This form allows all departments or groups doing assessments at WNC to document their assessment activities. Each program or service area is required to complete an assessment of at least one outcome or objective each year. You may assess more than one outcome if you choose. (If you have more than one objective, please copy and paste the objective table.)

Assessments are overseen by Institutional Research (IR) and the Program and Assessment Review Committee (PARC). Please contact IR with questions and/or for assistance.

Steps 1, 2, and 3 are to be completed prior to conducting your assessment activity. Steps 4 and 5 will be completed at the end of the yearly assessment project at which time steps 1, 2, and 3 will be completed for the following year.

Completed forms are to be electronically submitted to IR for posting on the program’s assessment website. Steps 4 and 5 including steps 1, 2, and 3 for the new year are due before the fall semester commences.
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>College Strategic Plan&lt;br&gt;Goal: Strategic Goal #1 – Improve Student Success Rates</td>
</tr>
<tr>
<td>1b</td>
<td>Unit Mission Statement: To provide quality counseling, academic advisement, testing, and disability support services to current and prospective WNC students to assist them in obtaining their educational goals.</td>
</tr>
<tr>
<td>2</td>
<td>Objective ( Desired Outcome): Increase successful course completion and retention rates.</td>
</tr>
<tr>
<td>3a</td>
<td>Proposed Project: We are using 4 projects to attempt to meet this objective:&lt;br&gt;#1 – Peer Mentoring Program&lt;br&gt;#2 – Checklist to Success&lt;br&gt;#3 - Early Alert System&lt;br&gt;#4 - New Student Orientations&lt;br&gt;Please refer to attached pages for Steps 3 – 5 on each project.</td>
</tr>
<tr>
<td>3b</td>
<td>Outcome Measures: See attached</td>
</tr>
<tr>
<td>4</td>
<td>Summary of Data Collected: See attached</td>
</tr>
<tr>
<td>5</td>
<td>Use of Results: See attached</td>
</tr>
</tbody>
</table>
Project #1 – Peer Mentoring Program

Step 3a  Project Description

The Peer Mentoring Program is rooted in the concept that the more connected and engaged students are with faculty, staff, and other students at the college, the more likely they are to be successful in their courses and continue their educational plans by re-enrolling the following semester.

In this program, faculty design and implement a project to address a specific set of goals and objectives in their individual courses or for their particular student populations. Faculty select students to function as peer mentors for their projects and then they supervise their peer mentors. Usually the objectives set for the various projects involve helping students improve their academic performance and to lower the withdrawal rate. Peer mentors often provide tutoring in the course content, as well as establish a mentoring relationship which includes getting to know each other, discussing issues impeding doing well in class, referring the student to other campus resources, and providing extra encouragement and understanding.

During the Fall 2007 semester, faculty sponsored 14 peer mentoring projects which addressed a variety of courses and specific student populations. All of those projects carried over into the Spring 2008 semester.

Step 3b  Outcome Measures

Both quantitative and qualitative results will be measured at the end of each semester.

Quantitative results will be derived from looking at the differences between “mentored” students and “non-mentored” students related to 1) how many passed with a Pass/C or better; 2) the percent of withdrawals, and the percent retained to Spring 2008.

Qualitative results will be garnered from surveys that will be completed at the end of each semester by the faculty sponsors, peer mentors, and mentees. Questions will be asked to find out what participants in the program feel is working well and what they feel could be improved.

Step 4  Summary of Data Collected

Following is a summary of the data collected for Fall 2007–Spring 2008:

Quantitative Data

Mentors keep track of the students they work with in each project. These students form the “mentored” groups. Their names and “W” numbers are given to IR staff, who accesses SIS to generate the names in the “non-mentored” groups for each project. IR then calculates the differences between these two groups for each project. Following is some summary data for:

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>% Pass/C or better</th>
<th>% “W”</th>
<th>% Retained to Sp. ’08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentored</td>
<td>155</td>
<td>84%</td>
<td>9%</td>
<td>85%</td>
</tr>
<tr>
<td>Non-Mentored</td>
<td>326</td>
<td>69%</td>
<td>21%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Fall 2007
Annual Assessment Report

Spring 2008

<table>
<thead>
<tr>
<th>Headcount</th>
<th>% Pass/C or better</th>
<th>% “W”</th>
<th>% Retained to Fall '08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentored</td>
<td>86</td>
<td>79%</td>
<td>16%</td>
</tr>
<tr>
<td>Non-Mentored</td>
<td>620</td>
<td>60%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Assessment Limitations**
- Far more students were mentored in math than is reflected in the total number of mentored students. All of the math mentors spent a considerable amount of time assisting a variety of students in the ASC “math lab”, but they could only report those students tied to their specific projects. We will track this number separately in the future.

**Qualitative Data**
At the end of every semester, faculty sponsors, peer mentors and mentees are all asked to fill out a survey. Faculty sponsor and mentor surveys are sent electronically to IR staff, who calculate the summary data. Mentee surveys are filled out by hand and submitted to IR for calculation. Following is some summary data for Fall ’07:

**Mentored Students’ Results**
- When asked to indicate all the types of mentoring they received:
  - Tutoring in course material: 78%
  - Time management: 38%
  - Study skills: 49%
  - Personal support and encouragement: 70%
- How they rated their experience with peer mentoring:
  - Excellent: 71%
  - Good: 23%
  - Satisfactory: 3%
  - Unsatisfactory: 2%
- Did their mentoring experience make them feel more connected to people and the college?
  - Yes: 84%
  - No: 16%

**Peer Mentors’ Results**
- How they rated their experience this semester:
  - Excellent: 45%
  - Good: 50%
  - Satisfactory: 5%
  - Unsatisfactory: 0%
- Are they interested in a career in teaching as a result of their mentoring experience:
  - Yes: 40.9%
  - No: 31.8%
  - Not sure: 27.3%
- How did they benefit from the mentoring experience:
  - Increased sense of doing something worthwhile: 86.4%
  - Increased skills in helping others: 86.4%
  - Building relationships with faculty and students: 81.8%
  - Increased communication skills: 86.4%

**Faculty Sponsor Results**
Annual Assessment Report

- How did they rate the success of their mentoring project this semester:
  - Excellent 50%
  - Good 33%
  - Satisfactory 8%
  - Unsatisfactory 8%

- How did they feel peer mentors benefited:
  - Increased self-esteem 83%
  - Building relationships with faculty and students 92%
  - Increased communication skills 92%

- How did they feel mentees benefited:
  - Understanding of course material improved 83%
  - Course grade improved 83%
  - Improved communication with instructor 75%

- Would they like to continue the project next semester:
  - Yes 100%
  - No 0%

Step 5 Use of Results

The results indicate that mentored students are more successful in terms of the grades they earn, that they have a much lower withdrawal rate, and that they are more likely to re-enroll the following semester that the non-mentored students from the same project.

These results are being used to improve the program in the following way:

1) Peer mentors will track the students they mentor outside of their assigned project, so that the total number of mentored students is more accurately reflected.

Project # 2 – Checklist to Success

Step 3a Project Description

The Checklist to Success is used as a retention and student success tool. It is designed to give new students a step by step process to follow when they begin college classes. Many studies on retention and student success point out how critical it is for students to take a placement test and meet with a counselor prior to selecting classes their first semester. The Checklist was developed to strongly encourage and guide new students through these steps. When students click the “New Student” button on the WNC homepage, they see the following:

Checklist to Success

Welcome new students! Make sure you complete the steps on this checklist:

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Apply for Admission

Click the link above to apply on-line. To apply in person, go to the Admissions and Records office in Bristlecone 101. For help, call 775-445-3277.
**Attend an Orientation**
Find out what students wish they had known before starting at WNC! Click on the link above and sign up. You’ll be entered into our drawings to win great prizes. To sign-up in person, go to the Counseling office in Bristlecone 103. For help, call 775-445-3267.

**Take Placement Tests**
Every student planning to register for English and math courses must take placement tests (or submit ACT/SAT scores). Click on the link above to find out about when and where to take the tests. For help, call 775-445-3267.

**Meet with a Counselor**
Choose your first semester of courses with a counselor. Counselors review test scores and help students plan their class schedules. Click on the link above to find out about scheduling an appointment. For help, call 775-445-3267.

**Apply for Financial Aid**
Many students are eligible for some type of financial assistance. Find out more by clicking the link above. For help, call 775-445-3264.

**Check out a College Success Class**
Take a college success class and you’ll learn all of the tips everyone else wishes they had known. This is a college-level, transferable course. Click on the link above to find out more.

**Register for Classes**
After testing and meeting with a counselor, register for your classes. Click the link above to find out more and to register on-line.

**Activate your Email Account**
This is the way to receive important information from your instructors and the College. It can be forwarded to your favorite email account (AOL, Hotmail, Yahoo, etc.). After you register for classes, go to [www.wnc.edu/email](http://www.wnc.edu/email) to activate your account.

**Pay by the Deadline**
The last day to pay your fees for full-term classes is the Friday two weeks before the semester begins to ensure that your classes are not dropped. For more details, click on [www.wnc.edu/academics/semesterdates.php](http://www.wnc.edu/academics/semesterdates.php).

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Every new degree or certificate seeking student also receives this checklist in a letter signed by the Dean of Student Services after the student completes the application for admission and on a follow-up postcard 3-4 weeks before the beginning of the semester. We began promoting the Checklist in Fall 2005 and have been actively encouraging students to use it every semester since then.

### Step 3b Outcomes Measures

The effectiveness of promoting the Checklist for Success is measured 1) by determining whether there has been an increase in the number of placement tests administered; 2) by assessing whether there has been an increase in counseling contacts and/or appointments; and 3) by determining whether there has been an increase in retention.
Annual Assessment Report

Step 4  Summary of Data Collected

There has been a huge increase in the number of Accuplacer placement tests administered by Counseling Services between 2005 and 2008. In 2005, 1,539 tests were given to students compared to the 6,611 tests administered during 2008.

The number of current and prospective students contacting counselors either in person, by phone or by email has nearly doubled between 2005 and 2008 on the Carson campus. During 2005-2006 there were 4,777 student contacts, during 2006-2007 there were 5,215 student contacts, and during 2007-2008, 8,484 students contacted counselors.

Corresponding to the increase in the volume of students seeking advising, retention from Fall to Spring during this period jumped from 54% to 60%, according to the 2007 WNC Institutional Portfolio.

Step 5  Use of Results

These results indicate that the Checklist to Success does increase the success and retention of new degree and certificate seeking students and we will continue to promote it widely.

Project #3 – Early Alert Warning System

Step 3a  Project Description

Definition:
The EA system is an intervention referral program that identifies “at risk” students who are experiencing academic difficulties in one or more of their classes. The EA system is utilized to acquire information regarding student’s academic progression. This occurs when academic faculty monitor students’ at risk behavioral patterns in the classroom and forward pertinent information to counselors who in-turn suggest the application of support services and other strategies that may help these students to succeed. The EA system is a collaborative campus effort that is designed to personally connect with students in order to promote their success in college.

What factors constitute “at risk” behavior in the classroom?
Low quiz/test scores
Frequent absences and or tardiness
Class participation issues
Incomplete homework assignments
Poor comprehension of material

How the EA system works:
Academic faculty access Early Alert referral forms from their online class roosters. Faculty utilizes referral forms to record “at risk” behavioral traits of students in their classes who are struggling academically. The referral form is forwarded electronically by faculty to Counseling Services who contact students and communicate appropriate intervention strategies based upon the referral. A follow-up email pertaining to communication efforts and results is sent to faculty. Counseling Services records data related to the “communicative loop” through the Early Alert Administrator tracking system.
Annual Assessment Report

**Step 3b  Outcome Measures**

Quantitative measures are drawn from the Early Alert Administrator tracking system. The EA administrator is a programming instrument and database that collects and tracks EA referral measures.

The EA administrator is connected to SIS and currently tracks the following measures:

- Duplicated Students (number of student referrals – some students receive referrals from more than one instructor)
- Unduplicated Students
- Unduplicated Instructors (number of instructors who made referrals)
- Students who completed the course
- Students who did not complete the course
- Students who completed the course and re-enrolled
- Students who did not complete the course and re-enrolled

**Step 4  Summary of Data Collected For Fall 2007 – Fall 2008**

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicated Students: 223</td>
<td>Duplicated Students - 133</td>
</tr>
<tr>
<td>Unduplicated Students: 178</td>
<td>Unduplicated Students - 114</td>
</tr>
<tr>
<td>Unduplicated Instructors: 42</td>
<td>Unduplicated Instructors – 35</td>
</tr>
<tr>
<td>Completed Course – 44 (25%)</td>
<td>Completed Course – 16 (15%)</td>
</tr>
<tr>
<td>Re-enrolled in Spring ‘08 – 91 (51%)</td>
<td>Re-enrolled in Fall ’08 – 56 (49%)</td>
</tr>
</tbody>
</table>

**Fall 2008**

- Duplicated Students – 173
- Unduplicated Students – 143
- Unduplicated Instructors – 32

- Completed Course – 28 (20%)
- Re-enrolled in Spring ’09 – 77 (54%)

**Step 5  Use of Results**

Considering that all of the students who have been referred to the EA system could be classified as “at risk”, the percentage of students successfully completing classes must be evaluated accordingly. In addition, many students are referred at a point in the semester when it would be virtually impossible for them to successfully complete the course. Consequently, the most relevant statistic is the percentage of students who re-enroll after having the opportunity to speak with a counselor to discuss their challenges and brainstorm solutions. Our expectation...
was that the EA system would help to some extent with successful class completion, but that it
would be most impactful on retention for this group of students, and the data indicates that this
is true. For example, during Fall 2007 the EA "at risk" group re-enrolled at a 51% rate as
compared to the general student population for the same semester who had a 60% retention
rate. Although it is difficult to statistically compare these two groups due to the variety of
variables involved, it is reasonable to assume that an “at risk” group with no intervention would
have a much lower retention rate than the general student population.

Project #4 – New Student Orientations

Step 3a  Project Description

The new student orientation program is designed help new students make a successful
transition to the college environment. This program promotes academic excellence and
extends opportunities for social interaction. The program also provides pertinent information
related to academic expectations, campus resources, student leadership and involvement
opportunities. New student orientation is a part of ongoing retention initiatives designed to
promote the completion of educational goals and student success.

Step 3b  Outcome Measures

A survey is used to collect and analyze data on the number of students who attend orientations
as well as to measure outcomes of student satisfaction. The results are listed below.

Step 4  Summary of Data Collected

Number of students attending new student orientations in 2007-2008 = 332
2006-2007 = 292
2005-2006 = 157
2004-2005 = 17

Satisfaction Outcomes from 2007-2008 Survey Results

Q1 I found the orientation very helpful.

56% Strongly Agree; 39% Agree; 5% No Opinion; 0% Disagree; 0% Strongly Disagree

Q2 I would recommend this orientation to a friend.

50% Strongly Agree; 44% Agree; 6% No Opinion; 0% Disagree; 0% Strongly Disagree

Step 5  Use of Results

The survey is utilized to track student feedback which we use to improve future orientations. For
example, the survey form asks questions about whether students like the way the orientation is
structured, i.e., hearing from current students, breaking into small groups, etc. The survey also
contains a text box that asks students to respond to the question “How could we make the
orientation better?” We have received a variety of answers to this question, which include “It
should be shorter” as well as “It should be longer”. However, sometimes there is a consensus
opinion such as “No more healthy food. How about something with sugar?” which we strive to accommodate.