

**INSTITUTIONAL PROGRAM REVIEW 2010-2011**  
**Program Efficacy Phase, Spring, 2011**

Please complete and attach this cover sheet as the first page of your report.

**Name of Program:**

Matriculation

**Name of Division**

Counseling and Matriculation

**Name of Person Preparing this Report**

Ailsa Aguilar-Kitibutr, Psy. D. on behalf of the Counseling Department and Matriculation and Student Services Division

**Extension**

8694

**Name of Department Members Consulted**

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**Name of Efficacy Team**

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**Program Review Committee Representatives**

Deanne Rabon, Kathy Kafela

<b>Work Flow</b>	<b>Due Date</b>	<b>Date Submitted</b>
Date of initial meeting with department		February 2011
Final draft sent to the dean		March 28, 2011
Report submitted to Program Review Team		March 28, 2011
Meeting with Review Team		

**Staffing**

Please list the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	1		
Classified Staff	2		
<b>Total</b>	3		

## Part I. Questions Related to Strategic Initiative: Access

### Access

How does the department provide access to the college for students, staff, and the community?

Matriculation is the tool and framework that drives student services in particular and SBVC in general as it assists students to accomplish their educational goals. The primary purpose of matriculation is student access and success and is achieved through its eight matriculation components, namely, Admissions, Assessment, Orientation, Counseling, Research, Follow-up, and Pre-requisite/Co-requisite/ as well as Advisory collaboration efforts.

Through matriculation, SBVC implements an admissions application process, provides assessment for English, math, and reading skills levels, an orientation to SBVC including academic advisement, counseling, follow-up on students' academic progress, and collaboration with instruction on pre-requisite/co-requisite/advisory matters. When students matriculate, they express a broad educational intent upon entry to SBVC, followed by their declaration of a specific educational goal upon completion of 15 units, and demonstrate satisfactory progress of their education plan, and complete their educational goals. Overall, matriculation process, via its eight components, is designed to facilitate students' achievement of their academic goals.

Matriculation mirrors and plays a large role in the overall articulation of San Bernardino Valley College's mission to provide student access, quality education and services that support a diverse community of learners. Matriculation has continued to facilitate the matriculation process across the three academic years after its last efficacy review in 2007. In this academic year covering nine months from July 2010 through mid-March 2011, a total of 5,200 assessment takers were administered the assessment tests with a foreseeable increase in number during last weeks of March through June 30<sup>th</sup>, 2011. For 2008-2009 academic year, a total of 6,120 and for academic year 2009-2010, 6,610 assessment takers were charted as recipients of assessment administration. The continuous incremental elevation of numbers of students served for this particular service alone parallels the increase in the number of the general student population.

To comply with the rubrics set for this efficacy review, attempts were made to extrapolate a glimpse of demographics of assessment takers in the absence of data requested from the Office of Research and Planning. Because of the unavailability of data, sources examined other than the published results found on the Office of Research and Planning web page were the State Chancellor's Office California Community Colleges Data Mart and the local ACCUPLACER assessment database. While ethnicity and gender information from school years 2008 through 2010 have been found from the MIS data mart, a statistically accurate inference cannot be made because the parametric identification of actual assessment takers are unavailable. On the other hand, the local ACCUPLACER database bears ethnicity and gender information but proved incomplete since the ACCUPLACER installation and collation of data were operational only recently. With what is available on ACCUPLACER, the ethnic groupings are different from the one used by SBVC for MIS reporting. These ethnic groupings of Asian, Latino, etc. are further divided and delineated into other sub-groupings. Please see corresponding Tables I and II in the appendices. Tables and figure are attached and not included within the text for better readability.

Although data available are from August 2010 to March 18, 2011, the numbers when grouped

together according to SBVC's ethnic categories reflects the general population. Gender reveals the same landscape. These data can be interpreted in both ways – one that we are serving the students and second that we as a college need to do more focus on the other smaller number of ethnic groups and gender for our outreach efforts. Where we are over capped, recruitment efforts need to be at pace with Valley's capability within the current funding and budget constraints. Suffice it to say, the MIS reports of the Office of Research and Planning have been that the ratio of our college population is comparable to that of the communities we serve.

Furthermore, an explication is offered to profile the demographics landscape using special groupings of students beyond the common indicators of ethnicity and gender to demonstrate that access considerations are of prime importance in the delivery of services.

Thus, in the last efficacy review, ESL students were identified as a target group to be offered more testing administration. Since then until last year, on-site assessments in San Bernardino and Redlands Adult Schools were conducted to capture this segment of students. However, adult schools suffered from budget cuts and met the exigencies either through closures or less offerings and with the 60 % decrease in matriculation funding at SBVC, off-site administrations were suspended temporarily. While off-site administration at adult schools for ESL assessees was halted, an important development in the accommodation of this group was the change in the type of test used that is now institutionalized. Replacing the Combined English Language Skills Assessment (CELSA), ACCUPLACER, a more portable assessment tool, has been utilized after a series of pilot administrations for local norming of test scores. The subsequent results validation studies were conducted in conjunction with the Office of Research and Planning. The change was effected in August 2010 allowing ESL test takers to receive the results immediately.

On the other hand, other special groups have been afforded assessments continuously aside from the regular assessment takers. Incidentally, those considered as regular assessment takers refer to students from the general population including the Middle College High School, Eisenhower High School where we have a memorandum of agreement and the Valley Bound group as well Big Bear High School students who have been given the opportunity to test off-site for the past many years. These special groupings of test takers are DSPS participants, Ability to Benefit test takers who are non-holders of high school diploma or GED certification. The delineation of data on assessment takers are found on Table III.

Noteworthy to mention is the fact that assessment services initiate and trigger a series of services for the assessment takers. As an example, in collateral information from a separate database of the Counseling Department, the number of students who received counseling (not counting other services delivered by the Department) was reported as follows: 21,122 students in 2008-2009; 20,481 in 2009 to 2010; and 15,174 from July 2010 to March 18, 2011. The likelihood of the assessment takers to have utilized counseling after having received college orientation and advisement is high.

Furthermore, as a practice, Assessment Center provides detailed monthly reports of test administrations in all assessment levels and results of placements in reading, math and English to the appropriate departments as informational bases for the planning of course offerings and class sections each semester.

From the foregoing discussion, all possible access avenues have been afforded our students, particularly those belonging to special segments of the population.

## **Pattern of Service**

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

The erstwhile Matriculation Office, subsumed as a component of the Counseling Department this academic year, delivers services through the provision of pre-assessment information; administration of assessment instruments for English, reading, and math and inventory for multiple measures; distribution of assessment results; collaboration with the Counseling Department for student orientation by way of dissemination of information about access to orientation and academic advisement and counseling; appointment scheduling for both test-taking and orientation sessions ; collaboration with Instruction and Office of Research and Planning on prerequisite/corequisite/ advisory; research and follow-up through the Early Alert Systems and referrals to Counseling and other student services or academic support for students with unsatisfactory performance. The Counseling Center handles all counseling services and other counseling related support services.

Services are available to all students. In assessment, fifty –seven assessment takers are accommodated per administration with an average total of 114 students per testing day. Drop-in's are accommodated provided they have completed their application and have received the SBVC student identification number. Provisions are made for students with special needs or unique accommodation requirements. These groups of students are those under ESL, DSPS, non-high school graduates, and evening students. In previous years until last academic year, testing was conducted in San Bernardino and Redlands Adult Schools.

Orientation sessions are available both on-campus and on-line. On-campus orientation sessions are offered morning, afternoons, and evenings throughout the school year. Academic advising follows after orientation. Counseling services are available everyday starting at 8: 00 a.m. until 6:30 p.m., Mondays through Thursdays and 8 a.m. until 4 p.m. on Fridays. Counseling is also afforded on Saturdays during the first two weeks of classes aside from the available on-line counseling and off-site counseling at Big Bear High School. In six area high schools starting this March off-site counseling services are done.

Follow-up through the Early Alert system has been in place until December 2010 and will resume again. On the other hand, follow-up through progress/ academic probation and dismissal notification has been issued until fall 2008. This service has been on hold due to the DCS's work on GPA verification for accuracy and consistency when data systems were migrated from the CARS UNISYS, to DATATEL, and the current DATATEL Live 18. This intensive work verification occurred with intensive discussions engaged by both campuses (counseling faculty and Student Services Deans, and a team of DCS personnel) for the standardization of practices and has been on-going over the past three years. Test runs conducted jointly by the counseling faculty, Student Services deans, and DCS have been finalized last month. As a result, notifications will be issued this last week of March. Registration holds will be in place this June to initiate counseling interventions for all levels of probation and reinstatement petitions for qualified students after remediating their dismissal status.

Prerequisites and corequisites as well as Advisory services are undertaken through continuous collaboration with Instruction and Student Services.

### Hours of operation/pattern of scheduling

Services are available Monday through Thursday 8:00 a.m. to 5:00 p.m and Friday 8:00 a.m. to 4:30 p.m. For students attending evening classes and weekend college, several assessment sessions, orientation, academic advisement, and counseling are conducted during the peak registration periods. Pre-assessment information service is offered during the entire office hours while the Assessment Center is open.

### Alternate Delivery Methods

The Assessment Center provides students information about college orientation via on-campus, in person group orientation and online format. Instructions to access on-line orientation are on Campus Central and are also available on hard copy. The corresponding informational materials, together with the Steps to Enrolment brochures, are distributed during pre-assessment information sessions or after assessment administration. During assessment the steps to access the on-line orientation are explained in detail by the testing technicians. Students may complete the orientation from any computer on campus or anywhere else.

Commencing March 2011, the Assessment Center staff conducts pre-assessment information workshops including information on orientation access and on-site assessments to six area high schools. During these sessions, students are given explanation on the importance of assessment in college, tips on student preparation for assessment, and resource for practice testing. The Office of Outreach and Recruitment presents the admission process workshop including information on financial aid and other student services as well as academic support.

Also at these high school sites four or five counseling faculty conduct academic advisement, Counseling and short-term education planning. These off-site services are intended to increase the college-going rate of our neighboring high schools and streamline entrants' admissions and registration process. It will also provide some relief to the various offices by way of decreasing lines and student's wait time for services during peak registration periods.

### Weekend and evening services

Assessment administration to the general student population has been offered almost every day morning and afternoon averaging eight sessions per week and in the evening twice per week, with Saturday services once a month. With the 60% reduction in matriculation funding this year, weekend and evening services have become limited during the semesters. However, within peak registration periods, assessment administration simulates the usual schedule pre-budget cuts era.

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

Describe the services and/or instruction provided by your program and how the services in your program support student learning.

Student access and success is the ultimate purpose of matriculation. and services provided are described as follows ---

- Pre-assessment information services: Pre-assessment information/preparation and sign-up to take the assessment test at the Assessment Center. Matriculation staff has worked collaboratively with Admissions and Records (A&R) so that students may also be scheduled for assessment at A & R when entrants to the college inquire about the admissions process. The Assessment Center has prepared the Steps to Enrolment brochure which also appears in the schedule of classes every semester as well as in the orientation to college presentations. Furthermore, pre-admission information via the web and the Steps to Enrollment brochure that will enhance and guide prospective SBVC students through the admissions process. Dissemination of information on admission including direct matriculation services are provided through the Office of Outreach and Recruitment to our service area high schools through classroom presentations, assemblies, college nights, and other related activities. All these undertakings are directed towards enhancing access to all students and providing a seamless admissions process to SBVC.
- Computerized assessment in English, Reading, and Mathematics: Assessment of students ranges from the regular assessment in English, reading, and mathematics including an inventory as part of multiple measures; assessment for ESL (English as a Second Language), ATB (Ability to Benefit) for students applying for financial aid who do not have a high school diploma or GED general education certificate; and DSPS students with special needs. Also, DSP&S (Disabled Student Program and Services) staff has been trained to provide assessment services to DSP&S students who are in need of extended services and for the physical accommodations in the use of computerized tool are done by the matriculation staff. Walk-ins are admitted during any scheduled assessment times depending on availability of computer terminals with ample arrangements made by the staff so that they will not cause interruptions to the testing conditions.
- Assessment at the area high schools: From the Departmental Summary of the Educational Master Plan, an identified goal for Matriculation is to offer assessment in feeder high schools. This spring semester 2011, a pilot venture on the initial stages of matriculation at the high schools located in our service areas is on-going. Pre-assessment information workshops, assessment testing, interpretation of assessment, academic advising and counseling are carried out in the following high schools -- Carter High School; Cajon High School; Colton High School; Eisenhower High School; Pacific High School; and San Bernardino High School. The expected outcome is that by providing an application workshop, orientation, and counseling to prospective SBVC students it will streamline the students' SBVC admissions and registration processes. Essentially, the recipients of the services at area high schools would only need to wait for their priority registration date and register for classes; they would not have to come on campus until the first day of classes unless they have follow-up's to make with other

offices. Additionally, considering the current budget constraints and shortness of staff, this proactive intervention is aimed at easing the various Student Services offices of the influx of students providing the services during peak registration periods, thereby, lessening consumers' stress and frustration levels.

- Provide student orientations: This includes in-person orientations (conducted by counselors), or if students prefer, the orientation can be completed online on campus or from their home. The orientation encompasses i.e., interpretation of assessment class placement, development of first semester education plan, support services, financial aid, certificate/graduation, and transfer requirements, registration process, college culture, etc. it is hoped that students who participate in college orientations become highly aware of expectations placed on them.
- Provide academic advisement and counseling services at the time of orientation and on-going throughout the student's academic life. The development of the initial first semester education plan is done at the orientation session. Students are highly recommended that they schedule a counselor appointment after the first month of classes to develop a two year education plan and at the very latest after one semester. Additionally, students are encouraged to meet with a counselor at least once per year after the two year education plan has been developed for possible changes to major, transfer requirements, follow-up on academic performance, etc.
- Counseling services are key and essential to the students' overall college success. Counseling encompasses fundamental and important areas. These are academic, career, transfer, and personal counseling that are carried out in a holistic manner within the backdrop of their ecological contexts, individuality, strengths and skills gap to assist students to obtain their educational and personal goals. Counseling services are provided to prospective, new, and continuing students in an individual and/or group basis.

Additionally, counselors develop first semester education plans as well as two year plans that illustrate a semester by semester sequence of classes which will lead to the accomplishment of a certificate, two year degree, and/or transfer. Equally important is the counselor interaction with students in assisting them to seek and maintain realistic goals, assist in finding positive solutions to personal problems and academic challenges, provide motivation to help students maintain focus and commitment, including teaching, mentorship, and empowering students to achieve at their optimum level. Counseling services are also integrated and provided through the curriculum by way of our Student Development courses. Counselors teach the following Student Development classes: SDEV 010 Educational Planning; SDEV 015 Puente Strategies for College Success; SDEV 102 College to Career and SDEV 103 Career Exploration and Life Planning.

- The additional services such as Research, Follow-up, Pre-requisite/Co-requisite, and Advisory are carried out through collaboration with Instruction and Student Services faculty. Collaboration in these areas will provide research and background information, as well as promote review of policies and procedures for compliance of Title 5 mandates to redound to the overall access and success of students.

Numerous activities involving counseling faculty, classified staff of the Assessment Center, and

Student Services Division Dean are also undertaken whereby matriculation services are promoted. These are –

- Meetings with Matriculation Advisory Committee for feedback on matriculation processes as they relate to SBVC's Matriculation Plan and the college's on-going initiatives, such as, basic skills thrusts, mandatory assessment and orientation, and other related matters.
- Participation in monthly Instruction/ Student Services deans' cabinet meetings and Student Services Council
- Adherence to Title 5 practices and Matriculation guidelines
- Collaboration with Instruction in establishing and monitoring pre-requisites to ensure compliance: Every month, the Assessment Center prepares a detailed report on students' placement levels submitted to the English, Math, and Reading Departments for the preparation of course offerings.
- Maintenance of the Early Alert System: This mechanism has been active until December 2010 due to budget cuts and the skeletal number of faculty in the Counseling Department. Creative ways to resuscitate this service are being considered. In the meantime, instructional and counseling faculty continue the follow-up efforts for at-risk students individually during instructors' office hours and referrals to the Counseling Department as well as during counseling sessions of every student, particularly those with lower than 2.00 GPA.
- Participation in ongoing research for GPA verification of probation/dismissal students, collection of data for unsatisfactory performance, and notification of academic status commencing the later part of Spring 2011 semester: It is noteworthy to mention that probation and dismissal notifications were put on hold temporarily to allow for DCS' and Student Services faculty's work of both campuses to ensure accuracy of GPA and consistency of practices in both campuses for student notifications. By the end of this semester, students who receive notification will have to see the counselor before registration. Registration holds will have been placed for second level progress/academic probation and dismissal students. These holds will be lifted only upon meeting with counselor for personal counseling, behavior contract, study skills and motivation exploration, and formulation of education plans including petition writing to the Scholastic Standards Committee for reinstatement if dismissed from SBVC.
- Adherence to administration and validation standards to ensure compliance in assessment procedures and curricular requirements: Regarding test administration, testing protocols are strictly observed. Regular assessment takers who take the full assessment protocol of multiple measures, math, reading, and English have the opportunity take any of the competency levels of these subject areas to test their ceiling both on progressive, step-up schedule to test the next higher level or the step-down schedule to test on the lower level for appropriate placement. Conceivably, all students have the chance to take seven tests related to their competencies during a scheduled session. This holds true for the ESL, Tests and Ability to Benefit Test



administrations. Moreover, for the ESL population, if students are at the highest placement for ESL course, they can take the regular Reading assessment to supplement information on their preparedness for college.

Moreover, testing services are made available to students other than entrants who are referred for assessment because test results have become obsolete for its two-year validity as well as those students from previous colleges who now need to meet pre-requisite courses.

What propels these services and activities just described is the anticipated outcome of student success. After all, the matriculation process unfolds to bring together a confluence of support services for students to achieve their academic goals.

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

#### **Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the purpose of the program?

Matriculation is a process that enhances student access to California Community Colleges. It helps to promote and sustain the efforts of students to be successful in their educational endeavors.

Matriculation is the tool and framework that drives Student Services in particular and SBVC in general as it assists students to accomplish their educational goals.

The primary purpose of matriculation is student access and success and is achieved through its eight matriculation components, namely, Admissions, Assessment, Orientation, Counseling, Research, Follow-up, Pre-requisite/Co-requisite/ and Advisory collaboration efforts. Matriculation engages the students through a process that facilitates their access and success, so that, they complete their college courses, persist to the next academic term, and achieve their educational objectives.

How does this purpose relate to the college mission?

Matriculation translates and mirrors SBVC's mission into specific services through its eight components in providing access and student services as well as support to all student participants to assist them in their persistence, success, and completion of their educational goals. Thus, matriculation plays an important role in the overall achievement of SBVC's mission, that is, to provide student access, quality of education, and services that support a diverse community of learners.

## **Productivity**

**How does your department measure productivity and customer satisfaction? Provide a chart or table with three-years of data. What does the data reveal about the productivity of your program over a three year period?**

Relative to the program goals as stated in the Educational Master Plan Department summary, three goals have been achieved. These goals are – to make assessment opportunities more accessible to local high schools and increase portability; to increase the opportunity for new students to participate in the Orientation Phase of their enrolment process; and to increase coordination efforts with Student Services counselors to ensure student success. The rest of the goals, namely, 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 and to decrease the number of students who are placed on probation and dismissal status have been partially attained. More intensive interventions to be delivered by the counseling faculty will ensue when academic performance notifications will have been issued. To facilitate face –to-face sessions for counseling intervention, PowerPoint presentations are currently developed for Levels 2 and 3 of probation/ dismissal to be available via Blackboard. The on-line presentation for level one of probation is already completed and is accessible via BlackBoard. The presentations will cover inventory on college success skills, college discussion on how to increase GPA to avoid further unsatisfactory performance, resources for support, behavioral modification recommendations, etc. These presentations will be followed by counseling sessions and education planning.

Table IV and Figure 1 in the appendix show number of students assisted across three academic years on different areas of matriculation services. Data evidenced continuous increase of service recipients throughout the school years. The incomplete data for 2010 -11 already shows a rising trend considering that the three remaining months of this academic year are anticipated to be peak service utilization months for the forthcoming summer and fall terms.

**Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of**

- i. staffing levels**
- ii. compliance with state, local, and federal regulations**

Starting academic year 2010-11, the coordinator position has been dissolved due to retirement. Some adjunct hours were rendered by the retiree during fall 2010. Since then, the matriculation responsibilities were subsumed under the Counseling Department. Two classified staff are handling the pre-assessment, assessment administration including distribution and reporting of results to stakeholders and appointment scheduling. With the Matriculation budget cuts of 60% the State, it is fair to say that across all community colleges, matriculation personnel and funding have been severely affected. Under dire financial conditions and with a skeletal force, matriculation services in our college have been overburdened while the updated Matriculation Plan has been adhered to and compliance mandates have been upheld consistently.

For quality services and parity in work assignments, additional faculty and staff are recommended. It bears highlighting that to accommodate the College's move to make orientation and assessment mandatory next academic year, three to four paraprofessionals to augment the current complement of classified staff will help initially in meeting the anticipated increase in the utilization of assessment services. These paraprofessionals will have to comply with the testing administration requirements of ACCUPLACER. Likewise, testing location must

meet the maximum conditions of the testing environment as set forth by ACCUPLACER. Additional counselors are equally needed.

### **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. 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. They are immediately referred 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.

- **Results of user satisfaction surveys**

An examination of the current questions of Climate Survey generated by the Office of Research and Planning showed that specific questions about matriculation have not been delineated. However, recommendations for specific survey items on matriculation services were requested by Dr. Smith this third week of March and subsequent suggestions will be forwarded to Dr. Smith. In-house survey on satisfaction of assessment services is planned. On the other hand, satisfaction survey on the usability of the orientation presentation is built into the enhanced orientation. The enhanced version is intended to be migrated into our system by end of this semester.

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

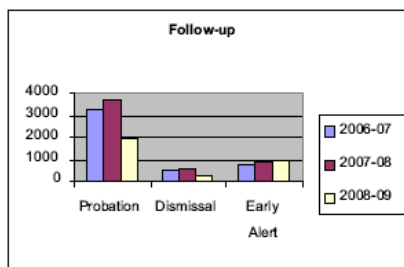
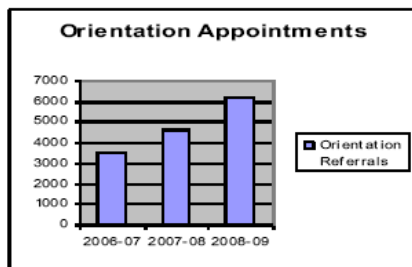
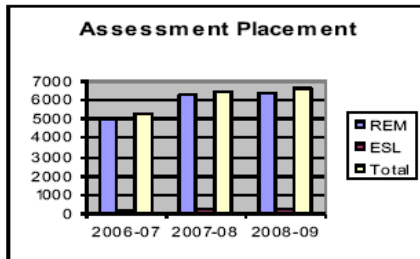
Within the matriculation component of Student Services, no direct survey of current satisfaction or morale survey from current staff was undertaken. The lack of three to four paraprofessionals to assist the present staff of two classified personnel during every test administration as well as for other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

- **Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence**

A related study in the Counseling Department's comparative study between the GPA of students who received counseling and those who did not receive counseling showed that higher GPA was associated with receipt of counseling. In addition, the average GPA of those counseling recipients was higher than the GPA of the general population.

Results on a comparison study of assessment examinees versus non-examinees relative to their completion, persistence, and success in courses are yet to be made available by the Office of Research and Planning. Moreover, correlation studies on placement test scores and course grades will be underway underway. A collateral source, 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 may be one of the many contributing factors in the positive report about our students.

## Matriculation/Assessment



**Description:** Matriculation is the tool that drives student services. It is the vehicle that provides the impetus for student service thus ensuring that students progress in a timely manner through their educational pursuits. The students are able to progress through the system mandated by the various components of Admissions, Assessment, Orientation, and Counseling/Advisement. These initial steps are designed to provide access to all students as a means to ensure their success. Matriculation at San Bernardino Valley College begins with the placement process which is the beginning of the advisement for enrolling into classes.

**Assessment:** Student participation has increased the need for assessment services by 23.5% from 2006 to 2009. ESL Testing has a slight increase of 10.4%. Conversely, this has expanded the number of students referred for orientation by 43.5%. Follow-up services that include notifying students that are on academic probation indicate that the number of students who are placed on dismissal status has decreased from 14% to 12%. The Early Alert process that is also a follow-up system to notify students so that they may be given intervention in the form of counseling, tutoring, and other support service has increased by 23.4% from 2006-2009. This is an indication that more instructional faculty are participating in the early alert process to ensure that their students do not fail.

**Program Goals:** 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. To decrease the number of students who are placed on probation and dismissal status. To make assessment opportunities more accessible to local high schools and to increase portability. To increase the opportunity for new students to participate in the Orientation phase of their enrollment process To increase coordination efforts with student services counselors to ensure student success.

**Challenges and Opportunities:** Matriculation funding will present the highest challenge because of fewer resources. However, the opportunity to explore new avenues for providing services will prevail in the quest to maintain and possibly increase services to students. Expanded collaboration with all internal resources will need to take place including using resources that will encourage participation between all student services departments and the expertise of the instructional division.

**Action Plan:** To continue in a very positive manner of offering services already in place. To incorporate innovative alternative services, i.e., online orientation which began in the later part of 2008-2009. In this effort students can move easily from assessment to orientation to advisement in a fluid one stop process allowing them to register for classes upon completion of this tripartite service. Counselors can be made immediately available to students to assist them in choosing the appropriate classes and helping them develop an initial education plan.

#### **Part IV. Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

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 professionals. The current external trends that impact student services utilization and their effect on program planning are as follows:

- The CSU's Early Assessment Program (EAP) that is being piloted with high schools throughout the state will contribute to the further influx of students who will be directed to community colleges. Consequently, services utilization on assessment, orientation, and counseling services will increase exponentially.
- The increased tuition cost and continued budget cuts create additional barriers to student enrollment in four- year institutions. We are the viable alternative to students who have been referred to us by the CSU and UC institutions or are denied admissions despite their transfer eligibility and status as community college alumni. The anticipated additional number of new students will impact admissions, assessment, orientation, and counseling.
- The current economy and job trends necessitate 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.
- While the Inland Empire high schools have one of 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. 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.
- Discussions at the state level regarding the use of a common assessment instrument and database could alleviate cost and lessen the bureaucracy and attendant time on the handling of test results, its interpretation, veracity of documentation, and other related matters. Implementation of this monolithic approach to assessment poses numerous tasks and charges in the establishment of local norms if necessary, reliability and validity of results for our unique population, processes to be established in the migration from current to the prospective state assessment instrument when approved, and time investment of faculty in the dialogs and preparation of students, to name a few.
- An attendant condition for increased utilization of services is the need for additional faculty and staff. However, due to the current budget situation, we are not able to fill vacant positions for two counseling faculty and a matriculation coordinator, much needed

positions that are all crucial to the level and delivery of services to adequately meet the needs of our student population. Furthermore, another element to factor within our context is the foreseeable ever increasing demand that may ensue if performance based funding will be implemented by the State.

#### Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

It has been pointed out earlier in previous sections that increases in the number of assessment takers is evident with corresponding increase among those from the general population including Middle College High School and Eisenhower with which SBVC has a memorandum of agreement, and other special groups of students. Orientation participants in both on-campus and on-line formats have increased likewise. Other positive outcomes may be deduced from the following areas –

- Collaborative work with Instruction to pilot and implement a computerized assessment instrument. The new assessment instrument provides immediate test results to students and the portability feature allows assessment at off-site locations in our service area high schools including our satellite location in Big Bear. Two counseling faculty go to Big Bear High School for academic advisement and educational goal planning once or twice every semester. Added to the person-to-person contact with these counselors off-site, students are afforded follow-up via on-line counseling assigned to two counseling faculty members.
- Through collaborative work with ESL faculty, the implementation of an ESL computerized assessment instrument was piloted and now fully operational to our ESL population. The instrument includes multiple measures, provides immediate results, and also provides portability of the instrument. Additional assessment examinees are anticipated from students may be participate in the newly offered non-credit ESL courses starting Fall 2010. They will be served well by the quick turn around of results, available a few minutes after testing time. An added feature to the ESL test protocol is that when students place high enough in the results of their ESL level, they are automatically afforded the opportunity to take the regular reading and math assessments. Hence, our ESL population can have a greater opportunity to move through the foundational courses efficiently in one testing situation and can get advisement and counseling immediately.
- Partnerships with SBVC service area high schools are reinforced with pre-admission workshops conducted by the Outreach office, followed by pre-assessment information, assessment testing, orientation, and counseling within a week. These activities are piloted in six target high schools. Three additional

high schools in fall 2011 will receive similar services on their local sites.

- Continued joint efforts with instructional and counseling faculty, Matriculation staff, and Director of Research and Planning in validation studies and determination of cut-off scores for appropriate placement of students including on-going follow-up studies on reliability of cut-off scores.
- Developed and implemented an online student orientation component. This provides students the option to complete the orientation online from any computer on-campus or from their home. Worthy of note that the current on-line orientation is available in English and Spanish versions.
- Developed and implemented Steps to Enrollment Brochure. It is a step by step informational brochure accessible through the web and also disseminated through hard copy to students. On-going discussions are occurring for appropriate links to web pages and information within the Valley College web site when students visit Valley's web site page and/or complete the on-line admissions application.
- With funding from Basic Skills Initiative, the Counseling Center faculty has developed a more interactive on-line college orientation version with built-in quiz to check on students' learning.
- Student Services counseling faculty coordinated and implemented student success workshops and are in the process of developing on-line workshops to complement academic advising and counseling. These are in the areas of i.e. learning styles, time management, deciding on a major, developing an education plan, transfer planning, etc.

#### Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Matriculation funding is one of the key challenges in planning. Matriculation experienced a 60% budget cut that abolished the following positions: Matriculation Coordinator, two full time generalist counselors, and one Admission & Records technician, coupled with the inability to hire paraprofessionals. Funding also impacts services; yet, we are confronted with increased demand for services provision to a high enrollment trend of new and continuing students, not to mention the already overburdened system suffering from inadequate retinue of professionals and staff.

Some trends that impinge on matriculation operations are the following: students who are seeking SBVC college enrollment from various areas due to closed opportunities and barriers posed in enrolment impaction in universities; higher cost of education in universities; the long outdrawn economic downturn with no end in sight bringing in more students for re-training and/or career change; the CSU's Early Assessment Program (EAP) that is being piloted throughout the state with high schools will have an impact on

the number of students who will be directed or redirected to community colleges; and the overall as well as continued under preparedness of students for college.

While in previous years, participation by faculty and follow-up through the use of the Early Alert mechanism has increased by (23%), this service has discontinued temporarily and will be reinstated. Additionally, follow-up through notification of unsatisfactory performance will be set in place again by the end of March, 2011.

To compensate for the losses seen in funding, staff, and the conditions stated earlier, continued incorporation of innovative and efficient delivery of quality services will be explored. Such measures will include more expansive campaign in the use of the enhanced online orientation, more student friendly access of web-based informational materials and forms regarding admissions, registration, orientation, assessment, advisement and follow-up services, and addition of targeted high schools and cohort study to examine the effectiveness of the pilot program students, to name a few. The newly developed High School Connection program of the Counseling Center will reinforce partnerships with since the program is aimed at assisting high school counselors to enhance their skills in their work to facilitate students' preparedness for college culture, defining educational goals beyond high school, etc.

Relative to research data, matriculation will continue to follow-up on researches and studies requested from Research and Planning Office.

## Currency

Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy? *[In lieu of College Catalog entry, please verify that information on Research and Development website is correct]*

[http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC\\_Catalog\\_1011\\_Complete.pdf](http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf)

The information on the 2010-2011 SBVC Catalog is accurate. For every yearly issue of the Catalog and every semester's issue of the class schedule, Matriculation Office, now a component of the Counseling Department reviews the accuracy of matriculation information before the publications are distributed. Close attention is being given to the accuracy and currency of information as it relates to the following -- Enrolment Procedures; Assessment/Orientation/Advisement; Exemptions in Assessment; and the Matriculation process. Moreover, compliance mandates are regularly reviewed through the Senate's Matriculation Committee. Currently, the Exemption guidelines are reviewed.



**Part V. Questions Related to Strategic Initiatives:  
Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

The Matriculation program has addressed the technology, campus climate and/or partnerships. During the last three academic years, these areas of considerations have been continued to be woven into the areas of services offered, enhancement of services, span of locale for assessment administration, innovations, continued dialogs in all sectors of the college community, and in forging continued partnerships.

As has been comprehensively discussed in previous sections the computerization of assessment and the development of on-line mechanisms have articulated this strategic guideline on technology, campus climate and partnerships. Matriculation and Counseling faculty, in conjunction with Instruction and the Office of Research and Planning engaged the college in discussions to change the assessment instrument. Faculty and staff worked on pilot test administrations, validation studies to afford a fully computerized assessment instruments. Consequently, the implementations of a fully computerized assessment for all test takers and provisions to accommodate special needs of examinees have been fully established.

Surveys on satisfaction and effectiveness of services will be forged in forthcoming academic years.