Department Annual Academic Program Review Report

Student Success & Retention

Year Two 2013-2014

Counseling & Career Center

Document Prepared By: Lynnae Selberg & Team
Department Action Plan One: Comprehensive Training for Advising

Develop a comprehensive training program for academic advising. (Champion: Heisler)

**Goal:** The goal is to define the various academic advising roles at GRCC (adjunct, counseling center faculty, classroom faculty) and develop a comprehensive academic advising training program based on the needs for each role. This project will improve academic advising services delivered at GRCC. It will help clearly establish the various advising roles and through training provide some consistency & accuracy of academic advising services provided at GRCC. We will have achieved success when we have established and updated the department advising syllabus. We will then define the scope of the work that is done by counselor/advisors and clearly outlined the roles of academic advising for adjunct, counseling center faculty, classroom faculty advising at GRCC. A comprehensive training program will be developed (with a training manual) with components for each of the advising roles utilized at GRCC.

Team Members: Stacey Heisler, Emily Nisley, Patrick Kamau

Updates for the year on Assessment of Department Programs:
(red are updates over the year)

- **May, June & July 2013** - We will begin to develop the advising syllabus, re-evaluate out student learning outcomes, begin to outline the scope of responsibilities for counselor/advisors, identify the differences in roles & expectations for the different advising groups (adjunct, classroom faculty & counseling). We will begin to establish short training vignettes that can be used when we are invited into Departments for advisor training. The advising syllabus was felt to be still relevant as were the student learning outcomes. Through NACADA we have short training vignettes that can be used for training. Completed the role of the various advising groups (see appendix ten) and it is being reviewed by CAP 1.1.2 team as well as the Counselors.

- **August, September & October 2013:** We will begin to develop a comprehensive list of all advising functions, processes, policies & responsibilities. We will begin to identify training components (conceptual, informational, relational, technological & personal). Department liaisons will work to connect with their departments and offer to provide basic training for faculty advisors. We will continue to work closely with CAP 1.1.2. We will finalize out advising syllabus & student learning outcomes. The team was developed that would be working on this piece, Stacey Heisler & Patrick Kamau. They met to evaluate the information presented and their goals for the year. Lynnae Selberg, Stacey Heisler and Pat Missad are members of CAP 1.1.2 and with the help of Patrick Kamau have developed and implemented 3 different advising workshops geared specifically to help enhance faculty advising. We also developed an advising departmental advising program and the counseling liaisons began to roll these out with their specific departments.

- **November & December 2013:** We will establish an academic advising Bb shell for training and begin to define how this will be used. We will begin to outline the comprehensive training manual and develop teams (conceptual, informational, relational, technological & personal) to identify and outline the specific training needs within each area. We began the work of an advising training manual. The work began with exploring manuals already in existence and then identifying one we felt best to adapt for our use. This work began and as it progressed, it was apparent that the magnitude was more significant. The decision was made for now that rather than developing a Bb shell, we would clean and enhance the “S” drive. This was done and all information regarding all the changes of this year and in the future has been loaded out there.

- **January & February 2014:** We will develop, for adjunct advisors, a job description, an interview process and a training model. We will finalize our roles & responsibilities and continue the development out the comprehensive advisor training program. We will begin exploration of an ongoing professional development program for all providing advising services. A job description was developed for the Main Campus Advisor, Lakeshore Counselor and Adjunct Advisor. During this time we continued to develop the comprehensive training manual. We utilized and enhanced the training used last year for our new adjunct for this year. As the adjunct coming on board this year have been with the college now three years and one is already a full time
faculty, we explored how to adapt what we have. As we have done advisor training sessions for faculty through the CTE, we have utilized this, adapted it and have begun to utilize it (math, English, biology).

- March & April 2014: We will finalize the training materials & program, we will hire & train adjunct advisors to assist with summer orientation, and continue developing the Bb academic advising shell. We continue to work on the training manual. We continued to roll out the advisor training and worked with the incoming adjunct for this summer.

### Department Action Plan Two: Comprehensive Probation Initiatives

**Implement, assess and enhance the comprehensive Probation Initiative. (Champion: Selberg)**

**Goal:** To evaluate the Probation Initiative launched winter 2013 and adapt it according to outcomes to continue to focus on probation student success. This project will help improve the success, persistence and completion of students who are placed on academic probation. This project will be successful when we see an increase of probationary students who have transitioned to good academic standing or persist from semester to semester.

**Team Members:** Lynnae Selberg, Ron Ralya, Andre Fields, Paul Phifer, Jill Woller-Sullivan

**Updates for the year on Assessment of Department Programs:**
(red are updates over the year)

- May & June 2013: We will evaluate winter data in terms of impact, analyze changes that should be incorporate into the plan, gather feedback from the Academic Success Workshop (ASW) learning documents, work to improve the probation letter, develop the fall ASW schedule. Academic success workshops began the pre & post tests in May 2013. We have begun to received data and Emily Nisley, Patrick Kamau and Stacey Heisler will be reviewing this as their substantive project for this year.

- July 2013: Begin revising the ASW. As we did not begin to receive the data from the pre & post tests until August, we have not yet begun to make changes. The decision was made to wait until data was received through fall semester in order to have a significant pool of data from which to draw conclusions.

- August 2013: Build the fall progress tracking grid, send out probation letters with checklist, load students in Bb and Early Alert, begin Bb communication plan, contact students who have excessive credits and/or didn’t pass pre-req’s successfully. The fall probation grid was created. There was difficulty with pulling the data and getting an accurate count of those students who were currently enrolled. Probation letters went out with the success checklist. Students were loaded into the Bb shell, but due to a transition in the EA Coordinator, the probation students were not flagged in Early Alert. Students with excessive credit, and failed pre-req’s were contacted via e-mail.

- September, October, November & December 2013: Assign advisors in PS, load Bb groups, begin various calling plans, randomly pick some students to check success from winter, work with Early Alert to target student who receive flags and are on probation, work through logistics of CLS 102 for those with under a 1.0 for their first semester, work through the mandatory advising (in person, on phone or e-mail) for those students who are on continued probation. There was so much work done in this time frame, we will bullet point the efforts:
  - The new academic standing policy was approved by AGC. This included the option for students to return from suspension earlier if they participate in CLS 102. Though no implementation date is set, this is now on the horizon.
  - All probation students were assigned for fall in PS and loaded into their Bb organization
  - All probation students were loaded into the “probation Bb shell”
  - We began to roll out the fall probation plan and ran into some timing issues.
• We pulled all of the success data for each of the cohorts that are part of the comprehensive success plan.
• We implemented the suspension/readmit workshops and pulled initial data on these students

- January 2014: Build the winter progress tracking grid, send out probation letters with checklist, load students in Bb and Early Alert, Assign advisors in PS, load Bb groups, begin various calling/student contact plans, begin Bb communication plan, contact students who have excessive credits, don’t have pre-req’s, complete fall grid and begin to analyze the data. There was so much work done in this time frame, we will bullet point the efforts:
  • We pulled data for all cohort groups following fall semester
  • We implemented winter probation plan
  • We reached out to students with high credit loads, unique course combinations and failed pre-reqs
  • All probation students were assigned for fall in PS and loaded into their Bb organization
  • All probation students were loaded into the “probation Bb shell”
  • We implemented the communication plan

- February, March, April & May 2014: Continue with the various calling & contacts to students on probation, randomly pick some students to check success from winter, work with Early Alert to target student who receive flags and are on probation, finalize logistics of CLS 102 for those with under a 1.0 for their first semester, finalize the logistics of mandatory advising (in person, on phone or e-mail) for those students who are on continued probation. We continued to roll out the probation plan and refine our work with our caseloads of students on probation. We collaborated with early alert, but due to the transition in systems, this was a little more challenging. As grades are posted, we will be reviewing the early suspension/readmit students progress. One of our big accomplishments were that we completely revised the academic success workshop, the academic success plan and the student contract (see appendix 5 & 6). We analyzed all the data from the workshops that has been gathered for the past year (see appendix 7, 8 & 9) and will be making further changes to the presentation.

### Department Action Plan Three: Assessment of Student Learning Outcomes

#### Assessment of Student Learning Outcomes in Academic Advising (Champion: Maxa)

**Action Project Goal:** The project will use the student learning outcomes created in 2012-2013, and will create an assessment plan and an on-going assessment cycle. This project has an indirect connection to student persistence. This project will improve academic advising services delivered within Student Success and Retention. This project will also serve as a foundation for developing student learning outcomes for advising done through the departments.

**Team Members:** Terri Tilford-Tilman, Fatima Nieves, Pat Missad, Fred Zomer, Katie Hughes, Vicki Maxa

**Updates for the year on Assessment of Department Programs:**
(red are updates over the year)

1. **September/October:** In conjunction with the launch of Degree Works (My Degree Path, or MDP), explore ways to incorporate this new tool into advising and determine how we can assess its usefulness and usage. Look at SEM report in terms of recommendations for counseling and advising and how we can impact students.

   **Recommendations/Action:** Monthly reports are generated by Michael Passer regarding the number of logins for My Degree Path, and provided to Diane Patrick; those monthly reports provide the number of distinct students who logged in for the month and the number that have logged in between the first go-live date and the report date.
Those numbers are:

- 3,652 distinct students logged in during October, 2013.
- 2,594 distinct students logged in during November, 2013.
- 3,251 distinct students logged in during December, 2013.
- 2,336 distinct students logged in during March, 2014.
- 5,662 distinct students have logged in between January 1, 2014 and March 31, 2014.
- 16,457 distinct students logged in between the first go-live date and October 31st, 2013.
- 16,712 distinct students logged in between the first go-live date and November 30th, 2013.
- 17,672 distinct students logged in between the first go-live date and December 31, 2013.
- 18,597 distinct students logged in between the first go-live date and December 31, 2013.
- 19,363 distinct students have logged in between go-live and March 31, 2014.

Data will be collected through the end of the academic year. MDP: This objective is tied to enrollment because retention impacts the following year’s enrollment.

Relevant Issues: SEM Report (SENSE Data)

SENSE data indicates that, overall, GRCC students generally report a lower level of having the motivation to do what it takes to be successful (45%), as compared to our cohort (other very large, urban community colleges, 49.2%) and an even more significantly lower level than those community colleges whose students score near the top (50%). Traditional aged students reported higher levels in the areas of higher expectations and aspirations than did non-traditional students. The team reviewing and analyzing this data (Zomer, Kaechele, Bera) suspected that there existed an inflated perception, and a lower level of actual readiness. In addition, developmental students reported higher expectations and aspirations; the review team (mentioned above) attributed this to the work of developmental education faculty and staff, who help build confidence and motivation (Source: 2012 SENSE Findings, Observations and Recommendations Presentation.) In addition, men seem to have “an inflated sense of their self-efficacy” (2012 SENSE Findings, slide 9).

<table>
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<tr>
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<td>45%</td>
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<tr>
<td>Top Scores</td>
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Based on these findings, ensuring that students are provided with mandatory orientation activities and introduction to college courses (PY 97 for those with two or more developmental requirements and CLS 100 for those with one or fewer) can help bridge the gap between the inflated sense of readiness and actual skill level. In addition, the SENSE report analysis team reviewed data on GRCC students’ clear academic plan and pathway (46.1%) in comparison to the cohort (48%). Use of MDP helps students quickly and clearly identify those areas of interest that comprise a clear academic plan, and allow comparison between different majors.

Team Actions/Identified methods of incorporating MDP into advising:

- **Through CLS 100.** Students are assigned MDP tasks, the requirements are that they make appointment, have their MDP planner completed for two semesters, see counselor for a review. Reflection, a technique used for those engaging in transformative teaching, is also included in this assignment.
- **Potential Method/Action:** Through CLS 102. Yolanda Duncan, creator of CLS 102, recommends the exploration and use of MDP as a tool since CLS 102 is often a path for those who were not successful in CLS 100. In addition, CLS 102 offers depth and strengthening of academic skills, emphasizes critical thinking skills and academic planning. The use of MDP in the class, then, provides content that helps students meet their goals.
• **Planning Tool.** Advisors can use the planner when creating advising recommendations for the upcoming semester. If the major is changed, then the use of a curriculum sheet will be necessary since the planner doesn’t track “What If” information.

• **Review.** Counselors need to be aware that glitches are still being found and reported.

• **Unofficial audit.** Advising staff use MDP for a quick look as an audit for graduation, but then counselors specifically review the information to ensure it is accurate and that special conditions do not exist for this particular student. This is necessary since there are different graduation requirements for students, depending on their enrollment date (i.e., whether foundations courses are counted or not, whether one needs 60 or 62 credit hours to graduate with an AA/AS w/MACRAO, etc.)

• **Financial aid appeals.** When students have reached the maximum for credits attempted, using MDP to provide an academic plan to the financial aid office is a method for building a realistic, semester-by-semester, academic plan that is required by the Financial Aid Office.

• **Online advising.** MDP has email availability when saved as a PDF.

• **GPA calculation.** Counselors may use MDP to calculate desired GPA’s for students, helping students to plan and to set both long-term and short-term goals.

• **Change of major.** Students and counselors can use MDP to explore the viability of other majors. Information is available at the fingertips to determine whether, and how many, earned credits will apply to the new major.

• **MDP Planner.** Student logs in, creates planner. For undecided students, using the MACRAO guidelines will be helpful. This allows students to engage in academic planning.

• **Health Admissions.** Help students planning to study in health areas know which classes are needed to get onto the waitlist; these can be put into planner and saved for further reference.

**Assessing MDP**

**Overall usage:** 19,363 distinct students have logged in between go-live and March 31, 2014.

**Assessment tool, Terri Tillman, whose assessment is designed to discover the following:**

- Aware of it?
- How to use it?
- Is it helpful?
- How could it be improved?

This data provides a unique look at students’ opinions. The completion rate for surveys, thus far, has been 100%.

The results collected for this assessment, using Survey Monkey, appear on the last page of this report.

2. **September – December 2013:** Continue to work with media to tape general workshops. Identify ways to incorporate the CAS standards as a means of continuous quality improvement through development of a timeline for the assessment and evaluation.

**Videos**

- General discussion of creating video content based on workshops. Group is considering different ideas, including videotaping a live workshop or creating some edited and condensed versions that would be appropriate for CLS 100 classrooms, other classrooms, or students who search GRCC’s YouTube channel but would be more likely to watch a 10-15 minute synopsis rather than a one hour workshop. Katie will contact Klaas about any work that’s already been done.

- Videos: ideas included incorporating ADA requirements into videos, using Camtasia or creating short vids for student info (target special groups, such as adult learners, athletes, Honor students, tutors, etc.) Surveying the counselors might be a possibility to determine three video topics for the year. Katie contacted Klaas, who felt that video-taking the workshop would be a good place to begin, but agreed
that a 10-15 minute video would be more widely used than a one-hour session. We will focus on accomplishing three for the upcoming year.

CAS Standards

- CAS standards are on the S drive. At first glance, CAS seems too large and complex to easily integrate but we will review it again, looking at the goals. The team identified important areas for timeline assessment. Identification of the standards for prioritization and creation of a timeline for assessment and evaluation is this year’s intent. To do a thorough job, the CAS Standards should again be integrated into the 2014-2015 assessment plan.
- The Team identified areas that could be tackled this year: Professional Development, Legal Issues, and External Relations.
- External relations and partnerships includes conferences and professional development, collaboration and teamwork within and beyond the units of the college (department, division, etc.)

- External relations and partnerships was the final area deemed of importance for this year’s revisitation of the CAS standards. Elements such as the MACRAO requirements moving to MTA requirements, Veteran’s organizations, the webinar that Fred attended last Wednesday and the upcoming conference in February, are elements of the timeline. While the team hopes to spend additional time on looking at how External relations from the CAS Standards fit into the goals and assessment activities for the year, it seems very pertinent because of the tie-in with Legal Issues in terms of Veterans, as well.
- February 2014 will mark the first Veteran New Student Orientation, which will prepare students intending to enroll in summer session. These students may benefit from collaboration and communication with one another, as well as receiving information tailored for them, and for the educational benefits they receive, which often involve highly complex rules and processes in obtaining them.
December 2013: Implement SLO questionnaire at orientation and advising, continue development of assessment.

We have discussed this measure, and after the first of the year have intentions of gathering the following data from IR:
1. Pre test scores, SLO data
2. Post test scores, SLO data

February 2014: Finalize the timeline for a continuous quality improvement cycle, utilize CLS 100 students to navigate our processes and provide feedback as to how we develop barriers for our students.

See timeline on next page.

March 2014: Run retention and persistence numbers for students who attended fall start orientation and CLS 100, explore the opportunity to develop an educational piece for posting in the SCC lounge on the 3rd floor.

1. Number (percentage) of students attended orientation;
2. Number (percentage) of students who took CLS 100;
3. Number (percentage) who engaged in both;
4. Mean GPA of each group (CLS 100, orientation, both) and of the group of students who did not participate in either;
5. Percentage of students in each group (CLS 100, orientation, both) including those who did not participate in either CLS 100 or orientation, who continued (persisted) into winter semester.

This data was requested from Bruce Morrison on March 27, 2014. The data will be compiled within two weeks (Institutional Research is currently tasked with the HLC visit, which is first priority.) The data, while not in time for the Faculty Performance Evaluation, will be available in report format for the Department Plan, thereby meeting the submission requirements.

April 2014: Develop a list of all advising programs we are doing through our department related to student success and work with the CAP 1.1.2 team about how to collaborate to enhance advising at GRCC.

1. Express Orientations
2. Open House events
3. Incomplete Student events
4. Ducks in a Row events
5. CLS 100 Faculty Orientation
6. CLS 100 Faculty Training
7. CLS 100 for Honors Students
8. CLS 100 for First Generation students
9. CLS 100 for Tassell M-TEC students
10. CLS Courses: CARPs, Online sections, etc.
11. Department Advising
12. General Workshops
13. Academic Success Workshops
14. Veterans Advising Day
15. Veterans Orientation
16. International Student Orientation
17. ABO Orientation
18. ABO Events
19. GED Transfer Fair
20. Middle College Orientation
21. Ottawa County Vocational Technical Center outreach
22. M-TEC Outreach (Tassell and Thompson)
23. Job Training articulation
24. ESL Outreach
25. Early Warning System
26. Global Festival
27. International Dinners
28. American Culture Workshop
29. Academic Foundations program
30. Fast Track opportunities for Foundations students
31. TRiO: Student Support Services
32. Occupational Outreach
33. MBTI assessments
34. Study Abroad
35. University liaisons
36. Counselor of the Day
37. New Student Orientation for Job Training
38. Job Training graduation
Departmental Advising Plan Projects for 2014-2015

I. DEPARTMENTAL ADVISING PROJECT #1
   A. Advancing Advising Practices
   B. Goal: The goal of this project is to increase the availability of advising services available to students through our work with faculty departments. We will collaborate, train and educate faculty around the work of advising and assist them in understanding and staying abreast of policy, process and programmatic institutional change. We will equip faculty through the development of new resources to develop the skills to properly and effectively advise new & current students. This project will help enhance the advising services available to students, provide education & resources to support faculty advising and impact student success.
   C. Monitor for successful:
      May-August: update departmental liaisons/ refine faculty advising workshop based on feedback from first two departments done this year/ communicate with DH or PD to get on their department meeting schedule to present the faculty advising workshop/ develop an outline for a “faculty advising” web page to support faculty/ get feedback on web page from SAS and SWD faculty/ develop a “faculty advising center” in SARS/ develop a faculty training program around how to use SARS/ clearly define the various advising roles
      September-December: implement the faculty advising workshop to half of the departments/ begin to build the faculty advising web page/ roll out SARS training program/complete and send out the fall faculty advising informational piece/ develop the faculty advising Blackboard shell and load relevant information/ develop a master departmental advising calendar/ work with CTE to offer training opportunities/ explore the means of moving the training to the faculty advising Bb shell/ begin the development of the comprehensive new advisor training (in CCC) for new employees and interns
      January-April: implement the faculty advising workshop to remaining half of the departments/ complete and send out the winter faculty advising informational piece/ update & maintain the faculty advising Blackboard shell and load relevant information/ maintain the master departmental advising calendar/ deliver CTE trainings/ begin building the training on the faculty advising Bb shell/ finalize the comprehensive new advisor training (in CCC) for new employees and interns/ implement faculty advising survey to gather feedback on all new initiatives
   Overall “outcome” measures: through faculty survey determine that faculty feel better equip to advise students, complete the web page for faculty advising, provide the faculty advising workshop in 95% of all departments, implement SARS for faculty advising and see gradual increases in usage.

II. DEPARTMENTAL ADVISING PROJECT #2
   A. Title: Comprehensive Student Success Plan for At Risk Populations
   B. Goal: The goal of this work is to help educate students regarding all the changes taking place over the upcoming year (MTA, curriculum changes), understanding how these will impact them such that they can continue on their path for successful degree completion. We will focus on specific at risk student populations (international, probation, readmit, undecided, online students) to help them learn to maximize resource utilization and learn to navigate the educational system for their benefit. Our goal is to increase our student’s ability to make educated decisions and achieve academic success. This project will cause us to evaluate and refine (enhance) processes related to how we work with these specific populations of students, how we communicate with them, and how we can improve the services we provide for students. This will require that we collaborate with other departments throughout the organization towards removing barriers for our student’s academic success.
   C. Monitor for successful:
      May-August: Implement the new SARS GRID, TRAK & ALRT systems/ bring the following centers online in SARS: CCC, DSS, SSS, CSC, MTEC, Lakeshore and explore bringing the Enrollment Center & Financial Aid onboard/ build
the note taking templates within the system/ identify the specific populations and develop a Blackboard organization for each/ map out a communication & intervention plan for each population/ roll out MTA communication plan for students/ begin development on communication plan for students regarding curriculum changes/ develop comprehensive education plan for faculty regarding the Early Alert program changes.

**September- December:** launch workshop online reservation system within SARS/ launch CLS 100 in the hybrid format/ load special population students in their respective Blackboard organizations/ develop a plan of the services that need to be made available to online learners and prioritize these/implement the communication & implementation plan for each population/explore how we can utilize texting to notify students when it is their appointment time/ implement Early Alert educational plan for faculty/ develop and implement a plan to work with CLS 100 & PY 97 classes regarding the checklist (confirm major, contact information, courses to take, and other critical indicators of success)

**January- April:** implement the plan of providing services to online learners/ continue the communication & implementation plan for each population/ track & monitor how our communication & intervention plans impacted fall to winter retention with our identified populations and tweak the plans based on this data/ implement the plan for CLS 100 & PY 97 classes regarding the checklist (confirm major, contact information, courses to take, and other critical indicators of success)

**Overall “outcome” measures:** We will know that we have achieved success when we have fully implemented the new SARS system, we will see an increase in retention of our identified at risk students from fall to winter, launch CLS 100 in hybrid format and faculty will be utilizing the new Early Alert system.

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### Academic Program Review Goals 2012-2015

Progress made in 2012-2013 is in red and 2013-2014 is in blue.

1. **Build a department portfolio where we collect information from our various conferences, trainings and workshops to create a comprehensive resource.** - We have created a shared folder on the “S” drive and are starting to gather information. **13-14:** We continue to add information here, though often it is hard for people to remember to do this when they return to campus.

2. **Develop an online version of the academic success workshop.** **12-13:** We have begun working on this. It would be offered via the Bb format (the best we can figure right now). We have the first power point set and are working on the assessment. We have decided to break it into 3-4 parts that the students would view (we would do as camtasia so there are vocals to go with) and then an assessment at the end of each segment. The student would need to pass each part with an acceptable rate to be allowed to have the hold reviewed. **13-14:** This year we completely revised the academic success workshop and supporting documents used for the workshop. Based on this revision, we will now begin building the online version.

3. **Identify means to determine if participation in the academic success workshop has an impact of student success and retention.** - We are working with IR to gather data. This continues to be difficult due to AT not talking with other systems. Anything we have so far has been a very manual process. **13-14:** We have the new SARS system which was implemented on 5/5/14, though we are still learning the system, we are hoping there is a mechanism for pulling this data. With the information we pull from the probation initiative, we can see proof that those students who attend a workshop are more successful.
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<th>Did not Attend Academic Success Workshop</th>
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4. Gather Early Alert data and correlate it to counseling visits and academic success. - We are just starting to pull the data. We have to pull from Early Alert and then pull from Advisor Trac and then compare. Again, due to system limitations this has proven to be a very manual and labor intensive process. We are exploring new systems to replace both Advisor Trac and Early Alert that would work together and would assist us in this data gathering process. 13-14: We continue to track the information. We searched for and selected a new vendor and implemented SARS on 5/5/14. CAP 5.1.2 on Early Alert was successfully closed May 2014.

5. Continue to refine the drop in process and assess its impact on student success. - As we continue to educate students about what constitutes a drop in vs an appointment, we are starting to see students “catch on”. We have seen a significant increase in traffic in the office, specifically drop in’s for quick questions. Despite many conversations, we still haven’t come up with a clean way to determine if drop in visits are as impactful towards student success vs appointments. See drop in numbers as to the types of visits in appendix five. 13-14: We continue to work through the issues we face at certain times of the year with the volume of drop ins. We re-implemented the “triage” person to assist with screening and assist with the flow during our busy times.

6. Enhance our shared “S” drive to develop a comprehensive repository of our learning as well as an organized resource available to all our members. - We have begun to sort through the “S” drive. Any folders that seem out of date are going into a 2012 folder. Then in a year if we haven’t accessed the information, we will delete it. But if we do access it, then we will pull the information back into the main “S” folder. 13-14: We have continued to clean and revise the “S” drive. We have set up folders for information that we gather through all of our various teams and committees to create a central repository of all information we might need.

7. Work with transfer institutions to gather feedback and information regarding our student’s transferability and how we can collaborate to better meet student needs. We have information from GVSU and we are working with DU and FSU to get the same data. As those are our top three feeder schools, we decided to start with them. We have partnered with GVSU on a number of initiatives and continue to have the transfer representatives have a strong presence on campus (we have at least one rep a day Mon-Thus- typically 2-3 a day). We have consistent participation with the Transfer Guide and a strong presence at the Transfer Fair. For 2013 we already have our Transfer Fair MACRAO sponsored. 13-14: We continue to receive information indicating that our students do very well at our transfer partners. We have created the new Transfer Guide with all the MTA information (instead of MACRAO). We have our 2014 Transfer Fair date set and we have again been MACRAO endorsed.

8. Develop means to assess student learning based on our PSLO’s. - for this one, per the feedback from Tina, we are just focusing on the 4 listed below (they used to be separate numbers and we were encouraged to merge them into subcomponents).

   a) Develop a means of assessing learning that occurs through the advising appointment. - this one was #2, but I’m moving all the assessment ones together. There has been a lot of discussion about this. Right now we are looking at how to gather this information and what correlates with “student learning”. This is still in progress. 13-14: We have been revising the student feedback questionnaire, the academic success workshop plan and are exploring other ways of assessing student learning. For the past year we implemented a pre & post
test with both orientation and the academic success workshop and have been evaluating that feedback.

b) Develop a means to assess learning as a result of the academic success workshop—this one was #4, but moved it to join the other “assessment” related goals. We have the assessment created and are making final tweaks with the plan to begin implementation in March so that we will have data to begin reviewing in May. The first packet of data was sent to IR and we are waiting results. We have continued to gather the data for summer ASW sessions. 13-14: We had a pre and post test that we implemented over the past year and we have evaluated the results (appendix 8 & 9). We had made adjustments to the workshop base on the feedback.

c) Establish a means to assess student learning related to transferring, developing a transfer plan and smoothly transitioning over. – this one was #8. We have information from GVSU and am working with DU and FSU to get the same data. As those are our top three feeder schools, we decided to start with them. 13-14: We have been getting data from our feeder schools and our students are doing well. We are now part of a new CAP team for the next three years that will focus on providing support services for transfer students.

9. Tie our goals and their means of assessment to our PSLO’s and to the established ILO’s.—have had some discussions with this, but no real movement yet on this piece yet. 13-14: This past year we have been working on this as part of our APR for CLS.

10. Create an assessment plan and an on-going assessment cycle for department activities.—we have started building a master calendar of the data we pull, the reports that are due, the updates and then we have begun looking at what we want to track and how we can create a master cycle of work within the department. 13-14: This was developed last year and we are working from it.

11. Further integrate Starfish Early Alert system across the college, work to identify resources for flag follow up and explore means of identifying data that can demonstrate its successfulness.—(see appendix four) we have made a number of changes with regards to Early Alert:

- We have broken out the flags to “follow up requested” or “no follow up needed” based on the faculties concerns and whether or not they want additional follow up with the student. This will help us see if the student has a singular concern or there is a bigger picture.
- We have added a new probation flag so we can identify this at risk population quicker if they have another flag raised.
- We have added an academic honesty flag to begin tracking this for HLC.
- We continue to go to Depts and adjunct orientations to talk about EA and how to use it.
- We have updated the faculty “how to” document.
- We have updated the launch page with all the new flag information and resource documents.
- We now set up and launch the flag surveys all by ourselves. We have decided to send out the flag survey to all AFP & CLS 100 classes first. Then a week later we send them to all remaining classes. This allows us to address the most at risk students first.
- We have revised the e-mails to the students and that go with the flag surveys to try to make them more clear and concise.
- We have a new person in the “Retention Specialist” role, she is a limited licensed counselor and has set up a more comprehensive approach with students.
- We have increased the follow up loop with faculty working to be sure that we get back with them so they see the value in the flag system.

13-14: We have converted to a new Early Alert system, this was the primary work of 13-14 to identify a new system that would meet our needs, develop it and implement it.
12. Implement Degree Works (MyDegreePath – MDP) across the college and incorporate into the culture of advising and throughout all advising opportunities. - we have done a lot of work with this as well:

- We have gone into CLS 100 and other classes to teach students how to use MDP.
- We continue to post advertising in the Collegiate to raise awareness.
- We have had over 7500 audits run since the launch and 2,900 in 2013 alone.
- We have created “how to guides” for students & faculty.
- We have been going into departments to train faculty & staff.
- We have trained counselors, Success Coaches, tutors, faculty advising pilot teams.
- We have created camtasia “how to guides” for students & faculty.
- Counselors & advisors are using it with students and providing feedback regarding opportunities to make the system better.
- At the end of fall, we were able to use the audits when students had a financial aid max. credit appeal.
- Audits are being run and attached to the graduation audit when we work with students.
- We have ongoing team meetings to address any concerns that arise.
- We have a MDP e-mail and respond promptly to requests within this.
- We have continued to make tweaks and changes as identified to make the product the best it can be for students, faculty and all who use it.
- We are beginning to explore the development of templates and articulations within MDP.

13-14: The work of MDP has been transitioned to the Records Office, though we are still involved. We trained new folks on “scribe”. We built new programs and have made all the program changes. We rebuilt the AA & AS for MTA. We provided a number of workshops for students who have the CLS 100 assignment.

### Departmental Collaborations, Partnerships & Accomplishments

#### Internal collaborations and partnerships

- **SARS GRID & ALRT**: We worked with MTEC, Lakeshore, Enrollment Center, Student Life, College Success Center, Disability Support Services and Student Support Services to develop, train and implement this new system at the college.
- **Records Office**: We have begun working more collaboratively with this office, having them come to CARS meetings once a semester to work through issues and concerns we face.
- **Collaborative Office Team**: We have begun meetings monthly with Lynnae Selberg (counseling), Bryan Vliem (Records), Lori Cook (Enrollment Center) and Stephanie Forrest (Financial Aid) to discuss and work through any issues or concerns and to make sure we are all aware of what the other is doing so that we are all working in the same direction.
- **Veterans Office**: Through working with our veterans liaison and those at Veterans Voc Rehab, we have established a couple primary veterans counselors, have a veterans Bb site to post and send information and are working to have a Voc Rehab counselor come on site.
- **CAP 1.1.2**: We have worked very collaboratively with this team to enhance the faculty advising experience. That is outlined in more depth up above.
- **Transfer/ Articulation Coordinator**: We work closely with Erin Busscher, have invited her to our CARS meetings to make sure we are all working together in this area. She also assisted with the Transfer Guide & Transfer Fair this year.
✓ **CLS 100 Sections**: We have worked with MTEC, Honors, ES/ International: we have worked with all of these departments and will be offering special population CLS 100 sections for these unique populations starting fall 2013.

✓ **Lakeshore**: we have worked with them to have a contingency counselor assist with student traffic as well as providing assistance and supplies for Orientations and other events.

✓ **CTE**: We have worked with them to offer training credits for professional development for counseling faculty as well as rolling out the new faculty advising series of workshops.

✓ **DLIT**: We are working with them to provide more services to online students as well as they will be offering workshops on being a successful online learner.

✓ **Departments**: We have a liaison for each department and we are taking a larger role in working with the departments on advising and other ways we can help support them and the work they do.

✓ **Orientation**: We worked with the orientation committee to develop a new format with orientation to help incorporate larger numbers of students. We developed a new presentation and developed a parent piece.

✓ **Early Alert**: We continue to work closely with DLIT to work through the routine maintenance and up keep of this system.

✓ **Enrollment Center**: We have placed an advisor there full time and have collaborated with them on a number of events such as open houses and incomplete student events.

✓ **Financial Aid**: worked with financial aid to incorporate SALT program into CLS 100, default programming and financial aid appeal workshops.

✓ **RD 97 & CLS 100**: we partnered the Honors CLS 100 with two sections of RD 97 to establish a mentoring partnership between the students.

✓ **Tassell M-TEC**: held counseling meeting on site to receive updates on changes.

✓ **School of Workforce Development**: partnerships included screening committees to select new employees, as well as counseling and advising information exchange.

✓ **Job Training**: Provide new student orientation monthly for incoming students.

✓ **Athletics**: advising student athletes and presenting academic & career planning in PE classes.

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**External collaborations and partnerships**

✓ We continue to expand the presence of transfer representatives from 4 year schools on campus for our students. We work with them to explore opportunities to help our students be more successful as they transition.

✓ We (Erin Busscher & Lynnae Selberg) are partnering with Chris Marx from Davenport University presented on our Transfer Initiatives at the National NACADA Conference in October 2013.

✓ A group of us will be working with MSU on the Landscape Management joint program over the next year.

✓ We have the collaborative GVSU partnership around My Degree Path.

✓ We have liaisons established for most of the 4 year partners in Michigan and make connections with those institutions, invite them to the Transfer Fair, encourage them to come on campus, gather resources and information for our students and encourage them to have information in the Transfer Guide.

✓ Jill Woller-Sullivan worked with KVCC on their faculty evaluation portfolios.

✓ **Michigan Works (Job Fairs, referrals for training, academic plans for TAA/TRA)**

✓ **Universities**: FSU, DU, Aquinas, Cornerstone, Northwood, and others have all been on our campus to interact with our students, and have met with GRCC Counselors to provide pertinent and timely information, as well as feedback on transfer students (number of enrollments and CGPA).

✓ **Literacy Center of West Michigan**, partner to assist potential students who need to work on literacy skills prior to enrolling in college.

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**Departmental needs for support from other departments within the college**

✓ **Institutional Research**: to help us gather data.

✓ **DLIT**: to assist with Bb work.

✓ **Enrollment Center**: collaborative work on orientation.
✓ **Records Office**: work with veterans initiatives, graduation initiatives, transfer & articulation work & My Degree Path.
✓ **CTE**: to provide training opportunities for faculty counselors.
✓ **IT**: support for SARS and building queries for us.
✓ **Retention**: Graduation audits and requirements, in conjunction with the Records Office.
✓ **Financial Aid**: Communicating how to coach students on constructing appeals, information and updates on the appeal process and on upcoming changes in Federal policy impacting financial aid.

**Program accreditation Updates**
NA

**Student Achievements & Awards**

- Clare Kolenda was awarded the Presidential Scholarship & Transfer Admissions Recruiter Position at Albion College.
- Clare Kolenda & Alexandria Graff were put forward as the GRCC representatives to the Coca-Cola All American scholarship.
- Jolene Shue was a runner up for a Student Employment award.

**Other department accomplishments**

- Continued to expand distribution of “Keeping you in the Loop”. Now have faculty and 4 yr institutions providing information to go within this weekly communication piece.
- CLS 100 pieces- see all the work done in the CLS 100 (see appendix twelve) including:
  - Snack & Chat, New Textbook, New required assignments (MDP, SALT, Campus Event, MSSL), Bb shell, Trainings, MSSL, Challenge Exam, Pre/ Post test, Common Syllabus, Master Course
- **SARS GRID & ALRT** (implementation was on 5/5/14)
  - Counselors voted to manage their own schedules, so we will try this.
  - We had online training for SARS GRID and completed all our homework (others utilized the work we did). Completed the onsite training for all centers.
  - Set up and will implement additional training sessions for counselors & staff.
  - Working with SARS folks to import all data from Advisor Trac and Starfish. Pulling semester by semester reports to be imported from each system.
  - Worked with company to identify a means to utilize SARS for both credit and noncredit in ALRT & GRID.
  - Built the following centers in GRID: MTEC, Lakeshore, CSC, SSS, DSS, CCC, ADV, Student Life for the initial launch with more to come onboard shortly.
- During the busy time, we brought back the “triage” person as the first point of contact for the students coming to the Counseling & Career Center. We had help from across campus for this program. The triage person would screen the student to make sure they were in the right place for their needs, that there were no holds that would preclude us from helping them and to just take care of quick easy questions.
- As there was a college initiative to bring suspended students back and we had no available appointments, we developed the “group advising suspension/ readmit workshop”. The student must first have completed the readmit form and be readmitted to the college, then call to RSVP for a session. This brought the student in, pulled their information ahead of time, and had them participate in an interactive 90 minute session. During this session, we discussed what led to their academic difficulties, resources, barriers to success, financial aid...
warning & probation, program planning, and then scheduled them for classes. These workshops were held prior to the winter 2014 semester (29 workshops with 104 participants).

- We developed a way to streamlined pre-req waiver form which allowed the student to attach unofficial transcripts right to the pre-req waiver form increasing the efficiency of the pre-req waiver process.
- We are now scanning all Academic Success Workshop contracts into Image Now so they can be viewed by the counselors.
- We assisted with the revision of the MACRAO sheets in conjunction with the COST team as all the curriculum revisions are underway and with the transition from MACRAO to MTA. This new form no longer has all the options listed, rather it can be used for any year and the counselor should refer to the proper catalog for the list of options based on the students catalog year.
- At the point that financial aid appeal letters for winter went out, the Counseling & Career Center was on all drop in with only limited staff available (only 52 week counselors). So we developed a “group advising” format where the counselor could meet with up to 10 students and talk to them about the financial aid appeal process (we processed 82 appeals in 1 week). The student would then complete the FA Appeal form and leave it with the counselor. The counselor would then print off the My Degree Path audit and write a supporting letter (if required). This whole packet was then scanned in and sent to the FA office for review. During this time, we also had the student confirm their academic program of study.
- We maintained all the ongoing fixes and updates for the My Degree Path audit system. Though in the past this has been a partnership with the Records Office, since Amr’s departure, it has been handed through our office alone.
- This year we spent time cleaning out the “S” drive. Moving things into folders to make them more readily available and getting rid of old and outdated information.
- This year we developed (in conjunction with Erin from the Records Office) a webpage specifically dedicated to transfer. The information is meant to inform student who are both planning to transfer into and out of GRCC. We have significantly increased the information that is loaded onto these pages to help guide and direct students.
- This year at our annual Transfer Fair, we had a record number of four year institutions attend (38 in 2013 and 23 in 2012). This year we were granted the MACRAO endorsement for our transfer fair event which we had been unable to achieve over the past 3 years.
- This year we developed (in conjunction with the Enrollment Center) an Express Orientation. This abbreviated orientation format allowed students to come in, get some preliminary information, meet with financial aid and meet with a counselor (if they so choose). We implemented these for fall 2013 start once the traditional sessions were completed and for all winter and summer start sessions.
- We assisted the Enrollment Center with the fall open house, providing a presentation regarding counseling and advising services as well as staffing a table for questions for both Counseling & Career Center but also CLS. We also participated with the winter open house (which was new) and saw record crowds (well over 130) to our table and at the presentations.
- Continued to support the Lakeshore and Middle College events by providing counselors/ advisors for their orientation, incomplete student and other events. The number of these sessions has grown in the past year.
- Blackboard shells:
  - We enhanced the “student success” Blackboard shell to offer more resources and weekly communications for the students.
  - We enhanced the PTK/Honors Bb shell to have all incoming college visit information as well as transfer scholarship information.
  - We developed a veteran’s shell where Janice and the veteran’s team loaded information and pushed out announcements specific to this population.
We built (but have not begun full implementation of) a new undecided student shell.

- This fall the CLS 100 Online Master course shell was built. The master course earned a perfect score in terms of meeting all the total quality learning (TQL) criteria. This course was then taught for the first time this winter semester.
- We had two open positions for our front desk ESP over the past year and hired and trained two new employees for these positions. We had a very strong candidate pool and were able to hire strong staff to fill these vital positions.
- Once again we had a strong year in terms of number of visits to our office. Please see the chart below.
- The new faculty evaluation process was instituted this year. This took some getting used to and a lot of patience as we worked through the details of this new system.
- As one of our departmental goals this year, we looked at the Academic Success Workshop and all the supporting documentation that we use with students and made revisions based on student feedback, policy changes and student success numbers.
- Our department coordinated all the visitors coming to the CARS meeting. This year we made an effort to reach out to all departments and invite them to come to a CARS meeting to talk about their programs, how we can better advise students for their programs and make us aware of any changes happening within their programs. This was extremely helpful but kept our CARS meetings packed with content.
- As part of the preparation for HLC, we went through our entire website to update content, check for dead links and make sure that the information that was out there for students is as helpful and easily accessible as possible.
- This year the CLS programs underwent the Academic Program Review process. The full CLS APR report will be completed in June. A team of faculty who have taught all sections of CLS courses were brought together for this process. Katie Daniels, the curriculum specialist, came to a number of meetings to really help guide this process with us.
- We all serve on a vast array of college committees in order to represent and bring a voice to the department in all the various committees. Our department as a whole has extensive representation on college committees and teams as noted in that section of this report.
- We continued the merger of Career Development staff into our office and our processes. The assistance at the front desk has been critical as has the help with drop in advising during our busy times.
- As part of the Counseling & Career Center APR, we developed an assessment of the Academic Success Workshops (did from W13-W14) and we assessed fall 2014 start new student orientation.
- We are in the process of refining the new student orientation format and presentation and piloting registration for sessions through SARS.
- Implemented VOIP phone system and developed a new phone tree calling system to direct students based on their needs. This has decreased the calls to our department in which the student really wanted to speak with someone in another department.
- Continued to implement and refine the comprehensive “probation” student plan for success. We presented on this plan at the National NACADA Conference in October and again at the International Conference on College Teaching and Learning in March (this is when we won the NCIA award for our program).
- We have begun to have a presence on a regular basis in the Enrollment Center with a full time counselor stationed there.
- We have greatly increased the presence of transfer representatives on campus for students. We have been averaging 9 transfer representatives on campus weekly during the fall and winter semesters.
- We expanded CLS 100 dual enrollment and middle college offerings adding K-12 partners: Kent City, Sparta.
- We developed the faculty advisor training and implemented the training by taking this into the Department Mtgs as well as offering through the CTE. The training was developed and shared with all counselors and
liaisons were asked to share it with their departments. We also developed a series of three trainings that were offered through the CTE; developing an advising toolbox, when and how to refer students, advising for MACRAO and transfer.

- We began our collaborative meetings with Davenport University around the fall 2014 One Book One College choice. We identified a number of books, read them, picked our top ones and had them vetted by our respective campuses. The book has been chosen and approved and the speaker has been obtained. The book is “Just don’t Fall” by Josh Sundquist and he will be coming to campus in October for two days to work with, meet and talk to our students.
- We continued to add new and different workshops to our general workshop series. We are up to 19 different workshops that we offer each fall and winter. We continue to explore new ways to promote attendance at these.

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**Faculty & Staff**

**Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)**

**I. Risk Assessment & Treating Students in Crisis - November 2013 (6 hours)**

We hosted Dr David Nowell, clinical neuropsychologist who presented a workshop on “Risk Assessment & Treating Students in Crisis”. Through the course of the day we learned about:

- Assessing risk (risk assessment protocol)
- Suicide inquiry
- Assessment tools for a mental status examination
- Elements of a safety plan
- Risk management guidelines
- Intervention planning
- Documentation (risk assessment worksheet)
- Referral & community resources
- 10 Elements of a threat assessment

This workshop was undertaken by the department as part of our plan to develop a comprehensive crisis plan for our department.

**II. Faculty Evaluation (FPE) Training – May-September 2013 (1-6 hrs depending on the number attended)**

Faculty had the opportunity to attend any one of these (up to all of them) to better understand the new faculty evaluation system and how to complete the process.

- Introduction to the Faculty Evaluation System 1 hour
- Developing FPE Plans and Reports 1 hour
- Proportional Work for Merit Training 1 hour
- Developing Substantive Projects 1 hour
- Teaching Effectiveness and Assessment Projects 1 hour
III. SARS GRID Training- March & April 2014 (5 hours)

Faculty participated with the training for the new SARS GRID (scheduling & note system for advising) implementation. During these various training sessions faculty learned how to utilize the new system, including but not limited to:

- Schedule maintenance (adding, changing & moving appointments, adding group appts)
- Notepad (keeping student notes and contact information)
- Alerts (raising an alert on a student)
- Drop In (managing the drop in flow of students in the office)

IV. MBTI Team Building- February 2014 (3 hours)

Dr Tillman facilitated a Myers-Briggs assessment and evaluation session with the team to help us understand how we can improve communication, enhance relationships and better understand the way we each work within the team to improve overall team effectiveness.

V. CARS Meetings- September 2013 – June 2014

During our counseling meeting, time is spent on inviting in guest to help us stay on top of all the changing information that we are responsible to know and understand. Below is a list of the guest who came to educate us:

- Central Michigan University
- Northwood University
- Grand Valley State University
- Ferris State University
- Turning Point/ Wealthy Learning Corner/ ESL & Adult Ed
- E-Portfolio
- Kuiper College
- Active Shooter
- Davenport University
- Cornerstone University
- GRCC Offices
  - Veterans
  - Computer Information Systems
  - Culinary
  - Financial Aid
  - Radiology Technology
  - MTEC
  - Nursing
  - ACOMP
  - Mechanical Design
  - Curriculum Changes
  - Records Office
  - Biology
  - Study Away
  - E-Bill
  - Fast Track
Faculty Professional Development Activities - Year End Summary

The following are the professional affiliations we belong to in order to enhance the work that we do.

- **Professional Affiliations**
  - American College Counseling Association (ACCA)
  - American Counseling Association (ACA)
  - American Psychological Association (APA)
  - Association on Higher Education and Disability (AHEAD)
  - Association for Adult Development and Aging (AADA)
  - Association of International Educators (NAFSA)
  - Michigan Association for Academic Advising (MIACADA)
  - Michigan Association on Higher Education and Disability (MiAHEAD)
  - Michigan Career Development Association (MCDA)
  - Michigan College Counseling Association (MCCA)
  - Michigan Counseling Association (MCA)
  - Michigan Psychological Association
  - National Association for Academic Advising (NACADA)
  - National Association for the Education of Young Children (NAEYC)
  - National Association of Academic Advisors for Athletes (N4A)
  - National Career Development Association (NCDA)
  - National Board for Certified Counselors, Inc. (NBCC)
  - Commission on Rehabilitation Counselor Certification (CRCC)

The following are the professional conferences, webinars, workshops and trainings we participated in to enhance the work that we do.

- **Conferences/Workshops (attended &/or presented at)**
  - Davenport Community College Counselors Luncheon
  - Ferris Community College Counselors Luncheon
  - Lawrence Technological University Counselor Luncheon
  - Financial Aid Training
  - GVSU Community College Counselors Luncheon
  - Learning Day presenters (IIPD Grant Process, UJIMA, Early Alert, Students of Concern)
  - Northwood Community College Counselors Luncheon
  - National First Year Experience Faculty Conference
  - MACRAO State Conference
  - Drupal Basics Training
  - Faculty Blackboard Training
  - Starfish Progress Survey Training
  - Starfish Basic Tenant Admin Training
  - Starfish Term Transition Process Webinar
  - Starfish Tracking Items Webinar
  - International Conference on Teaching & Learning
  - Michigan Student Success Summit
  - NACADA Region 5 Conference
  - NaBITA Conference
  - Achieving the Dream National Conference
  - Labor Law Conference
  - Black, Brown & College Bound Conference
  - National Veterans in Higher Education Conference
  - Teaching Academic Survival Skills
  - Retirement Series through OLC
  - MBTI Certification Training
- NACADA National Conference
- ACT Webinars: Career Ready 101, Talent: the Plus of NCRC Plus, Campus SAVE
- iClickers Training
- Safe Zone Training
- CITI Training
- SARS GRID & ALRT Training
- 10 Best-Ever Anxiety Treatment Techniques
- Emotional Control & Difficult Personalities
- Workplace Bullying
- MAIE Conference
- External Leadership- Summer Professional Development Leadership Retreat
- DSM 5 Seminar
- MCCA Regional Conference
- GHA/ Hazardous Communication
- Data Warehouse Training
- E-Portfolio Training
- Screening Committee Training
- UDL Beyond Technology
- PTK Leadership Conference
- Educational Technology Conference (ETOM)
- National AHEAD Conference
- International Conference on College Teaching & Learning
- TRENDS Conference

The following are the workshops that we present for students to help with student success, retention and transfer.

- **GRCC Workshop Presentations** (Number of each workshop during 2013-2014 in parenthesis)
  - Building Healthier Relationships (1)
  - Career Planning Basics (5)
  - Career Direction (8)
  - Effective Note Taking (6)
  - Effective Parenting (1)
  - Final Exam Preparation (2)
  - Financial Aid Facts (2)
  - My Degree Path (26)
  - Non-Traditional Opportunities (2)
  - Overcoming Procrastination (2)
  - Self-Esteem & Confidence (2)
  - Stress Relief (6)
  - Study Skills & Learning Styles (6)
  - Successful Transfer Planning (4)
  - Test Taking Strategies (2)
  - Research if for You (1)
  - Pre-Professional Health Programs (1)
  - Death & Dying (1)
  - Is Online Right for Me (5)
  - 7 Habits of Successful Online Students (2)
  - Caregiving 101 (1)
  - Body Image (2)
  - Alcohol & Marijuana Use (1)
  - Bridging the Communication Gap (2)
  - Study Abroad is for You (1)
  - Academic Success Workshops
- Fall (37)
- Winter (26)
- Summer (19) - limited due to space with construction

**Faculty Development Plans for Upcoming Year**

We plan to continue our work around crisis planning and risk assessment as well as exploring ways to reach out to our at-risk student populations.

**EOL/Release Time Work**

1. Pat Missad: New Faculty Institute
2. Jill Woller-Sullivan: AGC Executive Committee

**Faculty & Staff Accomplishments/Awards**

- **Honorable Mention**: Lynnae submitted the GRCC Probation Initiative to the NCIA Student Access, Persistence & Completion Initiative Competition. *NCIA is pleased to announce its 25th annual Exemplary Initiatives Competition. This competition provides an opportunity for colleges to receive recognition for--and to share and showcase!--their best practices. Winning and honorable mention entries will be highlighted in NCIA publications. Finalists will present their initiatives at the International Conference on College Teaching and Learning.**

  **Student Access, Persistence and Completion Initiatives**: Examples of initiatives in this category include, but are not limited to: recruitment and retention strategies, support for diverse populations, student engagement, increasing completion/graduation/transfer rates, early alert programs, tutoring or mentoring programs, articulation, seamless transitions with P-20 partners, college and career readiness and early transition, and efforts to create an equitable educational environment for all students.

- Lynnae Selberg and Erin Busscher presented at the National NACADA Conference in October 2013 on Transfer Initiatives & Partnerships.
- Lynnae Selberg received tenure.
- Vicki Maxa earned her Doctorate in Community College Leadership from Ferris State University.
- Lynnae Selberg completed the CLS 100 Master Course and had it approved in December 2013.
- Emily Nisley passed her Examination for Professional Practice in Psychology (EPPP) for her psychology licensure.

**Faculty & Staff Community Service**

The following is a list of committees, team and activities we have participated in to help support student success and college initiatives.

- **CAP Teams**
  - These are the CAP teams that team members are active members or chairs for.
    - Develop new certificate programs that meet industry needs (6.2.3)
    - Starfish Early Alert Team (5.1.2)
    - Faculty Involved in Academic Advising Team (1.1.2)
    - Faculty Professional Development Team (5.2.3)
    - Mandatory CLS 100 Team (5.1.1)
    - Programs of Study Team (1.2.1)
    - Promote Agreements GRCC & Transfer Institutions Team (1.1.3)
    - Pathway to Employment Team (6.2.1)
• **Committees**
  These are the committees that we serve on across the college.
  - Academic Governing Council (AGC)
  - Academic Grading Policy Team
  - Academic Standing Team
  - Achieving the Dream (AtD)
  - ACT Cut Score Policy Team
  - Adult and Development Education Projects (College Success Program team member, Expanded assessment team leader)
  - Adult Student Open Houses/Coffee Chats
  - AGC Executive Team Member
  - Aligning ILO Competencies
  - Behavioral Intervention Team member (BIT)
  - Blackboard
  - Budget Review Implementation Team
  - Campus Climate Work Team
  - Catalog Year Policy Team
  - Chair of the Achieving the Dream African American Male Gaps Team
  - College Wide Training Team
  - Commencement Planning Committee
  - Counseling & Career Center Team Meeting
  - Counseling, Advising & Retention Meeting
  - Cross College Career Development Team (CCCDT)
  - Cultural Audit Proposal Review Team
  - Curriculum Operations Support Team
  - Default Management Team
  - Diversity Team member
  - Electronic Catalog Development & Implementation Team
  - Electronics Technology Program Advisory Committee
  - Emeritus Faculty Selection
  - Enrollment Center Advisory Committee (MTEC)
  - Enrollment Management Team (MAIN & MTEC)
  - Faculty Association Negotiating Team
  - Federal Career Day Committee
  - FPE Student Questionnaire Team
  - General Education Task Force
  - GRAHEN Outstanding Adult Learner Selection Committee
  - Honors Task Group
  - IIPD Grant Evaluation Team Member
  - Jack Kent Cooke Scholarship Faculty Representative
  - Latino Youth Symposium Planning Team (through DeVos Foundation)
  - Liaison to the New Faculty Institute
  - MI-LSAMP Liaison
  - Minority Mentoring
  - Multiple Degree Policy Team
  - My Degree Path Team
  - New Course Curriculum Approval Team
  - New Employee Orientation Team
  - New Employment Mentor Program
• New Student Orientation Team
• OAISD Transition Council
• Occupational Support Program Advisory Committee
• One Book One College Team
• Sabbatical Selection Team
• SafeZone Training Facilitator
• SARS ALRT Implementation Team
• SARS GRID Implementation Team
• SENSE Data Review Team
• SLT Executive Team
• Software Research Committee
• Strategic Leadership Team (Budget Reduction Subcommittee)
• Student Affairs Leadership Team (SALT)
• Student Conduct Hearing Board
• Student Success & Retention Directors Team
• Study Away Team
• Teacher of Teacher Advisory Board
• Tenure Process Review
• Tuition & Fee Refund Committee
• Veterans Support Team
• Web / Technology Committees (Blackboard Analytics, Degree Works, Advisor Trac, Early Alert, Data Warehouse, Drupal)

• Student Organizations
  ~We are faculty advisors to the following student organizations:
  o Black Student Union (Primary Advisor)
  o International Student Organization (Primary Advisor)
  o Phi Theta Kappa (Primary Advisor)
  o StandOut (Primary Advisor)
  o Student Congress (Faculty Liaison)

• Volunteer
  o GRCC Foundation Fund Raising Events
  o Paired Reading Volunteer
  o Schools of Hope
  o Faculty Association Picnic

• Other Activities
  ~Activities we participate in to promote the work that we do towards student success & retention.
  o Academic Suspension Appeal
  o Classroom presentations to AFP and other classes
  o Diversity Training with the Diversity Center (SafeZone)
  o Drop in counseling for CD/ED major
  o Electronic Degree Audit System- Lead Scribe
  o Faculty Advising Training
  o Faculty Association Negotiation Team
  o GRCC-GVSU-M.S.U Early Assurance Program (EAP) Liaison
  o GVSU Distinguished Graduate Scholarship Committee
Honors, Athletic, International Student, ESL, Pre-Med Advisors
M.S.U Landscape and Lawn Management Liaison
New Faculty Institute- 1 session on Advising
Pathways to Employment (AQIP) Innovation Project
Professional Portfolio Reviewer (KVCC)
Representatives for Faculty Council
Surgical Technology Liaison
Study Skills Workshop for Lab Tutors
Teach CD 116, CLS 100, PY 097, MA 095, WE (various), PY 201, CLS 102
Formation Retreat
Ready, Set Graduate
Grad Fest
“Ducks in a Row”
Fall Foundation Gala Volunteer
Incomplete Student Events
Fall Foundation Gala Volunteer
Coca-Cola National Scholarship Nominating Team
Business Showcase Presenters
Athletic Advisory Committee
Global Experience Festival
Delta Phi Alpha Appeals Team
Portfolio Review- SWD
Faculty Observations
High School Counselor Breakfast
Open House (present & table)
NASAD Accreditation Interview for Visual Arts
Transfer Forum Seminars
Teach Education Seminars
Teachers of Tomorrow Scholarship Awards
Raider Rally
Suspension Review
Wyoming Middle College Orientation

Assessment of Student Learning

Program Student Learning Outcomes (PSLO):

1. Demonstrate the characteristics of a prepared student (ILO: Critical Thinking & Personal Responsibility)
2. Clarify personal values and goals (ILO: Communication Skills, Critical Thinking & Personal Responsibility)
3. Know relevant college policies, procedures and programs (ILO: Critical Thinking, Social Responsibility & Personal Responsibility)
4. Use complex information from various sources to set goals and reach effective decisions (ILO: Critical Thinking & Personal Responsibility)
5. Develop a plan for successfully achieving goals, including appropriate course selection (ILO: Critical Thinking & Personal Responsibility)
6. Use campus resources and services to assist in achieving academic, personal, and career goals (ILO: Communication Skills, Critical Thinking & Personal Responsibility)
7. Accept responsibility for decisions and for meeting academic program requirements (ILO: Critical Thinking, Social Responsibility & Personal Responsibility)
8. Achieve self-determined goals in a timely manner (ILO: Critical Thinking & Personal Responsibility)

**Program Learning Outcome(s) assessed this year**

1. Academic Success Workshop (addressing PLO: 1, 2, 5, 6, 7)
2. New Student Orientation (Counseling/ Advising Session) (addressing PLO: 1, 3, 5, 6, 7)

**Measures of Student Learning**

1. **Academic Success Workshop**: We have developed a pre & post test that are given at the beginning and end of the Academic Success Workshops (probation workshops) to identify what learning is happening with students via the workshop. See appendix one
2. **New Student Orientation** (Counseling/ Advising Session): We are using Iclickers and have a pre and post test related to student learning and the concepts covered during the counseling/ advising portion of the orientation session. See appendix two

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>ILO</th>
<th>Measure</th>
<th>Findings/ Improvements/Impact</th>
<th>Status, Fall 13</th>
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<tr>
<td>Demonstrate the characteristics of a prepared student</td>
<td>Critical Thinking &amp; Personal Responsibility</td>
<td><strong>Academic Success Workshop</strong>: We have developed a pre &amp; post test that are given at the beginning and end of the Academic Success Workshops (probation workshops) to identify what learning is happening with students via the workshop.</td>
<td>Please see appendix 1, 11, 8 &amp; 9 for data &amp; results. Given this information, we have been revising the presentation, supplemental documents and probation contract.</td>
<td>Collected initial data</td>
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<td>Clarify personal values and goals</td>
<td>Communication Skills, Critical Thinking &amp;</td>
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<td>Please see appendix 1, 11, 8 &amp; 9 for data &amp; results. Given this information, we have been revising the</td>
<td>Collected initial data</td>
</tr>
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<td>ILO</td>
<td>Measure</td>
<td>Findings/Improvements/Impact</td>
<td>Status, Fall 13</td>
</tr>
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<tr>
<td></td>
<td>Personal Responsibility</td>
<td>given at the beginning and end of the Academic Success Workshops (probation workshops) to identify what learning is happening with students via the workshop.</td>
<td>presentation, supplemental documents and probation contract.</td>
<td></td>
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<tr>
<td>Know relevant college policies, procedures and programs</td>
<td>Critical Thinking, Social Responsibility &amp; Personal Responsibility</td>
<td><strong>New Student Orientation</strong> (Counseling/Advising Session): We are using Iclickers and have a pre and post test related to student learning and the concepts covered during the counseling/advising portion of the orientation session.</td>
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<td></td>
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<tr>
<td>Use complex information from various sources to set goals and reach effective decisions</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Measure</td>
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<td></td>
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<tr>
<td>Use campus resources and services to assist in achieving academic, personal, and career goals</td>
<td>Communication Skills, Critical Thinking &amp; Personal Responsibility</td>
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<td>ILO</td>
<td>Measure</td>
<td>Findings/ Improvements/Impact</td>
<td>Status, Fall 13</td>
</tr>
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<tr>
<td>Achieve self-determined goals in a timely manner</td>
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### Initial Data and Findings

The data analysis is found in appendix 8 & 9 for the Academic Success Workshop.

Our group (Ron Rayla, Jennifer Keesen, Jill Woller-Sullivan and Fred Zomer) met to discuss the pre and post test results from 2013 fall start orientation. Attached is the data. For the first month of orientation we used a 12 question format. The presentation was too long so we decided to cut the questions in half to 6. In assessing the learning for the 6 questions, we felt that the students already possessed the knowledge of 3 of the questions as indicated by the 90+% correct answers in the pre test. The remaining 3 questions did show significant increase in knowledge from pre to post test. The question dealing with MACRAO (general education) we didn’t feel that enough learn took place the pre post test showed an increase, but not as much as we would have liked. With the changing to the MTA we will incorporate this information into our presentation for fall start 2014 orientation.

Overall due to a change in the format of the orientation program we will not be able to use the pre test post test format. We will look for other ways to assess the learning from orientation.

In our group reflection of this data we determined that a number of questions (3) students already possessed this knowledge. The pre test scores were in the 90’s, and improved very little. Two questions showed improvement, probably not the amount of improvement that we would have liked to see but we felt the questions were not clear enough to be considered. One question dealt with MACRAO (general education) and we didn’t see the increase in knowledge that would be acceptable. General Education for many students is a difficult concept, but feel it is necessary for students to progress in college. Although we will not use the pre test / post test format, we will include information on and spend a significant amount of time in our orientation on general education.
Curricular or Pedagogical Changes Implemented
We have revised the Academic Success Workshop and Orientations based on our findings.

Data and Findings (post improvement/change)
We completely revised the presentation and supporting documentation for the Academic Success Workshop based on our findings (see appendix 5 & 6).

### APPENDIX ONE: Academic Success Workshop Questions

1. Students on academic probation must earn a minimum semester grade point average (GPA) of _____ to remain eligible to enroll for the next semester.
   a) 1.0
   b) 2.0
   c) 2.5
   d) 3.0

2. If students on academic probation do not earn the required minimum semester grade point average (GPA) or better...
   a) They remain on academic probation for one more semester.
   b) They are suspended (not allowed to take classes at GRCC) for one semester.
   c) They are suspended (not allowed to take classes at GRCC) for one calendar year.
   d) They are permanently suspended (never allowed to take classes at GRCC again).

3. Where is the best place to find the name of your assigned academic advisor/ counselor?
   a) On the GRCC website
   b) Ask my classmate
   c) Student online center
   d) Collegiate

4. True or False: Both financial aid suspension and academic probation/suspension have the exact same requirements.
   a) True
   b) False

5. When a student repeats a class and earns a better grade...
   a) The lower grade remains on the student’s transcript but is no longer included in the student’s grade point average (GPA).
   b) The lower grade is deleted from the student’s transcript.
   c) The lower and higher grades are both included in the student's grade point average (GPA).
   d) The higher grade is included on the student’s transcript, but it does not change the grade point average (GPA).

6. It is acceptable for me, on academic probation, to withdraw from all my classes to salvage my GPA?
   a) True
   b) False

7. Where is the best place for a student to find the last date to withdraw from a class?
   a) On the GRCC website
   b) Ask my classmate
   c) Check the drop/refund dates in the Online Student Center
   d) Collegiate
8. True or False: If you are academically suspended from GRCC, when your suspension period is completed you must go online and complete the readmission form in order to be able to take classes again at GRCC.
   a. True
   b. False

9. List three study strategies that plan to use to increase your academic success.

10. List three campus resources that you can use to increase your chance for success this semester.

APPENDIX TWO: Orientation Pre & Post Test Questions

True & False Questions

1. If I don’t have an assigned counselor/advisor, I can still make an appointment with one to help answer my questions.
2. I don’t have to follow class pre-requisites if I already know the material.
3. My Online Student Center and Blackboard accounts do the same thing.
4. The Counseling & Career Center can help with advising, personal counseling, transfer planning & graduation planning.
5. I can earn a two year occupational degree through GRCC.
6. It is recommended to work 40 hours and be a full time student.
7. If I fulfill the MACRAO requirements, then I will have completed my associate degree.
8. Attendance in college classes is not that important.
9. My Degree Path will tell me what classes to take to complete my declared major.
10. All classes I take at GRCC will transfer on to all 4 year schools.
11. It is better to schedule all your classes on two days so you can study the rest of the week.
12. As a new student, if I take 6 credits each fall & winter semester, I will complete my associate degree in two years.

APPENDIX THREE: Department Visit Data

<table>
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<tr>
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<td>20,781</td>
<td>22,399</td>
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</table>

**Broke out drop in numbers from appts ½ way through winter 2012.

*Lost hours of contingency adjunct for 2013 due to ACA (from 40 hrs/wk to 28 hrs per wk and from 52 weeks to 30 weeks).

APPENDIX FOUR: Early Alert Data

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<td>Winter 2014*</td>
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<td>11,239</td>
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</table>

*Winter 2013 data as of 3/22/14

** New retention specialist came on board.
As a student on Academic Probation, I understand my responsibilities are:

1. being prepared for and attending all classes on a regular basis.
2. notifying my instructors prior to class, if illness or emergency situations necessitate my absence in class.
3. meeting with each of my instructors outside of class prior to the withdrawal deadline to discuss my academic progress.
4. consulting my instructor immediately and meeting with an academic counselor/advisor to discuss my options if I experience difficulty in any course.
5. accessing free GRCC resources for assistance if I am having difficulty in any course.
6. attending a career workshop or set up a career counseling appointment if I am unsure of my academic path (major).

My planned academic program (major) is _________________________________

As a student on academic probation, having participated in the Academic Success Workshop, I now understand the following:

1. It is my responsibility to take charge of my academic success.
2. If I need help, I must ask for it. I am now aware of resources available to me as a GRCC student.
3. That I have an assigned counselor/advisor and I can find out who that is through my Online Student Center.
4. I understand I must earn a minimum semester GPA of 2.0 in order to avoid being academically suspended each semester until I come off probation. My GPA goal for this semester is ____________.
5. I realize that if I drop/withdraw from all my classes while on probation I will be suspended.
6. I understand that academic probation & suspension are different than financial aid warning and suspension and I must understand the responsibilities of both.
7. I can raise my GPA by repeating a class I did poorly in. I will discuss this with my counselor/advisor to make sure this is the best option for me.

These are behaviors I plan to change to help me be academically successful:

I plan to access the following GRCC resources to help me be successful:

I acknowledge that I have read and understand the responsibilities of my **probationary status** at GRCC.
MOTIVATION FOR COLLEGE:

Why is it important for you to attend college? What would it mean to you to get a college degree? How would you feel if you were asked to leave the college? What are the goals you have that require a college education?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

BARRIERS TO SUCCESS:

Identify all the challenges that may be barriers to your academic success. Check all that apply:

___ Child care issues  ___ Low motivation  ___ Family conflict/struggles
___ Caring for family member  ___ Poor time management  ___ Excessive social life
___ Financial challenges  ___ Transportation issues  ___ Undecided on major
___ Lack of goals  ___ Housing Concerns  ___ Not enough time
___ Test taking or test anxiety  ___ Friend/ Relationship issues  ___ Work hours
___ Disability concerns  ___ Health issues  ___ Course load to heavy
___ Courses to challenging ______ Other: ________________ *circle your three most challenging
___ Poor study skills

REFLECTION ON SUCCESS:

Why am I on Academic Probation? Why is my GPA below a 2.0? What have I done or not done to end up on probation? How am I responsible for impacting my academic success?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

STRENGTHS and WEAKNESSES:

What do you feel are three strengths that you can use to help you achieve success in college?

1.
2.
3.

What do you feel are three challenges (weaknesses) that you can address to help you achieve success in college?

1.
2.
3.

ASSESS YOURSELF:

Answer the following questions to determine how your habits are helping or getting in the way of your academic success.

YES  NO  1. Do you attend class regularly? (no more than 1-2 absences per semester)
YES  NO  2. Do you take notes in class? Are they organized into a certain format?
YES  NO  3. During class lectures, do you listen for main ideas?
YES  NO  4. Do you review and revise class notes soon after class?
YES  NO  5. Do you turn in your assignments? Are they turned in on time?
YES  NO  6. Do you have a study schedule with time set aside each day for each subject?
YES  NO  7. Do you have a consistent study place that is effective for you?
8. Do you use free time between classes for studying?  
9. Have you ever used a tutor or computer labs for any of your classes?  
10. Do you ask about or look up the meanings of new words you don’t know?  
11. Do you scan the chapters for main points before you read?  
12. Do you underline/ highlight main ideas when reading the text?  
13. Do you take notes on a separate piece of paper as you read?  
14. When studying for an exam, do you distribute your time over multiple study sessions?  
15. When studying material do you try to summarize it into your own words or reorganize your notes?  
16. Do you make up sample exam questions and answer them as you read or study?  
17. Do you study at least 2 hours outside of class for every one hour you are in class weekly?  
18. Do you choose classes you are prepared and ready for each semester?

- Adapted from Barbara Miccio, PhD, East Stroudsburg University

CHANGING YOUR HABITS (Strategies for Success):

Name three habits you are committed to change or improve this semester from any ideas we’ve covered today.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

USING CAMPUS RESOURCES:

Name three campus resources you can use to help increase your chance for success starting this semester.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

BRING THIS ACADEMIC SUCCESS PLAN WITH YOU LATER THIS SEMESTER WHEN YOU COME SEE A COUNSELOR/ADVISOR TO REVIEW YOUR IDEA’S. SCHEDULE AN APPOINTMENT SOON!!
APPENDIX SEVEN: Comprehensive Probation Plan Update

Probation Plan Interventions

We began the plan with 1,208 students who landed on first time probation based on their grades from fall 2012 (cohort 1). The following are the interventions that took place with the 589 first time probation students who were enrolled in winter classes when we began the initiative on 12/21/13:

- 12/28/12 reached out via e-mail to 116 students who didn’t pass their pre-req class during fall (signed up for EN 100 and failed or got D for EN 097)
- 12/28/12 reached out via e-mail to 40 students who had difficult winter class combinations (taking 3 lab science classes or MA 107, BA 256 and BA 254 together)
- 12/28/12 reached out via e-mail to with 13 or more credits for winter: 39 students took 2-5 credits, 163 took 6-8 credits, 127 took 9-11 credits, 262 took 12-15 credits and 8 took 16 or more credits (e-mail & phone)
- 1/6/13 loaded all students in Bb organization and began weekly communications with them providing them with advice, connecting to resources, reminding of dates, encouraging them come in to the counseling center
- 1/6/13 the College Success Center Coaches called the student to whom the e-mails were sent on 1/28/12 (first three bullets above)
- 1/12/13 loaded all students in Early Alert with probation flag, so they were identified as a priority if another flag was raised
- 1/14/13 all students were contact by tutoring staff to encourage use of tutoring services & other campus resources
- 1/18/13 all students were assigned an advisor/ counselor
- 1/21/13 students with identified plan codes were sent to Associate Deans for follow up (The top plan codes are: 000 (334), 102 (100), 007 (96), 008 (50), 003 (47), 812 (41), 808 (41), 151 (36), 807 (35), 101 (33), 120 (30), 511 (26), 321 (24), 813 (21), 516 (20) - the remaining 98 plan codes have 19 or fewer students on probation in them)
- 2/8/13 Enrollment Center called students to check in and connect with resources
- 2/11/13 Workshop flyers were sent to faculty to share with students

These students remained in the Blackboard organization and continued to receive the weekly messages though for their second semester were not part of the comprehensive calling/ intervention plan.

First Time on Probation Fall 2012

Based on the interventions listed above, we worked with the first time on probation students from Fall 2012 during the Winter 2013. There were 1,214 first time probation students from the fall 2012 semester but only 589 of them enrolled in the winter 2013 (49%) and these were the students we focused on. The following are our findings:

<table>
<thead>
<tr>
<th></th>
<th>Winter 2012</th>
<th>% of Total</th>
<th>Winter 2013</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Academic Standing</td>
<td>12,931</td>
<td>86%</td>
<td>12,786</td>
<td>87%</td>
</tr>
<tr>
<td>First Time Probation</td>
<td>1,230</td>
<td>8%</td>
<td>1,108</td>
<td>8%</td>
</tr>
<tr>
<td>Probation Continued</td>
<td>200</td>
<td>1.3%</td>
<td>186</td>
<td>1.2%</td>
</tr>
<tr>
<td>Suspension</td>
<td>661</td>
<td>4.4%</td>
<td>535</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total</td>
<td>15,022</td>
<td></td>
<td>14,615</td>
<td></td>
</tr>
</tbody>
</table>
During Winter 2013

<table>
<thead>
<tr>
<th>Attended academic success workshop (ASW)</th>
<th>Did not attend academic success workshop</th>
<th>Attended ASW in Jan</th>
<th>Attended ASW in Feb</th>
<th>Attended ASW in March</th>
<th>Attended ASW in April</th>
<th>Had a visit in CCC (drop in or appt)</th>
<th>Did not visit CCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspended (382)</td>
<td>112</td>
<td>270</td>
<td>57</td>
<td>29</td>
<td>9</td>
<td>17</td>
<td>132</td>
</tr>
<tr>
<td>Stayed on Probation (123)</td>
<td>85</td>
<td>38</td>
<td>45</td>
<td>17</td>
<td>7</td>
<td>16</td>
<td>54</td>
</tr>
<tr>
<td>Off Probation (84)</td>
<td>58</td>
<td>26</td>
<td>30</td>
<td>16</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
</tbody>
</table>

Based on Winter 2013 Semester Grades

<table>
<thead>
<tr>
<th>Suspended</th>
<th>Continued Probation</th>
<th>Off Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>382 (65%)</td>
<td>123 (21%)</td>
<td>84 (14%)</td>
</tr>
</tbody>
</table>

589 enrolled for winter 2013 from the 1,108 First Time Probation after Fall 2012 (53%)

Based on Fall 2013 Semester Grades

<table>
<thead>
<tr>
<th>Suspended</th>
<th>Continued Probation</th>
<th>Off Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 (22%)</td>
<td>30 (28%)</td>
<td>53 (50%)</td>
</tr>
</tbody>
</table>

106 enrolled fall 2013 of the 207 from winter continued probation and off probation (51%)

<table>
<thead>
<tr>
<th>Semester GPA</th>
<th>Fall 2012 cum GPA</th>
<th></th>
<th>Fall 2012 cum GPA</th>
<th></th>
<th>Suspended</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013 GPA 0.00-0.99</td>
<td>94</td>
<td>82</td>
<td>243/388 = 63%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013 GPA 1.00-1.99</td>
<td>29</td>
<td>43</td>
<td>145/388 = 37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013 GPA 2.00-2.99</td>
<td>37</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013 GPA 3.00-3.99</td>
<td>17</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013 GPA 4.00</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 GPA 0.00-0.99</td>
<td>1</td>
<td>6</td>
<td>31/102 = 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 GPA 1.00-1.99</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 GPA 2.00-2.99</td>
<td>4</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 GPA 3.00-3.99</td>
<td>6</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 GPA 4.00</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Probation Plan Interventions**

We began the fall plan with 1,331 students who landed on first time probation based on their grades from winter & summer 2013 (cohort 2). The following are the interventions that took place with the 357 first time probation students who were enrolled in fall classes when we began the initiative on 8/20/13:

- 8/20/13 reached out via e-mail to 107 students who didn’t pass their pre-req class during winter or summer (signed up for EN 100 and failed or got D for EN 097)
- 8/20/13 reached out via e-mail to 37 students who had difficult fall class combinations (taking 3 lab science classes or MA 107, BA 256 and BA 254 together)
- 8/20/13 reached out via e-mail to with 13 or more credits for fall: 18 students took 2-5 credits, 65 took 6-8 credits, 97 took 9-11 credits, 172 took 12-15 credits and 5 took 16 or more credits (e-mail & phone)
8/23/13 loaded all students in Bb organization and began weekly communications with them providing them with advice, connecting to resources, reminding of dates, encouraging them come in to the counseling center
8/30/13 all students were assigned an advisor/ counselor
9/16/13 students were contacted by counseling & career center staff making sure there semester is going well
10/7/13 all students were contact by tutoring staff to encourage use of tutoring services & other campus resources
11/4/13 Workshop flyers were sent to faculty to share with students

First Time on Probation Winter & Summer 2013

Based on the interventions listed above, we worked with the first time on probation students from Winter & Summer 2013 during the Fall 2013. There were 1,331 first time probation students (1,108 from winter & 223 from summer) but only 357 of them enrolled in the fall 2013 (27%) and these were the students we focused on. The following are our findings:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>% of Total</th>
<th>Fall 2013</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Academic Standing</td>
<td>12,465</td>
<td>88%</td>
<td>11,560</td>
<td>87%</td>
</tr>
<tr>
<td>First Time Probation</td>
<td>1,214</td>
<td>9%</td>
<td>1,224</td>
<td>9%</td>
</tr>
<tr>
<td>Probation Continued</td>
<td>175</td>
<td>1%</td>
<td>164</td>
<td>1%</td>
</tr>
<tr>
<td>Suspension</td>
<td>249</td>
<td>2%</td>
<td>306</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>14,103</td>
<td>13,254</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Attended Academic Success Workshop (ASW)</th>
<th>Did not Attend Academic Success Workshop</th>
<th>Visited CCC / EC (drop-in or appt)</th>
<th>Online Advising</th>
<th>Phone Assistance</th>
<th>Did not Visit CCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspended (183)</td>
<td>81</td>
<td>102</td>
<td>64</td>
<td>4</td>
<td>1</td>
<td>119</td>
</tr>
<tr>
<td>Stayed on Probation (71)</td>
<td>47</td>
<td>24</td>
<td>60</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Off Probation (103)</td>
<td>71</td>
<td>32</td>
<td>71</td>
<td>1</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

45% of the students never came in to the Counseling & Career Center. Of the students who remained in good standing by earning either “stayed on probation” or “off probation”, 131 (75%) of them came into the Counseling & Career Center where as only 43 (25%) did not. Of the students who were suspended, only 64 (35%) of them came into the Counseling & Career Center and 119 (65%) did not.
Of the 357 students, we had 199 of them attend an academic success workshop (56%). We continue to struggle to get students to come to the workshop early (44 of them attended after winter registration began when they were faced with a hold & 42 of them in August so they could register for fall).

<table>
<thead>
<tr>
<th></th>
<th>Cumulative GPA 0-.99</th>
<th>Cum GPA 1-1.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 GPA 0.00-0.99</td>
<td>48</td>
<td>83</td>
</tr>
<tr>
<td>Fall 2013 GPA 1.00-1.99</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>Fall 2013 GPA 2.00-2.99</td>
<td>1</td>
<td>57</td>
</tr>
<tr>
<td>Fall 2013 GPA 3.00-3.99</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2013 GPA 4.00</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on this information, we have the most impact on those students who have a 1.00 GPA or higher. We did not have a significant impact for those with under a 1.00 GPA.

**Observations**

- The plan continues to make a difference, the more interventions we have, the better the students do.
- With some interventions that worked in the winter, the timing did not work for those departments in the fall.
- We continue to have a large number of students find themselves on first time probation and not enroll in the subsequent semester. We need to develop a plan to reach out to these students, help them re-enroll and then provide the support they need.
- As the number of first time probation students increase, we need to find a way to identify and reach out to these students to try to impact their landing on probation.
- We need to develop a plan to get more students to attend the workshop and come into the Counseling & Career Center as we can see that these interventions do make a difference.
- Contacting students is always a challenge … some don’t answer the phone and with e-mail we don’t know if they read them or not.
- Pulling the lists of students, based on the various criteria for the specific interventions is challenging.
- Pulling information about visits and interactions is difficult with Advisor Trac.
- Students don’t do optional... they come to the workshops once they determine their registration is being blocked.
- Student who come into the Counseling & Career Center do better.
- Tighter financial aid regulations could be impacting these results as well.
- Students from cohort 1 did even better their second semester after probation (only 22% suspended and 78% met the probation requirements).

**APPENDIX EIGHT: WINTER 2013 ASW Findings**

Academic Success Workshop Winter 2013

Pre/Post-Test Analyses

Emily Nisley & Patrick Kamau
Question 1. Students on academic probation must earn a minimum semester grade point average (GPA) of **2.0** to remain eligible to enroll for the next semester.

- Eight-eight (88) percent of the students answered the question correctly in the pre-test, and 100 percent answered it correctly in the post-test, an increase of 12 percent.

- An increase of 12 percent indicates a slight increase in knowledge.

- The high pre-test scores could also indicate that there is little room for knowledge gain. It seems like students on academic probation know that they must earn a minimum semester GPA of 2.0 to remain eligible to enroll for the next semester.

Question 2. If students on academic probation do not earn the required minimum semester grade point average (GPA) or better **they are suspended for one calendar year**.

- Pre-test (44% answered correctly)  

- Post-test (88% answered correctly) **+44%**
Forty-four (44) percent of the students answered the question correctly in the pre-test, and 88 percent answered it correctly in the post-test.

Considerable improvement was made on the post-test (+44 %), indicating an increase in knowledge.

**Question 3.** Where is the best place to find the name of your assigned academic advisor/counselor? *My Online Center*

**Pre-test (84% answered correctly)**  
**Post-test (88% answered correctly) +4%**

Less improvement was made on the third question. Eighty-four (84) percent of the students answered the question correctly in the pre-test and 88 percent answered it correctly in the post-test, an improvement of only 4 percent.

Students who chose the wrong answer in the pre-test (16%) and post-test (12%) selected *GRCC website* as the best place to find their assigned academic advisor/counselor.
- Note. A bullet point in the Academic Success Workshop reads as follows: “You will be assigned a counselor. Check Bb or see the Counseling and Career Center for assistance.”
- Note. Most students access online student center through a link at the GRCC website.

**Question 4.** True or False. Completing the requirements for academic probation/suspension results in automatic financial aid reinstatement. **False.**

<table>
<thead>
<tr>
<th>Pre-test (64% answered correctly)</th>
<th>Post-test (68% answered correctly) +4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Graph of True or False with Pre-test and Post-test results]</td>
<td>![Graph of True or False with Pre-test and Post-test results]</td>
</tr>
</tbody>
</table>

- Only 64 percent of the students answered this question correctly in the pre-test, and only 68 percent did so in the post-test, an improvement of 4 percent.
- Multiple students missed this question in both the pre- and post-test.
- We may need to:
  1. Redesign the question and/or
  2. Emphasis that completing the requirements for academic probation/suspension does not result in automatic financial aid reinstatement.

**Question 5.** When a student repeats a class and earns a better grade, **the lower grade remains on the student’s transcript but is no longer included in the student’s grade point average (GPA).**

Pre-test (44% answered correctly)
Forty-four (44) percent of the students answered the question correctly in the pre-test, and 84 percent answered it correctly in the post-test, an improvement of 40 percent.

The knowledge increase was statistically significant.

Due to the many changes taking place about financial aid, graduation requirements, MTA etc., we may need to emphasis how repeating a course impacts a students GPA.

**Question 6.** If a student on probation drops ALL of their classes: *they will be academically suspended.*

Pre-test (52% answered correctly)  
Post-test (96% answered correctly) +44%
Fifty-two (52) percent of the students answered the question correctly in the pre-test, and 96 percent answered it correctly in the post-test, an improvement of 44 percent.

Much improvement between pre- and post-test took place in this question, most likely because:
1. Counselors/Advisors do a good job of helping students understand what they must do to remain in good academic standing.
2. Students would not want to be academically suspended.
3. Students would not want to complicate their future financial aid eligibility.

Question 7. Where is the best place for a student to find the last date to withdraw from a class? My online center

Seventy-six (76) percent of the students answered the question correctly in the pre-test, and 84 percent answered it correctly in the post-test, an increase of 8 percent.
Students who did not answer the question correctly in the pre-test (24%) and post-test (16%) selected “on the GRCC website” as the correct answer.

We may need to redesign this question. Note: A majority of our students access their online student center through a link on GRCC website.

**Question 8.** True or False: If you are academically suspended from GRCC, when your suspension period is completed, you must go online and complete the re-admission form in order to be able to take classes again at GRCC – **True.**

![Bar chart showing pre-test (88% answered correctly) and post-test (88% answered correctly) with no change.]

- There was no change in knowledge in this question as 88 percent of the students answered this question correctly in both the pre- and post-test.
- There was no increase in knowledge.
- This could either indicate:
  1. The question is poorly designed or
  2. A weakness in the presentation

**Questions 9/10 Combined.** List three study strategies that you plan to use to increase your academic success.

**Q. 10.** List three campus resources that you can use to increase your chance for success this semester.

Pre-test (64% listed 3 campus resources)  Post-test (100% listed 3 campus resources) **+36%**
Q9 was meant to assess whether students could identify 3 study strategies, while Q10 assessed whether students could identify 3 campus resources. When reviewing the test responses, we discovered that Q9 was printed incorrectly, such that both 9 and 10 asked about campus resources. We still evaluated if students could identify 3 campus resources, whether they listed them in response to Q9, 10, both, or neither. The printing error was corrected for the tests administered in Fall ’13.

Sixty-four (64) percent of the students listed 3 campus resources in the pre-test, and 100 percent of the students listed 3 campus resources in the post-test, an improvement of 36 percent.

The knowledge increase was significant.

Paired Samples T-test

Comparing pre-test scores to post-test scores

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre-Test Score</td>
<td>6.08</td>
<td>25</td>
<td>1.956</td>
<td>.391</td>
</tr>
<tr>
<td>Post-test Score</td>
<td>7.96</td>
<td>25</td>
<td>1.207</td>
<td>.241</td>
</tr>
</tbody>
</table>

The mean pre-test score was 6.08 out of 9 (67.6%).
The mean post-test score was 7.96 out of 9 (88.4%).
Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>.496</td>
<td>.012</td>
</tr>
</tbody>
</table>

Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>1.880</td>
<td>1.716</td>
<td>.343</td>
<td>-2.588 - 1.172</td>
<td>5.479</td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

APPENDIX NINE: SUMMER 2013 ASW Findings

Academic Success Workshop Summer 2013
Pre/Post-Test Analyses

Emily Nisley & Patrick Kamau

Question 1. Students on academic probation must earn a minimum semester grade point average (GPA) of **2.0** to remain eligible to enroll for the next semester.

Pre-test (83% answered correctly)  Post-test (100% answered correctly) **+17%**
Eighty-three (83) percent of the students answered the question correctly in the pre-test, and 100 percent answered it correctly in the post-test, an increase in knowledge of 17 percent.

The high pre-test scores seem to indicate that students on academic probation know that they must earn a minimum semester GPA of 2.0 to remain eligible to enroll for the next semester.

**Question 2.** If students on academic probation do not earn the required minimum semester grade point average (GPA) or better they are suspended for one calendar year.

- Pre-test (63% answered correctly)
- Post-test (98% answered correctly) **+35%**

- Sixty-three (63) percent of the students answered the question correctly in the pre-test, and 98 percent answered it correctly in the post-test, an improvement of 35 percent.
- Indicates considerable increase in knowledge.

**Question 3.** Where is the best place to find the name of your assigned academic advisor/counselor? *My online center*

- Pre-test (81% answered correctly)
- Post-test (81% answered correctly) **No change**
No improvement was made on the third question.

Eighty-one (81) percent of the students answered the question correctly in both the pre- and post-test.

A lack of change in knowledge could indicate either:

1. A poorly designed test question or
2. A weakness in the content of the PowerPoint presentation.

Students who chose the wrong answer in both the pre-test (19%) and post-test (19%) selected GRCC website as the best place to find their assigned academic advisor/counselor.

Note. Most students access “online student center” through a link at the GRCC website.

Note. Academic Success Workshop PowerPoint has a bullet point that reads: “You will be assigned a counselor. Check Bb or see the Counseling and Career Center for assistance.” We seem to be asking students a question that we do not cover in the success workshop.

We may need to add something like: “online student center is the BEST place to find the name of your assigned academic advisor/counselor.”

Question 4. True or False: Completing the requirements for academic probation/suspension results in automatic financial aid reinstatement.

Pre-test (54% answered correctly) Post-test (59% answered correctly) +5%
Only 54 percent of the students answered this question correctly in the pre-test, and only 59 percent did so in the post-test, an improvement of only 5 percent.

Low scores on question 4 indicate that most students don’t understand the difference between academic suspension and financial aid suspension.

We may need to:
1. Redesign test question 4.
2. Emphasis that completing the requirements for academic probation/suspension does not result in automatic financial aid reinstatement.

Question 5. When a student repeats a class and earns a better grade . . . the lower grade remains on the student’s transcript but is no longer included in the student’s grade GPA.

Pre-test (42% answered correctly)

Post-test (81% answered correctly) +39%
Forty two (42) percent of the students answered the question correctly in the pre-test, and 81 percent answered it correctly in the post-test, a considerable improvement of 39 percent.

Although there was an increase in knowledge, some emphasis on repeat policy is needed.

Question 6. If a student on probation drops ALL of their classes: they will be academically suspended.

Pre-test (64% answered correctly) Post-test (88% answered correctly) +24%

Sixty-four (64) percent of the students answered the question correctly in the pre-test, and 88 percent answered it correctly in the post-test, an improvement of 24 percent.

Much improvement between pre- and post-test took place in this question, most likely because:

4. Counselors/Advisors do a good job of helping students understand what they must do to remain in good academic standing.

5. Students would not want to be academically suspended.

6. Students would not want to complicate their future financial aid eligibility.
Question 7. Where is the best place for a student to find the last date to withdraw from a class? **My online center.**

```
Pre-test (71% answered correctly)  Post-test (73% answered correctly) +2%
```

- Seventy one (71) percent of the students answered the question correctly in the pre-test, and 73 percent answered it correctly in the post-test survey, a considerable less improvement of 2 percent.

- Students who did not answer the question correctly in the pre-test (29%) and post-test (27%) selected “on the GRCC website” as the correct answer.

- We may need to redesign this question. Note: A majority of our students access their online student center through a link on GRCC website.

Question 8. True or False: If you are academically suspended from GRCC, when your suspension period is completed, you must go online and complete the re-admission form in order to be able to take classes again at GRCC – **True.**

```
Pre-test (81% answered correctly)  Post-test (83% answered correctly) +2%
```

KD ISIS 3/26/2013  Annual Report  54
Considerable less improvement was made on the eighth question.

Eighty-one (81) percent of the students answered this question correctly in the pre-test, and 83 percent answered it correctly in the post-test, an improvement of only 2%.

This could either indicate the question is poorly designed or a weakness in the presentation.

**Questions 9/10 Combined.** Question 9 and 10 are combined. List three study strategies that you plan to use to increase your academic success. Q. 10. List three campus resources that you can use to increase your chance for success this semester.

**Pre-test (69% listed 3 campus resources)  Post-test (90% listed 3 campus resources) +21%**

Q9 was meant to assess whether students could identify 3 study strategies, while Q10 assessed whether students could identify 3 campus resources. When reviewing the test responses, we discovered that Q9 was printed incorrectly, such that both 9 and 10 asked about campus resources. We still evaluated if students could identify 3 campus resources, whether they listed them in response to Q9, 10, both, or neither. The printing error was corrected for the tests administered in Fall '13.

Sixty-nine (69) percent of the students listed 3 campus resources in the pre-test, and 90 percent of the students listed 3 campus resources in the post test, a 21 percent increase in knowledge.

**Paired Samples T-test**
**Comparing pre-test scores to post-test scores**

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tr>
<td>Pair 1 Pre-Test Score</td>
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<td>1.314</td>
<td>.171</td>
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<tr>
<td>Post-Test Score</td>
<td>7.54</td>
<td>59</td>
<td>1.264</td>
<td>.165</td>
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</table>

The mean pre-test score was 6.12 out of 9 (68%). The mean post-test score was 7.54 out of 9 (83.8%).
Paired Samples Correlations

<table>
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<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
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<td>.003</td>
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Paired Samples Test

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<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>95% Confidence Interval of the Difference</td>
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<td>Pair 1</td>
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<td>-1.799</td>
<td>-1.048</td>
<td>-7.590</td>
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APPENDIX TEN: Roles of Advising

1. Counselor (Counseling & Career Center):
   - Advise students (new, returning, transfer & readmit students) through an appointment, drop in, phone & e-mail basis
   - Participate in enrollment, admissions, orientation and other student events
   - Maintain a caseload of probation, AFP or special population students
   - Facilitate academic success & general workshops
   - Participate on college wide/departmental search teams, CAP teams, committees, task force appointments, advisor boards, or other teams as requested
   - Liaison to campus departments and transfer institutions
   - CLS Curriculum maintenance and development
   - Provide career & personal counseling for current students
   - Participate in ongoing professional development
   - Complete departmental advising plan work
   - Train other faculty around advising work
   - Maintain student records related to student visits
   - Maintain and communicate with students through Bb Caseload Organization
   - Follow up on Early Alert Flags for our advising caseloads
   - Assist students with financial aid appeals, graduation audits, suspension appeals and transfer requests

2. Advisor (CCC):
Advise students (new, returning, transfer & readmit students) through an appointment, drop in, phone & e-mail basis
Participate in enrollment, admissions, orientation and other student events
Maintain a caseload of probation, AFP or special population students
Facilitate academic success & general workshops
Participate on college wide/ departmental search teams, CAP teams, committees, task force appointments, advisor boards, or other teams as requested
Liaison to campus departments and transfer institutions
CLS Curriculum maintenance and development
Participate in ongoing professional development
Complete departmental advising plan work
Train other faculty around advising work
Maintain student records related to student visits
Follow up on Early Alert Flags for our advising caseloads
Assist students with financial aid appeals, graduation audits, suspension appeals and transfer requests

3. Advisor (Enrollment Center):
Advise students (new, returning, transfer, prospective & readmit students) through an appointment, drop in, phone & e-mail basis
Participate in enrollment, admissions, orientation and other student events
Maintains a caseload of probation, AFP or special population students
Participate in ongoing professional development
Complete departmental advising plan work
Maintain student records related to student visits
Maintain and communicate with students through Bb Caseload Organization
Follow up on Early Alert Flags for our advising caseloads
Assist students with financial aid appeals, graduation audits, suspension appeals and transfer requests

4. Classroom Faculty Advising:
Advise students in their discipline regarding transfer, majors, courses & career direction
Work with Counseling & Career Center to assure that they are current with programmatic specific information
Hold academic advising days for their department and alert the Counseling & Career Center of these days.

5. Adjunct Advisors (CCC):
Meet with drop in students
Assist with new student orientation
Assist with admissions & enrollment events
Maintain student records related to student visits

6. Librarian Advising:
Advise students on the functions and services the library has to offer
- Advise students on the technology resources available to students through GRCC
- Advise students on the career resources available to students through the library webportal
- Connect students with various GRCC resources as determined following conversations with students

### APPENDIX ELEVEN: Orientation Assessment Findings

#### Pre-Test

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<th>8</th>
<th>9</th>
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<tr>
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<td>87%</td>
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<td>42%</td>
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<td>90%</td>
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<td>58%</td>
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<td>10%</td>
<td>30%</td>
<td>31%</td>
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PRE-TEST vs. POST-TEST: -1%  5%  8%  6%  -4%  9%  20%  6%  5%  11%  9%  12%

#### Post-Test

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<th>4</th>
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<th>6</th>
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<th>10</th>
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<tbody>
<tr>
<td>% Correct</td>
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<td>92%</td>
<td>89%</td>
<td>99%</td>
<td>94%</td>
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<td>81%</td>
<td>78%</td>
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<td>1%</td>
<td>6%</td>
<td>6%</td>
<td>38%</td>
<td>3%</td>
<td>5%</td>
<td>19%</td>
<td>22%</td>
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Pre-Test

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<td>A</td>
<td>B</td>
<td>B</td>
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<td>40%</td>
<td>98%</td>
<td>38%</td>
<td>73%</td>
</tr>
<tr>
<td>% Incorrect</td>
<td>2%</td>
<td>11%</td>
<td>60%</td>
<td>2%</td>
<td>62%</td>
<td>27%</td>
</tr>
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</table>

PRE-TEST vs. POST-TEST: 1%  -2%  32%  1%  37%  10%

Post-Test

<table>
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<tr>
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<td>B</td>
<td>B</td>
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<td>87%</td>
<td>72%</td>
<td>99%</td>
<td>75%</td>
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APPENDIX TWELVE: CLS 100 Accomplishments

I. Faculty Training
   - We hosted an informational session in May for those thinking about teaching CLS 100 and rolled out the new text. We had over 50 participants and we brought in the author of the new text. This session was taped and placed out on the CLS site for faculty to review who were unable to attend. We discussed all the new “required” elements and expectations of CLS 100 faculty teaching this course.
   - We hosted the CLS faculty training for those teaching sections this fall. We had 25 of the 29 faculty teaching this fall present. We went through the new common assignments (listed below) and the technology that is being infused into the class.
   - On 12/11/13 we held a training for potential future CLS instructors. We had 10 in attendance.
   - On 1/8/14 we held an informational session for those teaching CLS 100 for the winter semester to review all of the new initiatives and answer questions. We had 10 out of 14 in attendance.
   - During the first week of the semester, Lynnae & Pat have hosted office hours, a time when faculty could come and ask questions or get any help they need as we kick off the semester.
   - Beginning fall 2013 we implemented monthly CLS 100 Snack & Chat sessions. These sessions had no agenda, as they were faculty driven. It is an opportunity to share experiences, brainstorm solutions to classroom issues, demonstrate new technologies and provide feedback as to how we can improve any aspect of CLS 100.

II. Faculty Resources
   - We have the Pearson Book Representatives who came to the CLS 100 training to show faculty how to utilize the MSSL program and were on campus for three days the first week of fall and winter to assist students with logging into the program and getting started on a positive foot.
   - We updated, improved and enhanced the Bb Faculty Shell with more information and supporting materials for the faculty.
   - Communication was a focus for this year, we provided numerous communications with faculty through the start of the semester and then intermittently throughout the semester to keep them informed.

III. Consistency
   - We rolled out the new common syllabus (based off the AGC common syllabus) which is accessible and follows a common format. The new common syllabus consists of common assignments based on the learning outcomes to assure some consistency across the multiple sections. This will help make sure all students are exposed to some minimal concepts and experiences that will help them on the path of success.
   - We launched the common Blackboard shell for all sections of CLS 100 which had resources, common assignments and other features set for faculty teaching a section.
   - We enhanced the common Blackboard shell specifically for faculty. In the faculty shell we developed and shared and assignment and grading rubric for each common assignment. We have a power point with an outline and activities for each chapter associated with the new textbook. Faculty have already...
commented on how organized it is this year and how much they appreciate all the new initiatives within CLS 100.

- We launched a common assignment using My Degree Path which was required for all students in all sections of CLS 100.
- We launched a common assignment using SALT financial literacy (in partnership with Financial Aid Office) which was required for all students in all sections of CLS 100.
- We launched a common assignment using My Student Success Lab (MSSL) which was required for all students in all sections of CLS 100. As the Pearson line of “My Labs” are used in so many other courses, this will familiarize the students with this technology right from the start to help them be comfortable with it by the time they see it in other classes.
- As CLS faculty voiced concerns about being comfortable teaching students My Degree Path (MDP), for winter semester we developed 20 MDP workshops specifically geared to CLS 100 students so that they could complete their assignments.

IV. New Initiatives

- We have student population specific CLS sections for Honors, International & TRiO students.
- We piloted the use of the new e-portfolio system (in partnership with Student Life) in 4 sections of CLS 100 this fall. This will be a required assignment in these 4 sections.
- We implemented a new pre & post test to assess students learning within CLS 100 in preparation for our Academic Program Review.
- This winter we (Mark Nordblom, Lynnae and the Pearson Book Representative) worked to install direct integration of the My Student Success Lab into the CLS 100 Blackboard shells. What this means is that students can click on a link within the Bb shell to get into the MSSL and do the work they need to do. They no longer need to go to an external site with an additional log in to get to the site to do their work.
- The Master Course for CLS 100 was developed and approved.
- We piloted the CLS 100 Master course online for Winter 2014 with one section.
- We updated the CARP document based on now offering the course online.
- We held an extensive book review during winter 2013 and found a clear number one choice of the 8 texts we reviewed. We launched this new text fall 2013 with all of its supporting materials.
- We developed a CLS 100 Challenge Exam, got it loaded in Bb and worked with testing center to administer it. We developed a study guide that was placed online for students to prepare for this.

V. Going Mandatory

- We developed the new CLS 100 service indicator in PeopleSoft.
- We expanded the course offerings for summer and fall. Coordinated with Lakeshore regarding their offerings as well.
- We changed the language in the catalog to reflect this going mandatory change.
- We communicated this change with students.
- We worked with the Enrollment Center to communicate with students at time of admission or testing about CLS 100 and the need to take it.
- Developed queries to identify the students who need to take CLS 100 who didn’t.
- Developed a negative service indicator with a hold for those students who didn’t take or didn’t pass CLS 100.