

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Matriculation***
2. Person(s) completing the questionnaire: *Linda Gibson, Dean, Matriculation and Counseling*
3. Date of completion: *11-5-07*
4. What are the primary purposes of the program? Check all that apply.
 - WVC Degrees and Certificates
 - Transfer Courses
 - WVC General Education
 - Lifelong Learning/Life Enrichment
 - Occupational / Vocational Courses
 - Student Support Services
 - Academic Support Services
 - Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

No new information to add.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Matriculation is now headed by the Dean of Matriculation and Counseling and this position was filled in 7/07 and is 100% grant funded. The 1.0 matriculation counseling funded position has now increased to 90% being paid from the grant. The previous college researcher has retired and the researcher position is currently in the hiring process. In addition, the salary percentage coming out of the grant has been reduced to 50%. The job description for a Testing Assistant has been revised. The position was initially flown as it was and due to the response, it was clear that a revision was needed, and it is in the process to make it ready for board approval. It can then proceed to the recruitment process. Full funding has been restored to matriculation across the state.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) *According to the Chancellor's office web site's data mart:*

Placement assessments - Fall 2005, 6,766 (68%) students participated and in Fall 2006, 6,746 (65.4%).

Spring 2006, 6,655 (64.8%) students participated and 7,122 (63.1%) participated in Spring 2007. For Spring 2007, the State wide rate was 39.4%.

Orientation - Fall 2005, 7,130 (71.7%) students participated and in Fall 2006, 7,052 (68.2%).

Spring 2006, 7,006 (68.3%) students participated and 7,483 (66.3%) participated in Spring 2007. The State wide rate was 48.4% for Spring 2007.

Counseling – Fall 2005, 3,146 (31.6%) students participated and in Fall 2006, 2,859 (27.7%).

Spring 2006, 3,058 (29.8%) students participated and 3,182 (28.2%) participated in Spring 2007. The State wide the rate was .09% for Spring 2007.

Follow-up – Zero student contact was reported in this area and this is related to the difficulties regarding counseling listed below. This is a state wide issue, not just for West Valley College. The State wide rate was 26.7% for Spring 2007.

b) *These four Matriculation areas are some of the main ones reported by the data mart. We know that the assessment and orientation ones are very likely accurate or at least close to accurate and the increase in both areas for Spring is likely a function of both better data processing as well as reflective of a push to encourage voluntary testing and orientation. In all of the areas, with the exception of follow-up, our numbers are higher than the state average. However, when compared with our self, the numbers are going down a little and that is also true for the State numbers.*

The counseling numbers are very, very deflated and this is true for all semesters. Matriculation, along with IS, is currently working with SARS and Datatel to get this information more reflective of what is actually being done at the college. Some of the problems have been coding, some linking between the two programs, some missing information, etc. The new release of Datatel R18 will help some of this, but we need to have training for counselors and front office staff on crucial information for linking. We also need to have procedures in place that will easily facilitate accurate reporting.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):
- a) What significant trends are revealed in the data?
 - b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Since matriculation is related to all students and the processes that guide and support their success through to meeting their goals, the main focus is irrespective of the demographics. This program review is written with all students in mind even though it is clear there are specific groups who need extra resources and attention. This is addressed in part by the Student Equity Plan and the Coalition for Student Success project the College is participating in.

- b)
- c)

3. In analyzing any available program data concerning program “satisfaction” (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

- a) *No information at this time.*
- b)

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

a) The data mart information reveals no significant change between all award types for the years 2004-2005 at 991 and 2005-2006 at 971. However, the Transfer Center Program review will discuss the transfer portion of this in more detail.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Permanent classified staffing is needed in the area of assessment because we are planning to move to “required” testing for all except exempt student groups. This would need to be in place before this becomes a requirement. Matriculation will fund 75% of the Testing Assistant position that has been rewritten and the college will need to fund the rest. Having a permanent Assessment location will not only facilitate the placement testing, but since we now have on-line Orientation, students could also complete that at the center if there was time and space. Assessment, Orientation and Counseling are all crucial for student success.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

None have been developed at this time.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

a) *Matriculation simply must remain informed of accreditation requirements and government regulations and having a full time Dean position gives the time to stay fully informed. To do this, we rely on a strong steering and advisory committee, information from State advisories and workshops and conferences to keep the college matriculation processes in compliance and proactively serving students.*

b) *Not applicable at this time.*

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The Student Handbook/Planner has been very successful and the students have taken an even greater part in the planning and design of the one for fall 2007. We increased the number ordered from 3000 to 4500 and included financial aid information in the current one. There are few left at this time.

We have worked to get more participation from faculty in the Early Progress Alert and that is slowly improving as faculty become more familiar with electronic reporting. Obviously, the goal is for 100% participation, however I'm not sure there are enough counselors to meet the demand if that happened. We have called on a number of our PT counselors to help with the participation we currently have.

We continue to evaluate and change the Back-to-Success workshops to get more attendance. We will be looking at making it a mandatory step for students on probation in order to help more students. The students who do attend have found it very helpful.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Having a Dean in charge of the Matriculation process has allowed more long term planning and a more comprehensive evaluation of what we are currently doing and how we might improve both at WVC and within the district. Matriculation is the major portion of the work load for this person, but areas encompassing counseling such as DESP, ET, General Counseling (and targeted groups such as SUCCESS and Puente), and Tutorial are under the leadership of this position. This allows a more in-depth view of many of the areas that are encompassed within Matriculation and more input into program and college plans and processes.

2. Program Strengths:

There is an excellent working relationship with IS and we are expanding our partnership with Mission to make Matriculation processes and procedures more consistent within the district. Program personnel work very collaboratively with colleagues in their immediate area as well as across campus. What works best for the student is the underlying focus that we keep in mind at all times.

3. Program Challenges:

Accurate reporting for the State reports. Data, data, data! The challenges seem to increase with more rapidity than our solutions. Some of these are being addressed at the State level and with Datatel, but many still need to be addressed at the college and district level. Funding for the physical location of an assessment center is still an issue and the lack of a college researcher has impeded progress in our data collection for local planning. The lack of a consistent Testing Assistant has made the whole issue of test proctoring a make-do process with hourly workers filling the many hours needed.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Implementation of a single college application for the district

Implementation of an Electronic Ed Plan

Continued production of a yearly student handbook/planner with EOPS becoming a partner

Complete revision of the Matriculation Plan

Continued monitoring of the Testing Assistant job description to facilitate filling the position

Advocate strongly for a dedicated college Assessment location

Participate in State wide initiatives related to MIS

Advocate for more PT counseling hours due to increased enrollment and the requirements for student education plans across campus

Continue Special Projects funding for student success, access, retention with the addition of a training component

Continue participation on the Student Curriculum Team to strengthen and integrate procedures across the district

Support staff and faculty training in all relevant Matriculation initiatives

Continue collaboration with academic areas to improve student success and retention

Timelines

Over the next three years, what are the program’s timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Implementation of a single college application for the district – 2008-2009 school year

Implementation of an Electronic Ed Plan – 2007-2008

Continued production of a yearly student handbook/planner with EOPS becoming a partner – 2007-2008

Complete revision of the Matriculation Plan – October 2008

Continued monitoring of the Testing Assistant job description to facilitate filling the position – Spring 2008

Advocate strongly for a dedicated college Assessment location – 2008-2009

Participate in State wide initiatives related to MIS - ongoing

Advocate for more PT counseling hours due to increased enrollment and the requirements for student education plans across campus - ongoing

Continue Special Projects funding for student success, access, retention with the addition of a training component - ongoing

Continue participation on the Student Curriculum Team to strengthen and integrate procedures across the district - ongoing

Support staff and faculty training in all relevant Matriculation initiatives - ongoing

Continue collaboration with academic areas to improve student success and retention - ongoing

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The implementation of the Electronic Ed Plan that is already a part of the Datatel program will require the assistance of IS and then training for counselors to use it. It would also make a significant difference in the MIS reporting for the Student Ed Plan and Informed Consent (which has become a new reporting area). Although the Testing Assistant position (in it’s old configuration) has been vacant for two years, it appears that we may be on track for a Spring hire.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: *Click once here and type your response*

- Yes
- No
- Partially

Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>A full-time Dean of Matriculation and Counseling has been filled and funded by the Matriculation grant.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....).

There is increased attention to MIS reporting and getting the numbers more accurate with the oversight of the Dean of Matriculation and Counseling. Also, there is a closer working relation ship between the needs of students, counseling and state reporting. Enrollment is higher and it is difficult to say what caused this, but matriculation and counseling were very involved in making the initial week run smoothly and be a very welcoming environment for students. We have plans to expand that effort in the following years. We have better coordination between student service areas and other college activities which translates into more holistic services for students. We are also actively working to keep duplicated service efforts in access and retention to a minimum to maximize the number of students we serve and protect our valuable time resources.

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCE REQUESTS 2007 – 2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *As our headcount increases, we need more PT counselors to advise and get student education plans in place for all students.*

Classified Staff FTE: *1.0 for a permanent testing assistant and staffing for the assessment center – Matriculation will fund .75.*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *The college is in need of a dedicated space for assessment. This is one of the key components of student success and if there was a dedicated space, assessments could be ongoing and students could schedule the most appropriate times for them rather than be at the mercy of prescheduled tests and times.*

This would be an assessment center that could be used for a minimum of 35 students and would accommodate all assessments for the college allowing for more student friendly scheduling and also accommodating extended testing and other accommodations required by law.

Equipment (brief narrative description with estimated total cost): *33 computer workstations with flat panel monitors to allow workspace for non-computer testing as needed. Approximate cost \$38,000. Also two adaptable workstations with adaptable tables, keyboards, mice and 2 very large screen monitors. Approximate cost \$2,800. Total cost\$40,800.*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Training in Datatel and SARS for counseling faculty including PT counselors and counseling front-office staff.*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu