

Program Review Comprehensive Report



Program Review - Student Services: Counseling

Area Overview

2017 - 2018

Mission: The mission of the Norco College Counseling Department is to foster and promote the intellectual, emotional, social and cultural development of students by offering a wide range of counseling, career consultation, instructional and educational services. Our services assist students in acquiring the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and achieve success. (2017-18 Norco College Catalog)

Philosophy Statement: Counseling supports the academic goals of the college through consultation and collaboration with faculty, staff, and campus organizations. We offer comprehensive guidance courses and counseling services reflective of our diverse population and evolving student needs. (2017-18 Norco College Catalog)

Summary: Counselors advise students in planning and achieving their personal, educational, and career/vocational goals through:

- Individual counseling appointments, express/walk-in counseling, online counseling
- Orientation
- Comprehensive Student Educational Plans (SEPs)
- Academic progress/probation/dismissal counseling
- Transfer course selection for UC, CSU and private universities
- Certificate and associate degree requirements
- Instruction of guidance courses
- Assessment and interpretation of career inventories
- Referrals to other support services
- Career exploration
- Student Success Workshops including AA/AS, and Transfer Workshops (all offered in person and online)
- SEP classroom workshops
- Special Programs Counseling (DRC, EOPS, Puente, Umoja, Veterans, Honors, Summer Advantage, Basic Skills, Next Phase, Athletics)
- Counseling/Guidance Instruction for Dual Enrollment/JFK
- Counseling support for Summer Advantage and FYE

- Strengths:**
1. Counseling provides Student Educational Plans (SEP's) based on the most up-to-date and accurate information.
 2. Counseling uses online resources to provide appointment scheduling and counseling services to Norco students.
 3. Counselors communicate and maintain relationships with instructional faculty to keep abreast of new curriculum and career trends.
 4. Counselors serve a large volume of students through appointments and express/walk-in counseling.
 5. Active involvement in student clubs and activities-two counselors serve as Advisors (Puente, Umoja) and one counselor serves as the Counseling Lead (Honors) while others continue to collaborate with various departments and programs to promote student success (Veterans, Cal Works, Articulation, Curriculum, Transfer Center, EOPS, DRC, Financial Aid, etc.)
 6. Strong Counseling Component in Summer Advantage (HS Visitations, Norco Orientation Week, and SEP follow up)
 7. Basic Skills (BSOT) Outreach
 8. Outreach to promote SEPs-"Ask a Counselor"
 9. Counselors develop innovative activities to address the mandates of the Student Success Act (SEPs in the classroom)

and outreach/follow up to at-risk populations)

10. Involvement in college initiatives (Completion Initiative; Guided Pathways; Next Phase; FYE; Counseling Leads for schools)

Students Served: Data will be reported at the end of the 2017-18 academic year in order to provide an accurate snapshot of students served.

Attachments:

[2014-17_STUDENT_SERVICES_COUNSELING_ResourceRequests.xlsx](#)

SLO/SAO: Summer Advantage SEP completion

(SAO) Students who complete Summer Advantage during summer term 2016 and enrolled in fall 2016 will develop an updated Student Educational Plan with a counselor.

SLO/SAO Status: Completed

SLO/SAO Year(s): 2014 - 2017

Date Entered: 06/08/2017

Date Completed: 06/08/2017

SLO/SAO Type: SAO – General

Assessment Measures

Direct - SARS/Colleague

A report is used to track Summer Advantage students who received an updated comprehensive Student Educational Plan. Counseling staff and faculty to provide outreach to the students who still are in need of this service.

(Active)

Criteria: 70% of the 2016-2017 Summer Advantage cohort will make a follow-up appointment with a counselor to develop an updated Student Educational Plan.

Notes: Criteria Not Met

As of 6/08/17, percentage of updated Comprehensive SEP's for Summer Advantage 2016: 62%
However, the structure of Summer Advantage changed in June 2017 for the 2017-18 cohort.

Findings/Analysis

Reporting Period: 2017 - 2018

04/02/2018

Conclusion: Criteria Not Met

Criteria Not Met

As of 6/08/17, percentage of updated Comprehensive SEP's for Summer Advantage 2016: 62%

The structure of Summer Advantage changed in June 2017 for the 2017-18 cohort.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: Counseling will continue to work with the changes in the Summer Advantage program structure to make sure that students complete their comprehensive SEP with a Counselor in a way that is meaningful and valuable to the student. (04/02/2018)

Mapping

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1 - Objective 1.1 - Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).

Goal 1 - Objective 1.2 - Improve transfer rate by 10% over 5 years.

Goal 1 - Objective 1.3 - Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.

Goal 1 - Objective 1.4 - Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).

Goal 1 - Objective 1.5 - Increase completion rate of degrees and certificates over 6 years.

Program Review - Student Services: Counseling

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|---|
| Goal 1 - Objective 1.6 - Increase success and retention rates. |
| Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units. |
| Goal 1 - Objective 1.8 - Increase the percentage of students who begin addressing basic skills needs in their first year. |
| Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. |
| Goal 2 - Objective 2.1 - Increase student engagement (faculty and student interaction, active learning, student effort, support for learners). |
| Goal 2 - Objective 2.3 - Increase student satisfaction and importance ratings for student support services. |
| Goal 2 - Objective 2.4 - Increase the percentage of students who consider the college environment to be inclusive. |
| Goal 2 - Objective 2.6 - Increase current students' awareness about college resources dedicated to student success. |
| Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal. |
| Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan. |
| Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan. |
| Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs. |

SLO/SAO: Utilizing career exploration resources

(SLO) Students that utilize career exploration resources will discover career specific information based on personality and interest assessment results.

SLO/SAO Status: Completed

SLO/SAO Year(s): 2014 - 2017

Date Entered: 06/08/2017

Date Completed: 06/08/2017

SLO/SAO Type: SLO – Student Success Measure

Assessment Measures

Direct - Pre/Post Test (Active)

Criteria: 75% of students will answer the direct learning assessment questions correctly. (Pre/Post survey)

Pre/Post Survey will be administered before and after student's participation in career exploration workshops and/or courses.

Criteria Met

93% of all students surveyed (Pre/Post) who participated in career exploration courses and workshops answered post survey direct learning assessment questions correctly demonstrating increased knowledge about career resources and tools.

Notes: Goal met

Findings/Analysis

Reporting Period: 2017 - 2018

04/02/2018

Conclusion: Criteria Met

Criteria Met. 93% of all students surveyed (Pre/Post) who participated in career exploration courses and workshops answered post survey direct learning assessment questions correctly demonstrating increased knowledge about career resources and tools.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: This objective is now moved to strengths. Workshops offered success rate of direct learning and will continue to be offered moving forward. However, with the anticipated implementation of the Completion Initiative, First-Year Experience pilot, and College to Career planning initiatives, new objectives related to careers and career counseling will be created.

Program Review - Student Services: Counseling

(04/02/2018)

Mapping

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| Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. |
| Goal 2 - Objective 2.1 - Increase student engagement (faculty and student interaction, active learning, student effort, support for learners). |
| Goal 2 - Objective 2.2 - Increase frequency of student participation in co-curricular activities. |
| Goal 2 - Objective 2.3 - Increase student satisfaction and importance ratings for student support services. |
| Goal 2 - Objective 2.4 - Increase the percentage of students who consider the college environment to be inclusive. |
| Goal 2 - Objective 2.6 - Increase current students' awareness about college resources dedicated to student success. |
| Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal. |
| Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan. |
| Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan. |

SLO/SAO: Completion of SEPs for BSOT students

(SAO) Basic Skills Students will meet with a counselor upon completing a Basic Skills Initiative workshop to receive a Student Educational Plan if needed.

SLO/SAO Status: Active

SLO/SAO Year(s): 2014 - 2017, 2018 - 2021

Date Entered: 06/08/2017

Date Completed: 06/08/2017

SLO/SAO Type: SAO – General

Assessment Measures

Direct - BSI students will receive a Student Educational Plan during the workshop or at a follow-up meeting with a counselor, at the discretion of the counselor(s) hosting the workshop. A SARS report will be developed to track BSI students receiving their plans and followed up on by an educational advisor. Counseling staff and faculty will provide outreach to the students who still are in need of this service. (Active)

Criteria: 40% of Norco College Basic Skills students who attend a BSI workshop and do not have a Student Educational Plan on file will receive a plan.

Notes: Continued:

Using funding from the BSI Grant, a counselor will again be dedicated to provide workshops and counseling services to participants with the intended goal of each student receiving a comprehensive SEP if they do not already have one

Findings/Analysis

Reporting Period: 2017 - 2018

04/02/2018

Conclusion: Inconclusive

Program Review - Student Services: Counseling

As of publication of this document, data has not yet been acquired or reviewed to determine if the goal of 40% was met. It is estimated that criteria was met based on data reviewed from the 15-16 program review and due to the significant number of workshops and/or SEP counseling appointments done by the assigned counselors.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: With two counselors provided reassignment time towards this initiative, it is anticipated that data tracking will become more reliable and consistent. This SAO will be revisited in the 2017-2018 Assessment Plan. (04/02/2018)

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| Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs. |

SLO/SAO: Comprehensive SEPs for 1st year, non-Summer Advantage Students

(SAO) Students who are identified as First-Year, no previous college, non-Summer Advantage and enrolled in fall 2016 will develop an updated Student Educational Plan with a counselor.

SLO/SAO Status: Active

SLO/SAO Year(s): 2014 - 2017

Date Entered: 06/08/2017

Date Completed: 06/08/2017

SLO/SAO Type: SAO – General

Assessment Measures

Direct - Using SARS and Colleague, a report will be used to track First-year, non-Summer Advantage students, with no previous college experience and determine how many have received a comprehensive Student Educational Plan.

Program Review - Student Services: Counseling

Counseling staff and faculty will provide outreach to the students who still are in need of this service.

(Active)

Criteria: 70% of First-Year, non-Summer Advantage students will meet with a counselor to develop an updated Student Educational Plan.

Notes: Continued with modification: With the implementation of the Completion Initiative and the launch of a First-Year Experience pilot program for the 2017-2018 academic year, it is anticipated that the tracking and intrusive counseling approach to identifying and insuring First-Year college students receive a comprehensive SEP will be altered. This may include the additional support of educational advisors / student success coaches, mandatory Guidance courses with a required SEP component, as well as other methods to complete this goal.

Findings/Analysis

Reporting Period: 2017 - 2018

04/02/2018

Conclusion: Inconclusive

During the 2016-2017 academic year, a total number of 3,252 SEP's (comprehensive and/or abbreviated) were written for students by counselors. Data has not yet been provided to determine how many of these SEP's were generated for the identified group (First-Year, non-Summer Advantage.)

For spring semester 2017, a new counseling model was initiated where available counseling appointments were reduced and express / walk-in counseling was modified, removing the previous time limit of only 10 minutes. Instead, students are now able to walk-in and request a SEP without having to make an appointment and the counselor is able to spend up to a maximum of 45 minutes with the student if needed. A review of last year's data (15-16) to this year (16-17) shows that the number of students who walked in seeking counseling assistance increased by 17%. In addition, the percentage of walk-in students who were not seen dropped from 4% to essentially 0%, thus suggesting that more students are being seen now under the new model. The anticipated result as this new model becomes more widely known amongst students (first-year as well as continuing and returning) is that the number of SEP's created will dramatically increase.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: With the implementation of the Completion Initiative and the launch of a First-Year Experience pilot program for the 2017-2018 academic year, it is anticipated that the tracking and intrusive counseling approach to identifying and insuring First-Year college students receive a comprehensive SEP will be altered. This may include the additional support of educational advisors / student success coaches, mandatory Guidance courses with a required SEP component, as well as other methods to complete this goal.

This will be revisited in the 2017-18 Assessment Plan. (04/02/2018)

Mapping

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Goal 1 - Objective 1.6 - Increase success and retention rates.

Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units.

Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2 - Objective 2.1 - Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).

Goal 2 - Objective 2.3 - Increase student satisfaction and importance ratings for student support services.

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Goal 2 - Objective 2.4 - Increase the percentage of students who consider the college environment to be inclusive.

Goal 2 - Objective 2.6 - Increase current students' awareness about college resources dedicated to student success.

Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal.

Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan.

Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan.

Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

SLO/SAO: BSSOT workshop participants will learn about counseling services and develop a SEP

Basic Skills Students will meet with a counselor upon completing a Basic Skills Initiative workshop to receive a Student Educational Plan if needed. This is a SAO/SLO.

SLO/SAO Status: Active

SLO/SAO Year(s): 2018 - 2021

Date Entered: 04/20/2018

SLO/SAO Type: SLO – Direct

Assessment Measures

Direct - SARs and Student Survey (Active)

Criteria: 50% of Norco College Basic Skills students who attend a BSSOT workshop will have an Educational Plan on file

Students will complete a survey to determine if they understand the purpose of the student educational plan. 80% of students will be able to know what a student educational plan is.

Notes: Fall 2017 data is discussed in Findings/Analysis. Spring 2018 data is pending and will be updated at the end of the academic year.

Findings/Analysis

Reporting Period: 2017 - 2018

04/20/2018

Conclusion: Inconclusive

FALL 2017:

At the beginning of the fall semester:

- Of the 142 students, 31 students have a comp ed plan over 1 year old.
- 90 students do not have a comprehensive ed plan (109 total; 19 students were RCC home college students)
- o Only 37% had a SEP on file

At the end of the fall semester (12/5/17):

- 21 students completed a SEP
- o 52% of students now have a SEP on file

Students completed a survey at the end of the third workshop. Students were asked what the purpose of a student education plan is. Of the 196 responses, 95.4% of students were able to answer the question correctly.

SPRING 2018:

At the beginning of the spring semester:

- Of the XXX students, XX students have a comp ed plan over 1 year old.
- XX students do not have a comprehensive ed plan (109 total; 19 students were RCC home college students)
- o Only XX% had a SEP on file
- Counselors presented a workshop series to XX sections of BSI English courses
- o 3 sections of ENG 60A
- o 2 sections of ENG 60B
- o 2 sections of ENG 70
- o 5 sections of ENG 80

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At the end of the spring semester (XXXXX):

- XX students completed a SEP
- o XX% of students now have a SEP on file

Data reported is from : Fall

Improvement Recommendations

Improvement Recommendation: • Limited counselor availability at time – look at schedule to see which counselors can assist with workshops

- Interventions/Workshops should be scheduled earlier in the semester
- Need more of the English faculty to promote the importance of obtaining an SEP
- Offer incentive to create SEP with counselor

(04/20/2018)

Mapping

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Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

SLO/SAO: First-year, non-Summer Advantage students will receive a comprehensive SEP.

Students who are identified as First-Year, no previous college, non-Summer Advantage and enrolled in fall 2017 will develop an updated Student Educational Plan with a counselor.

SLO/SAO Status: Active

SLO/SAO Year(s): 2018 - 2021

Date Entered: 04/20/2018

SLO/SAO Type: SAO – General

Program Review - Student Services: Counseling

Direct - Using SARS and Colleague, a report will be used to track First-year, non-Summer Advantage students, with no previous college experience and determine how many have received a comprehensive Student Educational Plan. Counseling staff and faculty will provide outreach to the students who still are in need of this service.
(Active)
Criteria: 70% of First-Year, non-Summer Advantage students will meet with a counselor to develop an updated Student Educational Plan.
Notes: Data is currently pending and will be updated at the end of the academic year.

Findings/Analysis

Reporting Period: 2017 - 2018

04/20/2018

Conclusion: Inconclusive

Data is pending and will be updated at the end of the academic year.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: Data is pending and will be updated at the end of the academic year. (04/20/2018)

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SLO/SAO: Basic Skills Initiative (BSSOT) workshop participants will identify the differences between victim/creator mindsets (motivation)

(SLO) Basic Skills Initiative (BSSOT) workshop participants will learn about victim/creator mindset (motivation)

SLO/SAO Status: Active

SLO/SAO Year(s): 2018 - 2021

Program Review - Student Services: Counseling

Date Entered: 04/20/2018
SLO/SAO Type: SLO – Direct

Assessment Measures

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| <p>Direct - Students will complete a learning survey at the end of the workshop series. (Active)</p> <p>Criteria: 85% of BSSOT (BSSOT) workshop participants will identify the differences between victim/creator mindsets identifying victim/creator statements on a learning survey.</p> <p>Notes: Data is pending and will be updated at the end of the academic year.</p> | |
| <p>Findings/Analysis</p> <p>Reporting Period: 2017 - 2018 04/20/2018</p> <p>Conclusion: Inconclusive</p> <p>Fall 2017 193 students were surveyed at the end of the 3rd BSSOT workshop. Students were asked to identify a creator statement in a multiple choice survey and 95.9% of students answered the question correctly.</p> <p>Fall 2017: Criteria Met</p> <p>Spring 2018 Data is pending and will be updated at the end of the academic year.</p> <p>Data reported is from : Spring</p> <p>Improvement Recommendations</p> <p>Improvement Recommendation: Data is pending and will be updated at the end of the academic year. (04/20/2018)</p> | |

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Program Review - Student Services: Counseling

SLO/SAO: Basic Skills Initiative (BSSOT) workshop participants will identify Norco College Schools/Pathways

(SLO) Basic Skills Initiative (BSSOT) workshop participants will learn about Norco College Schools/Pathways

SLO/SAO Status: Active

SLO/SAO Year(s): 2018 - 2021

Date Entered: 04/20/2018

SLO/SAO Type: SLO – Direct

Assessment Measures

Direct - Students will complete a learning survey at the end of the workshop series. (Active)

Criteria: 50% of BSSOT (BSSOT) workshop participants will identify the Norco College Schools/Pathways on a learning survey.

Notes: Data is pending and will be updated at the end of the academic year.

Findings/Analysis

Reporting Period: 2017 - 2018

04/20/2018

Conclusion: Inconclusive

Fall 2017

189 students were surveyed at the end of the 3rd BSSOT workshop. Students were asked to list the Norco College's four schools and 81.5% of students answered the question correctly.

Fall 2017: Criteria Met

Spring 2018

Data is pending and will be updated at the end of the academic year.

Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: Data is pending and will be updated at the end of the academic year. (04/20/2018)

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| Goal 2 - Objective 2.4 - Increase the percentage of students who consider the college environment to be inclusive. |
| Goal 2 - Objective 2.6 - Increase current students' awareness about college resources dedicated to student success. |
| Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal. |
| Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan. |
| Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan. |
| Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs. |

SLO/SAO: Norco College students who see a counselor on drop-in will develop their SEPs

Norco College students who meet with a counselor on drop in will receive/update a Student Educational Plan if needed.

SLO/SAO Status: Active
SLO/SAO Year(s): 2018 - 2021
Date Entered: 04/20/2018
SLO/SAO Type: SAO – General

Assessment Measures

Direct - Using SARS and Colleague, a report will be developed to determine how many of Norco College students who saw a counselor on drop-in have a SEP on file. (Active)
Criteria: 70% of Norco College Basic Skills students who meet with a counselor on drop in will receive/update a Student Educational Plan if needed.
Notes: Data is pending and will be updated at the end of the academic year.

Findings/Analysis

Reporting Period: 2017 - 2018 04/20/2018
Conclusion: Inconclusive
 Data is pending and will be updated at the end of the academic year.
Data reported is from : Spring

Improvement Recommendations

Improvement Recommendation: Data is pending and will be updated at the end of the academic year. (04/20/2018)

Mapping

| |
|---|
| Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018 |
| Goal 1 - Objective 1.1 - Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher). |
| Goal 1 - Objective 1.2 - Improve transfer rate by 10% over 5 years. |
| Goal 1 - Objective 1.3 - Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum. |
| Goal 1 - Objective 1.4 - Improve persistence rates by 5% over 5 years (fall-spring; fall-fall). |
| Goal 1 - Objective 1.5 - Increase completion rate of degrees and certificates over 6 years. |
| Goal 1 - Objective 1.6 - Increase success and retention rates. |
| Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units. |
| Goal 1 - Objective 1.8 - Increase the percentage of students who begin addressing basic skills needs in their first year. |
| Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. |

Program Review - Student Services: Counseling

Goal 2 - Objective 2.1 - Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).

Goal 2 - Objective 2.3 - Increase student satisfaction and importance ratings for student support services.

Goal 2 - Objective 2.4 - Increase the percentage of students who consider the college environment to be inclusive.

Goal 2 - Objective 2.6 - Increase current students' awareness about college resources dedicated to student success.

Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal.

Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan.

Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan.

Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs.