneca College on a pilot Bridging Program for non-traditional age secondary students attending adult day school.</p>	<p>Measurable:</p>
		<p>Accountability:</p> <p>Timeline: Fall 2013 - Fall 2015</p> <p>Responsibility: Director</p> <p>Comments: This project attempts to provide bridging between the secondary and post-secondary levels of education while the students are still enrolled at the secondary level. In this sense, the project is unique and innovative.</p> <p>Dependencies:</p>

		<p>Proposed project via meetings with senior staff at YRDSB and Seneca College.</p> <p>Met regularly throughout the 2013-2014 academic year to plan implementation of Bridging Program.</p> <p>Identified needs of adult secondary students to guide the development of program.</p> <p>Implemented a full cycle of transition supports for students leaving YRDSB for Seneca or York by end of Fall term 2015.</p> <p>Evaluated impact of the program.</p> <p>Shared outcomes in various forums.</p>	
	<p>Partnering with TYP to ensure TYP students transition successfully from the TYP program to full-time or part-time degree studies.</p>	<p>Met with TYP organizers and staff to profile ACMAPS and ensure students who successfully enter studies at the University are aware of the supports available to them at ACMAPS (e.g., through summer open houses and/or orientations).</p> <p>Presented a session on ACMAPS' services to TYP students during Winter months.</p>	<p>Timeline: Ongoing</p> <p>Responsibility: Director; possibly Student Advisor</p> <p>Comments: ACMAPS is the natural referral destination for those students leaving TYP successfully to attend York.</p> <p>Dependencies: Depends on an interest on the part of TYP to partner with</p>

ACMAPS.			
Priority:	Valuing People and Strengthening the Workplace		
Priority Detail:	Our success will ultimately depend on the people who make up the York community and, in addition, ensuring that we have the adequate resources to support our academic activities. <i>Creating a Better Workplace</i> is a set of objectives and initiatives to strengthen our workplace that is representative of the importance placed on nurturing a culture of mutual respect where the contributions of all our members are valued.		
Objective:	Action:	Measurable:	Accountability:
Develop our workforce.	Identifying appropriate training and professional development opportunities for staff in ACMAPS to support and evolve competencies and effectiveness on the job.	<p>Prioritized staff training as a key prerequisite for ACMAPS's successful delivery of its mandate.</p> <p>Ensured regular training opportunities were maximized for staff at all levels of the unit.</p> <p>Evolved roles and capacities of front line staff commensurate with their interests and potential.</p> <p>Increased the staff complement at ACMAPS to provide the capacity needed to optimally respond to needs of adult learners at York.</p>	<p>Timeline:</p> <p>Ongoing</p> <p>Responsibility:</p> <p>Director</p> <p>Comments:</p> <p>Traffic at ACMAPS re: students seeking advising is growing. Temporary advising duties have been assigned to front line staff. 5 Year Review will inform how we address this going forward.</p> <p>Dependencies:</p> <p>Budget context and unit service usage data. In the context of AAPR, it is unlikely that adding staff to ACMAPS will be feasible or prudent, despite the potential that could be realized through the addition of a third YUSA staff member.</p>
			<p>Timeline:</p> <p>Ongoing</p> <p>Responsibility:</p> <p>Director</p> <p>Comments:</p>

<p>Promote/enhance services that directly support faculty and students.</p>	<p>Promoting the curricular and co-curricular needs of mature and part-time students and of their place in the classroom among Faculty and teaching staff.</p>	<p>Collaborated with staff from units such as Teaching Commons to provide broad-based faculty support and training concerning mature and part-time students. Venues might include NFTY and TA Day, as well as ad-hoc training events.</p>	<p>Dependencies: Support of Faculty and Staff at Teaching Commons.</p>
<p>Provide effective/timely/clear communication within and beyond the Division.</p>	<p>Enhancing messaging from ACMAPS regarding its priorities and activities to partners within and beyond the Division through development and implementation of a comprehensive communications strategy.</p>	<p>Developed comprehensive communications strategy in early 2014.</p> <p>Increased extent to which imagery depicting Mature learners is used in unit and university publications.</p> <p>Implemented regular reporting and communications cycles to ensure broad penetration of messaging of ACMAPS's mandate.</p> <p>Presented bi-annually to Faculty Councils with updates on ACMAPS recent activities.</p>	<p>Timeline: Ongoing</p> <p>Responsibility: Director with support of AVP-Academic/Vice Provost</p> <p>Comments: In the post 5-Year Review era, we'll need to emphasize opportunities to share our new mandate at various public forums.</p> <p>Dependencies: Without dedicated communications staff or even dedicated communications contacts in Marketing and Creative Services, developing and implementing a comprehensive communications plan has been a challenge; until this can be rectified, the Director has taken the lead on strategizing, identifying partners, and executing on the communications strategy.</p>
<p></p>	<p></p>	<p></p>	<p>Timeline: Ongoing</p>
			<p>Timeline: Ongoing</p>

<p>Improve Work Engagement</p>	<p>Collaborating with other staff and other units in the delivery of our services in support of institutional goals.</p>	<p>WE - Collaboration with Other Units/Depts.:</p> <p>Identified areas where greater collaboration is needed or could enhance our delivery of services to students.</p> <p>Sought out opportunities for greater collaboration with other units inside and beyond the Division.</p>	<p>Responsibility: All staff</p> <p>Comments: This item inserted in response to 2013 Staff Engagement Survey exercise and priorities arising from Divisional retreat in late 2013.</p> <p>Dependencies:</p>
<p>Improve Job Engagement</p>	<p>Establishing and maintaining an office culture that expressly supports work/life balance.</p>	<p>JE - Impact of Role on Personal Life:</p> <p>Communicated and reinforced messaging around the need for work/life balance (e.g., through setting and minding boundaries between work and personal life).</p> <p>Communicated and reinforced messaging around the value of healthy workers to the productivity of the workplace.</p> <p>Encouraged all staff to be mindful of and to take action on the idea of work/life balance (e.g., through weekly "self meetings" whose purpose is reflection on the work at hand.)</p>	<p>Timeline: Ongoing</p> <p>Responsibility: Director</p> <p>Comments: This item inserted in response to 2013 Staff Engagement Survey exercise and priorities arising from Divisional retreat in late 2013.</p> <p>Dependencies:</p>
<p>Priority:</p>	<p>Resource Integration and Sustainability</p>		
<p>Priority Detail:</p>	<p>It is paramount that we continue to invest to the maximum extent possible in the core activities of the University,</p>		

notably teaching and learning, research and community outreach and partnership. Decisions on scarce resources must be aligned with academic objectives to ensure the successful implementation of core priorities. The IRP framework along with the Process Re-Engineering and Service Enhancement (PRASE) program will assist the University in developing sustainable administrative infrastructure, effective services, and resource integration in support of its core mission while making sustainable choices.

Objective:	Action:	Measurable:	Accountability:
<p>Sharing (through reciprocal knowledge exchange) expertise about the needs of mature students across Faculties and service units of the campus.</p>	<p>Supporting and contributing to institutional direction and priority setting for student access, supports, academic planning, etc. as pertains to mature learners.</p>	<p>Mature students visible in documents pertaining to York’s vision, e.g., White Paper, UAP, AIF projects, etc.</p> <p>Participated in various planning venues, including Faculty Council meetings, meetings with academic resource planners, Registrarial Roundtable, Recruitment Council, etc. to ensure the needs of mature learners were understood and addressed.</p> <p>Collaborated with Admissions and Recruitment to inform marketing of opportunities to Mature students.</p> <p>Participated in various committees and working groups re: strategic enrolment management, First-Year Experience, YU-Start, Orientation Steering Committee, and Transfer Credit Work Group that provide opportunities for reciprocal knowledge exchange about the needs of mature and part-time students.</p>	<p>Timeline: Ongoing</p> <p>Responsibility: Director with support from AVP-Academic/Vice Provost</p> <p>Comments: Access to Council meetings may be made possible by sharing ACMAPS 5-Year Review recommendations and outcomes when Vice-Provost Academic begins to circulate her Access Green Paper.</p> <p>Dependencies:</p>

Supporting the Vice-Provost Academic's review of how York can ensure adequate and flexible programming and curricular offerings in support of mature and part-time students, and particularly how such a policy might improve our institutional reach to prospective students.

Collaborated with staff across the university to further review the issue of flexible course offerings and to look for ways to enhance students' flexible access to courses at the University.

Met with representative from Registrar's Office in January, 2014 to discuss extending search capabilities for courses to include 4 p.m. onwards and to look for ways to improve course search generally.

Ensured a listing of campus supports with operational hours extending past 4:30 p.m. is kept up to date and posted on ACMAPS web site. (See below)

Timeline:

Ongoing

Responsibility:

AVP-Teaching and Learning with support of Director

Comments:

Provostial White Paper supports notion of flexible access to courses (including via online course modalities). Some campus partners see continued need for policy re: availability of 7-10 p.m. courses in all departments and faculties.

While the outcome of the 5-Year Review suggested we back away from this priority, we see a continued role in terms of supporting the assessment of student need for flexible course scheduling and assessment of how current offerings align or do not align with that need.

Specific measurables to be assigned pending discussion with Vice-Provost Academic

Dependencies:

To be determined.

Timeline:

Ongoing

Responsibility:

Director

Comments:

	<p>Working with Student Service divisions to ensure adequate and flexible programming and co-curricular offerings, and accessibility in support of mature and part-time students.</p>	<p>Student Services continued to provide flexible access and programs. In 2011, 19 Departments, Faculty offices, and service units were open outside of the 8:30 - 4:30 time frame.</p> <p>Met annually with representatives from various Student Services (e.g., CDS, SCS, SC&LD, Advising units) to update them on status of work at ACMAPS and to advocate for flexibility in office hours.</p>	<p>Dependencies:</p> <p>Budgets and traffic pattern data of campus partners.</p>
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