INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Student Services
DUE: March 30, 2016

Purpose of Institutional Program Review

Purpose of Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you (if applicable). We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: http://datamart.cccco.edu/

SBVC Research, Planning & Institutional Effectiveness:
                http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

California Community Colleges Student Success Scorecard:
                http://scorecard.cccco.edu/scorecard.aspx

Program Efficacy
2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Student Services Support Program – Formally Matriculation

Name of Division

Student Services

Name of Person Preparing this Report   **Extension**

Yancie Carter	8972

Names of Department Members Consulted

Arleen Delgado, Carol Brown, Aguilar-Kitibutr, Ailsa

Name of Reviewers (names will be sent to you after the committee meets on February 19)

Sheri Lillard, Michael Mayne , Melinda Moneymaker

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by midnight on March 30, 2016**

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty	1		1
Classified Staff	2		
Total	4		1

Assessment Tests	11-12	12-13	13-14	14-15
General	8014	7831	8213	7921
Population				

Assessment Tests	11-12	12-13	13-14	14-15
High School	447	596	870	1232
Students				

Description:
Student Success & Support Program (SSSP) is the tool that interfaces with Student Services and Instruction to support and drive student success. Matriculation provides the impetus for the student services needed to ensure the delivery of the core services to enhance student success. The core services instrumental in student accomplishments are: orientation, assessment, and counseling/advisement, education plans, and follow-up. These core components are derived to provide access to students and to facilitate the avenues for achievement. The core services are required and their accountability is key in the allocation of funds to colleges.

Assessment:
- Assessment is mandatory for all first time students. Overall, there has been no need for adjustments in the assessment procedures and/or processes.
- One recognizable change is that by students being able to make the assessment appointment online, there are less not shows.
- However, coupled with the current enrollment trend and low high school graduation rates, the number of students assessed has decreased. Nevertheless, since its inception on-site assessment at services area high has increased yearly.

Department Goals:
- Continue building on the growth revealed by the data, particularly in orientation and assessment.
- Build on the online assessment appointments.
- Research cost and options to develop and implement an online bilingual orientation/assessment component.
- Research cost and options to purchase STARFISH Alert; student follow-up that would replace the current SARS Alert System.
- Continue expanding the on-site SBVC admission application, online orientation, assessment, academic advising at target feeder high schools.

Challenges & Opportunities:
- Based on required core SSSP services and the expected outcomes the concerns are: the number of staff needed in assessment, the number of generalist counselors needed in the Counseling Department to provide the mandated services. The accountability of the core services are very important as they have a key role in the funding provided to colleges.
- Opportunity to work with Student Services Programs and Instruction to explore new partnerships to enhance student support, retention, and success.
- Opportunity for college and feeder high schools staff to meet and discuss common core and teaching across the curriculum in an effort to increase success in college courses.

Action Plan:
- Expand the on-site SBVC admission application, online orientation, assessment, academic advising at target feeder high schools.
- Develop and implement an online bilingual orientation/assessment component.
- Enhance early alert component to students.
- Work with DCS staff re: SSSP core requirements for MIS reporting.
- More dissemination of information and staff development to enhance faculty and staff regarding SSSP.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

<mark>INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS)</mark> <u>Program Review Committee will provide this on or before February 26.</u>

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	**Matriculation**	**Campus-wide**
Asian	4.9%	4.9%
African-American	13.4%	13.4%
Hispanic	61.8%	61.8%
Native American	0.3%	0.3%
Pacific Islander	0.4%	0.4%
White	15.4%	15.4%
Unknown	0.6%	0.6%
Female	55.1%	55.1%
Male	44.7%	44.7%
Disability	5.6%	5.6%
Age Min:	15	15
Age Max:	83	83
Age Mean:	27	27

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Demographic data from spring 2011 to spring 2015 documents the counseling services reflects the college's usual population. In the analysis of the demographic data, counseling exceeds, in many cases, campus percentages.

Additional supportive evidence indicate that counseling/SSSP formerly matriculation are serving the San Bernardino new student population comes from the Demographic Data (above).

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Matriculation Office, subsumed as a component of the Counseling Department, 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 online counseling appointment scheduling for test-taking and collaboration with Instruction and Office of Research and Planning on prerequisite/corequisite/ advisory; research and follow-up through the Early Alert System and referrals to Counseling and other student services or academic support programs and/or services 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 and can average a total of 114 students per testing day. Drop-ins are accommodated provided they have completed their application, online orientation, and received the SBVC student identification number. Provisions are coordinated with DSPS specialist 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. Counseling follows after orientation. Counseling services are available everyday starting at 8am-5pm Mondays & Thursdays, 8am-5pm Tuesday's & Wednesdays and 8am-2pm on Fridays. For students attending evening classes and weekend college, several assessment sessions, orientation, academic advisement, and counseling services are conducted during the peak registration periods including Saturdays. Pre-assessment information service is offered during the entire office hours while the Assessment Center is open. The Assessment Center provides students information about college orientation. Instructions to access on-line orientation are located on the SBVC website and are also available on hard copy in the Welcome Center. The corresponding informational materials are distributed before 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 Fall 2016, the Matriculation Coordinator will conduct pre-assessment information workshops including information on orientation access and on-site assessments to six area high schools. During these sessions, students will be 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 service area 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 students wait time for services during peak registration periods. Assessment administration to the general student population has been offered almost every day morning and afternoon averaging a minimum of eight sessions per week.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

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 an abbreviated & comprehensive educational planning & follow -up. 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. 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 Cynosure Online Orientation and Communication Software.

- **Goal #1 Research cost and options to purchase STARFISH Alert; student follow-up that would replace the current SARS Alert System.**

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. Fall 2016 we are looking to implement a new Early Alert system aimed at retention and student resource and support linkage. 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. 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. 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 Continue building on the growth revealed by the data, particularly in orientation and assessment.**

	Spring 2012 Student Count (Credit)	Summer 2012 Student Count (Credit)	Fall 2012 Student Count (Credit)	Spring 2013 Student Count (Credit)	Summer 2013 Student Count (Credit)	Fall 2013 Student Count (Credit)	Spring 2014 Student Count (Credit)
Orientation Services Received During The Term	1,667	450	2,696	1,666	500	2,995	1,808
Orientation Services Received Prior Terms	4,803	1,118	4,836	6,241	2,259	6,095	7,539
Assessment Placement Services Received During The Term	1,905	491	2,911	1,751	490	3,105	1,862
Assessment Services Placement Received Prior Terms	9,633	1,963	8,491	9,565	3,205	8,761	10,071
Assessment Services Other Received During The Term	2,228	661	2,215	2,118	726	2,171	2,063
Academic Follow-up Services Received During The Term	882	161	642	598	168	491	2,516

With a scheduled implementation for fall 2016, the SSSP department in conjunction with the counseling department will reintroduce in-person orientation options along with online orientation in order to meet the needs of all students. Currently we are assessing student at our local feeder high schools in order to increase the overall number of high school students entering during the fall semester. As the above chart shows the number of new first time college students who complete orientation and assessment has remained consistent over the semesters.

- **Goal # 3 Build on the online assessment appointments.**

Currently students are able to scheduled appointment for the assessment online via ESARS. For future plans the ESARS assessment page will be linked to the counseling department webpage along with an access link via Webadvisor. This will give students additional access for signing up for the assessment.

- **Goal # 4 Research cost and options to develop and implement an online bilingual orientation component.**

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 in the process of being revamped, online orientation is offered and has been made accessible to students since October 2008. We are currently in the process of converting over to the statewide common assessment that is scheduled to be implemented spring 2016. The process of implementing a bilingual orientation/assessment component is still underway.

Goal #5 Continue expanding the on-site SBVC admission application, online orientation, assessment, academic advising at target feeder high schools.

At this time we are having our feeder high school students complete the online orientation, assessment, and first semester plans at the high school. Student must complete the online orientation before the assessment staff arrives on campus, once student have been assessed a team of three to four counselors go out to the high school and interpret assessment result and complete a first semester plan. The chart below shows the number of high school student who have completed the above mentioned services. In addition to expanding services offered to our

local feeder high schools, our Pre- assessment workshops are coordinated with the Student Success Center for high school students. This method has been effective and we will continue to enhance this service by strengthening our relationships with our feeder high schools counselors.

High School Testing

07/01/11 – 06/30/12	**378**
07/01/12 – 06/30/13	**559**
07/01/13 – 06/30/14	**917**
07/01/14 – 06/30/15	**927**
07/01/15 – 03/28/16	**345**

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.

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

(INSERT SLO AND/OR SAO DATA FROM PREVIOUS SLO REPORT. INSERT COURSE MAP IF AVAILABLE.)

See Strategic Goal 2.11

Division/Program: Assessment Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Arleen Delgado & Carol Brown
Service Area Outcome Statement	**1.** Students who visit and/or participate in assessment will be satisfied that they received high quality service; had professional/supportive interaction with the staff, and understood the assessment process. (SI- 1.1,2.1, 2.2, 6.1)
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒ Communication, Culture, & Climate ☐Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Student satisfaction survey
Criteria – What is "good enough"? Rubric	90% good; indicate that they received quality services and understood assessment process.
What are the results of the assessment? Are the results satisfactory?	79 surveys- 23 male; 40 female; 16 did not indicate gender: 91% rated the overall service good; 99% rated the staff courteous and professional. 81% understood the process (18% did not answer the question).
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the service they received. Student's comments were positive.
What content, structure, strategies might improve outcomes?	To sustain good outcomes we will continue to follow the College's mission statement to provide access and support to students that will foster academic success. We will also continue to develop and build on our strengths and keep a welcoming, courteous and professional environment.
Will you change evaluation and/or assessment method and or criteria?	No current change is planned
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): March, April, May ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	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.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

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

What is the mission statement or 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 the matriculation components namely, Admissions, Assessment, Orientation, Counseling, Research, Educational Plans & Follow-up, 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 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

Explain how your program defines and 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
    - i. staffing levels
    - ii. 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

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 student s who are placed on academic dismissal and to decrease the number of students who are placed on probation 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 online. The on-line presentation for level one of probation is already completed and is accessible via SBVC website. 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 2015-2016, a matriculation coordinator has been filled. Prior to fall 2015, the matriculation responsibilities were subsumed under the Counseling Department. Two classified staff where handling the pre-assessment, assessment administration including distribution and reporting of results to stakeholders and appointment scheduling. With the Matriculation budget cuts of 60% in 2008, it is fair to say that across all community colleges, matriculation personnel and funding was 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.

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.

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

N/A

Results of employee satisfaction/staff morale surveys

N/A

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. 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.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Currently the matriculation coordinator conducts classroom presentation in regards to campus resources and probation awareness to all basic skills courses on campus. Probation workshops will commence beginning fall 2016, at this time probation workshop are being offered online.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

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CURRICUNET REPORT IS PROVIDED (IF APPLICABLE)

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

N/A

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?

- Maintain a professional working relationship with A&R evaluators in determining equivalencies for prerequisite coursework from other regionally accredited institutions.

- Streamlined the SEP process in collaboration with counseling staff so that processing time takes (1-2) days including updating and approving via Webadvisor.

- Process Matriculation Appeal Petitions and Requests for Prerequisite Validations generally within 24 to 48 hours as opposed to the 5 working days allotted with the exception of those requests that must be reviewed by faculty.

- Work in collaboration with Matriculation Advisory Committee members to ensure that the goals and activities listed in the San Bernardino Valley College Matriculation Plan are accurate and being followed.

- Continued communication with staff, faculty and administration throughout the district in order to provide efficient services to students and the community.

- Continued involvement in training, committees, meetings and college events so that the college and community have a clear understanding of what services Matriculation offers.

Challenges

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

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 enrollment 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. Maintain a high percentage of faculty participation for the Early Alert process. Find ways to report back to faculty; student responses, success rates and retention rates using of the Early Alert process. While in previous years, participation by faculty and follow-up through the use of the Early Alert mechanism has increased, this service is being enhanced via the new Early Alert System Starfish. Additionally, follow-up through notification of unsatisfactory performance will be set in place again by the end of fall 2016. Relative to research data, matriculation will continue to follow-up on research and studies requested from the Research and Planning Office.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Matriculation program has addressed 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 which will be replaced by summer 2017 with the new state mandated common assessment. 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.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.