



## Fall 2017 Counseling Student Success Workshop Evaluation Results

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### **Purpose of Brief**

The purpose of this brief is to illustrate the results of the Student Success workshop evaluations completed by 73 respondents in Fall 2017.

### **Summary of Findings**

- 30% of respondents indicated that they attended the workshop on setting realistic goals.
- 77% of respondents planned to transfer to a 4-year institution.
- 24% of respondents indicated they heard about Student Success workshops through a special program (EOPS, STEM, etc.) while another 24% heard about the workshops through flyers.
- 100% of respondents agreed or strongly agreed with the following statements:
  - I believe this workshop was valuable.
  - The presenter was easy to follow and understand.
- 100% of respondents would recommend the workshop they attended to other students.
- Respondents perceived the sessions as being helpful (n=15) and informative (n=10).
- 76% of the comments provided by respondents about the workshops were comments of praise.

### **Overview**

The Crafton Hills College (CHC) Counseling department offers Student Success workshops, such as Combating Procrastination, Time Management, Goal Setting, and Learning Styles throughout the academic year to improve students' skills.

The purpose of this brief is to analyze the results of Student Success workshop evaluations completed by 73 respondents during the Fall 2017 term. The Student Success workshops evaluated were held from August 29, 2017 to December 7, 2017.

### **Methodology**

The evaluation was administered in paper form to respondents by Counseling office staff. The evaluation consisted of 11 questions. Questions 1-6 asked respondents questions about the workshop and questions about their academic goals and progress. Question 7 prompted respondents to rate their level of agreement with five statements regarding their experience in the workshop. The following four-point Likert scale was utilized: 4= Strongly Agree, 3= Agree, 2= Disagree, and 1= Strongly Disagree. A follow up open-ended question asked respondents what other types of workshops they would like to see through the Student Success Office. Questions 8-11 asked respondents to answer open ended questions about the workshop as well as provide suggestions regarding the workshop or the Student Success Office. To organize feedback received, responses were categorized by topic. A limitation to grouping any open-ended responses into categories is that other researchers may group them differently. Furthermore, because the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys at different workshops.

## Findings

Tables 1 through 9 illustrate the results of the findings from the Student Success workshop evaluations in Fall 2017.

Table 1 lists the Student Success workshops attended by respondents in Fall 2017. Thirty percent of respondents specified that they attended the workshop on setting goals followed by the learning strategies workshop (21%), the exam preparation workshop (16%), and the study tips workshop (16%).

**Table 1. Student Success workshops attended by respondents in the Fall 2017 term.**

Title	#	%
Study Tips & Note-Taking Strategies	12	16.4
Time Management: Strategies for Success	4	5.5
Combating Procrastination: Causes and Cures	8	11.0
Learning Strategies Every Student Should Know	15	20.5
Exam Prep Tips and Test-Taking Strategies	12	16.4
Setting and Accomplishing Realistic Goals	22	30.1
<b>Total</b>	<b>73</b>	<b>100.0</b>

Table 2 illustrates respondents' educational goals. Seventy-seven percent of respondents planned to obtain an associate's degree and transfer to a 4-year institution, and 8% of respondents planned to transfer to a 4-year institution without earning an associate's degree. Accordingly, 85% of students specified a transfer education goal.

**Table 2. Respondents' educational goals.**

Educational Goal	#	%
Obtain an associate's degree and transfer to a 4-year	49	76.6
Transfer to a 4-year without earning an associate's degree	5	7.8
Earn an associate's degree only	3	4.7
Earn an occupational degree and/or certificate	0	0.0
Discover and formulate career interests	1	1.6
Prepare for a new career	1	1.6
Improve basic skills	1	1.6
Other	2	3.1
Undecided	2	3.1
<b>Total</b>	<b>64</b>	<b>100.0</b>

Note: Missing responses were not included in this table.

Table 3 illustrates respondents' self-reported major/program of study. Sixteen percent of respondents indicated Business Administration/Management as their major, followed by 11% of respondents who specified Biology/Anatomy & Philosophy/Pre-Med & Nursing as their major/program of study. Another 11% identified Health Sciences as their major.

**Table 3. Respondents' major/program of study.**

Major/Program of Study (n=63)	#	%
Accounting	1	1.6
Administration of Justice	1	1.6
American Sign Language	1	1.6
Anthropology	2	3.2
Arabic	0	0.0
Art/Art History/Studio Art	1	1.6
Astronomy	0	0.0
Biology/Anatomy & Physiology/Pre-Med & Nursing	7	11.1
Business Administration/Management	10	15.9
Chemistry	1	1.6
Child Development/Elementary & Early Education	3	4.8
Communications	2	3.2
Computer Assisted Graphic Design	2	3.2
Computer Information Systems	1	1.6
Computer Science	2	3.2
Economics	0	0.0
Emergency Management	0	0.0
Emergency Medical Services/Technician	1	1.6
English	4	6.3
Environmental Sciences	1	1.6
Fine Arts	0	0.0
Fire Technology	1	1.6
French	0	0.0
Geography	0	0.0
Geology	0	0.0
Health Sciences	7	11.1
History	2	3.2
Humanities	0	0.0
Kinesiology	1	1.6
Japanese	0	0.0
Liberal Studies	1	1.6
Mathematics	2	3.2
Microbiology	0	0.0
Music	0	0.0
Multiple Sciences	1	1.6
Philosophy	0	0.0
Physics	0	0.0
Political Science	0	0.0
Psychology	4	6.3
Radiology	1	1.6
Religious Studies	0	0.0
Respiratory Therapy	0	0.0
Sociology	2	3.2
Spanish	0	0.0
Theater Arts	1	1.6
Undecided	0	0.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Note: Missing responses were not included in this table.

Table 4 illustrates the number of completed units towards respondents' educational goals. Sixty-four percent of respondents indicated they completed less than 30 units, and 29% of respondents completed 31-60 units toward their educational goal.

**Table 4. Number of Completed Units by Respondents.**

Units Completed	#	%
Less than 30 units	45	64.3
31-60 units	20	28.6
More than 60 units	5	7.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

Note: Missing responses were not included in this table.

Table 5 illustrates respondents' answers to how they heard about the Student Success workshops. Thirty-one percent of respondents indicated that they heard about the workshops through a flyer while another 31% stated that they heard about the workshops through a special program. Twenty-eight percent of respondents learned about the workshops from a counselor.

**Table 5. Respondents' answers to how they heard about Student Success workshops.**

Modalities	#	%
Flyer	22	24.4
Email	6	6.7
Class/Professor	1	1.1
Special Program (EOPS, STEM, etc.)	22	24.4
CHC Calendar	8	8.9
Counselor	20	22.2
Other (please specify)	11	12.2
<b>Total</b>	<b>90</b>	<b>100.0</b>

Note: Missing responses were not included in this table. Respondents may have selected multiple answers as well.

Table 6 illustrates respondents' level of agreement with statements regarding their experience in the Student Success workshop they attended. Over 91% of respondents either agreed or strongly agreed with all statements.

One hundred percent of the respondents agreed or strongly agreed that the workshop was valuable and that the presenter was easy to follow and understand. Ninety-nine percent of the respondents agreed or strongly agreed that they would like more workshops similar to the one they attended; 97% of respondents agreed or strongly agreed that the workshop met their expectations; and 91% agreed or strongly agreed that they plan to attend more workshops.

**Table 6. Respondents' level of agreement with statements regarding their experience in Student Success workshops.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I believe this workshop was valuable.	47	67.1	23	32.9	0	0.0	0	0.0	70
The workshop met my expectations.	45	64.3	23	32.9	2	2.9	0	0.0	70
The presenter was easy to follow and understand.	58	82.9	12	17.1	0	0.0	0	0.0	70
I plan to attend more workshops offered by the Student Success Office.	34	49.3	29	42.0	6	8.7	0	0.0	69
I would like more workshops like this one at Crafton Hills.	40	58.8	27	39.7	1	1.5	0	0.0	68

Note: Missing responses were not included in this table, and respondents may have selected multiple answers.

Table 7 illustrates the respondents' level of agreement with statements regarding their experience in the Student Success workshop they attended. Every respondent agreed with the statements that “this workshop was valuable” and that “the presenter was easy to follow and understand.” Respondents from the study tips, time management, procrastination, learning strategies, and exam preparation workshops stated that they planned on attending more workshops by the Student Success Office. Additionally, each respondent who attended the study tips, time management, learning strategies, and goal setting workshops indicated that they felt the workshops met their expectations.

**Table 7. Percent of Agreement by Workshop.**

Statement	Study Tips	Time MGMT	Procrastination	Learning Strategies	Exam Prep	Goal Setting
I believe this workshop was valuable.	100.0%	100.0%	100.0%	100%	100%	100.0%
The workshop met my expectations.	100.0%	100.0%	88%	100%	91.7%	100.0%
The presenter was easy to follow and understand.	100.0%	100.0%	100.0%	100%	100.0%	100.0%
I plan to attend more workshops offered by the Student Success Office.	91.7%	100.0%	62.5%	100%	90.9%	95.2%
I would like more workshops like this one at Crafton Hills.	100.0%	100.0%	100%	100%	100.0%	95.2%

Note: The percent represents the percent of students who agreed or strongly agreed with each statement by workshop.

Below are responses to the open-ended questions 7 through 11 on the evaluation.

Question 7 included two parts, a series of statements in which they rated their level of agreement via a 4-point Likert scale (see Tables 5 and 6) and an open-ended follow up question. The open-ended responses provided by 29 respondents are listed below. Four respondents suggested offering workshops focusing on stress management. Another two respondents suggested providing workshops on financial management.

- All are great
- Citation workshops
- Depression
- Growth mind, mindfulness, health, sleep
- Help on declaring a major
- How to apply for Financial Aid, how it works
- How to be civil
- How to deal with stress/how to juggle a job and school
- How to organize your time
- How to specifically prioritize, and how to stick to them
- How to stay positive
- How to work with tough professors
- I would like to attend a transfer one they offer
- More about forms of Math subject
- More on motivation and self-discipline
- Obstacles workshop/money management
- On procrastination and test-taking
- Something informative
- Something that helped with jobs/school at the same time
- Speed reading
- Strategies for test-taking or on study tips
- Stress management
- Stress workshops
- Stress, relationships
- Studying for different subjects
- Test strategies
- The ones they offer now are sufficient
- They have everything you need
- Tips on how to manage finances as a student

Table 8 illustrates open-ended responses on the three most important things respondents indicated they learned at the workshop. Responses were organized by workshop. Themes that arose within the responses included the importance of a weekly schedule, studying methods, planning, different note-taking strategies, and the prioritizing of assignments/tasks.

**Table 8. Open-ended responses on the three most important things learned by workshop participants.**

<b>Combating Procrastination: Causes and Cures</b>
5-minute plan
5-minute rule
Breakdown my assignments
Change of thoughts for procrastinating
Changing my environment
Different sources of procrastination
Get into a better environment
How it affects you
How to alter behavior in favor of one's self
How to break down big projects into smaller ones
Make an organized schedule
Make a weekly schedule
Positive thinking
Put my personal activities to the side until assignments are complete
Techniques
Time management
Un-schedule
Utilize post-it notes
Weekly schedule
What procrastination is
Why we procrastinate: Fears
<b>Exam Prep Tips and Test-Taking Strategies</b>
And try to memorize your exam questions and answers
Be positive
Control anxiety
Difference between studying/learning
Different types of test
How to answer T/F questions better
How to change your mindset before a test
How to deal with test anxiety
How to maintain anxiety
How to prepare for the final exam
How to take tests
Other studying methods
Positive reinforcement
Positive self-talk
Positive self-talking
Positive talk before a test/exam
Reverse thinking whenever there is a negative thought about a subject
Self-care helps with test-taking
Strategies for multiple choice tests
Study for the exam
Study to learn not memorize
Talk to instructor

(Table 8 continues)

(Table 8 continued)

Test preparation
Test-taking strategies
Time management
To study more
To study/do homework after class and not last minute
To think positive
Tools Crafton offers to be successful
Turning negative thoughts to positive
Tutoring
Use study groups
Various methods for studying
<b>Learning Strategies Every Student Should Know</b>
145 hours were put in high school, only 40 hours of class in college
Analyzing
Apply
Blooms taxonomy
Bloom's taxonomy
Create
Difference between learning and studying
Different levels of learning
Evaluate
How best to study
How long to study
How to learn
How to study
Increasing effectiveness of studying
Learn to use strategy
Learning to take time
Learning vs. studying
Metacognition
Overcoming test anxiety
Preview, attend, review, study, assess ← follow these steps
Studying and learning (differences)
Studying is memorizing, learning is understanding the concept
Studying strategies
Studying vs. learning
The 6 levels of learning
The difference between learning and studying
The difference of studying
The study cycle
Use metacognition
Ways to overcome test anxiety
What I need to change
What metacognition is? (How to [unknown] your test

(Table 8 continues)

(Table 8 continued)

<b>Setting and Accomplishing Realistic Goals</b>
Be smarter in my goal selection
Be successful in the future
Being obligated to keep goals
Being realistic
Don't Procrastinate
Don't see adversity as a permanent obstacle
Excellent objectives
Giving yourself time for smart goal setting
Goal setting
Having a time frame
How to achieve obstacles
How to be realistic with my time
How to make a SMART goal
If you don't plan, you plan to fail
Keep track with help from others
Keeping motivation
Make small goals
Overcome obstacles
Plan
Plan for success
Plan out your goal for the week
Planning
Prioritize
Prioritizing
Reward yourself
Roadblocks
Roadblocks are avoidable
S.M.A.R.T.
Say no when you need to
Schedule your time
Set a goal
Set achievable goals
Set rewards for not procrastinating
Setting goals with S.M.A.R.T.
Settling realistic goals
Setup more efficient goals
SMART
Stay focused
Stay motivated
Study habits
Take my time and you can fix things
The types of goals
Think ahead
Time management
Time management is key
Time managing goals
To always encourage yourself

(Table 8 continues)



(Table 8 continued)

To set reasonable goals
To start with goals that will lead you to a big one
Using techniques for goal setting
Ways to help set goals
What are smart goals
Work towards them without distractions
<b>Study Tips &amp; Note-Taking Strategies</b>
3 different styles of note-taking
3-R
Best note-taking method: Cornell
Cornell notes and how to set it up
Cornell notes are awesome
Different learning and note-taking strategies
Different note-taking method
Different note-taking styles for different subjects
Effective note-taking strategies
Focus on material
Focus on purpose (i.e. why you are taking the class)
How to improve my note-taking system
How to take different style notes
I learned that I need to make time for studying a lot
Learning how to use the different strategies
Learning tools like the pen
Muscle reading
Note-taking technology
Online programs available for notes
Pay attention
Record lectures in case you miss important information
Study/review within 24 hrs
Studying for long periods won't help
The [illegible] meaning of elaboration
The 3R - Read, reread, recite
The brain is a muscle - work it out
The Sonorent note-taking app
There are new online programs that are great study aids
There's a lot of ways to take notes, just find what works best for me
To study smarter, not longer
Types of notes
Way to make my notes better
What to avoid when studying
What to write down during lectures
Which 3 work for the type of lecture
Workshops that are offered online

(Table 8 continues)

(Table 8 continued)

Time Management
Avoiding procrastination
Effective scheduling
How to manage my time
keeping time [illegible]
Managing your time
Mapping
Multiples of planning
Planning
Planning ahead
Resources to help time management
Schedule my days
Stop procrastinating

Question 9 prompted respondents to indicate what they would have liked to learn at the workshop. 36 responses were provided. Sixty-nine percent of respondents indicated that that they had learned everything they wanted to learn. Other respondents indicated that they were interested in learning how to balance work and school, more exam studying tips, and more tips about scheduling.

- All the bases were pretty much touched
- Amazing! I learned everything!
- Class was great, thank you!
- Everything that I wanted to know was mentioned
- Group activity (in two's), learn how to help another person's procrastination problem/identity and then relate it to own self.
- Handling school and work!
- How to be more motivated
- How to manage studying when instructor gives two days to accomplish studying or projects
- How to schedule my time
- I learned everything I wanted to
- I learned what I expected to learn
- I would have liked to hear interviews on how people studied for higher exams throughout their education
- Learned everything I wanted
- More in-depth how to deal with exec. functions = initiating and breaking down tasks
- More in-depth of the psychology
- More on Math studying tips
- More study ways
- N/A (n=10)
- Nothing (n=3)
- Nothing :)
- Nothing really
- Nothing!
- She covered everything
- Way to be organized
- We covered almost everything

Table 9a illustrates respondents' answers to whether they would recommend this workshop to other students. One-hundred percent of respondents (N=70) would recommend the workshop they attended to other students.

**Table 9a. Respondents' answers to whether they recommend this workshop to other students.**

Would you recommend this workshop to other students?	#	%
Yes	70	100.0
No	0	0.0
<b>Total</b>	<b>70</b>	<b>100.0</b>

Note: Missing responses were not included in this table.

Table 9b includes open-ended responses on the reasons respondents would recommend the workshop they attended to other students. Respondents were most likely to provide reasons due to the workshops being helpful (n=15) or informative (n=10). Four respondents pointed out ways that this could help them personally while two others described the workshop or information received as being useful.

**Table 9b. Respondents' reasoning to why they would recommend this workshop to other students.**

<b>Combating Procrastination: Causes and Cures</b>
Because it was very informational
Because it's helpful to understand we're not alone
Clear and concise
I know a lot of people who procrastinate
It is helpful
<b>Exam Prep Tips and Test-Taking Strategies</b>
Because I learned stuff I did not know. These things will help me now that I know them
Because it gives good points to other students
It doesn't hurt to get positive info
It gives you useful information on taking tests
It helps you to learn how to take tests
It is informational and helpful
It's helpful
It's informative and gives you ideas on what you can do
<b>Learning Strategies Every Student Should Know</b>
Education
Helps when you are struggling
Informative
It helped a lot
It helps students know how to study in the right way
It was extremely helpful
It was good information
It was great
It was helpful
Teaches you how to get better grades
<b>Setting and Accomplishing Realistic Goals</b>
A lot of information
Because it helps to get a realistic mindset of goals
For people who are lost education-wise
Good information
Helps you with a more detailed setting
It gave me some more motivation
It helps focus on your goals
It is helpful
It was helpful and I enjoyed the acronym
Mandatory if needed
Very helpful information

(Table 9b continues)

(Table 9b continued)

<b>Study Tips &amp; Note-Taking Strategies</b>
Great workshop
Has great information
It can help if you have trouble taking notes in lectures
It can help lead students to success
It cleared up a lot of problems with note[-taking]
It really did help to find different note-taking strategies
It was interesting
It was very useful
Personally, it helped me learn and understand the way I learn/study
Refreshes memory on notetaking skills
They don't teach note-taking in schools, oddly
<b>Time Management</b>
Because I can schedule my day
Because it's useful
It went more into context

Table 10 illustrates respondents' comments and suggestions regarding the workshop they attended or the Student Success Office. Twenty-one respondents provided comments about their workshop. Sixteen of the 21 comments were positive with students complimenting the workshop, speaker, or information. Two respondents made suggestions; one of which was regarding methods of student engagement and the other about scheduling of the event earlier in the day to increase turnout.

**Table 10. Open-ended comments and suggestions regarding the workshop attended or the Student Success Office.**

<b>Combating Procrastination: Causes and Cures</b>
Don't necessarily have to wait for students to raise hand and speak but actively engage despite hesitation from students. Goes below the surface better. If small audience, be more personal and help identify individual's problems. "No excuses" work-through
It seems geared towards "normal people" who don't suffer from depression
No comment. The workshop was fulfilling
<b>Exam Prep Tips and Test-Taking Strategies</b>
Excellent class and well delivered
Good workshop
Great workshop
Instructor was nice!
It really helped
The presenter did a great job communicating with students.
<b>Learning Strategies Every Student Should Know</b>
Instead of showing videos, she said a lot of educational things that keep me awake. Videos were boring!!
It helped a lot
Thank You!
This workshop was extremely helpful to me. I feel like I have better strategies to pass my classes
<b>Setting and Accomplishing Realistic Goals</b>
The workshop is very helpful to calm my nerves for the future
<b>Study Tips &amp; Note-Taking Strategies</b>
Fun and energetic
I loved it. Some methods I already knew, it confirmed. Also, technology was helpful
Keep up the good work!
Something earlier in the day might have possibly helped with student turnout
Thank you
<b>Time Management</b>
It was very helpful. Thank you :)
This was great :)