



**IMPERIAL VALLEY COLLEGE**  
**PROGRAM REVIEW**  
**NON-ACADEMIC PROGRAMS**

<b>DATE:</b>	1/31/2013
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<b>DEPARTMENT/PROGRAM:</b>	Matriculation
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**IMPERIAL VALLEY COLLEGE**  
**MISSION STATEMENT**

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

## Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

**Goal One (Institutional Mission and Effectiveness):** The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

**Goal Two (Student Learning Programs and Services):** The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

**Goal Three (Resources):** The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

**Goal Four (Leadership and Governance):** The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



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PROGRAM REVIEW  
NON-ACADEMIC PROGRAMS

I. **PROGRAM/DEPARTMENT DESCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

The primary goal of the matriculation process is to increase the extent to which students complete their educational objectives by providing information about their skills and abilities; by identifying support services; and by offering students the opportunity to plan their educational program in consultation with counselors. The orientation, assessment, and advisement components of this program have been designed to satisfy the requirements of the California State Board of Governors legislation governing student access to and successful completion of programs in the community college.

Matriculation is a categorical state funded program.

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

**1. Outcome #1:** Incoming first time High School student(s) will demonstrate an understanding of the Early Access Program (1<sup>ST</sup> STEP) and complete the four steps necessary to be eligible and submit all signed documentation by the deadline.

**Est. Completion Date:** Spring 2013. **Assessment Method:** Record number of high school students who sign up for ACCUPLACER testing at the local high schools where the 1<sup>st</sup> Step information is initially given to them verbally and a flyer is provided with the deadlines they need to meet. Keep a list of students who submit their 1st STEP applications by the stipulated deadline

**2. Outcome #2:** Students who are referred to counselors through the Early Alert Program will understand the importance of following through with their instructors recommendations in order to succeed in their classes.

**Est. Completion Date:** End of each semester. **Assessment Method:** Record all referrals and remediation plans.

**3. Outcome #3:** Students, faculty, and community members will be able to demonstrate their knowledge and understanding of and be able to assess current and accurate information regarding the 1st STEP Program, ASPIRE, and other priority groups.

**Est. Completion Date:** End of Academic Year. **Assessment Method:** Flyers with the 1<sup>st</sup> Step information will be distributed to all high school seniors who plan to attend IVC during the testing at their high schools. The ASPIRE program will be discussed and students who are eligible according to their college level placements will be given an application to complete when the counselors visit the high schools for course recommendations. Attendee rosters will be kept. Local high school senior counselors from each school will be given the information when they attend the Matriculation Workshop in November. In addition the information regarding these programs will be posted on the IVC website.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

**The Matriculation Program has eight components that are identified by Title 5 regulations, they are:**

1. Admissions Component
2. Orientation Component
3. Assessment Component
4. Counseling /Advising Component
5. Student Follow-up Component
6. Coordination and Training Component
7. Research and Evaluation Component
8. Prerequisites, Co-requisites and Advisories on Recommended Preparation

**Admissions Component:** With the implementation of CCCAPLY access for students has improved with faster, more efficient student data collection. Need to implement CCCAPLY in Spanish to better meet the needs of a large Spanish speaking population.

**Orientation Component:** The development of an on-line orientation accessible to students via our website has provided more students and potential students with information concerning college programs and services. In Spring 2012 there were 6,924 visitors to the orientation webpage.

**Assessment Component:** Through the implementation of computerized assessments accessed via internet the number of students tested at the local high schools has increased. We are limited only by the number of staff that are available to proctor these sessions. This component has been streamlined successfully. High School Score Reports for the past 7 years have been posted on the Matriculation webpage.

**Counseling/Advising Component:** The Counseling and Advising Component is the central element of Matriculation Services. In recent years the Matriculation funding has been decreased dramatically making it necessary to cut back on part-time counselors to assist the fulltime counselors. Currently there are no part-time counselors hired through Matriculation funds. The load for the fulltime counselors has increased making it difficult for students to get an appointment in less than two weeks to have their SEP'S completed.

**Student Follow-up Component:** The Early Alert Program was implemented early in the Matriculation Program process to provide a systematic monitoring of students' academic progress. At one time it was well funded and students received the support services necessary to succeed in their classes when referred by their instructors. Currently students are referred for assistance, however, the resources that the college offers to assist these students is minimal. Many students get frustrated with the long wait they experience when waiting for a tutor to be assigned to them and the amount of time it takes at the Math lab to get assistance. The data demonstrates that students, who need assistance and do not receive it in a timely manner, either fail or drop the class. In Fall 2012 semester 93 students were referred to the Early Alert Program. Of the 93 students 15 (16%) passed the class with A, B, or C, 42 (45%) withdrew, 10 (11%) received a D and 26 (28%) received an F.

**Coordination And Training Component:** The Coordination and Training Component involves designing, implementing, and evaluating the Matriculation services in an ongoing effort to educate the campus community on the matriculation practices and procedures, so that there is a broad understanding of and acceptance of matriculation's role in the college and the benefits available to the collective student body and individual students as well. This has been achieved through the Matriculation Director's involvement in various committees on campus, by the in- servicing of the counselors in their bi-weekly meetings, and by posting the information on the website, catalog and class schedules and also by working closely with the Business Office to develop computerized budget development and monitoring with expenditure review and transfer, and end of the year reporting.

**Research and Evaluation Component:** Review all assessment instruments, in conjunction with the lists from the Chancellor's Office of approved instruments, to ensure that cultural and linguistic biases are minimized. The ACCUPLACER test we currently use was validated in its inception at IVC in 2006 and once again in 2009 when the ESL part of the test was added. In Fall 2011 the math test was validated to add the new math courses that were implemented in Fall 2012. Validation of the new English courses will be conducted during Fall 2013 semester to ensure that the cut scores are appropriate.

### **Prerequisites, Co-requisites and Advisories on Recommended Preparation:**

Work with the Curriculum Committee and the Office of Institutional Research to ensure that the levels of scrutiny for the establishment of prerequisites and corequisites are adhered to by faculty. Enforce prerequisites, corequisites and limitations on enrollment in a consistent manner during registration. Continue to establish all prerequisites, corequisites, and advisories on recommended course preparation in compliance with Title 5 regulations.

Provide the following information on-line, in the Schedule of Classes, the College Catalog, and the Student Guide: prerequisites, corequisites and limitations on enrollment, the process for challenging prerequisites, and the grounds on which that challenge may take place.

#### **IV. ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

With the reduction of funding in recent years to the Matriculation Program many of its components have been affected. The challenges are many, for one, the staff has been reduced to only the Matriculation Director and the full time Assessment Technician. The mandates of the Matriculation Program remain the same but the load has to be carried by the Matriculation Director. The Matriculation Director has taken on many tasks, such as:

- 1. Assessment Component:** Proctor tests at the local high schools (keeping her off campus for extended periods of time)
- 2. Counseling Component:** Counseling students at the Assessment Center as they complete their assessments so they can be seen in a timely manner during late registration in order to crash their classes.
- 3. Student Follow-up Component:** Meeting with students who are referred to the Early Alert Program by their instructors to determine what remediation is needed for each student to succeed. This has to be done in a timely manner so that students have an opportunity to succeed. The two week wait period to see a counselor is too long, thus this task has been taken on by the Matriculation Director so that students can receive assistance as soon as possible.

For the Spring 2013 semester meeting with students for follow-up will be a big challenge. Testing at the high schools will begin in March and end in at the end of April taking the Matriculation Director off campus for an extended period of time.

Taking many of the Counseling responsibilities limits the Matriculation Director's time for the Coordination and Research and Evaluation Components. It will be a major challenge in Fall 2013 testing all the sections of English 008, English 009, English 018 and English 019 for the validation of cut scores.

- IV. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

There is a dire need for funding the Early Alert Program in order to provide services to students in a timely manner. The data demonstrates that students need to be reached early and given the resources in order to succeed. The Matriculation funding has been drastically cut in the past 6 years and can no longer support this component financially. Technology can be used in some subjects but many students need face to face interaction, especially in math. As an institution we need to decide that our students are the most important part of the college and act accordingly by funding their academic needs. We need to assist them in completing their classes successfully so they can graduate and transfer.

A part-time Assessment Technician is needed in the Assessment Center. We are forced to close the center sometimes due to staff being out because of furloughs, sick leave, vacation etc. The Matriculation Director can only provide minimal coverage for the area since attending committee meetings is also very important. Also Matriculation Director may be off campus proctoring tests at the high schools.

- V. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

See attached table.

**PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS  
PROCESS IMPROVEMENT OPPORTUNITIES**

**PURPOSE:** For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

**GOALS:** Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

<b>DEPARTMENT: Matriculation/General Counseling</b>
<i>Opportunities for:</i>
<b>PROCESS #1: Retesting Student Petitions</b>
<b>Work efficiencies:</b> Refer all students to the Assessment Center where they can complete their petition and submit it directly to the Matriculation Director. No need to see a counselor.
<b>Cost reductions:</b> Click here to enter text.
<b>Contributions to student enrollment &amp;/or success:</b> Click here to enter text.
<b>Supports Institutional Goal and Objectives: Goal Two, objective 2.3</b>
<b>PROCESS #2: Pre-requisite Challenge Petitions</b>
<b>Work efficiencies:</b> Have Prerequisite Challenge packages with clear instructions for submission in the Admissions Office for students who request them. Students can complete the package , gather documentation and submit it to the Matriculation Director within the specified deadline.
<b>Cost reductions:</b> Click here to enter text.
<b>Contributions to student enrollment &amp;/or success:</b> Click here to enter text.
<b>Supports Institutional Goal and Objectives: Goal Two, objective 2.3</b>
<b>PROCESS #3: GED Testing</b>
<b>Work efficiencies:</b> GED testing will be administered during the work day, rather than on weekends.
<b>Cost reductions:</b> Will no longer pay overtime.
<b>Contributions to student enrollment &amp;/or success:</b> Click here to enter text.
<b>Supports Institutional Goal and Objectives: Goal Two, objective 2.3</b>