

Program Review

Name of Unit: Assessment (Matriculation)

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9/9 - 9/14

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In responding to the following questions, consider your program or service in all its aspects, such as organizational effectiveness, quality of services offered, innovation, internal processes, external constraints, relationship to other programs, the future of the field, human resources, training, finance and budget, and governance and social responsibility.

Note: Include when possible all members of the unit, a student and others outside the unit in the review of this document.

Please respond to the following:

- 1. Assume the reader doesn't know anything about your program. Please describe your program including organizational chart/structure, your mission (purpose), whom you serve, what kind of services you provide, and why these services are valuable, especially to students or other recipients.**

Matriculation is a categorically funded state program that is guided by statute and Title 5 regulations.

Matriculation as a program was conceived to structure and regulate new student processes across the state in an effort to reduce what was perceived at the time as a revolving door. The program was modeled after the

successful EOPS and DSPS models where student retention, persistence and completion were at much higher rates. There are 7 required components to Matriculation. These components combine all the services and functions recognized as part of bringing students into the institution and preparing them for successful completion of their educational goals. The components are: admissions, orientation, assessment, counseling, follow-up, research and evaluation and training. The mission of matriculation is to provide services to assure that incoming students are provided with the tools and information which allow them to successfully meet their educational goals. The state requires that the college have a Matriculation Program Plan. The plan is currently in revision (draft attached.) The plan responds directly to state regulations governing matriculation. In order to appropriately address state regulation and integrate the state plan with local criteria this review will reflect strengths and deficiencies also recognized in the state mandated program plan.

The organizational structure of Matriculation is complex as it requires interaction of many constituencies at the college. Primary fiduciary responsibility lies with the Dean of Student Services, Counseling and Matriculation. Staff that support the Counseling and Assessment Components report directly to the Dean. There is also the involvement of faculty and or staff from mathematics, English and Reading, Research and Planning, Admissions and Records, Student Life and Title V although these staff do not have direct reporting lines.

A response will be given for each component for each question in the program review with the exception of Admissions and Counseling which have their own program review processes. For these two components this program review will only speak to those aspects of these areas that relate specifically to matriculation program regulations.

Matriculation - General: Matriculation is critical to the students and the college in that the processes it specifies assures that the entering student is effectively directed through the processes, programs and services critical to getting them started in college. The college relies on matriculation services to direct students to the correct classes that meet their educational needs and goals. Without matriculation there would be no process to accurately place students or to provide them with guidance

in reaching their educational goals. Matriculation was designed to not only assist with bringing students into the institution but ultimately to make sure they stay. Matriculation serves all non-exempt (students who have not already completed a degree, 30 or more units at a college, or are taking a course for personal enrichment) students who enroll at the college. All students are directed to matriculation services.

Admissions: Admissions is the entry point for all students. Access to the admission process is the underlying issue related to Matriculation. Matriculation regulations are concerned with broad access to students as well as access to non-English speakers. As we do not have a program to serve limited English proficient and English as a Second Language students our admissions process is only in English. All other aspects of the Admissions and Records function will be addressed separately in the Admissions and Records Program Review.

Orientation: The purpose of this component is to provide students with information about processes and services at the college which are important to their educational success. Many incoming students are not aware of the services the college provides and may not seek that information on their own. It also is expected to provide students with info about their rights and responsibilities and the processes and procedures the college has in place to address grievances related to their rights. Orientation provides an important introduction to the college for first time college students and introduces them to some of the vocabulary and culture of the college experience. Orientation at Crafton has been through a revision process as part of the Title V "Dreams Express" grant which has been charged to revisit and revise as necessary current processes of matriculation as they relate to serving the under-prepared student. A group including counselors, classified and faculty from Dreams Express and Student Life have worked together over the last three year to design a 3 hour summer orientation program. This program is designed to serve first time students entering Crafton and is integrated with advising. It includes a presentation on a variety of topics including AA/AS, transfer, services to students, and student rights and responsibilities. This is followed by a tour of campus, and then a presentation on using the web to register and check student email. Finally, students are given an opportunity to see a

counselor to develop their schedule for the first semester. Students are provided with a student handbook/planner as part of the orientation. Discussion about expanding the orientation experience into the first semester is underway. There are no structured processes to provide orientation to students who enter in the spring or summer terms, with the exception of the PCD 050 .25 unit Freshman Orientation course which is typically offered at several feeder high schools as part of the SOA³R (Senior Orientation, Admissions, Assessment, Advisement and Registration Program) in the spring semester each year. Students are directed to orientation in the summer after completing the assessment. They are told this will be their first meeting with a counselor.

Assessment: Assessment provides the critical evaluation of a student's skills in English, reading and mathematics to better assure that a student is placed appropriately and has a reasonable likelihood of completion. Assessment includes the use of Accuplacer (a College Board developed instrument which has been approved by the state for use by CCC Colleges in placement) combined with multiple measures (factors identified by the instructional faculty in each of the disciplines as having an impact on success) to determine placement. So that multiple measures are applied uniformly to all students, questions regarding these factors have been incorporated into the pre-assessment questionnaire completed by all students before starting the Accuplacer. The factors are weighted and are combined with the final scores on the Accuplacer to provide a recommended placement. The placement is used to meet pre-requisites in English and mathematics as well as for non-skills courses requiring English or mathematics as a pre-requisite. It is widely recognized by matriculation as having a limited though important role in predicting student success as there are many factors outside of correct placement that determine success in a course. Assessment services are provided year round on a walk-in basis. Students are offered the opportunity and resources to prepare or "refresh" their skills. Web links and review materials are available to access online. The college has also adopted A+dvancer, a product that provides online and diagnostic and refresher coursework for students. Matriculation guidelines also specify that the college assist students in identifying their aptitudes and interests (typically associated with career services - which we have a limited program in) and that we evaluate their study and learning

skills. Currently, these assessment services are not widely provided and are associated primarily with courses such as PCD 111 Career Life Planning, and LRC 960 Developmental Study Skills.

Counseling/Advisement: Counseling/Advisement is a key piece of Matriculation. Counseling expands beyond the requirements codified in Matriculation Regulations. The portion of counseling this review will address is the aspects directly related to the matriculation process. Matriculation emphasizes broad access to counseling by non-exempt student with relation to developing a Student Educational Plan (SEP). Matriculation recognizes that students who have no direction or plan for their education are unlikely to retain and persist and complete in college. In particular, matriculation identifies probationary students and students with no declared educational goal as specific recipients of counseling and advising services. Currently, new non-exempt students are directed to Orientation Advisement as their first meeting with a counselor. At that session students develop a schedule based on their placement results and their stated goal. Students are then encouraged to return during the semester to meet with a counselor to develop a full SEP. Students who are on probation have been required to meet with a counselor in a workshop setting if they are Level One probation students and one on one with a counselor if they are a Level Two probation student to develop a one semester Education Plan and a contract. There are also efforts being made through learning communities to assure that all students participating in a Learning Community have the opportunity to meet at least once with a counselor to develop a multi semester SEP. Currently, these SEP's are committed to paper.

Follow-up: Matriculation regulation requires that the college develop follow-up procedures for regularly monitoring of students for early detection of academic difficulty, and to under specific academic conditions (such as probation) evaluate students' academic progress. These processes are designed to identify students having problems and refer them to services early enough to allow the student to take the necessary steps to be successful in class. Follow-up takes two forms at Crafton Hills College. The first is the Early Alert Process. Crafton used until this last year a locally developed internet based program associated with the district's locally

developed online grade submission program. The program allowed faculty to submit online the names of students and specific concerns to the Student Success Program who then followed up with students by letter. Concerns about the program, students' reaction to the mode of contact and the lack of feedback to the referring instructor initiated a search for an alternative. SARS ALRT - Early Alert program was purchased through Matriculation funds and is in the process of being set up for use by faculty. The program interface and structures appear to address most if not all of the concerns expressed by faculty. To increase faculty buy-in an in turn use of the program faculty are directly involved in the set up of the program and the method language and tone of the contact with students. Since the college is actively using SARS in their student services and support service areas SARS ALRT has the ability to be set up to provide immediate feedback to the referring faculty when a student uses a recommended service.

Follow-up is also provided by the Student Success Program who works directly with basic skills students and instructors using a case management approach and intrusive intervention with students the instructor feels needs support. The Student Success Advisor works with the instructors to identify students who are struggling and then calls the student to discuss their issues and devise strategies to assure their success. The Student Success Advisor also provides follow-up with probationary students if so specified on their contract. Student Success is also integrated into basic skills learning communities.

Coordination and Training: Successful matriculation of students requires a college-wide effort. Staff, faculty and management across the institution play a role in designing the program and in determining and implementing the structures and processes that make up the program. It is important that any member of the college community who is involved understands the role they play and the processes that they are responsible for. Monitoring training and coordination of Matriculation services at Crafton is the responsibility of the Dean of Student Services, Counseling and Matriculation under the advisement of the Matriculation Advisory committee. Training is mostly addressed within the specific components Admissions provides its own training to staff as appropriate, likewise training is completed within counseling, and orientation by those responsible for those areas. Assessment, follow-up,

pre- and co-requisite and advisories involve faculty. Training on state regulation with regards to these components is important to faculty who are involved in making decisions and providing input pertaining to the implementation of these components.

Research and Evaluation: Research and evaluation is built into matriculation regulation. Since the research specified by legislation was so broad in scope it initiated in many cases the creation of an office of institutional research at many colleges. At Crafton no research specific to has been done with the exception of assessment cut score validation. The research that has been done by outside consultants funded by matriculation funds and not by the campus researcher. The only other research or analysis that has been done has been POS or satisfaction surveys for isolated components (specifically admissions, counseling, and orientation.) Information has also been collected regarding the SOA³R program for analysis. Data is collected through Datatel Colleague and SARS to allow for the analysis and reporting of the information that is required but staff resources who are able to extract and analyze and report the data have not been available for use. State standards, many of which are shared with standards required by other state initiatives such as Basic Skills Initiative require the following to be reviewed and used for program improvement:

- Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.
- Determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability; where unjustified disproportionate impact is found, develop plan to correct it.
- Analyze degree of matriculation's impact on particular courses, programs and facilities.
- Analyze degree to which matriculation helps students to define their educational goals and objectives.
- Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
- Analyze degree to which matriculation assists district efforts to assess educational needs.
- Analyze degree to which matriculation matches district resources with students' educational needs.
- Analyze degree to which college provides students the specialized support services and programs to which they are referred.

- Determine ethnicity, sex and age of credit students.
- Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.
- Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.
- Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills course and who subsequently enter and complete associate degree-applicable courses.
- Record number of students exempted by category and grounds for exemption.
- Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.
- Document particular matriculation services received by each non-exempt student.

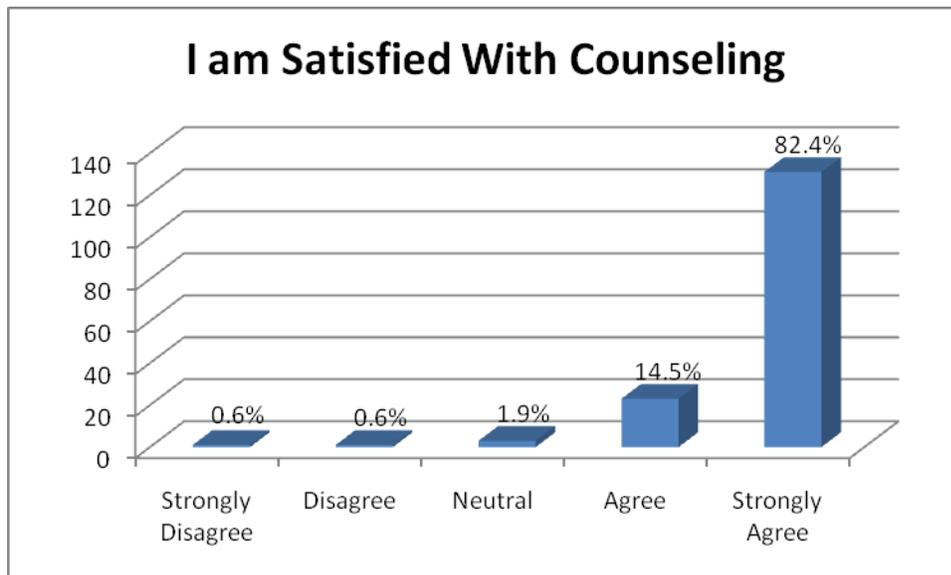
Pre-requisites, Co-requisites, and Advisories on Recommended Preparation: Pre- Co- requisites and Advisories are part of Matriculation legislation and are required to be addressed in the State Matriculation Program Plan. As these specific areas are housed within the authority of the Curriculum Committee which operates as part of shared governance under the Academic Senate this component will not be reviewed as part of this process. It should be noted however, that the Dean of Student Services, Counseling and Matriculation sits as a non-voting member on the Curriculum Committee with the role of providing advice to the committee with regards to the areas under matriculation and counseling.

2. How does your program define effectiveness, and what measures have you chosen to gauge it?

State-wide research has indicated that these services when provided correlate highly with increased retention and persistence rates (see attached state research info). The effectiveness measures used by the state are retention and persistence. Other measures are determined in state standards (See above listed measures). Three components within matriculation have also participated in POS and/or satisfaction survey processes including admissions and records, counseling and orientation. As of this program review the only component of Matriculation that has had any research done as to effectiveness is assessment.

3. Please summarize the results of the measures you have applied.

Counseling: Counseling has been evaluated as a part of the campus climate survey and through POS surveys collected twice in the last year (See attached) Overall the Spring 2008 Student Campus Survey 42.2% of the 1988 students surveyed indicated they had not use counseling services. Another 37.8% indicated that they had only used them one or two times. Of those surveyed 27.8 percent were very happy and another 22.6% were somewhat satisfied. A full 43.1% selected not applicable and can be assumed as those who had never used the service. POS surveys were completed in Summer of 2008 with overall very positive results. The attached graph reflects this:



Orientation: Data on the numbers of students served and the satisfaction with the new Orientation session format has also been collected. Data on attendance shows a 23% increase in participation from summer 2007 to summer 2009 with higher attendance rates for those who signed up.

**2009 New Student Orientation
Final Report
August 25, 2009**

	2007	2008	2009	2008 to 2009
Total Students	592	710	772	+62 = +9%
Sessions	30	46	40	-6
Average	19.7	15.4	19.3	
Signed up	842	936	947	
% Attendance	70	76	82	

Evaluations were given to students to complete at the end of each session to be used primarily to gather information on how to change and improve orientation processes. Research Office staff completed analysis of the data collected for 2007 and 2008 and provided an Executive Summary. In general students were positive about the process and felt information given was relevant. New Student Orientation - Summer 2008. The Orientation evaluation was completed by 494 of the 710 students who actually attended the Orientation. The average age was 19.75 years old. The participants included 52.8% male; 46.8% female; and .2% transgender. The ethnicity was reported as 46.6% Caucasian/White, non-Hispanic; 36% as Hispanic/Latino; 7.9% as other non-White, non Hispanic; 3.8% Asian American; 3.4% as Black/African American; and 1% as American Indian/Native Alaskan. Nearly all participants (92.9%) were satisfied with the Orientation session they attended. Also, 91.5% of the students thought the Orientation was interesting and useful and that the Campus Tour would help them in the future. Similarly, 88.6% indicated they feel more confident about attending CHC because of the Orientation session.

Assessment: A consequential validity study was done in 2006 to validate cut scores and multiple measures used in the assessment process (see attached executive summary). The analysis of data was completed by an outside contractor. The report indicated that the assessment system was for the most part providing results that were within the expected range and in some cases predicted appropriate placement better than completion of the prior course. Suggestions

were made for revisions which were implemented in 2007. An attempt was made to conduct a follow-up study in fall of 2008 but discipline faculty were dissatisfied with the data collection instrument and wanted revision. Research office staff promised to provide support in re-wording the consequential validity survey but did not follow through. With the assistance of SBVC research staff validation research is planned for this fall to review these changes.

MIS Matriculation Data: The California Community Colleges Data Mart which is populated using MIS data from the college (extracted from SARS and Colleague) indicate that of the 6,456 students enrolled at Crafton Hills College in Spring of 2009 85.8% have participated in some form of Assessment with 74% having completed the Accuplacer with multiple measures.



Student Matriculation - Placement Assessment Services

**Crafton Hills College
For Spring 2009**

[Download The Result In Comma Delimited Format](#)

PLEASE NOTE: This result represents assessment services for placement provided to students enrolled for Spring 2009. These services may have been provided at any time during their academic career, up to and including Spring 2009.

Placement Assessment Services	Credit	Non-Credit*
Directed to Assessment Testing	6,153	0
Exempted from Assessment Testing	303	0
Total Enrolled	6,456	0
Received Placement Services Based on Multiple Measures in Lieu of Assessment Test	713	0
Received Placement Services Based on Assessment Testing and Multiple Measures	4,832	0
Did not Participate in Assessment Placement Services	907	0
Refused Assessment Placement Services	4	0
Total Enrolled	6,456	0

*Non-Credit - Students who were exclusively enrolled in noncredit courses during the term/year.

MIS Data Mart data on Matriculation counseling shows that of the 6,129 students enrolled at CHC in Fall of 2008 61% had at least one counseling contact during the fall term.



Student Matriculation - Counseling/Advisement Services

**Crafton Hills College
For Fall 2008**

[Download The Result In Comma Delimited Format](#)

Counseling	Credit	Non-Credit*
Directed to Counseling Services	6,099	0
Exempted from Counseling Services	30	0
Total Enrolled	6,129	0
Received Student Education Plan (SEP) Counseling During the Term	3,750	0
Received Counseling/Advisement Services During the Term	0	0
Did Not Participate in Counseling or Advisement Services During the Term	2,379	0
Refused Counseling and Advisement Services During the Term	0	0
Total Enrolled	6,129	0

* Non-Credit - Students who were exclusively enrolled in noncredit courses during the term/year.

4. Reflect on those results and tell us what they mean for your program.

Counseling: Survey results suggest that a little over half of the students surveyed had contact with a counselor at some point in their time at Crafton. If a student has not seen a counselor it means that they do not have an SEP. While some students without written SEP's may have educational goals they may or may not be aware of the requirements to reach that goal. If this number can be extrapolated out to the full population it would suggest that efforts need to be made to make sure more students see a counselor. The data from the Campus Climate Survey and POS survey suggest that students are satisfied with counseling services although the campus survey suggests that the initial high satisfaction may be tempered by time and experience with the information given by the counselor.

Orientation: The new student orientation process has been used and revised several semesters. The attendance data suggests that the process is becoming more efficient as more students are being served in fewer sessions. Data from evaluations given to students completing the orientation provided qualitative data to assist in improving orientation for the future but did not provide much quantitative data for analysis. The survey may need revision to collect more meaningful quantitative data on

satisfaction. Also follow up research needs to be done to look at the impact of orientation on factors such as registration rates, retention and persistence.

Assessment: The validation study done in 2006 suggests that the process is working. Without validating more recent changes we cannot definitively say that the current process is as successful. Priority needs to be given to completing the validation process this spring by the departments involved, matriculation staff and research. A new version of the data collection form is being shared with discipline faculty with the expectation of implementing the study this fall. If we are unable to get the survey done this fall it will need to wait until next fall to complete.

MIS Matriculation Data: There are concerns about the accuracy of the data being submitted to the state for MIS for Matriculation. The data attached although it seems OK number wise cannot be verified by matriculation staff. The counseling data from the state Data Mart suggests that 3,750 students registered for Fall 2008 had see an counselor that term and had a SEP. We do not have a consistent way to collect data regarding SEPs at this time. Although there is a SARS reason code that can be marked at the time of a student's visit - there is not consistency in using these codes so that cannot be used as a measure for this. It would be more appropriate that the 3,750 were listed in the column saying that the student had seen a counselor during the term. There is also concern about the assessment data on the CCC Data Mart. Although the numbers seem accurate with regards to the numbers of students served there is no way to verify where the numbers came from especially with regards to students being placed using just multiple measures. The Dean of Student Services, Counseling and Matriculation has asked to review the mapping of this data from SARS to Datatel and from Datatel to MIS to assure that the correct data is being forwarded. Also, efforts must be made to review how data is collected at the site to assure that it is consistently and accurately collected. Once the data mapping has been reviewed training on data collection can occur.

- 5. In answering both the following questions, please include as appropriate such areas as student performance, SLO/SAO cycle and results, curriculum, scheduling, alternative modes of delivery, outreach, partnerships, best practices,**

efficiency in using resources, group dynamics, strengths, weaknesses, innovations, etc.

a. What is going well and why?

- **General Matriculation:** All components of matriculation are being actively reviewed and revised to improve the efficiency of services. SAO's have been developed (see attached.) Curriculum for delivery of services (PCD 050 Freshman Orientation) is in place. Partnerships with local high schools have been developed to deliver matriculation services at the high schools site through the SOA³R program. Collaborative efforts with Title V and through BSI and learning communities have been established to integrate and institutionalize matriculation processes. Collaboration extends into the set-up and implementation of new tools for follow-up. New strategies are being applied to assist students to be better prepared to improve placement accuracy and satisfaction.
- **Admissions:** New processes and innovations are continually being implemented by the Admissions office to improve access. CCCApply was recently implemented. There are opportunities to set up supplemental questions to improve and increase the data we are collecting about students entering the college. The staff of the admissions office is very technologically savvy and interested in innovation. Changes are easily made as many can be made directly by their staff.
- **Orientation:** The revised new student orientation includes broad campus participation and has been shown to provide a good methodology for connecting with students who are just starting college. Having the process come from a collaborative effort between Matriculation, Counseling and Title V has improved the process and the content while also reinforcing the concept that matriculation is a college-wide responsibility.
- **Assessment:** Changes have been made in how students access and prepare for assessment based on requests by discipline faculty. Greater access to review materials gives students more opportunity to prepare for the placement process hopefully contributing to more successful placement results. This includes the implementation of A+dvancer which allows students to identify skill weaknesses and address them prior to taking the assessment. Students also have had an

opportunity to retest when appropriate. Data has been collected on the retests to determine if retesting significantly improves a student's accurate placement. Based on this data retesting processes will be reviewed and revised as appropriate.

- **Counseling/Advisement:** Counselors have a difficult task seeing all the students that wish to see them and should be recognized for doubling their efforts as the staffing continues to decline. Eight years ago there were six full time counselors. With retirements and redirection of funds two positions have been lost. Using Orientation/Advisement and the high school SOA³R program as a methodology to address the needs of first time students has helped reduce demand in the counseling office during peak registration periods. Currently, counselors are also teaming up with learning communities with the intended outcome of increasing the number of students who have a multi-semester SEP.
- **Follow-up:** SARS ALRT Early Alert System was purchase to improve the efficiency and effectiveness of the Early Alert Process. Instructional faculty and management are fully involved in the set up of the system and in determining strategies to increase faculty use and participation.

b. What is not going well and why?

- **General Matriculation:** Due to state budget woes the legislature has selected Matriculation funding as one to receive the deepest cuts. The state has made a 65% cut to these funds. The cuts, if implemented at Crafton Hills College will mean deep cuts to program staff affecting all areas of matriculation. Even so the mandates prescribed by regulation will not be waived. Without district and college commitment to the services it will be impossible to continue many of the services offered. Ultimately, addressing any shortcomings of matriculation will be completely overshadowed with efforts to maintain even a limited level of service. The primary deficiency in matriculation is the lack of research on the effectiveness of the services. Without the research it is difficult to know how to revise or improve services.
- **Orientation:** Due to budget cuts we had to forgo one on one advisement with new students for group sessions. Although the process went relatively well

it is difficult for one counselor to provide 20+ students with the same quality of information they would have received individually. We currently do not provide any orientation for spring and summer new enrolled students. Due to the relatively few new students that enroll in spring it is difficult to replicate the process used in summer. We would like to implement online orientation but to create a process that would provide a reasonably equivalent experience to the face to face orientation is complex and will either require significant funds or a significant commitment of IT time and resources to implement. Since matriculation funds have already been reduced by 35% there will be no funds to create a handbook/planner.

- **Assessment:** A consequential validity study to validate cut scores and placements needs to occur in order to assure that our placement process is working. Support from Research and Planning has been lacking to accomplish this. Any revisions to the processes should only be made after research has been done to evaluate the efficacy of the current system. Funding cuts have already eliminated any funding for purchasing assessment units. Even with measures to eliminate wasteful use existing resources will only last for the remainder of the year.
- **Counseling/Advisement:** The number of counselors has declined by 2 in eight years increasing the counselor student ratio to 1:1689 students (this ratio includes a .25 reduction for reassigned time for a counselor to coordinate transfer activities. The number does not account for the additional time required to serve special populations such as Financial Aid Students [112 for 2008-09] and Veterans students [292 hours for 2008-09] for which there is no extra funding provided.) The Statewide Academic Senate recommended counselor student ratio is 1:370. As the ratio increases there will be less time for counselors to spend with students. As we move to group counseling settings the quality of service will suffer as students individual needs are less likely to be addressed. In addition 100% of all adjunct hourly counselor funds have come out of matriculation and were cut this year. Support for outreach efforts with Matriculation such as the SOA³R program may have to go by the wayside due to funding cuts.

- **Follow-up:** Because of problems with Datatel Colleague we have been unable to run probation for several semesters. Follow-up with this group has been suspended until we can get the identification process to work correctly.
- **Research and Evaluation:** There is no substantive research currently being conducted to evaluate the effectiveness of matriculation at CHC. The California Community Colleges Matriculation Professionals Association (CCCPA) collected from individual community colleges suggests that the services when combined have substantive impact. The quotes below come from the CCPA Executive Summary - Matriculation Outcomes:

“Various studies demonstrate that 60-80% of those students who received Matriculation Services persisted Fall to Spring as compared to 40-60% persistence rate of those students who do not receive services.

Reception of Matriculation services have also demonstrated the following results: higher GPA's, degree and certificate completions at a higher rate, higher numbers of transfers to four year institutions, and more successful entry to the job market.”

It would be in the best interest of the CHC matriculation program to attempt to replicate these results. If matriculation services at CHC do not yield similar results it will provide information and impetus to review and revise the services.

- 6. What feedback did you receive from your last Program Review? How did you respond to it?** This is the first Program Review for Matriculation using the new process.
- 7. Tell us where you would like your program to be three years from now (vision).**

Considering the extensive cuts that are expected and the uncertain funding for matriculation there is hesitation to indicate a vision for matriculation beyond maintaining even limited services. Unless a miracle happens or the district and college determines that the services warrant a redirection of general funds to support them there will be a huge reduction in services. Three years from now it will be our goal to have made significant progress on the evaluation of matriculation services. If that can be accomplished it will assist in both validating a need for these services and arguing for their continued funding.

8. Reflect on your responses to all the previous questions. Complete the Three Year Action Plan worksheet, entering in priority order the specific program goals and objectives you have formulated to maintain or enhance your strengths, or to address identified weaknesses. In addition, enter any resources required to achieve each objective.

9. How do your vision and goals contribute to the college's mission?

Without mechanisms to efficiently and uniformly bring new college students into the institution and introduce them to the integrate them effectively we cannot meet the college's mission of advancing the educational success of students. A quality learning requirement needs to address the whole student and must seek to provide systems that ensure that students are set on a pathway to success. It is the unique purpose of the components within matriculation to offer every student the services that set up the individual sign posts that maps the most efficient route to meeting their educational goals in a timely and efficient manner.

Service Area Outcomes

Matriculation

Outcome: Non-exempt students who complete the matriculation process (application, assessment, orientation, counseling) retain in their courses.

Criteria: Non-exempt students who complete the orientation process retain at higher rates than peers who are non-completers.

Measure: Compare non-exempt students who complete all components of matriculation with those who partially complete or do not complete the process using data collected in Colleague.

Outcome: Non-exempt students who complete the matriculation process (application, assessment, orientation, counseling) persist in college.

Criteria: Non-exempt students who complete the orientation process persist at higher rates than peers who are non-completers.

Measure: Compare non-exempt students who complete all components of matriculation with those who partially complete or do not complete the process using data collected in Colleague.

Outcome: Non-exempt students who meet with a counselor and complete a multi-semester Student Educational Plan (SEP) persist in college.

Criteria: Non-exempt students who complete a multi-semester Student Educational Plan (SEP) with a counselor persist at higher rates than their peers who have not completed this process.

Measure: Compare non-exempt students who complete a multi-semester SEP with those who do not complete a multi-semester SEP using data collected in Colleague.

Outcome: Non-exempt students who meet with a counselor and identify an informed educational goal persist in college.

Criteria: Non-exempt students who meet with a counselor and identify an informed educational goal persist at higher rates than their peers who have not completed this process.

Measure: Compare non-exempt students who meet with a counselor and identify an informed educational goal with those who do not complete this process using data collected in Colleague.

Unit Name: Assessment (Matriculation)

Complete the following form indicating the overall goal(s) for the next three years. For each goal list the objectives (steps), when each action/task will be completed (timeline), and who is responsible for each action/task.

Goal 1: To maintain matriculation services at 2008-2009 levels.

<p><i>Objective 1.1 Provide the following services at base 2008 2009 levels: Counseling for orientation, peak time registration and matriculation high school outreach (SOA³R), restore assessment hours and maintain adequate assessment test units, student handbooks and student worker support for orientation.</i></p>		<p>Cost/Savings</p>		
<p><i>Resources (prioritized)</i></p> <ol style="list-style-type: none"> 1. Replacement for staff laid off due to State budget reductions (\$79,000) 2. 10,000 assessment test units (\$18,000) 3. 1100 hours of adjunct counselor time (\$48,000) 4. 10-15 hr per week part-time permanent assessment staff (\$16,000) 5. 1,100 student handbooks (\$10,000) 	<p><i>Rationale</i></p> <p>Without these resources there will be no services. Budget reductions will mean elimination of some staff and has already severely reduced staffing. The college and district will need to decide whether or not these are critical services and fund them accordingly</p>	<p>9-10</p> <p>\$171,000</p>	<p>10-11</p> <p>\$171,000+</p> <p>Add unknown cost of increases in benefits and salary</p>	<p>11-12</p> <p>\$171,000+</p> <p>Add unknown cost of increases in benefits and salary</p>
<p><i>Actions/Tasks</i></p> <p>Identify district resources to restore funding to identified resources</p>	<p><i>Timeline</i></p> <p>2009-10</p>	<p><i>Person Responsible</i></p> <p>District administration</p>		

