Department Annual Report
Student Success & Retention
2012-2013
Counseling & Career Center

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Current year goals

The following are the 2012-2013 Department Action Plans that we will be addressing through our planning meetings to further identify how we can tie the work that we are doing to the ILO’s and SLO’s.

Department Action Plan One: Assessment of Department Programs

1. **Assessment of Department Programs:** This action will continue as we want to further develop and evaluate the successfulness of the Early Alert system, advising services, general workshops, academic success workshops and orientation. We need to establish means to gather this data and analyze it. Within the next year we will know this project is successful if:

- Student learning outcomes are established for critical programs (early alert, advising, academic success workshops) and develop assessments to track successfulness of these programs exploring opportunities to expand services to more students
- Evaluate the CAS report that was done a year ago and identified goals based on the findings.
- Evaluate student participation in academic success and general workshops to determine if these impact student success and retention.
- Connect orientation participation to student success and retention to establish the impact of individual advising within orientation.
- Evaluate our processes from a student perspective for ease of navigation and clarity of services.
- Tie the work done with CAS standards, Department Action Plans and Academic Program Review together into one comprehensive plan for the department.
- This goal addresses ILO # 2 & 4 and PSLO # 1, 2, 3, 4, 5 & 7.

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

- July- August 2012: revise the academic success workshop (ASW) to incorporate SLO questions, revise the ASW presentation to align to SLO’s, identify video’s already available that can be shown in SCC 336 & counseling area when busy as educational information for students while they are waiting for appointments, work with DLIT to create a two part ASW available online, work with IR to gather ASW data from winter 2012 & fall 2011. As majority of counselors are off for the summer, this work just began in September (upon their return). Over the course of the year, we developed an assessment that we began summer 2013 to explore if learning is happening with the academic success workshop. We made some revisions over the year to incorporate a stronger emphasis on resources and financial aid changes. We are continuing to work on the online ASW, though this has proven to be more challenging than initially expected. We have adapted the information that we have on the screen in our area to highlight the deemed important information.

- September 2012: implement new ASW presentation & contract, develop a student focused communication related to the difference between drop-in visits and appointments, implement educational video’s while students wait. These next items will be done during the twice a month meetings of the team: explore the development of small group advising opportunities to reach more students, begin review of CAS advising report, develop SLO questions for orientation & advising. Began revision of contract, as had 100’s already printed on triplicate, working on revisions with team. Started the twice a month meetings. Began communications with students about drop-in vs appointments through revised drop in forms, began review
of CAS report as well as the Action Plan done by Stacey Heisler following her NACADA summer institute. Brought in professional development speaker on Appreciative Advising and working this philosophical change into the work we are doing. The decision was made to keep the contract as it was and to build a separate pre & post test that students would complete. Based on these findings we will explore the usefulness of the workshop. We will also have some helpful data with the completion of the winter semester and the comprehensive probation plan that was implemented. Once we establish who re-enrolls for fall we will have further data to include in these discussions. The team (CCC) has been meeting on the off CARS weeks to work on these assessment pieces.

October 2012: in conjunction with the launch of Degree Works (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 student success- team has meet, been trained on MDP and we have discussed ways to utilize the tool. Continue to discuss and explore opportunities around how to meet student needs and impact student success. We have now incorporated the MDP audits when we do a graduation audit, when we do and SAP max. credit audit for financial aid and when working with students. We have begun introducing MDP at orientation and are building it in as a required activity for CLS 100.

November 2012: begin work with media to start taping 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-
We have been working through the CAS report and how we can set up an evaluation cycle for the department. Many of the counselors are hesitant to be taped, so we are still working through this to get the workshops taped. We began with taping the MDP workshop and will be working through taping others over the next year. We are exploring then having these play while students are waiting. We have built a timeline of all the things that we do on a yearly, semester and rotational basis.

December 2012: implement SLO questionnaire at orientation & advising, continue development of assessment timeline- There has been a great deal of discussion around this and what is the learning that we want students to get out of orientation and advising and how will we actually gather the assessment information. But winter start orientation was in November and we didn’t have the questionnaire ready. Summer start orientation doesn’t start until February. We have struggled with how and when to administer the questionnaire as we know if we don’t do it while they are here, it may not get done. So we are working through the logistics of how to administer and receive back enough surveys/questionnaires to have valuable information. We have the pre and post test implemented for the academic success workshop and with the fall start orientations.

February 2013: 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. - We tried the CLS 100 class option with the honors CLS 100 students (5 of them), but they didn’t seem to have any difficulty navigating the system. We determined it would be better to have the students do this activity the first few weeks of class, as by the time they have completed the class they understand and are able to navigate the system. We also felt it would be good to use a population other than honors students. We will explore this again with new students for fall 2013. We have built a timeline of all the things that we do on a yearly, semester and rotational basis. We had 5 students navigate our system and provide some feedback, but as they were in CLS 100 they already had a good understanding of the college. So we need to pick a population of students who are really “new” to GRCC to take a look at our processes and provide feedback.

March 2013: run retention & 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. As we took on the comprehensive probation plan for the winter semester, that took large amounts of time. We still want to pull this information as it will be helpful as we move forward with both mandatory CLS 100 and mandatory orientation over the next year.

April 2013: 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. We have worked very closely with CAP 1.1.2 team and had two more counselor/advisors join the team. We have
developed a worksheet and plan and went into two departments this winter and will be going in more starting in the fall to talk about the role of faculty advising and how we can support them. We have also created a survey and received feedback about the advising topics the faculty would like to see offered as workshops through the CTE. We will be working with them to get these set up for the fall. Based on the feedback from the survey the following were the topics they’d like covered: MACRAO/ Transfer Planning, Career Coach/ Web Resources, and Support Programs/ Counseling Services and My Degree Path.

Department Action Plan Two: Early Alert

2. Early Alert: This project will be successful when the following are accomplished:

- Expand faculty understanding and utilization of the tool.
- Develop additional flags for clarification in follow up process.
- Expand student success in courses following intervention.
- Connect flags from Early Alert to PeopleSoft and Advisor Trac.
- Expand follow up on raised flags, identify more resources for follow up.
- Lower average days it takes to clear flags.
- Connect raised flags with course outcome data on students.
- This goal addresses ILO # 1, 2 & 4 and PSLO # 1, 3, 4, 5, 6 & 7.

Updates for the year on Early Alert:
(red & blue colors are updates over the year)

- **July 2012:** Load educational “how to guide” on to EA webpage, update flag information on EA login page, work with team to revise automatic e-mails to be more student friendly and then send to Starfish to be loaded. Work with IR to pull winter semester success data (same as pulled for fall)- The “how to guide” is created and loaded on the EA page. The flag information (regarding the new flag levels (follow up requested and no follow up needed) has been updated on the webpage. The e-mails were revised and sent to Starfish. Haven’t yet worked with IR as we thought iData would be on board….we are still waiting for iData to be implemented.

- **August 2012:** complete term transition paperwork and submit to Starfish, make sure fall courses are loaded into the system, clear all summer flags after running final summer tracking reports. Develop communication to faculty about new flags and changes to the system and send this out first week of the semester.- submitted all term transition paperwork, fall courses were loaded, summer information was cleared and final summer information was gathered. Provided training at Lakeshore Faculty Orientation, Adjunct Learning Day (main campus), sent e-mails out to all faculty regarding changes & new flags. We continue to make the term transitions happen each semester.

- **September 2012:** set up semester surveys, add “kudo’s flag”, begin loading new active flags in PS on a weekly bases into PeopleSoft, begin pulling weekly numbers for Assoc. Dean, , offer to go to departments to educate about program,- set up & ran semester surveys (these are now completely done by us), have been pulling weekly numbers for John including the flag survey numbers, the team decided not to implement the “kudo” flag at this time, had some issues with loading flags consistently (add & drop them) into PS, working with IT on this (it works but not as well as hoped). We continue to pull numbers weekly for the Dean. We have implemented a new academic dishonesty flag and probation flag for winter semester.

- **October 2012:** monitor flag usage; work with counselors, advisors & faculty as to opportunities to expand follow up and improve follow up percentage;- flag usage is consistent, we have a contingency
advisor on board for fall that is assisting with Melissa and we have seen an increase in follow up percentage. Have also worked with counselors but with the increased numbers being seen in the CCC the time has been stretched and follow up limited. We continue to see an increase in the usage of the EA system by faculty yet have no additional staffing to resolve flags. We did make a transition to a contract counselor who is following up on flags as the Retention Specialist and she is making a significant impact on flag resolution. Though faculty student don’t understand the volume of flags nor the fact that sometimes we are unable to track down students (especially those who don’t want intervention).

- December 2012: revise & update survey e-mails & automated response e-mails, develop an FAQ page, continue to pull data (in conjunction with IR) and evaluate in terms of the programs successfullness, set up winter term and begin term transition paperwork, load winter classes into the system. We have reviewed, revised and sent the survey e-mails to Starfish to be loaded. We have the data pulled for each semester (fall 2011- fall 2012) and analyzed. We ran the end of semester process and completed the term transition process for winter. We set up two new flags for winter: probation flag (for all students on PRB1) and academic honesty flag. We have re-titled our CAP (see information below) and adjusted our goals. We presented to SLT and received valuable feedback.

- January 2013: set up new term in EA, set up semester surveys, clear fall data after pulling final numbers, offer program on faculty learning day – we set up and launched winter semester and cleared all the fall numbers. We were scheduled to participate in the Lakeshore adjunct day, but it was canceled. We did not have the option to present at faculty learning day this year as it was all about ADA. We loaded all of the probation flags (one at a time as there was no way to mass load them). This will allow us to quickly identify probation students if they have another flag raised so that we can promptly follow up as these students are already at high risk. We launched the AFP flag survey (1/29) and the remainder of winter section flags on (2/11). We had the Retention Specialist take on a new position at GRCC and had to bring on a new person to fill this role. We were able to get an adjunct advisor/counselor to take on the role. She has significantly increased the follow up with the flags. She has connected students with resources, called them in to meet with her, talked through issues and worked collaboratively with the counselors regarding case managed students. We have set up the College Success team within EA and gotten them linked to their students so they too can follow up on flags. We are set now with launching our own flag survey and breaking out the AFP classes has worked well. We saw increased participation with the flag survey for winter, despite the fact Starfish again did not update the automated e-mail that was to go with the survey (originally sent to them in August 2012).

- January-April 2013: participate with adjunct faculty learning days, participate in technology learning days, continue to pull data and evaluate in terms of the programs successfullness (look for trends and changes based on data gathered in terms of usage, follow up %, increasing low use department participation and successful course completion), send out another faculty survey regarding product functionality. We continue to work to increase the usage of the EA system, but it is a fine line. As we continue to get busier and busier, and then have more flags raised, there are only so many hours in a day. So at times we struggle to keep up. We have a new Retention Specialist (contingency) and she has done an amazing job reaching out to students, offering them options, meeting with them, connecting them with resources.

Per the CAP team, we felt that we have achieved the present CAP agenda and need to take it to the next step. So this is the revised CAP title, purpose, goals & next steps.

**Title:** Integrate the Early Alert system to impact student persistence and completion.

**Purpose:** The purpose of this project is to assess the impact of early alert identification and further intervention on student persistence and completion.
Goals:

1. To develop means to generate student success outcomes based on early alert flag data (implementation of iData and Bb Analytics & data warehouse).
2. To assess student success outcomes as they relate to early alert identification and further interventions.
3. Identify trends and information learned and collaborate with educational opportunities to develop preventive strategies (new faculty institute, orientation, learning days...).
4. Develop a feedback loop for faculty regarding trends and systems outcomes.
5. Continue to educate faculty to encourage consistent utilization across all academic departments.

Department Action Plan Three: My Degree Path (Degree Works)

3. **Degree Works:** This project will be successful when the following are accomplished:

   - Degree Works is launched successfully the fall 2012
   - Faculty & students are regularly communicated with through the implementation of Degree Works
   - Faculty & students are trained on all features of the Degree Works program
   - Developing a plan in Degree Works is an assignment in CLS 100 classes
   - Students are introduced to Degree Works in orientation
   - Counselors & advisors integrate the use of Degree Works into their student visits & appointments
   - Degree Works is implemented as the degree audit tool for determining graduation
   - GRCC will experience an increase in the number of certificates and degrees awarded through the use of Degree Works
   - This goal addresses ILO # 1, 2 & 4 and PSLO # 1, 3, 4, 5, 7 & 8

Updates for the year on MyDegreePath:
(red & blue colors are updates over the year)

- **May 2012:** Initial Scribe Training for DW team. All programs initially loaded into Scribe. Begin to make refining in Scribe, set up SureCode and begin testing. Faculty identified for testing through summer. Develop a scribe team which will meet regularly to identify work to be done and address issues that arise. Work with CAP – 1.1.2 team in the identification of faculty to assist with testing. All programs loaded, began testing. Trained some faculty advisors (from CAP 1.1.2) and contingency advisors and CCC team to do testing.
- **June 2012:** Second Scribe Training for DW team. Programs being tested by Departments and Counselors. Roll out planning beginning, including starting to define training plan, move from test to production and security and roles. Programs tested by counselors and faculty. Roll out plan established. Training plan developed. Communication plan developed. IT established a migration plan from TST to PROD.
- **July 2012:** Final Scribe Training for DW team. Plan a roll out strategy for the week faculty come back in August. Develop a communication roll out plan. Begin final testing of programs and start getting sign off’s on programs. Begin localizations in production environment and set up roles and securities. Get security sign off for participants. Begin developing training timelines for faculty and students. Final testing done, sample audits
sent to all Dept Heads, input received and changes made. Localizations complete and PROD set up. Set up training plan for faculty & students.

- **August 2012**: Wrap testing (monitored through master testing grid), moving blocks from testing to production, work on FAQ features in DW for students and staff, have a roll out plan established and approved, signalize faculty and staff training dates (get them loaded in PS for RSVP's), finalize student training plan. Blocks moved to PROD, training & communication plan finalized, testing continued.

- **September 2012**: Begin testing in production, roll out to faculty and staff, begin training for faculty and staff. Rolled out to faculty on schedule 9/18/12. For faculty provided training sessions through FCTL, going to Dept Mtgs, Faculty Advising Training, New Faculty Institute, Counselors, IT Help, Individually, and at School Meetings (SWD & SAS). Created the MDP e-mail, MDP webpage and faculty “how to manual”.

- **October 2012**: Develop and implement training for students, roll out to students prior to winter registration, test planner in CLS 100 honors sections, problem solve issues as they arise, work with IT to monitor usage and develop reporting. Rolled out to students on schedule 10/15/12. Have been training in classes (CLS 100, EN 100, 101), have created a student “how to manual”, have created camtasia training sessions for each tool within the resource, have responded to MDP e-mails, created a taped classroom session and an FAQ document. All training information loaded on the “help tab” of MDP and the MDP webpage. Continue to problem solve issues as they arise (they have been very minimal).

- **October 2012 - February 2013**: continue to refine, train, monitor usage - we launched the system to students and completed numerous training opportunities with students by going into classrooms. We loaded the FAQ document, created camtasia how to video’s, as well as how to guides with screen shots for both students and faculty. All of this information was loaded into the “help” tab as well as on the web. We have advertised in the Collegiate, set up table tents and flyers around campus. As issues were brought forward, we made the adjustments.

- **January –April 2013**: make any curricular changes for next catalog year - There is a CAP project that has taken this within its fold. We have established ongoing team meetings to talk through the issues (as identified) and work through them. We have trained the Articulation Coordinator and are exploring loading articulations in the system. We have been working collaboratively with the Provosts office regarding a process to update the system for the next catalog year. We are working to build training into orientation, have scheduled workshops (as part of the general workshop series) and continue to do trainings in departments as requested. We also trained the tutors and are going into CLS 100 classes.

- **April – July 2013**: explore the development of additional features (athletic, financial aid audits) The following are the items we’ve accomplished since the last update, at this time, the MDP team has made the decision to hold off on the athletic and FA audit pieces of the product due to all of the other work that is still being done.

  - We have incorporated the introduction for the student of My Degree Path into orientation.
  - We have established that CLS 100 sections will require students to build a plan as a class expectation.
  - The team continues to meet and explore additional opportunities with the software.
  - We have scribed all 2013-2014 catalog changes into the system.
  - We have scribed all MACRAO changes into the system.
  - We are working to simplify the 999 & 998 transfer elective process so that it can be scried more effectively in MDP.
  - We have an online training option available for faculty who wish to gain access to the system. We continue to do departmental trainings as requested.
  - We offered workshops to students for MDP and how to use it.
  - We have begun collaborative meetings with GVSU’s MDP team to share information and explore ways to help with the student transition.
  - We continue to make tweaks to the scribe as items are identified.
Academic Program Review Goals

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.

2. Develop an online version of the academic success workshop.- 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.

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.

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.

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.

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.

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- Through- 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.

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.
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.

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.

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.

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. See appendix six.

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.

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.

Internal collaborations and partnerships

- 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.
- 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.
- My Degree Path: We continue to identify ways to incorporate this system into the work we do. We have worked with the Records Office, Financial Aid and now academic departments.
- Financial Aid: worked with financial aid to incorporate SALT program into CLS 100.

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 to present on our Transfer Initiatives at the National NACADA Conference in October 2013.

Lynnae Selberg sat on the search committee for the new senior academic advisor for Ferris State University – GR.

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. (see appendix seven)

Departmental needs for support from other departments within the college

- **Institutional Research**: to help us gather data.
- **DLIT**: to assist with Early Alert system and to assist with the development of a common CLS 100 Bb shell.
- **Enrollment Center**: collaborative work on orientation.
- **Records Office**: work with veterans initiatives, graduation initiatives, transfer & articulation work.
- **CTE**: to provide training opportunities for faculty counselors.

Program accreditation Updates

NA

Student Achievements & Awards

NA

Other department updates

- **Merged Career Development**: Over the past year we have incorporated the career development team into our team. We have merged services, we have worked to bring them into the advising work we do and they have trained us to enhance the career work that we do.

- **CLS 100**: Had a comprehensive text book review and chose a new text for CLS 100. For the training workshop, we rolled out the new text, brought the author on site to present, and discussed the format for CLS 100, with a common syllabi, Bb shell and required activities/assignments.

- **New Orientation Format**: Revised the student and parent presentation. Developed a new format to incorporate “clickers” to gather data for the department.

- **Increased Visits**: see appendix three to see the grow in visits to our department. For 2012 we topped the 30,000 barrier, though we do not anticipate this growth to continue due to the new 28 hour staffing limitations of our adjunct faculty who have had a significant impact on our ability to serve this volume of student visits.

- **Probation plan (comprehensive)**: We assisted in the development and implementation of a comprehensive probation program geared to provide multiple points of contact with students geared to help them achieve success. This is a new program winter 2013 and data and outcomes will be shared with Deans in June 2013.
Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)

Appreciative Advising (fall 2012)- 8 hours

This learning session will introduce faculty to Appreciative Advising. Appreciative advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals and potentials. Colleges who have embraced this new approach to advising have seen increases in their student persistence & retention.

The benefits of appreciative advising for advisors are:

- Better able to utilize the students strengths, skills & talents
- Enables advisors to be more effective
- Enables a stronger student/ advisor relationship, resulting in greater job satisfaction
- Provides positively impacted relationships outside advisor/ student relationships with co-workers, family, friends and others

The benefits of appreciative advising for students are:

- Helps students to discover and develop strengths & talents
- Unleashes their hopes and dreams
- Devise plans to make those hopes and dreams come true by identifying strategies and resources for success
- Advisors believe in their potential and are available to challenge and support them
- Promotes ‘thriving”

After successful completion of this learning session, a learner/participant should:

1. Understand the appreciative advising framework
2. Apply principles of disarm, discover, and dream phases
3. Self-asses appreciative advising skills and strengths
4. Identify opportunities to implement appreciative advising in daily work

Career Services, Social Media & Digital Identity Development ~ Utilizing Social Media Webinars (3 webinars, 1.5 hrs each for total of 4.5 hours)

1. **The Current State of Social Media - May 2, 2013**: Google Plus, Instagram, Vine, Tumblr, Facebook, Twitter, YouTube...the social media channels that we have available to us continue to evolve. In this session, participants will learn about the newest social media tools and hear about why Facebook and Twitter are still relevant. From social media beginner to advanced, this breakdown of the latest and greatest will help you as you "choose the tools."

2. **Strategic Communications and Engagement - May 6, 2013**: Career development offices have a unique opportunity to utilize social media for promotion and engagement. By modeling best practices for their students, offices can teach their students about the tools while simultaneously benefiting from enhanced communications. Communications tactics and strategies will be shared in this session. Remember, it's not just about promotion, social media works best when students are engaged.
3. Digital Identity and Students - May 8, 2013: With nearly all of our students having some sort of presence on social media, it is crucial for career development offices to engage in the practice of teaching digital identity. Digital identity development can make or break a student’s career aspirations. Learn what your office can do to engage in social media "listening," teaching, and development.

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 for Adult Development and Aging (AADA)
  - Michigan Association for Academic Advising (MIACADA)
  - Michigan Association for Humanistic Education and Development (MAHEAD)
  - 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)

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)**
  - Changes to the 504 Direct Threat Standard for Suicidal Students - Webinar
  - Davenport Community College Counselors Luncheon
  - Diversity Audit Tools: Assessing Disability within Diversity in Higher Education - Audio Conference
  - Ferris Community College Counselors Luncheon
  - Lawrence Technological University Counselor Luncheon
  - Financial Aid Training
  - First Year Experience for the Community College Conference
  - GVSU Community College Counselors Luncheon
  - GVSU Counseling & Career Development Center Multicultural Conference
  - Leap Day Presenter
  - Learning Day presenters (IIPD Grant Process, UJIMA, Early Alert, Students of Concern)
  - National Fetal Alcohol Spectrum Disorders Conference Presenter
  - Northwood Community College Counselors Luncheon
  - Overcoming Resistant Depression
  - Pucci: Basic of Cognitive Behavioral Therapy Seminar
  - Sokolov: Preventing and Responding to Disruptive Students
  - The Power of Mindfulness: Mindfulness Inside & Outside the Therapy Hour
  - Appreciative Advising Seminar
  - Working with Campuses on Mandated Assessments – Webinar
  - Counseling Professionals’ Attitudes Toward Transgender People and Responses to Transgender Clients - Presentation at the American Psychological Association Convention
  - High School Completion Workshops
- Healing Racism Institute
- NACADA Summer Institute Participant
- National First Year Experience for the Community College Conference
- MACRAO State Conference
- Faculty Retreat for the First Year Experience
- Conflict Resolution Training
- Drupal Basics Training
- Faculty Blackboard Training
- Starfish Progress Survey Training
- Starfish Basic Tenant Admin Training
- Starfish Term Transition Process Webinar
- Starfish Tracking Items. Webinar
- Advisor Trac Upgrade Training
- International Conference on Teaching & Leadership Excellence
- Michigan Student Success Summit
- Community Outreach workshops as a portion of a series entitled "Not Just Your Grand Parent's Retirement" (Sponsored by the GRCC Older Learner Center and AARP)
- NACADA Adult Learner Seminar
- NACADA Advising Administrator Institute
- Media, Social Networking & Digital Identity Webinars
- Webinars: "Getting to Know the Campus SaVE Act-A Rapid Response Webinar on the VAWA Reauthorization"
- NACADA Region 5 Conference
- NaBITA Conference
- MBLGTACC Conference
- Webinars: "Getting to Know the Campus SaVE Act-A Rapid Response Webinar on the VAWA Reauthorization"
- "Diagnosis and Treatment of Common Co-Morbid Psychiatric Conditions in Eating Disorders"
- "Sexuality and Eating Disorders: An Overlooked Treatment Issue"
- Presented at TRENDS Conference
- Presented at Faculty Learning Day

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 2012-2013 in parenthesis)
  - Building Healthier Relationships (4)
  - Career Planning Basics (4)
  - Choosing a Major (4)
  - Cross-Cultural Communication (2)
  - Effective Note Taking (4)
  - Effective Parenting (2)
  - Final Exam Preparation (4)
  - Financial Aid Facts (2)
  - My Degree Path (4)
  - Non-Traditional Opportunities (2)
  - Preventing Procrastination (4)
  - Self-Esteem & Confidence (4)
  - Stress Relief (4)
- Study Skills & Learning Styles (4)
- Successful Transfer Planning (4)
- Test Taking Anxiety (4)
- Academic Success Workshops
  - Fall (40)
  - Winter (31)
  - Summer (17)

**Faculty Development Plans for Upcoming Year**

There will be a great deal of faculty professional development geared around the new faculty evaluation system.

**EOL/Release Time Work**

1. Rosario Sutton Montes: web page development and maintenance
2. Pat Missad: New Faculty Institute
3. Jill Woller-Sullivan: AGC Executive Committee

**Faculty & Staff Accomplishments/Awards**

- IIPD Grant - Fall 2012 - to attend NaBITA conference
- IIPD Grant – Summer 2012 - to attend NACADA Advising Institute conference
- IIPD Grant – Summer 2013 - to attend MBTI conference
- Lynnae Selberg and others will be presenting at the National NACADA Conference in October 2013 on Transfer Initiatives & Partnerships.
- Lynnae Selberg, Jill Woller-Sullivan & Stacey Heisler will be presenting at the National NACADA Conference in October 2013 on our Comprehensive Probation Plan.
- Lynnae Selberg completed OHCC Certification.
- Vicki Maxa Nominated for the Jerry Benham Staff and Faculty Award, 2013

**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)
  - Achieving the Dream (AtD)
  - Adult and Development Education Projects (College Success Program team member, Expanded assessment team leader)
  - Adult Student Open Houses/Coffee Chats
  - Behavioral Intervention Team member (BIT)
  - Blackboard
  - Budget Review Team
  - Chair of the Achieving the Dream African American Male Gaps Team
  - College Planning Team
  - Commencement Planning
  - Cross College Career Development Team (CCCDT)
  - Diversity Team member
  - Electronics Technology Program Advisory Committee
  - Electronic Catalog Development & Implementation Team
  - Enrollment Center Advisory Committee (MTEC)
  - Emeritus Faculty Selection
  - Faculty Association Negotiating Team
  - Federal Career Day Committee
  - General Education Task Force
  - New Student Orientation Team
  - 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
  - My Degree Path Team
  - New Course Curriculum Approval Team
  - New Employee Orientation Team
  - New Employment Mentor Program
  - Occupational Support Program Advisory Committee
  - OAISD Transition Council
  - Sabbatical Selection Team
  - SafeZone Training Facilitator
  - Software Research Committee
  - Student Affairs Leadership Team (SALT)
  - Strategic Leadership Team (Budget Reduction Subcommittee)
  - Student Conduct Hearing Board
  - Teacher of Teacher Advisory Board
  - Tenure Process Review
  - 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:
Black Student Union (Primary Advisor)
International Student Organization (Primary Advisor)
Phi Theta Kappa (Primary Advisor)
StandOut (Primary Advisor)
Student Congress (Faculty Liaison)

Volunteer
- GRCC Foundation Fund Raising Events
- Paired Reading Volunteer
- Schools of Hope

Other Activities
“Activities we participate in to promote the work that we do towards student success & retention.
- Academic Suspension Appeal
- CAS Self-Assessment for Academic Advising
- Classroom presentations to AFP and other classes
- Diversity Training with the Diversity Center (SafeZone)
- Drop in counseling for CD/ED major
- Electronic Degree Audit System - Lead Scribe
- Faculty Advising Training
- Faculty Association Negotiation Team
- Faculty Learning Day Presentations (6 presenters in 2012)
- GRCC-GVSU-M.S.U Early Assurance Program (EAP) Liaison
- 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
- StarFish Early Alert Program Administrator
- Student Learning Outcomes
- Surgical Technology Liaison
- Test Anxiety 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

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

Initial Data and Findings
Will have initial data gathered at the end of summer 2013 and will analyze fall 2013 and continue to gather data all 2013-2014 academic year.

Curricular or Pedagogical Changes Implemented
NA

Data and Findings (post improvement/change)
NA

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

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### Workshop Readmit Advising

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*2013 winter data only*

### APPENDIX FOUR: Early Alert Data

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<th>Attendance Raised</th>
<th>Performance Raised</th>
<th>Last Log In Raised</th>
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### APPENDIX FIVE: Drop In Visit Reasons

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<td>MACRAO Questions</td>
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<td>Add/ Drop</td>
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<td>I have classes scheduled</td>
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<td>NA</td>
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<tr>
<td>I do not have classes yet</td>
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### Pre-Req Questions

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#### Unique Count

- **1631**
- **5220**
- **6851**

*started tracking 1/2 way into W12*

### Reason for Drop in Visit-Based on Sign In Sheets

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<td>3502</td>
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<tr>
<td>I have classes scheduled</td>
<td>0</td>
<td>793</td>
<td>793</td>
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<tr>
<td>I do not have classes yet</td>
<td>0</td>
<td>504</td>
<td>504</td>
<td>3%</td>
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<tr>
<td>Transfer Questions</td>
<td>988</td>
<td>942</td>
<td>1930</td>
<td>11%</td>
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<tr>
<td>Classes Next Semester</td>
<td>2580</td>
<td>1714</td>
<td>4294</td>
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<tr>
<td>Pre-Req Questions</td>
<td>447</td>
<td>393</td>
<td>840</td>
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<tr>
<td>Just tested- now What</td>
<td>183</td>
<td>118</td>
<td>301</td>
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</tr>
<tr>
<td>Unofficial grad audit</td>
<td>117</td>
<td>144</td>
<td>261</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Academic Probation</td>
<td>149</td>
<td>165</td>
<td>314</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Trasfer Equivalencies</td>
<td>461</td>
<td>399</td>
<td>860</td>
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<tr>
<td>Can't Register- need help</td>
<td>472</td>
<td>327</td>
<td>799</td>
<td>5%</td>
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<td>ESL class</td>
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<td>375</td>
<td>420</td>
<td>795</td>
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<td><strong>Total</strong></td>
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<td><strong>8581</strong></td>
<td><strong>0</strong></td>
<td><strong>17180</strong></td>
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#### Unique Count

- **6427**
- **5368**
- **11795**

---

**APPENDIX SIX: Rotational Plans of Department Work**

#### Counseling & Career Center Planning
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<th>2012</th>
<th>2013</th>
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<tr>
<td></td>
<td>Academic Program Review</td>
<td>Budget Review</td>
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</tr>
<tr>
<td></td>
<td>One Book One College</td>
<td>CLS 100 Book Review</td>
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</tr>
<tr>
<td></td>
<td>Clean “S” Drive</td>
<td></td>
<td></td>
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<tr>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CARP CLS 100</td>
<td>Academic Program Review</td>
<td>Budget Review</td>
</tr>
<tr>
<td></td>
<td>One Book One College</td>
<td>CLS 102 Book Review</td>
<td>One Book One College</td>
</tr>
<tr>
<td></td>
<td>CARP CLS 104 &amp; 105</td>
<td>CARP CLS 102, 111, 150</td>
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<td></td>
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<td>Clean “S” Drive</td>
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</tr>
<tr>
<td></td>
<td>CLS 101 &amp; 110 Book Review</td>
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</tr>
<tr>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td></td>
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<tr>
<td></td>
<td>CARP CLS 101, 110</td>
<td>Academic Program Review</td>
<td>Budget Review</td>
</tr>
<tr>
<td></td>
<td>CLS 101/110 Book Review</td>
<td>One Book One College</td>
<td>CLS 102 Book Review</td>
</tr>
<tr>
<td></td>
<td>CLS 150 Book Review</td>
<td>CARP CLS 100</td>
<td>CLS 100 Book Review</td>
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<td></td>
<td>Clean “S” Drive</td>
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</tr>
<tr>
<td></td>
<td>CARP CLS 104 &amp; 105</td>
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**To be done yearly** (in addition to outlined in table above):

- Update the Website
- Transfer Fair
- Transfer Guide
- CLS 100 Training
- Department Liaison List
- Institutional Liaison List
- Hazardous Materials Update
- ESP Evaluations
- Faculty Evaluations
- Department Action Plan
- Update Early Alert E-mails
- Update Communication Plan
- Set CCC & CARS Dates
- Update our forms (drop in & others)
- APR Updates

**To be done each semester:**

- Numbers report for John
- Numbers report for Tina
- Flag Survey report
- Probation Plan Report
- Orientation Schedule
- Order CLS Books
- CLS Schedule in PeopleSoft
- Assign Advisors
- Load Advisee’s in Bb
- Term Transition in Early Alert
- Load Probation Students in Bb
- Load Probation in Early Alert
- Set Academic Success Workshop Schedule
- Set Transfer Representative Schedule
- Set General Workshop Schedule
- Set up John # Grid
- Set up Tina # Grid
- Set up Probation Grid
- Counselor Work Schedule in AT
- Set Drop In Schedule
- Set Student Worker Schedule
- Set Professional Development for Faculty
- Load all Keeping in the Loop in “S” drive
- Run all Probation Numbers
## APPENDIX SEVEN: Transfer Liaisons

<table>
<thead>
<tr>
<th>Transfer Institution</th>
<th>Liaison(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion College</td>
<td>T. Tillman</td>
</tr>
<tr>
<td>Alma College</td>
<td>K. Murphy</td>
</tr>
<tr>
<td>American Intercontinental University</td>
<td>A Fields</td>
</tr>
<tr>
<td>Aquinas College</td>
<td>K. Hughes</td>
</tr>
<tr>
<td>Calvin College</td>
<td>K. Murphy</td>
</tr>
<tr>
<td>Capella University</td>
<td>L Selberg</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>F. Zomer</td>
</tr>
<tr>
<td>Chancellor University</td>
<td></td>
</tr>
<tr>
<td>Concordia University</td>
<td>Y. Duncan</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>R. Rayla</td>
</tr>
<tr>
<td>Davenport University</td>
<td>S. Heisler/P. Kamau</td>
</tr>
<tr>
<td>Eastern Michigan University</td>
<td>A. Clark/J. Keesen</td>
</tr>
<tr>
<td>Ferris State University</td>
<td>P. Kamau/L Selberg</td>
</tr>
<tr>
<td>Grand Valley State University</td>
<td>R. Montes-Sutton/V. Maxa</td>
</tr>
<tr>
<td>Historical Black Colleges</td>
<td>R. Montes-Sutton/T Tillman</td>
</tr>
<tr>
<td>Hispanic Serving Institutions</td>
<td>R. Montes-Sutton</td>
</tr>
<tr>
<td>Hope College</td>
<td>R. Rayla</td>
</tr>
<tr>
<td>Kaplan</td>
<td>S York</td>
</tr>
<tr>
<td>Kendall College of Art and Design</td>
<td>J. Woller-Sullivan</td>
</tr>
<tr>
<td>Kettering University</td>
<td>W Harper</td>
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<tr>
<td>Kuyper College</td>
<td>R. Rayla</td>
</tr>
<tr>
<td>Lake Superior State University</td>
<td>S. Rose</td>
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<tr>
<td>Lawrence Technological University</td>
<td>T. Tillman</td>
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<tr>
<td>Michigan State University</td>
<td>R. Montes-Sutton</td>
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<td>A. Clark</td>
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<tr>
<td>Northern Michigan University</td>
<td>K. Hughes</td>
</tr>
<tr>
<td>Northwood University</td>
<td>A. Clark</td>
</tr>
<tr>
<td>Oakland University</td>
<td>A. Sherman/L Selberg</td>
</tr>
<tr>
<td>Olivet College</td>
<td>T. Tillman</td>
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<tr>
<td>Saginaw Valley State University</td>
<td>J. Woller-Sullivan</td>
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<tr>
<td>Siena Heights</td>
<td>V. Maxa</td>
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<tr>
<td>Spring Arbor College</td>
<td>Y. Duncan</td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>P Missad</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>F. Nieves/E Nisley</td>
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<tr>
<td>University of Phoenix</td>
<td>S. Rose</td>
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<tr>
<td>Wayne State University</td>
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<tr>
<td>Western Michigan University</td>
<td>F. Zomer/L Selberg</td>
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