**Conditional Update**

**Program: Matriculation**

**Area(s): Student Success and Productivity  
Committee Representative: Celia Huston**

**Submitted: 5/7/2012**

**Part II. Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** | | |
| Data demonstrating achievement of instructional or service success | Program does not provide a adequate description of program services and does not link services to student success | Program provides a full description of program services and links services to student success. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

Explain how the services in the program support student success.

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| Matriculation is a process that drives student services. As the process unfolds, matriculation brings together a confluence of support services for students geared towards the anticipated outcome of student success. Students are assisted to progress through the system characterized by identified and/or mandated components of admissions, orientation, assessment, and counseling as well as academic advisement. Thus, Matriculation engages the students in a manner that facilitates access and success, so that, students complete their college courses, persist to the next academic term, and achieve their educational objectives.  The following is a discussion and explanation of statistical data to show how Matriculation services and activities, over the past three years, have been strategically focused towards achieving the program goals as identified in the Educational Master Plan Department Summary Sheet (page 79). Statistics were provided by the Office of Research and Planning including those from the Assessment Center’s Reporting system, Scheduling and Reporting System (SARS), and COMEVO Online Orientation and Communication Software.  **Goal #1 To increase faculty participation in using the Early Alert System so that this effort may lower the number of students** **who are placed on academic dismissal**  As stated in the Educational Master Plan Department Summary Sheet, the Early Alert system is a follow-up service of notification to students in order to receive intervention via counseling, tutoring, and other support services. An increase of 23.4% of participation from instructional faculty was seen during 2006-2009. From 2009 through the present, participation has been maintained. Growth has not been seen albeit the number of participants has continued.  With the skeletal force in the Counseling Center and the abolition of the matriculation coordinator’s position due to retirement, campaign for growth was overshadowed by other demands posed by new mandates and changes recommended by the Academic Senate in the matriculation process. However, more creative ways of collaborating with instructional faculty have been identified.  Thus far, counseling interventions have been made towards increasing self-efficacy, motivation enhancement, problem solving to cope with academic demands, and understanding of probation and dismissal status including strategies to maintain satisfactory GPA or increase the GPA. What is planned is a more integrated intervention whereby those referred by instructional and counseling faculty to tutoring and other support services are followed-up closely. In September, a counseling faculty will attend the conference in supplemental instruction in the hopes of learning some viable best practices in supplemental instruction. It is hoped that with more integrated efforts and increased collaboration with the referring faculty that the Early Alert System becomes more dynamic in applying primary, secondary, and tertiary interventions. Furthermore, an academic self-efficacy measure has been identified to be used as an objective measure to evince pre and post test data to identify specific areas to be targeted in the interventions for underperforming students. Commencing in fall, the Academic Self-efficacy Measure will be used when the test authors grant approval. In addition, other valid and reliable measures available in the public domain will be researched in fall to supplement the self-report of students on their efficacious beliefs and motivation.  In the meantime, counseling faculty continue follow-up efforts for at-risk students identified as those with a GPA lower than 2.00.  **Goal # 2 To decrease the number of students who are placed on probation and academic dismissal**  It has to be noted that previous to spring 2011, probation and dismissal notifications were put on hold temporarily to allow for DCS’ and Student Services faculty and deans of both campuses to work together to ensure accuracy of GPA and consistency of practices for student notifications in both campuses. With the transition and migration of data from the CARS/UNISYS system to DATATEL and DATATEL 18 Live, reprogramming of the system’s features was done by DCS. Further, the recalibration of the GPA was checked within the backdrop of new Title 5 mandates. For example, remedial courses limitation and GPA computation to include non-degree applicable in the determination of academic disqualification were put in place, with the resultant outcome called Academic Standing Transcript. Thus, GPA verification of probation/dismissal students has been facilitated. Commencing the later part of Spring 2011 semester, notifications were issued. Thus far, more than two thousand notifications have been delivered. In spring semester with the holds in effect for the fall 2011 semester, the notifications were given via e-mail and regular mail. This March, the notifications were done via e-mail, first through the SBVC student email account and the second time, via spring 2012 effectivity via gmail, the Google pathway, gmail. Awaiting final grades this semester, notifications will be mailed in June for holds to take effect for fall 2012 semester. As decided by the deans of both campuses, students on dismissal status were notified in spring 2011 and were given a grace period of one semester. They were allowed to register in six units for fall 2011 semester. Dismissal status students were seen by counselors, given intervention, and had to appeal for reinstatement to the Scholastic Standards Committee before the registration holds were lifted. Likewise, registration holds were placed for second level progress/academic probation students. These holds were lifted only upon meeting with counselor for personal counseling, behavior contract, study skills and motivation exploration, and formulation of education plans.  Decrease in the number of students will be not be detected now since it takes a number of units to accumulate to get off probation considering the fact that academic disqualification has been put on moratorium for several years. It is foreseen that solid data can be gathered after the succeeding academic years. However, an enhanced counseling intervention protocol based on primary, secondary, and tertiary foci was put in place. Primary prevention was identified to focus on decreasing new incidence of unsatisfactory academic performance. This is done for every student to raise their awareness about the importance of GPA and its connection to financial aid grants. Secondary intervention is geared towards mitigating the escalation of second level of probation to dismissal, while tertiary intervention is aimed at maintenance of satisfactory GPA.  Students given notifications have to complete the instructional and counseling intervention via the online format. The online presentations cover inventory on college success skills, discussion on how to increase GPA to avoid further unsatisfactory performance, resources for support, study skills inventory, behavioral modification recommendations, etc. Counseling sessions and education planning follow these presentations.  For those on Level 1 the online intervention focuses on achieving clarity on the importance of academic performance, success strategies, and implementation of behavior changes. For Levels 2 and 3, the online interventions aim at an in-depth understanding of ways to maintain or increase the GPA with the corresponding behavior and study skills modifications. After undergoing the online intervention, the counselors give students more intensive interventions with due focus on education planning. Under goal #5, statistical data are detailed to corroborate the effectiveness of counseling services. It cannot be ignored that there is a strong link between GPA and counseling. To this end, this goal has been partially addressed considering the exigencies surrounding the work on GPA accuracy that forestalled the full achievement of this goal within the last three years.  **Goal # 3 To make assessment opportunities more accessible to local high schools and to increase portability**  Offsite assessments have been administered to local feeder high schools. A 50% increase in the number of visited local high schools has occurred with four high schools in 2009 to eight high schools in 2012. In addition, before the closure of Redlands Adult School, ESL assessment testing was provided for their students.  The number of high school students assessed in their local sites are as follows –  211 in 2009-10; 367 in 2010-11; and 443 in 2011-12. In tandem with high site, administration is the provision of career counseling and academic advisement by SBVC’s counseling faculty. It has to be noted that these high schools are the highest feeder schools in the area. Subsequently, the observable increase in assessees and number of high schools visited suggest that this goal has been achieved.  **Goal # 4 To increase the opportunity for new students to participate in the Orientation phase of their enrollment process**  A corollary development in the area of accessibility is college orientation, which can be completed either on campus or online. It is hoped that students who participate in orientation to college become highly aware of college expectation placed on them. While on-campus orientation is regularly scheduled, online orientation is offered and has been made accessible to students since October 2008. The succeeding chart details the number of online participants through March 22, 2012.    The incremental increase in number of online users show the response of students to this delivery format. Chickering (1939) in his landmark discussion of the seven vectors of college student development purports that the development of competence and active learning skills are critical to academic success. Furthermore, other expository discourses by Chickering, et al (1969; 1991; 1993) continue to maintain that good practices in undergraduate education involves communicating high expectations among college students. It is conceived that with orientation college students become motivated about what they can do and become empowered to use college support services throughout their educational life.  The chart that follows shows a comparison of online and on-campus attendance in the orientation to college sessions. The bolded/darkened bars indicate online participation while the lighter shaded bars indicate on-campus participation.    The incremental spike in the number of online orientation participation demonstrates that online orientation has become a viable option to students. It has to be noted that a Spanish version on online format is available.  **Goal #5 To increase coordination efforts with students services counselors to ensure student success**  Consequential to the mandatory orientation and assessments as well as the State’s strained economy is heightened awareness of students regarding the need for education, use of student support and overall educational success. Likewise, the new mandates have caused anticipatory behaviors like counseling seeking by students. Orientation and assessment services initiate and trigger a series of counseling services for new students.  The following chart shows considerable number of student contact across the academic years with the caveat that higher number of student contacts is expected at the end of 2011-12 academic years. Data were taken from SARS and the student contacts do not include the online orientation participants shown elsewhere in this report. Also, while most students receive counseling more than once a year, some other students may not have used the counseling service as frequently and only obtains service at their terminal semester or when there are holds on their registration.  **Unduplicated Count of Counseling Recipients and Number of Student Contacts Rendered**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Data Elements** | **2008 – 2009** | **2009 – 2010** | **2010 – 2011** | **2011 – 2012 Feb** | | Unduplicated Student Count | **14, 361** | **14,317** | **14,932** | **11,031** | | Number of Student Contacts | **22,682** | **22,999** | **23,331** | **15,078** |   The upward trend during this present review cycle may be attributed to the implementation of group advising/ counseling, online counseling, streamlined office processes, and additional sources of funding for more adjunct hours such as the Basic Skills, and for this semester, additional funding from the Office of the President.  As reported in the Educational Master plan Counseling Departmental Summary, a study conducted by the Office of Research and Planning demonstrated that academic success of SBVC students is associated with receiving counseling (See EMP Departmental Summary, p. 75).  Moreover, the Accountability Reporting for the California Community Colleges (ARCC) submitted to the Chancellor’s Office showed credible merits in the college’s overall work for our student population. By extension, matriculation is of the contributing factors in the positive report about our students.  The table below provided by the Office of Research and Planning shows that students during the academic years 2008-2009 through 2010- 2011 who were assessed in basic skills had better completion rates in the basic sequence.   |  |  |  |  | | --- | --- | --- | --- | | **ARCC Reports 2008 - 2012** | | | | | **TABLE 1**  **Basic Skills Course Completion** | **2008 - 2009** | **2009 - 2010** | **2010 - 2011** | | **Annual Successful Course Completion Rate for Basic Skills Courses** | 53.5% | 55.9% | 60.3 |   The continuous elevation of course completion during these academic years is associated with the impetus given towards orientation, assessment, and basic skills courses. It will be interesting to examine how students’ completion rate may continue to improve due to increase awareness of the link among orientation, assessment, and basic skills attendance and the mandatory practice of orientation and assessment instituted this spring.  Another facet of the ARCC report shows the achievement of students by cohort. The table that follows features the percentages of students who achieved at least 30 units with satisfactory GPA.   |  |  |  |  | | --- | --- | --- | --- | | **ARCC Report on Student Cohorts from 2003 through 2011** | | | | | **TABLE 2**  **Achievement** | **2003 – 2004**  **To**  **2008 - 2009** | **2004 – 2005**  **To**  **2009 – 2010** | **2005 – 2006**  **To**  **2010 - 2011** | | **Percent of Students Who Earned at Least 30 Units** | 63.6% | 67.1% | 67.2% |   The data indicated an upward rise of the number of students completing thirty units who were observed to complete their associate degree and then transfer within six years. Per the Office of Research and planning, this upward trend is associated with the students receiving matriculation services particularly in the area of counseling.  Furthermore, the data below provided by the Office of Research and Planning show that students who were assisted by counselors and have an educational plan have higher success and completion rates when compared to the general population. Students with educational plans have higher pass rate obtaining grades of “C” or better. Similarly, students with educational plans have higher completion rate staying in the course until the end of the term versus the general population’s completion record.   |  |  |  | | --- | --- | --- | | **Success and Completion Rates of Students with Ed Plans and the General Population** | | | |  | **Success Rate** | **Completion Rate** | | **With Ed Plans** | 67% | 84% | | **Without Ed Plans** | 62% | 81% |   Another area that attests to the Counseling Department’s positive contribution in the area of student success is on students’ cumulative GPA as depicted in the chart below.   |  |  |  | | --- | --- | --- | | **Reporting Year** | **Average GPA of students who received counseling** | **Average GPA of all students** | | 2009 | 2.66 | 2.66 | | 2010 | 2.74 | 2.68 | | 2011 | 2.72 | 2.62 | | **Average of all 3 years** | **2.71** | **2.65** |   In another study conducted by the Office of Research and Planning using SARS data, on students’ course completion until the end of the semester regardless of grade attained showed that higher percentages of students have completed the course when compared to the general population if they receive counseling. The chart shown below reveals the percentages of students in two groups, those who receive counseling for any need or reason and their course completion and the general population’s course completion.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Retention  (counseling)** | **Retention   (no counseling)** | **Difference** | **All Students** | | **2009** | **82%** | **80%** | **+2** | **80%** | | **2010** | **83%** | **79%** | **+4** | **81%** | | **2011** | **83%** | **79%** | **+4** | **81%** | | **Total** | **82%** | **79%** | **+3%** | **80%** |   The researches done by the Office of Research and Planning attest to the value of counseling in the overall educational experience of students, particularly in the areas of course completion, success (formerly referred to as retention), and cumulative GPA. The studies strengthen support for undertakings targeted towards student success.  All the identified goals have been used to inform practices and procedures in the delivery of services for matriculation/ assessment. From the foregoing, it is contended that all these goals have been addressed although the goals concerning early alert program and intervention for probation and dismissal students will be enhanced and implemented as discussed previously. |

*Note: Program does not have to address SLOs/SAOs in update.*

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Productivity**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |

**Explain how your program measures satisfaction and productivity?** What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

* + Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    1. staffing levels
    2. compliance with state, local, and federal regulations
  + Average time to respond to requests for service
  + Average time to respond to complaints
  + Results of user satisfaction surveys
  + Results of employee satisfaction/staff morale surveys
  + Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Assessment Center is comprised of two classified staff, one a senior student services technician, the other is a student services technician,. During the academic year, they are assisted by student assistants who vary in number between two to four across the semesters. The student assistants are from the college work-study program or veterans program. The classified staff work forty hours per week on a 12-months contract. Two classified staff is bereft in number compared to the demands for services. However, overall they are able to deliver the services over and above what most colleges in the area render by way of the number of assessment administration, offsite administration, and overflow accommodations.

The following is the result of the survey made on staffing in assessment centers in Region 9. A survey on staffing was conducted via phone calls and emails.

**Region 9 Assessment Center Staffing Information**

**Barstow**

Staffing: 3 full-time and 2 part-time technicians

Frequency of Assessment: Everyday

Number of Assessments per Day: 2

Maximum Number of Students per Session: 80

Overflow for Peak: No

Number of Students Tested in Past Year: No data provided

**Chaffey**

Staffing: 2 full-time and 1 part-time technicians

Frequency of Assessment: Everyday

Number of Assessments per Day: 3 times M/TH, 2 times T/W, once per week at Fontana and Chino (2 assessments each)

Maximum Number of Students per Session: 22

Overflow for Peak: No

Number of Students Tested in Past Year: No data provided

**Copper Mountain**

Staffing: 2 full-time and 2 part-time technicians

Frequency of Assessment: Everyday

Number of Assessments per Day: 1

Maximum Number of Students per Session: 8

Overflow for Peak: No

Number of Students Tested in Past Year: No data provided

**College of the Desert**

Staffing: 1 full-time technician

Frequency of Assessment: Everyday

Number of Assessments per Day: 1-2 (may vary)

Maximum Number of Students per Session: 30-35

Overflow for Peak: No

Number of Students Tested in Past Year: 5,000

**Mount San Jacinto**

Staffing: 2 full time and 4 part time technicians

Frequency of Assessment: Everyday

Number of Assessments per Day: Walk-in only

Maximum Number of Students per Session: Varies depending on location

Overflow for Peak: No

Number of Students Tested in Past Year: 10-25 per day during non-peak and 70-100 per day during peak

**Mount San Antonio**

Staffing: 1 full time technician

Frequency of Assessment: Everyday

Number of Assessments per Day: 2-3

Maximum Number of Students per Session: 51

Overflow for Peak: Yes

Number of Students Tested in Past Year: 26,000

**Palo Verde**

Staffing: 2 full time and 1 part time technicians

Frequency of Assessment: Varies

Number of Assessments per Week: 5-10

Maximum Number of Students per Session: 30

Overflow for Peak: No

Number of Students Tested in Past Year: No data provided

**SBVC**

Staffing: 2 full time technicians

Frequency of Assessment: Everyday

Number of Assessments per Day: 2

Maximum Number of Students per Session: 30-35 and 50-55 (inclusive of overflow area)

Overflow for Peak: Yes

Number of Students Tested in Past Year: 8,859

**Victor Valley**

Staffing: 1 full time technician

Frequency of Assessment: Everyday

Number of Assessments per Day: 3 Monday-Thursday and 2 on Fridays

Maximum Number of Students per Session: 20-24

Overflow for Peak: Yes

Number of Students Tested in Past Year: 5,760

From the foregoing, it can be gleaned that Valley College fared well in comparison to the eight responding Region nine colleges. Valley College’s Assessment Center has several unique features. It is one of the few centers that have additional space for testing during peak registration times. The practice of accommodating assessees increases accessibility, an important factor in the facilitation of the steps to enrollment. Furthermore, Valley College consistently tests every day during peak and non-peak registration periods to include morning and afternoon testing session each day. Lastly, the assessment center has adopted a unique “drop-in” protocol in the administration of assessment tests. Most of the community colleges indicated that they either administered assessments on either an appointment or drop-in basis; whereas, we accept placement test administration by appointments while still accommodating drop-ins for students who are long distance commuters or who otherwise would not have any other opportunity for one reason or another to take the assessment test at another time. The number of staff at Valley is comparable to most of these colleges.

**The statistical data that follow are evidences of the productivity of the staff as regards the number of students assessed, number of test administration, and monthly reports spanning three years submitted to the Math, English, and Reading Departments**.

A sizeable number of students were assessed from 2008 through April 2012. The table below gives a closer look into the number of students assessed. Starting July, the Ability to Benefit Test will be discontinued as mandated by the Federal government. At present, more students are expected to be assessed form June through August when a surge of students normally occurs for the fall semester registration.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of Students Assessed from June 2008 Through April 2012** | | | | | | |
| **Year** | **General Population** | **Ability to Benefit** | **ESL** | **Other Special Populations** | **Off Site** | **Total** |
| **2008 - 2009** | 7,547 | 304 | 512 | 27 | 57 | **8,447** |
| **2009 – 2010** | 7,730 | 769 | 171 | 29 | 211 | **8,910** |
| **2010 – 2011** | 8,159 | 621 | 95 | 43 | 367 | **9,285** |
| **2011 – 2012 (April)** | 7,162 | 392 | 135 | 9 | 443 | **8,141** |
| **TOTAL** | **30,598** | **2,086** | **913** | **108** | **1,078** | **34,783** |

Other data that figured prominently is the number of students tested offsite. It may be recalled that under the discussion of goal # 2, a 50 % was noticeable among the number of assessed students administered locally in their high schools.

Coinciding with the previous data are the statistics maintained by the Assessment Center’s reporting system. The succeeding table documents the number of information inquiries received from the public in 2008 through March 2012.

The bars with the darkest shade represent walk-in’s, and the next lighter shade depict phone and e-mail correspondences; whereas, the lightest shaded bars represent orientation appointments, In 2011 until the present , no walk-in appointments were noted because of the automation that occurred where student is given the appointment through the DATATEL system. The numbers are reported in a previous discussion under goal #4.

The enormity of the number of inquiries by phone or email from the public which were responded to and corresponding appointments made where applicable points to the need of additional staff in the Assessment Center.

In the pages that follow are statistical reports prepared by the Assessment Center which are submitted to the Math, Reading, and English Departments as information for projection of classes particularly for planning of sections in the basic skills courses.

**Basic Skills Placement of Students**

**July 2008 - July 2009**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math** | **July** | |  | | **Aug** | % | **Sept** | % | **Oct** | **%** | **Nov** | **%** | **Dec** | **%** | **Jan** | **%** | **Feb** | **%** | **Mar** | **%** | **April** |  | **May** |  | **June** |  | **Total** | **%** |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Math 942 | 152 | | 16% | | 199 | 19% | 119 | 31% | 254 | 61% | 133 | 32% | 270 | 43% | 232 | 32% | 94 | 19% | 151 | 28% | 141 | 27% | 114 | 20% | 130 | 20% | 1989 | 27% |
| Math 952 | 327 | | 34% | | 364 | 35% | 132 | 35% | 93 | 22% | 132 | 32% | 187 | 30% | 232 | 32% | 181 | 37% | 237 | 44% | 184 | 35% | 203 | 35% | 189 | 30% | 2461 | 34% |
| Math 090 | 257 | | 27% | | 278 | 27% | 82 | 22% | 37 | 9% | 89 | 21% | 107 | 17% | 154 | 21% | 106 | 22% | 108 | 20% | 119 | 22% | 121 | 21% | 161 | 25% | 1619 | 22% |
| Math 095 | 145 | | 15% | | 129 | 12% | 29 | 8% | 27 | 6% | 32 | 8% | 50 | 8% | 72 | 10% | 81 | 17% | 30 | 6% | 50 | 9% | 80 | 14% | 89 | 14% | 814 | 11% |
| Math 102 | 43 | | 4% | | 39 | 4% | 11 | 3% | 2 | 0% | 14 | 3% | 14 | 2% | 13 | 2% | 12 | 2% | 6 | 1% | 21 | 4% | 22 | 4% | 38 | 6% | 235 | 3% |
| Math 151 | 15 | | 2% | | 20 | 2% | 3 | 1% | 1 | 0% | 10 | 2% | 5 | 1% | 12 | 2% | 7 | 1% | 3 | 1% | 13 | 2% | 17 | 3% | 16 | 3% | 122 | 2% |
| Math 250 | 24 | | 2% | | 16 | 2% | 3 | 1% | 2 | 0% | 5 | 1% | 0 | 0% | 10 | 1% | 4 | 1% | 5 | 1% | 4 | 1% | 17 | 3% | 16 | 3% | 106 | 1% |
| Math 251 |  | | 0% | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |  | 0% | 0 | 0% | 0 | 0% |
| Math 252 |  | | 0% | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |  | 0% | 0 | 0% | 0 | 0% |
| **Total** | **963** | |  | | **1045** |  | **379** |  | **416** |  | **415** |  | **633** |  | **725** |  | **485** |  | **540** |  | **532** |  | **574** |  | **639** |  | 7346 |  |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **English** | **July** | |  | | **Aug** |  | **Sept** |  | **Oct** | **%** | **Nov** | **%** | **Dec** | **%** | **Jan** | **%** | **Feb** | **%** | **Mar** |  | **April** |  | **May** |  | **June** |  | **Total** | **%** |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test Eval | 76 | | 9% | | 113 | 11% | 85 | 23% | 41 | 11% | 52 | 12% | 38 | 8% | 74 | 11% | 39 | 12% | 79 | 17% | 77 | 15% | 60 | 11% | 50 | 8% | 784 | 12% |
| READ  REQ1 | 34 | | 4% | | 38 | 4% | 13 | 4% | 49 | 14% | 35 | 8% | 30 | 6% | 50 | 8% | 14 | 4% | 16 | 3% | 12 | 2% | 11 | 2% | 19 | 3% | 321 | 5% |
| READ  REQ2 | 54 | | 6% | | 44 | 4% | 11 | 3% | 22 | 6% | 22 | 5% | 13 | 3% | 24 | 4% | 22 | 7% | 22 | 5% | 27 | 5% | 22 | 4% | 38 | 6% | 321 | 5% |
| English 914 | 285 | | 33% | | 352 | 35% | 117 | 32% | 80 | 22% | 110 | 25% | 153 | 32% | 236 | 36% | 202 | 61% | 237 | 50% | 225 | 44% | 234 | 42% | 267 | 43% | 2498 | 37% |
| English 015 | 399 | | 46% | | 447 | 44% | 134 | 37% | 121 | 34% | 181 | 41% | 190 | 40% | 227 | 34% | 52 | 16% | 116 | 24% | 168 | 33% | 224 | 40% | 235 | 38% | 2494 | 37% |
| English 101 | 16 | | 2% | | 18 | 2% | 6 | 2% | 45 | 13% | 40 | 9% | 49 | 10% | 50 | 8% | 3 | 1% | 4 | 1% | 6 | 1% | 8 | 1% | 11 | 2% | 256 | 4% |
| **Total** | **864** | |  | | **1012** |  | **366** |  | **358** |  | **440** |  | **473** |  | **661** |  | **332** |  | **474** |  | **515** |  | **559** |  | **620** |  | 6674 |  |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reading** | **July** | |  | | **Aug** |  | **Sept** |  | **Oct** | **%** | **Nov** | **%** | **Dec** | **%** | **Jan** | **%** | **Feb** | **%** | **Mar** |  | **April** |  | **May** |  | **June** |  | **Total** | **%** |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read 910 | 14 | | 2% | | 17 | 2% | 14 | 4% | 38 | 12% | 20 | 4% | 56 | 12% | 25 | 4% | 6 | 1% | 10 | 2% | 15 | 3% | 12 | 2% | 10 | 2% | 237 | 4% |
| Read 920 | 67 | | 7% | | 73 | 7% | 33 | 10% | 41 | 13% | 39 | 9% | 47 | 10% | 48 | 8% | 26 | 6% | 34 | 7% | 31 | 6% | 44 | 8% | 36 | 6% | 519 | 8% |
| Read 950 | 92 | | 10% | | 85 | 8% | 36 | 11% | 44 | 14% | 47 | 10% | 56 | 12% | 38 | 7% | 35 | 8% | 41 | 9% | 38 | 8% | 32 | 6% | 56 | 9% | 600 | 9% |
| Read 015 | 242 | | 27% | | 281 | 27% | 84 | 25% | 70 | 22% | 119 | 26% | 110 | 24% | 141 | 25% | 107 | 25% | 137 | 29% | 114 | 23% | 117 | 22% | 152 | 25% | 1674 | 25% |
| Read 100/101 | 497 | | 54% | | 573 | 56% | 175 | 51% | 119 | 38% | 227 | 50% | 188 | 41% | 315 | 56% | 247 | 59% | 245 | 52% | 298 | 60% | 337 | 62% | 352 | 58% | 3573 | 54% |
| **Total** | **912** | |  | | **1029** |  | **342** |  | **312** |  | **452** |  | **457** |  | **567** |  | **421** |  | **467** |  | **496** |  | **542** |  | **606** |  | 6603 |  |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Note - English Results | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test Eval | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| READ REQ 1 - Referred to Read 920 AND 950 to complete before enrolling into English 914 | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| READ REQ 2 - Referred to Reading 950 to complete before enrolling into English 914 | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**July 2009 - July 2010**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | **Nov** |  | **DEC** |  | **JAN** |  | **Feb** |  | **MAR** |  | April |  | **May** |  | **June** |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Math 942 | 173 | 18% | 176 | 19% | 103 | 28% | 83 | 27% | 104 | 39% | 350 | 58% | 302 | 57% | 164 | 54% | 191 | 50% | 189 | 57% | 274 | 40% | 446 | 52% | **2555** | 39% |
| Math 952 | 295 | 30% | 319 | 34% | 138 | 37% | 121 | 39% | 36 | 14% | 59 | 10% | 50 | 10% | 31 | 10% | 26 | 7% | 22 | 7% | 57 | 8% | 79 | 9% | **1233** | 19% |
| Math 090 | 292 | 30% | 263 | 28% | 77 | 21% | 69 | 22% | 67 | 25% | 90 | 15% | 89 | 17% | 53 | 17% | 65 | 17% | 47 | 14% | 127 | 19% | 115 | 13% | **1354** | 21% |
| Math 095 | 143 | 15% | 117 | 12% | 31 | 8% | 35 | 11% | 52 | 20% | 86 | 14% | 81 | 15% | 49 | 16% | 91 | 24% | 66 | 20% | 206 | 30% | 203 | 24% | **1160** | 18% |
| Math 102 | 32 | 3% | 30 | 3% | 11 | 3% | 1 | 0% | 5 | 2% | 13 | 2% | 3 | 1% | 6 | 2% | 8 | 2% | 9 | 3% | 12 | 2% | 9 | 1% | **139** | 2% |
| Math 151 | 28 | 3% | 19 | 2% | 4 | 1% | 1 | 0% | 1 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 1 | 0% | 6 | 1% | **62** | 1% |
| Math 250 | 20 | 2% | 16 | 2% | 7 | 2% | 3 | 1% | 0 | 0% | 1 | 0% | 1 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | **50** | 1% |
| Math 251 |  | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |  | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% |
| Math 252 |  | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |  | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% |
| **Total** | **983** |  | **940** |  | **371** |  | **313** |  | **265** |  | **600** |  | **526** |  | **304** |  | **382** |  | **333** |  | **677** |  | **859** |  | **6553** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **English** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | **Nov** |  | **DEC** |  | **Jan** |  | **Feb** |  | **MAR** |  | APRIL |  | **May** |  | **June** |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test EVAL | 45 | 4% | 79 | 9% | 40 | 11% | 44 | 14% | 2 | 1% |  | 0% | 0 | 0% | 0 | 0% | 51 | 13% | 40 | 12% | 76 | 12% | 16 | 2% | **393** | 6% |
| READ REQ1 | 37 | 4% | 38 | 4% | 13 | 4% | 5 | 2% | 52 | 15% | 104 | 17% | 93 | 18% | 51 | 17% | 61 | 16% | 52 | 16% | 25 | 4% | 11 | 1% | **542** | 8% |
| READ REQ2 | 54 | 5% | 47 | 5% | 19 | 5% | 15 | 5% | 44 | 12% | 87 | 14% | 78 | 15% | 30 | 10% | 50 | 13% | 62 | 19% | 55 | 9% | 64 | 9% | **605** | 9% |
| English 914 | 452 | 44% | 385 | 42% | 139 | 39% | 115 | 36% | 70 | 20% | 93 | 15% | 74 | 15% | 40 | 14% | 36 | 9% | 34 | 10% | 42 | 7% | 67 | 9% | **1547** | 24% |
| English 015 | 415 | 41% | 365 | 40% | 138 | 39% | 137 | 43% | 110 | 31% | 163 | 27% | 153 | 30% | 112 | 38% | 104 | 27% | 76 | 23% | 309 | 49% | 433 | 59% | **2515** | 39% |
| English 101 | 16 | 2% | 10 | 1% | 4 | 1% | 3 | 1% | 77 | 22% | 163 | 27% | 110 | 22% | 61 | 21% | 80 | 21% | 66 | 20% | 128 | 20% | 143 | 19% | **861** | 13% |
| **TOTAL** | **1019** |  | **924** |  | **353** |  | **319** |  | **355** |  | **610** |  | **508** |  | **294** |  | **382** |  | **330** |  | **635** |  | **734** |  | **6463** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reading** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | **Nov** |  | **DEC** |  | **Jan** |  | **Feb** |  | **MAR** |  | APRIL |  | **May** |  | **June** |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read 910 | 13 | 1% | 25 | 3% | 3 | 1% | 7 | 4% | 73 | 19% | 105 | 18% | 95 | 19% | 52 | 18% | 61 | 16% | 53 | 16% | 26 | 4% | 12 | 1% | **525** | 8% |
| Read 920 | 48 | 5% | 71 | 8% | 21 | 9% | 17 | 9% | 49 | 13% | 96 | 17% | 83 | 16% | 32 | 11% | 50 | 13% | 62 | 18% | 68 | 10% | 59 | 7% | **656** | 10% |
| Read 950 | 85 | 9% | 70 | 8% | 23 | 9% | 28 | 16% | 50 | 13% | 96 | 17% | 70 | 14% | 41 | 14% | 72 | 19% | 40 | 12% | 79 | 12% | 131 | 15% | **785** | 12% |
| Read 015 | 278 | 28% | 239 | 27% | 59 | 24% | 82 | 46% | 85 | 23% | 108 | 19% | 103 | 20% | 71 | 24% | 97 | 25% | 75 | 22% | 280 | 43% | 431 | 50% | **1908** | 30% |
| Read 100/101 | 572 | 57% | 478 | 54% | 139 | 57% | 180 | 57% | 119 | 32% | 174 | 30% | 160 | 31% | 99 | 34% | 102 | 27% | 106 | 32% | 200 | 31% | 226 | 26% | **2555** | 40% |
| **Total** | **996** |  | **883** |  | **245** |  | **314** |  | **376** |  | **579** |  | **511** |  | **295** |  | **382** |  | **336** |  | **653** |  | **859** |  | **6429** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Note - English Results | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test Eval |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| READ REQ 1 - Referred to Read 920 AND 950 to complete before enrolling into English 914 | | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
| READ REQ 2 - Referred to Reading 950 to complete before enrolling into English 914 | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |

**July 2010 - June 2011**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | Nov |  | **Dec** |  | Jan |  | Feb |  | Mar |  | April |  | MAY |  | June |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Math 942 | 491 | 51% | 508 | 56% | 205 | 62% | 179 | 60% | 282 | 54% | 334 | 55% | 401 | 64% | 165 | 64% | 281 | 50% | 287 | 47% | 396 | 47% | 498 | 48% | **4027** | 53% |
| Math 952 | 80 | 8% | 121 | 13% | 43 | 13% | 23 | 8% | 58 | 11% | 85 | 14% | 81 | 13% | 31 | 12% | 59 | 11% | 51 | 8% | 86 | 10% | 91 | 9% | **809** | 11% |
| Math 090 | 143 | 15% | 108 | 12% | 35 | 11% | 27 | 9% | 58 | 11% | 59 | 10% | 55 | 9% | 33 | 13% | 92 | 16% | 96 | 16% | 126 | 15% | 157 | 15% | **989** | 13% |
| Math 095 | 245 | 25% | 154 | 17% | 48 | 14% | 40 | 13% | 121 | 23% | 125 | 20% | 84 | 13% | 30 | 12% | 120 | 21% | 165 | 27% | 212 | 25% | 264 | 26% | **1608** | 21% |
| Math 102 | 10 | 1% | 15 | 2% | 2 | 1% | 30 | 10% | 3 | 1% | 4 | 1% | 4 | 1% | 0 | 0% | 7 | 1% | 3 | 0% | 17 | 2% | 16 | 2% | **111** | 1% |
| Math 151 | 2 | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 2 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 2 | 0% | 4 | 0% | 7 | 1% | **20** | 0% |
| Math 250 | 0 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0 | 0% | **4** | 0% |
| Math 251 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% |
| Math 252 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% |
| **TOTAL** | **971** |  | **908** |  | **333** |  | **299** |  | **523** |  | **610** |  | **626** |  | **259** |  | 559 |  | 605 |  | 842 |  | 1033 |  | **7568** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **ENGLISH** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | Nov |  | **Dec** |  | Jan |  | Feb |  | Mar |  | April |  | MAY |  |  |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test EVAL | 7 | 1% | 9 | 1% | 6 | 2% | 9 | 4% | 5 | 1% | 5 | 1% | 14 | 3% | 7 | 3% | 10 | 2% | 5 | 1% | 12 | 2% | 11 | 1% | **100** | 2% |
| READ REQ1 | 9 | 1% | 8 | 1% | 2 | 1% | 5 | 2% | 3 | 1% | 6 | 1% | 10 | 2% | 8 | 4% | 21 | 4% | 12 | 2% | 5 | 1% | 11 | 1% | **100** | 2% |
| READ REQ2 | 56 | 7% | 54 | 7% | 32 | 12% | 20 | 9% | 38 | 8% | 37 | 7% | 40 | 8% | 14 | 6% | 63 | 13% | 49 | 9% | 45 | 7% | 57 | 7% | **505** | 8% |
| English 914 | 65 | 8% | 81 | 10% | 38 | 15% | 29 | 13% | 47 | 10% | 65 | 12% | 77 | 15% | 40 | 18% | 43 | 9% | 35 | 7% | 67 | 10% | 70 | 8% | **657** | 10% |
| English 015 | 520 | 63% | 453 | 57% | 145 | 55% | 122 | 53% | 268 | 57% | 322 | 59% | 281 | 55% | 122 | 54% | 277 | 58% | 325 | 62% | 417 | 62% | 520 | 60% | **3772** | 59% |
| English 101 | 172 | 21% | 194 | 24% | 39 | 15% | 44 | 19% | 113 | 24% | 115 | 21% | 92 | 18% | 37 | 16% | 64 | 13% | 96 | 18% | 125 | 19% | 197 | 23% | **1288** | 20% |
| **TOTAL** | **829** |  | **799** |  | **262** |  | **229** |  | **474** |  | **550** |  | **514** |  | **228** |  | 478 |  | 522 |  | 671 |  | 866 |  | **6422** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **READING** | **July** |  | **Aug** |  | **Sept** |  | **Oct** |  | Nov |  | Dec |  | Jan |  | Feb |  | Mar |  | April |  | MAY |  |  |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read 910 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% |
| Read 920 | 73 | 8% | 86 | 10% | 25 | 8% | 22 | 9% | 36 | 6% | 37 | 6% | 53 | 9% | 31 | 12% | 48 | 9% | 42 | 7% | 57 | 8% | 77 | 7% | **587** | 8% |
| Read 950 | 130 | 13% | 113 | 13% | 58 | 18% | 38 | 15% | 78 | 14% | 84 | 13% | 95 | 16% | 24 | 9% | 81 | 16% | 83 | 14% | 96 | 13% | 225 | 20% | **1105** | 15% |
| Read 015 | 512 | 53% | 455 | 51% | 164 | 52% | 120 | 48% | 259 | 46% | 317 | 50% | 295 | 48% | 142 | 55% | 260 | 51% | 302 | 52% | 395 | 52% | 549 | 50% | **3770** | 51% |
| Read 100/101 | 258 | 27% | 234 | 26% | 71 | 22% | 72 | 29% | 187 | 33% | 193 | 31% | 166 | 27% | 60 | 23% | 125 | 24% | 157 | 27% | 211 | 28% | 250 | 23% | **1984** | 27% |
| **TOTAL** | **973** |  | **888** |  | **318** |  | **252** |  | **560** |  | **631** |  | **609** |  | **257** |  | 514 |  | 584 |  | 759 |  | 1101 |  | **7446** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ESL 907 |  |  | 18 | 38% | 5 | 21% | 6 | 27% | 3 | 15% | 5 | 13% | 10 | 26% | 1 | 7% | 2 | 14% | 1 | 9% | 5 | 12% | 11 | 26% | **67** | **21%** |
| ESL 930 |  |  | 6 | 13% | 5 | 21% | 3 | 14% | 3 | 15% | 5 | 13% | 6 | 16% | 2 | 13% | 2 | 14% | 2 | 18% | 6 | 15% | 9 | 21% | **49** | **16%** |
| ESL 931 |  |  | 10 | 21% | 5 | 21% | 0 | 0% | 3 | 15% | 10 | 26% | 8 | 21% | 1 | 7% | 0 | 0% | 2 | 18% | 5 | 12% | 11 | 26% | **55** | **18%** |
| ESL 940 |  |  | 9 | 19% | 7 | 29% | 8 | 36% | 7 | 35% | 6 | 15% | 5 | 13% | 4 | 27% | 7 | 50% | 3 | 27% | 13 | 32% | 4 | 10% | **73** | **23%** |
| ESL 941 |  |  | 3 | 6% | 1 | 4% | 5 | 23% | 4 | 20% | 10 | 26% | 5 | 13% | 6 | 40% | 1 | 7% | 3 | 27% | 9 | 22% | 6 | 14% | **53** | **17%** |
| ESL/ ENGL |  |  | 2 | 4% | 1 | 4% | 0 | 0% | 0 | 0% | 3 | 8% | 4 | 11% | 1 | 7% | 2 | 14% | 0 | 0% | 3 | 7% | 1 | 2% | **17** | **5%** |
|  |  |  | **48** |  | **24** |  | **22** |  | **20** |  | **39** |  | **38** |  | **15** |  | 14 |  | 11 |  | 41 |  | 42 |  | **314** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**July 2011 - June 2012**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math** | July |  | Aug |  | Sept |  | Oct |  | Nov |  | Dec |  | Jan |  | Feb |  | Mar |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Math 942 | 574 | 54% | 470 | 56% | 135 | 60% | 148 | 56% | 219 | 50% | 348 | 50% | 421 | 57% | 124 | 57% | 230 | **42%** | **2439** | **54%** |
| Math 952 | 93 | 9% | 95 | 11% | 24 | 11% | 40 | 15% | 66 | 15% | 86 | 12% | 139 | 19% | 30 | 14% | 53 | **10%** | **573** | **13%** |
| Math 090 | 160 | 15% | 128 | 15% | 29 | 13% | 32 | 12% | 48 | 11% | 100 | 14% | 53 | 7% | 22 | 10% | 102 | **18%** | **572** | **13%** |
| Math 095 | 208 | 20% | 136 | 16% | 35 | 16% | 44 | 17% | 95 | 22% | 155 | 22% | 121 | 16% | 39 | 18% | 154 | **28%** | **833** | **19%** |
| Math 102 | 23 | 2% | 9 | 1% | 1 | 0% | 0 | 0% | 5 | 1% | 11 | 2% | 3 | 0% | 0 | 0% | 9 | **2%** | **52** | **1%** |
| Math 151 | 4 | 0% | 3 | 0% | 1 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 5 | 1% | 1 | 0% | 3 | **1%** | **16** | **0%** |
| Math 250 | 1 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 3 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | **0%** | **5** | **0%** |
| Math 251 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | **0%** | **0** | **0%** |
| Math 252 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | **0%** | **0** | **0%** |
| **Total** | **1063** |  | **842** |  | **225** |  | **264** |  | **437** |  | **701** |  | **742** |  | **216** |  | **552** |  | **4490** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **English\*** | July | \* | Aug | \* | Sept | \* | Oct | \* | Nov | \* | Dec |  | Jan |  | Feb |  | Mar |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test EVAL | 7 | 1% | 4 | 1% | 1 | 1% | 4 | 2% | 3 | 1% | 4 | 1% | 12 | **2%** | 0 | 0% | 7 | **1%** | **31** | **1%** |
| READ REQ1 | 4 | 0% | 6 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | **0%** | 0 | 0% | 0 | **0%** | **4** | **0%** |
| READ REQ2 | 59 | 6% | 43 | 6% | 15 | 8% | 21 | 10% | 21 | 6% | 41 | 7% | 43 | **8%** | 15 | 9% | 74 | **16%** | **215** | **7%** |
| English 914 | 201 | 22% | 225 | 33% | 61 | 33% | 35 | 16% | 122 | 35% | 181 | 29% | 192 | **34%** | 51 | 32% | 134 | **28%** | **843** | **28%** |
| English 015 | 430 | 47% | 281 | 41% | 68 | 37% | 113 | 51% | 127 | 37% | 246 | 39% | 182 | **33%** | 56 | 35% | 165 | **35%** | **1222** | **40%** |
| English 101 | 222 | 24% | 128 | 19% | 41 | 22% | 48 | 22% | 73 | 21% | 152 | 24% | 129 | **23%** | 38 | 24% | 96 | **20%** | **703** | **23%** |
| **Total** | **923** |  | **687** |  | **186** |  | **221** |  | **346** |  | **624** |  | **558** |  | **160** |  | **476** |  | **3018** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reading** | July |  |  |  | Sept |  |  |  |  |  | Dec |  | Jan |  | Feb |  | Mar |  | **Total** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read 910 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | **0%** | 0 | 0% | 0 | **0%** | **0** | **0%** |
| Read 920 | 87 | 8% | 77 | 9% | 15 | 7% | 18 | 7% | 29 | 7% | 65 | 11% | 54 | **8%** | 15 | 7% | 45 | **9%** | **345** | **8%** |
| Read 950 | 180 | 16% | 118 | 14% | 40 | 18% | 42 | 17% | 53 | 14% | 11 | 2% | 117 | **17%** | 45 | 22% | 84 | **16%** | **561** | **14%** |
| Read 015 | 536 | 47% | 436 | 52% | 108 | 47% | 129 | 51% | 199 | 51% | 279 | 46% | 318 | **46%** | 88 | 43% | 274 | **52%** | **2005** | **48%** |
| Read 100/101 | 344 | 30% | 200 | 24% | 65 | 29% | 62 | 25% | 108 | 28% | 254 | 42% | 196 | **29%** | 59 | 29% | 124 | **24%** | **1229** | **30%** |
| **TOTAL** | **1147** |  | **831** |  | **228** |  | **251** |  | **389** |  | **609** |  | **685** |  | **207** |  | **527** |  | **4140** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ESL 907 | 6 | 14% | 9 | 19% | 1 | 9% | 1 | 11% | 11 | 41% | 8 | 24% | **15** | **38%** | **3** | **16%** | 2 | **25%** | **51** | **24%** |
| ESL 930 | 4 | 9% | 5 | 10% | 2 | 18% | 3 | 33% | 4 | 15% | 5 | 15% | 4 | **10%** | 5 | **26%** | 0 | **0%** | **27** | **13%** |
| ESL 931 | 9 | 20% | 4 | 8% | 2 | 18% | 1 | 11% | 1 | 4% | 8 | 24% | 3 | **8%** | 2 | **11%** | 2 | **25%** | **28** | **13%** |
| ESL 940 | 17 | 39% | 16 | 33% | 3 | 27% | 1 | 11% | 5 | 19% | 3 | 9% | 12 | **31%** | 4 | **21%** | 2 | **25%** | **57** | **27%** |
| ESL 941 | 7 | 16% | 11 | 23% | 2 | 18% | 3 | 33% | 5 | 19% | 8 | 24% | 2 | **5%** | 5 | **26%** | 1 | **13%** | **38** | **18%** |
| ESL/ ENGL | 1 | 2% | 3 | 6% | 1 | 9% | 0 | 0% | 1 | 4% | 1 | 3% | 3 | **8%** | 0 | **0%** | 1 | **13%** | **10** | **5%** |
| **TOTAL** | **44** |  | **48** |  | **11** |  | **9** |  | **27** |  | **33** |  | **39** |  | **19** |  | **8** |  | **211** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \* revised English assessment | | | | | | | | | | | | | | | | | | | | |

* **Average time to respond to requests for service**

On the spot scheduling of appointments are done upon student visit or contact of the Assessment Center. Moreover, drop-in test takers have always been accommodated for the past three years.

* **Average time to respond to complaints**

Few students question the results of assessment. Requests for re-testing rather than complaints have been seen for some assessment takers. Requestors for retesting are referred immediately using either of the following protocol – counseling; meeting with the Dean of Matriculation and Counseling; meeting with the Reading, English, Math Faculty Chairs. When warranted and upon the recommendation by the aforementioned individuals, re-testing is administered.

Complaints are addressed immediately via on-the spot referral the Dean of Matriculation and Counseling. When other divisions are involved, the counseling faculty and/or assessment staff will contact the appropriate personnel and phone follow-up's are done.

* **Results of employee satisfaction/staff morale surveys**

Within the matriculation component of Student Services, no direct survey of current satisfaction or morale survey from current staff was undertaken. The lack of three to four paraprofessionals to assist the present staff of two classified personnel during every test administration as well as for other related clerical tasks necessitates advocacy for additional staff. Requests for additional funding will be done to augment staff and advocacy will be done continuously.

In the area of staff morale, anecdotal reports and observations are used. On the other hand, protocol in accordance to union guidelines is followed so that feedback about staff is addressed via the contractual evaluation process.

Per anecdotal reports, the classified personnel have expressed satisfaction in the changes in matriculation that have been effected, vis-à-vis, change in steps to enrolment and mandatory enforcement of these steps. As far as student satisfaction of services is concerned, a survey is planned next academic year to give ample time for students to be adjusted to the new processes in matriculation.

**Additional Matriculation Benchmarks of Excellence**

* **Rigorous Implementation of mandatory assessment and orientation**

This past semester, Valley College has made orientation and assessment mandatory for all new students, which have significantly impacted matriculation. The new matriculation process has been streamlined revamping the steps to enrollment with orientation as step one and assessment as step two. New students cannot make an appointment nor take the assessment without presenting documentation on their orientation participation. They cannot register without taking the assessment or without having been exempted from the matriculation process. In reviewing the overall effectiveness of this new implementation, it has been found that the matriculation process is nearly seamless. It is rare that new students report to counseling with concern or confusion regarding the new matriculation procedure. In fact, the majority of the time students have already applied completed online orientation and the assessment test prior to even attempting to make a counseling appointment.

* **Strict enforcement of matriculation exemption**

As mandated by Title 5, the form developed by the Matriculation Committee and endorsed by the Academic Senate has been used for this purpose. The matriculation exemption process has been created in an effort to exempt students from orientation and/or assessment who meet specific criteria. Since all new students have a block on their registration until orientation and assessment are completed, the matriculation exemption serves to clear that block if a student meets one or more of the following criteria. If a student registers for classes for personal enrichment, an automatic block will occur upon completion of 12 units. With this practice, exemption is not leniently applied. Rather, students need to adhere to the mandatory assessment process.

A student may be waived from taking the assessment if:

1. An associate degree or higher is earned from a regionally accredited college or university
2. An earned 3 or higher on an Advanced Placement Test in English and/or Math is submitted
3. Assessment scores from another California Community College taken within the last two years are submitted
4. Transcripts indicating the completion of a Math or English course from another regionally accredited college or university are submitted
5. Enrollment in courses to achieve or maintain a certificate or license which do not require Math, English or Reading prerequisites
6. Enrollment in courses for personal enrichment which do not require Math, English or Reading prerequisites. A maximum of 12 units may be taken prior to the requirement of assessment.

A student may be waived from completing the orientation if proof of an earned Associate Degree or higher is submitted.

Overall, this newly utilized procedure has made it significantly efficient for new students who have meet one or more of the above criteria to register for courses without unnecessary registration blocks and delays.

* **Increased number of online orientations**

Greater accessibility is made possible with two options, on campus and online formats. To fulfill the orientation mandate, students can choose freely between both options.

* **Ability to provide adequate number of assessment administration and population**

Akin to the importance of orientation accessibility, the number of assessments offered has become critical. Currently, the Assessment Center offers two assessments per day on average in an effort to accommodate as many students as possible.These assessments are typically offered in both the morning and afternoon to be in alignment with students’ schedules.

* **Commitment of assessment office to accommodate as many walk-in appointments as possible**

Due to the increased demand for assessment tests, the assessment center has further increased assessment availability by offering walk-in appointments to students. Generally, it is preferred that students do make an appointment in advance to take the assessment test. However, the assessment center has accommodated a large number of walk-ins in an attempt to accommodate as many students as possible. The assessment center additionally has utilized lab top computers and extended their testing facility into the adjacent meeting room so that the number of assessments given can be maximized.

* **Publication of new matriculation process for students**

Due to the matriculation process undergoing such changes, it was important for matriculation to be clear in its publications. Changes in matriculation procedure were published in several areas of the Valley College website; college personnel were well versed in the changes and the message appeared to reach the students adequately. Additionally, within the “matriculation steps” it explicitly indicates that the final step is to seek consultation from a counselor which ultimately increases student success. In sum, matriculation found it exceedingly important to announce thoroughly these changes to eliminate confusion and chaos for new students.

* **Consideration of future EAP score submission and effects on matriculation process**

Currently matriculation is tasked with devising a procedure for accepting EAP scores from recently graduated high school students. An EAP score is derived from the STAR test that high school juniors take. These EAP scores will automatically qualify students for English 015 and Math 095 devoid of taking the assessment if the student scored appropriately. Matriculation will be required to create a procedure for the acceptance of these scores so that they are appropriately cleared and inputted. Preliminarily, matriculation is considering simply expanding the matriculation exemption procedure to include “EAP scores” as an additional exemption criterion. However, future deliberation will take place regarding the matter.

* **Consistent maintenance of Early Alert program**

Matriculation has made the maintenance of the early alert program a priority. The early alert system seeks to link student, instructor and matriculation. This system allows instructors to notify students if they are maintaining sub-satisfactory progress and matriculation then provides the student with a number of referrals based on information populated by instructors. Matriculation reports are monitored daily and letters are printed and mailed to students immediately upon instructor referral. Furthermore, matriculation aims to create a “follow-up” intervention to the already existing early alert program. Matriculation believes that there needs to be a secondary intervention in place after notifications are sent out. Therefore, matriculation plans to dedicate time in creating a prototype program that will later be fully implemented.

* **Implementation of Group Advising into matriculation process**

Counseling and Matriculation has incorporated a “group advising” intervention within the matriculation steps. It has been found that a group advising session can easily serve more students after the assessment test is taken. These groups are specifically designed to assist students in devising a first semester educational plan based on their reported goal. Counselors facilitating these groups concisely recap the main components of orientation and provide students with additional information relative to registration, adding and dropping classes, financial aid, etc. Following the group advisory, the counselor meets individually with each student to create a first semester educational plan within the body of the group.

Thus, the demand for matriculation, particularly in the areas of orientation, assessment and counseling is expected to rise even as the college tries to keep the FTE’s within the requirements of a mid-sized college.

While this form did not include the planning section, it is fitting to mention several trends that impact the delivery of services in Matriculation/Assessment as they impinge upon the skeletal force that runs the Assessment Center and the inadequate number of counselors proving counseling services.

These trends are the newly resumed practice of probation and dismissal holds; the persistent economic condition of the State and nation; implementation of the EAP by the CSU’s; abolition of the Ability to Benefit; impending mandates for education plans for all students; and establishment of mandatory orientation and assessment.

At SBVC, three- years work in GPA verification of probation/dismissal students by DCS resulted in the resumption of notification of academic status starting the later part of Spring 2011. Added to this service is the new limitation on course repeatability starting this July. Students will need to be redirected to another college for course repetition. Hence, counseling follow-up needs to be done.

The overall national and state economic situation poses dire implications and trickle effect on the matriculation process within the framework of enrolment, services utilization, and adequacy of faculty and staff. It is an external trend that impact student services utilization with consequential effect on program planning.

CSU’s Early Assessment Program (EAP) for high schools throughout the state will contribute to the further influx of students who will be directed to community colleges. EAP scores are assessment results in English and Mathematics stemming from mandatory state assessments for high school students. We are the viable alternative to students who have been denied admission or are referred to us by the CSU and UC institutions. Consequently, services utilization on assessment, orientation, and counseling services will increase exponentially. Moreover, the use of EAP score for English and math in lieu of local assessments will impinge upon the time needed for prerequisite clearances and advisement, not to mention the validity studies and follow-up work that will most likely ensue. In fall 2012, Valley College will embark on accepting the EAP assessed college level English and math to our Math 095 and English 015 courses as appropriate placements. A collaborative effort for validity studies, follow-up of students, and the like, will involve Counseling, Research and Planning, and Math and English divisions.

With increased tuition cost amidst the backdrop of Inland Empire high schools charting the lowest high school graduation and college going rates, SBVC continues to remain as a viable option for education the moment students reach 18 years of age. Moreover, approximately, 85% of this group assesses into basic skills courses. Students’ inadequate preparedness for college has ramifications on the overutilization of services on admissions, assessment, orientation, counseling and follow-up services, not to mention the equivalent demand for foundational courses and academic support. In the horizon is the much talked about closures of a number of adult schools with implication on burgeoning number of students opting for college despite under preparedness for college education.

Discussions at the state level regarding the use of a common assessment instrument and database poses numerous charges for Matriculation/Assessment and Counseling. These are the establishment of local norms, specifically in the area of reliability and validity of results for our unique population. Also, processes need to be established in the migration from current to the prospective universal, state-selected assessment instrument, and time investment of faculty in the dialogues. Needless to say, the preparation of students about the changes by way of their attendance to pre-assessment workshops poses an area to be addressed.

The current economy and job trends has created the need for individuals to enhance/specialize job skills to maintain or seek new jobs and subsequently return to college for re-training and/or career change. This will also impact admissions, assessment, orientation, and counseling services. An attendant condition for increased utilization of services is the need for additional faculty and staff. Already, we have seen an influx of students interested in the nursing program. Career counseling at the onset immediately after assessment is much needed for this group since clearly not everyone will be accepted into the program if not qualified for admission requirements.

With mandatory assessment and orientation, a hold on registration is instituted. This new policy has directly affected the Counseling Department’s planning in that in instituting such a policy, exemption criteria have to be given to those who qualified as mandated by Title 5 regulations again adding another segment of students to be assisted.

Another trend that will be directly impacting planning in Matriculation/ Assessment is the anticipated mandatory advisement and educational plans. Currently, mandatory advisement is not required; however, it is imminent. When educational plans and advisement become mandatory, there will be an increased need for additional full-time counselors, notwithstanding the increased demand for assessment. With the budget situation, we are not able to fill vacant positions or augment the complement of classified staff crucial to the level and delivery of services to meet the needs of our student population adequately.

The Board of Governor’s Fee Waiver criteria have changed and students must complete either a high school diploma or GED to receive aid beginning July 1, 2012. In the past, students could take the Ability to Benefit (ATB) test if they did not have a high school diploma or GED, However, the ATB test will no longer be permissible starting this July. It is anticipated that the Assessment Center and Counseling Department will have students referred somewhere else and nearby Adult Schools have closed or will be closed due to budget cuts. This will occur in the wings of discussions at SBVC about offering noncredit GED courses.

Another trend is the institutionalization of mandatory orientation and assessment. SBVC has already been able to implement the practice starting this semester. One implication is the research that needs to be conducted on the variables of assessment, orientation, success, and graduation velocity.

The burgeoning demands posed by these trends necessitate careful planning, not to mention continued advocacy for more full time counseling faculty and the augmentation of classified staff in the Assessment Center.