

# Assessment Report- 4 Column



## Student Services - Counseling Services

**Contact Person(s):** Michael Paul Wong

**Program Review report submitted:** Spring 2018

**Mission Statement:** Moreno Valley College is responsive to the needs of our region. we offer academic programs and student support services that include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.

### Annual Updates

#### 2017 - 2018

**Highlights and Accomplishments:** - The total number of students served: 7,810

- The number of faculty and staff in the department: 13 FT faculty (assigned exclusively to Counseling), 5 FT classified staff

- Initiatives and goals accomplished:

Addition of new student success workshops for students on Academic and Progress Probation for the first time, and on the topic of Motivation

Creation of new online orientation in Comevo platform for EMT program.

Provided input to the planning process to add new Student Services Building to the college

Participated in development and approval of integrated plan and budget for Student Success and Support Programs, Student Equity, and Basic Skills Initiative

Counseling faculty met with HS counselors at the K-12 Educational Summit and with numerous colleagues from UCR at the MVC-UCR Educational Summit to improve transition between K-12 and MVC, and between MVC and UCR.

**Major Developments and Changes:** Hires:

Hire of new FT Counseling Clerk III, FT Counseling Clerk II, FT Counseling Clerk I, and Administrative Assistant III

Hire of new tenure track Career Transfer Center Counselor Coordinator, Career Technical Education Counselor, FT Career Technical Education Counselor for Ben Clark Training Center, and tenure track Puente Counselor Coordinator

New Procedures/Initiatives:

Addition of new process for At-risk (Academic Probation, Progress Probation, and Academic and Progress Probation) students in which students are required to meet with a counselor and attend a workshop

Adopted EduNav as the new District Student Planner application, and did most of the work preparatory to rolling out the service in FAL18.

Evaluations will become a college-based, rather than district-based, program as of July 1, 2018

Following a pilot in WIN18, Evaluations and Counseling collaborated to auto-award degrees and certificates to all qualifying students, increasing the college graduation rate for degrees and certificates by 24% and 34%, respectively.

Counseling began shift to cohort based counseling under Guided Pathways by developing first draft of field of interest and defining student success teams for the cohorts  
Counseling contributed to increase in student enrollment of approximately 5% via participation in increased transition to success, targeted communications, and increased HS presence, including HS based orientation, assessment, and counseling. This included establishing a counselor at each of the 6 comprehensive local high schools and the 8 continuation high schools. Outreach staff, Assessment staff, and Counseling faculty conducted workshops together at local comprehensive high schools on application,

orientation, assessment, and educational planning, resulting in an increase in students assessed at the high schools from 224 to 390, a 70% increase. This shift also involved shifting the primary location of the colleges orientation, assessment, and initial counseling from the college to local high schools. Counseling addressed the lack of graduation applications in BCTC by incorporating all SSSP core functions into the academic schedule of each class in BCTC, including graduation applications and appointments for comprehensive educational plans for all students in BCTC. Evaluations additionally went back through 3 years at BCTC, retroactively granting certificates to all of the students who earned completions but did not apply for graduation. Counseling taught at least one section of Guidance 48 at every local comprehensive high school in Fall 2017. Counseling transitioned from Walk-in Counseling to Open Counseling, resulting in more efficient use of counseling hours and better access for students. Counseling Work Group developed a plan that uses a set of incentives and disincentives, and careful logistical planning, to accomplish the goal of 100% comprehensive student education plans for all students by FAL19. Counseling assigned a FT tenure track counselor and an adjunct counselor to First Year Experience to improve planning and service delivery in this important program

| <i>Outcomes</i>  | <i>Assessment Methods</i>                 | <i>Assessment Results</i>  | <i>Action Plans</i>  |
|--|---|--|--|
| <p><b>SAO 1: Early Alert -- Increase student success in the classroom</b> - Counseling will offer one hour workshops on student success topics. Marketing will be targeted directly toward students who are struggling in the classroom (direct referral by instructors) and the general student population (general mailings and e-mail blasts to students)</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Inactive Date:</b> 06/30/2018</p> <p><b>Activity_v4:</b> -Access and Success- Provide Counseling Services: Develop effective pathways for student success by encouraging students to use student services and promote the completion of a comprehensive Student Educational Plan.</p> <p>-Access and Success-Improve Orientation Process: Develop an interactive online orientation that is accessible 24 hours for new, continuing and perspective students with unlimited access.</p> <p>-Success and Access-Offer guidance</p> | <p><b>Directly related to Outcome</b></p> | <p><b>Semester Assessed:</b> 2015 - 2016 (Spring 2016)</p> <p><b>Performance Target Met?:</b> Yes</p> <p>All students who were referred to Counseling by faculty through the Early Alert program received an electronic message, e-mail, and hard copy letter with a flyer informing them of the availability of Student Success Workshops (15) presented by Counseling Faculty in the topic areas of Time Management, Note Taking, Study Skills, and Navigating Disability Support Services. (06/03/2016)</p> <p><b>Notes/Reflections:</b> See in Document Repository: Study Skills Workshop Schedule, Early Alert Letter to Students, Early Alert Electronic Message to Students, Student Participation Counts in Study Skills Workshops (forthcoming in Summer 2016), Student Evaluations from Study Skills Workshops (forthcoming in Summer 2016). Although the workshops were offered and communicated to students, faculty did not consider this a successful intervention because student turnout was very low, as students received notifications just a few days before the workshops.</p> <p><b>Related Documents:</b></p> <p><a href="#">Early Alert Workshop Schedule.xlsx</a></p> <p><a href="#">Early Alert letter 16SPR.docx</a></p> <p><a href="#">EA Notification Verbiage 16SPR.docx</a></p> <p><a href="#">Early Alert Workshop Survey Spring 2015.docx</a></p> <p><a href="#">Early Alert Workshop sched fall 2016 (003).pdf</a></p> <p><a href="#">Early Alert Workshop sched spring 17.pdf</a></p> | <p><b>Action Plan:</b> Schedule limited Study Skills workshops in early semester prior to Early Alert to promote better student success (recommendation from outcomes of Action Plan 1) (07/10/2017)</p> <p><b>Action Plan Number:</b> 7</p> <p><b>Follow-Up:</b> Michael Paul Wong, Counseling Staff, Counseling Faculty (08/01/2017)</p> <p><b>Action Plan:</b> At request of Academic Senate in SPR16, change Early Alert language to new version of the letter written with input from Senate faculty (07/10/2017)</p> <p><b>Action Plan Number:</b> 6</p> <p><b>Follow-Up:</b> Michael Paul Wong, Carmen Valencia (07/10/2017)</p> <p><b>Follow-Up:</b> Dean of Student Services was informed 10.4.16 by Academic Senate that the requested change made to IT had not been implemented. SSSP Assistant and Dean Wong had followed up with IT back in September 2016 to ensure that this would take place. IT took responsibility, halted messages</p> |

| Outcomes   | Assessment Methods                        | Assessment Results | Action Plans   |
|--|---|--------------------|--|
| <p>courses for First Year Experience (FYE) program.: A) Offer summer Guidance 45 Introduction to College courses to incoming freshmen. B) Provide Guidance 48 College Success Strategies, Guidance 47 Career Exploration and Life Planning and Guidance 46 Ensure Transfer Success for students in the FYE program.</p> <p>-Access-Provide Online Counseling:<br/>A) Provide one-on-one online counseling for the development of comprehensive Student Educational Plans.<br/>B) Provide online student success workshops/webinars.<br/>-Career and Transfer Services: A) Provide Guidance 46 to increase transfer awareness<br/>B) Provide Guidance 47 to increase career exploration and planning<br/>C) Provide career readiness workshops<br/>D) Provide at least one transfer fair during the fall and spring semesters.<br/>-Follow up activities: Provide in person and online workshops to students on academic probation and dismissal.<br/>Provide one hour student success workshops to students who have been identified as "Early Alert" students by their faculty members that include study skills, time management, note taking skills, and career decision making skills.</p> | <p><b>Directly related to Outcome</b></p> |                    | <p>going out, and addressed the problem shortly. Dean Wong followed up with faculty and students to ensure all that the program was working again. (10/26/2016)</p> <hr/> <p><b>Action Plan:</b> Revisit in 2016-2017 planning process additional ways to improve student participation. (08/31/2016)</p> <p><b>Action Plan Number: 2</b></p> <p><b>Follow-Up:</b> Michael Paul Wong, Counseling Administrative Staff, and Counseling Faculty. Attach 2016-2017 Program Review Calendar (06/03/2016)</p> <hr/> <p><b>Action Plan:</b> In Counseling faculty planning retreat Spring 2016 faculty requested administration could send letters to students sooner to allow them time to plan to attend a workshop, market workshops to the general student population throughout the semester, offer study skills workshops earlier in the semester, market study skills workshops that are offered by Counseling faculty in other Student Services programs (Administrative Staff). (06/03/2016)</p> <p><b>Action Plan Number: 1</b></p> <p><b>Follow-Up:</b> Workshops and general communications could not be sent out sooner because the program had to allow time for faculty to refer students to the program. Additional recommendations to disconnect offering early semester student success workshops from Early</p> |

| Outcomes | Assessment Methods   | Assessment Results   | Action Plans  |
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|          | <p><b>Directly related to Outcome</b></p>  |  | <p>Alert, promoting proactive student success and avoiding student difficulty that might lead to referral. (10/20/2016)</p> <p><b>Follow-Up:</b> Michael Paul Wong and Counseling Administrative Staff (08/30/2016)</p>   |
|          | <p><b>Direct: Institutional Research or Other Data</b> - All students identified by faculty through the "Early Alert" program as needing additional assistance to be successful in the classroom will receive a letter identifying "Early Alert" workshops that they can attend to learn the skills needed to be successful in the classroom. Rosters will be collected from workshops to identify attendees. Faculty will develop pre-test, post-test for workshops, content of workshops. Collection of data from pre-test and post-test.</p> <p><b>Performance Target (Required)*:</b> 100% of students identified by faculty for Early Alert will receive an electronic message, a hard copy letter, and a flyer for the workshops. Workshop content will be developed. Pre-test and post-test will be developed. 10% of students receiving an Early Alert will attend a study skills workshop or meet with a counselor during the term of referral.</p> | <p><b>Semester Assessed:</b> 2016-2017</p> <p><b>Performance Target Met?:</b> Yes</p> <p>100% of students identified by faculty for Early Alert received electronic message, hard copy letter, and flyer for workshops (see documents). Faculty met in October 2016 to jointly review and develop workshop designs and PowerPoint docs. The PowerPoints were placed in the Faculty Shared File in November 2016 (see documents). Student evaluations were reviewed by faculty and edited in Fall 2016. Student evaluations moved from paper to SurveyMonkey format in Fall 2016. (07/10/2017)</p> <p><b>Notes/Reflections:</b> Pre/Post assessments still not created.</p> <p><b>Related Documents:</b></p> <p><a href="#">Sample Early Alert Message 10.26.16.pdf</a></p> <p><a href="#">Time Management.pptx</a></p> <p><a href="#">Early Alert letter 16FAL.docx</a></p> <p><a href="#">Early Alert letter 17SPR.docx</a></p> <hr/> <p><b>Semester Assessed:</b> 2015 - 2016 (Spring 2016)</p> <p><b>Performance Target Met?:</b> No</p> <p>All students identified by faculty through Early Alert received an electronic message, a letter, and a flyer informing them about the Study Skills workshops. Rosters were collected at workshops to identify attendees. Workshop content was developed by faculty. Pre-test, post-test for workshops was not developed. (06/03/2016)</p> <p><b>Notes/Reflections:</b> During the Spring Counseling Faculty Planning Retreat (Spring 2016) faculty planned to develop joint workshop designs and share them with all faculty presenting workshops.</p> <p><b>Related Documents:</b></p> <p><a href="#">EA Notification Verbiage 16SPR.docx</a></p> <p><a href="#">Early Alert letter 16SPR.docx</a></p> <p><a href="#">Early Alert Workshop Schedule.xlsx</a></p> | <p><b>Action Plan:</b> Develop joint workshop designs for all study skills workshops, develop pre and post tests to evaluate impact of workshop on students. (06/03/2016)</p> <p><b>Action Plan Number:</b> 3</p> <p><b>Follow-Up:</b> Counseling faculty met in October 2016 to jointly review PowerPoints and program plans for each of the study skills workshops. New versions of the PowerPoints for each workshop were placed in the Shared File in November (07/10/2017)</p> |

| Outcomes  | Assessment Methods  | Assessment Results   | Action Plans  |
|---|---|--|---|
| <p><b>SAO 2: Academic Probation and Dismissal</b> - Decrease the number of students on academic probation and dismissal by reaching out directly to students on academic probation with a requirement that they see a counselor and attend two student success workshops before registering for classes. Offer online and in person probation and dismissal workshops throughout the fall and spring semesters. Document student learning outcomes from having attended workshops. Improve student attendance at workshops.</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Inactive Date:</b> 06/30/2018</p> <p><b>Activity_v4:</b> -Follow up activities: Provide in person and online workshops to students on academic probation and dismissal. Provide one hour student success workshops to students who have been identified as "Early Alert" students by their faculty members that include study skills, time management, note taking skills, and career decision making skills.</p> | <p><b>Directly related to Outcome</b></p> <hr/> <p><b>Direct: Exam/Quiz - Pre-Post</b> - Student surveys completed at the conclusion of the workshops.</p> <p><b>Performance Target (Required)*:</b> 100% of students will be able to articulate in the survey at least one specific strategy that they can use to improve their performance</p> <p><b>Notes:</b> Update online probation and dismissal workshops and create new in person workshops. Update evaluations to ask student to articulate strategies</p> <p><b>Related Documents:</b><br/> <a href="#">Academic Probation Workshop Evaluation SPR 18.docx</a></p> | <p><a href="#">Time Management.pptx</a></p> <p><b>Semester Assessed:</b> 2015 - 2016 (Spring 2016)</p> <p><b>Performance Target Met?:</b> No</p> <p>On-line probation and dismissal workshop is still in place, but no change made to the workshops. SSSP At-risk Work Group met throughout Spring 2016 and developed a set of recommendations to require (through registration hold) students on academic probation in 2016-2017 to attend 2 workshops and meet with a counselor. These recommendations will be incorporated into the 2016-2017 SSSP Plan (06/03/2016)</p> <p><b>Notes/Reflections:</b> Add Fall 2015 (forthcoming) and Spring 2016 Academic Standing documents (forthcoming in Summer 2016)</p> <p><b>Related Documents:</b><br/> <a href="#">2015-2016 Recommendations from SSSP Workgroup for at Risk Students 5-25-16.docx</a></p> <hr/> <p><b>Semester Assessed:</b> 2015 - 2016 (Spring 2016)</p> <p><b>Performance Target Met?:</b> No</p> <p>Workshops were not updated. In-person workshops were not held. Comevo vendor relationship was established in Spring 2016 so there is now a new on-line platform to house updates of on-line probation and dismissal workshops. (06/03/2016)</p> <p><b>Notes/Reflections:</b> Performance target needs to be rewritten to reflect goals that Counseling has the power to directly affect. Workshops can be updated and held, but it's unrealistic to expect to decrease number of students on academic dismissal by 10% solely based on this project.</p> | <p><b>Action Plan:</b> Develop workshops for Academic Probation students and plan to accommodate additional appointments and workshops for probationary students (SSSP At-risk Work Group) (06/03/2016)</p> <p><b>Action Plan Number:</b> 4</p> <hr/> <p><b>Action Plan:</b> Schedule and plan in person probation and dismissal workshops in winter and summer 2017. Plan update of online probation and dismissal workshops. (SSSP At-Risk Work Group) (06/03/2016)</p> <p><b>Action Plan Number:</b> 5</p> |
| <p><b>SAO 3: Comprehensive Student Educational Plans</b> - Develop comprehensive student educational plans with students. Increase rate of students achieving comprehensive educational plans by third semester.</p>  | <p><b>Directly related to Outcome</b></p>   | <p><b>Semester Assessed:</b> 2017-2018</p> <p><b>Performance Target Met?:</b> Yes</p> <p>As of 5-3-18 FAL15 FT student enrolled cohort has 82% comprehensive student education plans (CSEP) completed (59% of students who completed OAC). FAL16 FT student enrolled cohort has 85% comprehensive student education</p>  | <p><b>Action Plan:</b> SSE Counseling Work Group will implement plan to provide advance CSEP's to all students lacking them, extensive programming to make attainment of CSEP convenient and easy, and</p>  |

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|---|--|---|--|
| <p>Long term goal is to increase rate to 100%</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Inactive Date:</b> 06/30/2018</p>   | <p><b>Directly related to Outcome</b></p>  | <p>plans (CSEP) completed (42% of students who completed OAC). FAL17 FT student enrolled cohort has 50% comprehensive student education plans (CSEP) completed (64% of students who completed OAC). (06/27/2018)</p> <p><b>Notes/Reflections:</b> More inquiry is needed into how more student who completed OAC in FY17 could have completed CSEP's than students who actually enrolled. FAL17 FT students had 1 additional semester to complete CSEP's after SPR18 when data was pulled.</p> <p><b>Related Documents:</b></p> <p><a href="#">15FAL and 17FAL CSEP Data 5.3.18.xlsx</a></p> <p><a href="#">Comparison of MIS data from 17FAL to 16FAL to 15FAL.docx</a></p> <p><a href="#">Comparison of MIS data from 17SUM TO 16SUM TO 15SUM.docx</a></p> <p><a href="#">Comparison of MIS data from 18WIN TO 17WIN TO 16WIN.docx</a></p> <p><a href="#">Contin Stu NO SEP Letter FAL17.docx</a></p> <p><a href="#">FTF NO SEP Letter SUM17.docx</a></p> <p><a href="#">New Transfer NO SEP Letter SUM17.docx</a></p> <p><a href="#">Over 45 Units Letter SUM17.docx</a></p> | <p>reduce priority enrollment for all students who don't complete CSEP by 3 semesters. (06/27/2018)</p> <p><b>Action Plan Number:</b> 1</p>  |
| <p><b>SAO 4: Improve overall Counseling Student Services efficiency and effectiveness</b> - Improve ability for Counseling to achieve maximum student contacts with existing resources (efficiency) and service more students while showing maximal positive outcomes for student success</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Inactive Date:</b> 06/30/2018</p> <p><b>Activity_v4:</b> Reduce no-show rate,</p> | <p><b>Directly related to Outcome</b></p> <hr/> <p><b>Direct: Statistical Data (Institutional Research)</b> - Decrease student no-show rate at Counseling appointments</p> <p><b>Performance Target (Required)*:</b> 20% no show (reduction from 30% overall assessed 2/16/16-3/25/16)</p> | <p><b>Semester Assessed:</b> 2016-2017</p> <p><b>Performance Target Met?:</b> No</p> <p>Counseling faculty have a low job stability for categorically funded faculty: out of 7 categorically funded positions filled 2014-2017, 3 positions were vacated before one year had passed. (11/21/2016)</p> <hr/> <p><b>Semester Assessed:</b> 2015-2016</p> <p><b>Performance Target Met?:</b> No</p> <p>After new no show policy instituted by Student Success and Equity Counseling Work Group and Counseling staff, no show rates for student appointments 2/16 - 5/13 went down from 30% to 21%. (05/13/2016)</p> <p><b>Notes/Reflections:</b> Current objective is 20% and initial assessment of no show rate was 21%. It is expected that continuing the policy will reduce the no show rate to 20% goal. Counseling staff began calling students every day to remind students of the next day's appointments. Staff also identified students who had more than 2 no shows and either reached out to them directly to inform them of the</p>                                   | <p><b>Action Plan:</b> Continue to implement no show practices with students who no show appointments. Reassess every semester. (08/29/2016)</p> <p><b>Action Plan Number:</b> 1</p> |

| Outcomes  | Assessment Methods   | Assessment Results  | Action Plans  |
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|   | <p><b>Direct: Statistical Data (Institutional Research)</b> - Use department resources efficiently by replacing student services counseling time lost to instruction and faculty reassignment time</p> <p><b>Performance Target (Required)*:</b><br/>50% of reassigned faculty time returned to Counseling that is delivered to students</p> <p><b>Related Documents:</b><br/><a href="#">Counseling Faculty Seat FTE FAL 16 for program review.xlsx</a></p> | <p>no show policy or referred them to Dean of Student Services for student conduct.</p> <p><b>Related Documents:</b><br/><a href="#">Counseling Appointments No Show Data Report.pptx</a></p> <p><b>Semester Assessed:</b> 2016-2017</p> <p><b>Performance Target Met?:</b> No<br/>Counseling "seat" time is currently 6 FTE for 10 counselors funded with a combination of general and categorical funds. (11/21/2016)</p> <p><b>Related Documents:</b><br/><a href="#">Counseling Faculty Seat FTE FAL 16 for program review.xlsx</a></p> | <p><b>Action Plan:</b> Hire additional Counseling faculty with existing resources in order to ensure that funded faculty time reaches students through student services (11/21/2016)</p> <p><b>Action Plan Number:</b> 2</p>  |
|   | <p><b>Direct: Statistical Data (Institutional Research)</b> - Measure Counseling faculty job stability</p> <p><b>Performance Target (Required)*:</b><br/>80%</p>   | <p><b>Semester Assessed:</b> 2016-2017</p> <p><b>Performance Target Met?:</b> No<br/>Out of 7 Counselors hired 2014-2017, 3 left their positions before one year had elapsed (11/21/2016)</p> <p><b>Related Documents:</b><br/><a href="#">MVC Categorically Funded Counseling Faculty Hired 2014-2017.docx</a></p>   | <p><b>Action Plan:</b> Seek ability to replace categorically funded one year temporary positions with tenure track categorically funded positions (11/21/2016)</p> <p><b>Action Plan Number:</b> 3</p>  |
|   | <p><b>Direct: Institutional Research or Other Data</b> - Before/After study to analyze change in service delivery strategy implemented in WIN18 to replace some appointments and walk-in sessions with open counseling sessions, and addition of the triage counselor during peak periods</p> <p><b>Performance Target (Required)*:</b><br/>10% increase in number of students served using the same resources</p>   | <p><b>Semester Assessed:</b> 2017-2018</p> <p><b>Performance Target Met?:</b> Yes<br/>Some appointments and most walk-in sessions were replaced with open counseling sessions starting in WIN18 and continuing into SPR18. Triage counselor was added briefly but it was determined that triage was not a good use of counselor time. (06/28/2018)</p> <p><b>Notes/Reflections:</b> More sophisticated measurements need to be applied to assessing counselor efficiency in the new year</p>  | <p><b>Action Plan:</b> Determine baseline throughput measures for Open Counseling (e.g. a counselor can serve 2 students baseline in Appointment Counseling) to better determine if replacing some Appointment Counseling and most Walk-in Counseling with Open Counseling increased efficiency of Counseling. (06/28/2018)</p> <p><b>Action Plan Number:</b> 2</p> |
| <p><b>SLO 1: Student Improvement of Study Skills</b> - Students who participate in study skills workshops</p> | <p><b>Directly related to Outcome</b></p>  | <p><b>Semester Assessed:</b> 2017-2018</p> <p><b>Performance Target Met?:</b> No<br/>Question that assesses student recall of specific study skill,</p>   | <p><b>Action Plan:</b> Meet with staff and presentation faculty to emphasize use of the surveys and collection</p>  |

| Outcomes  | Assessment Methods   | Assessment Results  | Action Plans  |
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| <p>will be able to articulate and commit to implement at least one study skill, habit, or mindset that will support their success</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Inactive Date:</b> 06/30/2018</p> <p><b>Activity_v4:</b> Counseling will offer workshops on study skills, teach Guidance classes, develop publications and on-line resources to support student success</p>   | <p><b>Directly related to Outcome</b></p>  | <p>habit, or mindset and committed to it was added to the survey, but the surveys were not used widely enough to present as valid data. (06/28/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Early Alert Workshop Survey Spring 2015.docx</a></p>   | <p>of data in order to more effectively assess student learning outcomes (06/28/2018)</p> <p><b>Action Plan Number:</b> 3</p> |
| <p><b>SLO 2: Students At-Risk will learn skills to be more successful -</b></p> <p>Students At-risk referred to services via Academic Standing or Early Alert will be able to articulate and commit to at least one skill, habit, or mindset that will support their becoming more successful students. Students will be able to articulate at least one thing that contributed toward poor academic performance, in preparation for a meeting with a counselor to developing a plan of attack to address the issue.</p> <p><b>Goal Status:</b> Active</p> <p><b>Assessment Cycle:</b> 2016 - 2017, 2017 - 2018</p> <p><b>Start Date:</b> 07/01/2016</p> <p><b>Inactive Date:</b> 06/30/2018</p> <p><b>Activity_v4:</b> Students in at-risk status will receive communications inviting or requiring them to meet with a counselor. Students will receive materials on student success resources and workshops along with the invitation to meet with a counselor. Following meeting with</p> | <p><b>Direct: Exam/Quiz - Pre-Post -</b> At-Risk students attending study skills workshops will be assessed with a workshop survey testing their recall of strategies, skills, habits, and mindsets to be more successful</p> <p><b>Performance Target (Required)*:</b> 100% of at-risk students will be able to recall at least one strategy, skill, habit, or mindset to be more successful</p> <p><b>Related Documents:</b></p> <p><a href="#">Academic Probation Workshop Evaluation SPR 18.docx</a></p> | <p><b>Semester Assessed:</b> 2017-2018</p> <p><b>Performance Target Met?:</b> No</p> <p>Question that assesses student recall of specific study skill, habit, or mindset and committed to it was added to the survey, but the surveys were not used widely enough to present as valid data. (06/28/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Early Alert Workshop Survey Spring 2015.docx</a></p> |   |



| Outcomes | Assessment Methods | Assessment Results | Action Plans |
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the counselor, students will be referred to workshops on academic probation/getting back on track, and/or individual student success skills -- time management, motivation, and financial aid considerations.

**SLO 3: Students who complete comprehensive student educational plans will gain improved clarity of their academic goals and time frame for completion** - Students who complete comprehensive educational plans (CSEP's) with Counseling faculty will be able to articulate their educational goal for completion, major or program of study, transfer institution type (CSU, UC, or private), and estimate their graduation date  
**Goal Status:** Active  
**Assessment Cycle:** 2017 - 2018  
**Start Date:** 02/01/2018  
**Inactive Date:** 06/30/2018  
**Activity\_v4:** Create and complete outgoing surveys to be collected in Spring 2018

**Direct: Exam/Quiz - Pre-Post** - Direct survey to students who have completed CSEP within the last year testing students' knowledge of their own educational goal for completion, major or program of study, transfer institution type, and estimate of graduation date  
**Performance Target (Required)\*:** 100%

**Semester Assessed:** 2017-2018  
**Performance Target Met?:** No  
 Survey was not created or used. (06/28/2018)  
**Notes/Reflections:** Use of Counseling Discipline (District) standards regarding student learning intended outcomes should guide creation of the survey. Focus on improvement of student learning, as opposed to individual faculty performance

**Action Plan:** Develop new CSEP survey in SUM18, distribute to counselors for input in early FAL18, use once in FAL18 and again in SPR19 (06/28/2018)  
**Action Plan Number:** 4