

# Assessment/Matriculation Program Review

2011-2012

## 1. Program Description

### A. Description

The assessment/matriculation program at Ventura College provides comprehensive matriculation and assessment services to assist students in determining their appropriate placement into English and math classes. Math testing is also used to determine math competency for awarding of Associate degrees. Additionally, the assessment/matriculation program provides ability to benefit testing services to determine eligibility for financial aid for students with neither a high school diploma nor a GED Certificate. The assessment/matriculation program provides reportage regarding assessment/matriculation activities and provides related data to interested campus entities. The program also provides prerequisite verification for students who completed course prerequisites at other institutions, and who need prerequisites verified before they can register for classes at Ventura College.

### B Service Unit Outcomes:

1. Students who take the assessment test will demonstrate understanding about how to use the test results.
2. Student who takes the assessment test should have a comprehensive understanding of the challenge process should they choose to challenge a prerequisite.
3. Students who take the assessment test will demonstrate understanding of the role and use of prerequisites.

### C. College Level Student Learning Outcomes:

1. Information Competency
2. Critical Thinking and Problem Solving
3. Social Interaction and Life Skills

### D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

### E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living

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and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

## F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

## G. What services are provided by the program?

**1. Assessment Testing:** The Assessment/Matriculation program offers assessment testing to assist students in selecting appropriate English, reading and math classes. Ventura College uses the College Tests for English Placement (CTEP) for English and reading placement, and the CSU/UC Mathematics Diagnostic Testing Project (MDTP) for math placement. Both tests are offered on a computerized format as well as on a paper and pencil basis. Students may select either format for their testing session. Assessment/Matriculation staff members are available to explain test results and answer questions which the students may have regarding their test results. Students may retest if they provide a valid reason for making another attempt at the assessment test.

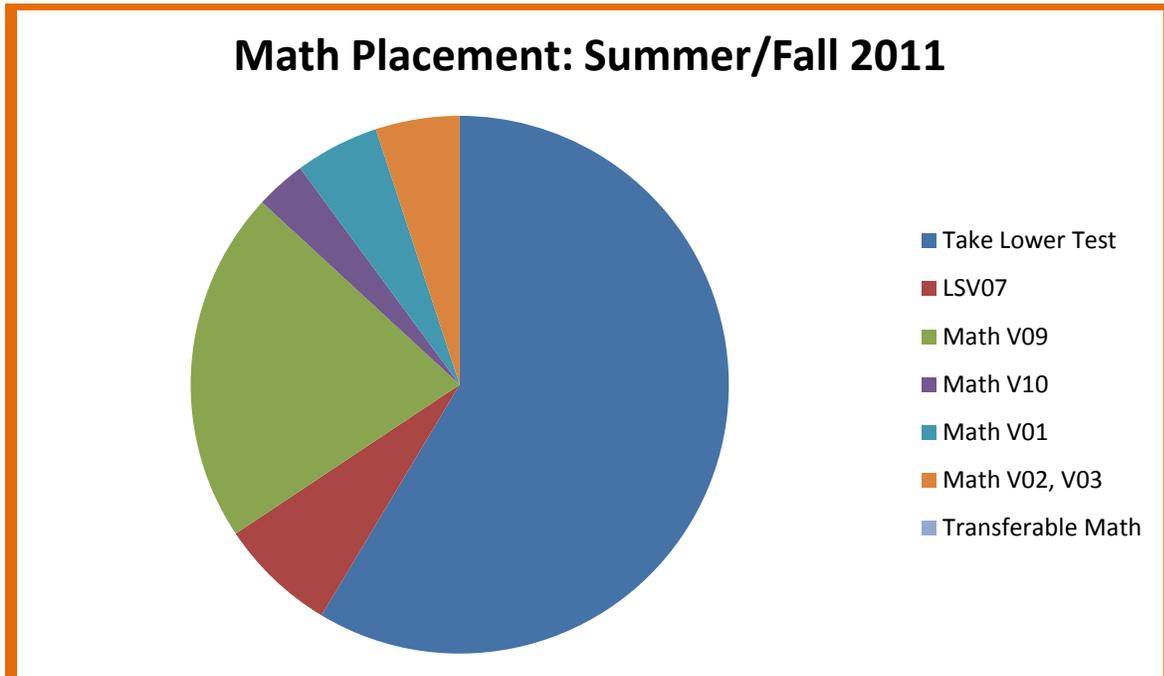
The Assessment/Matriculation program is also responsible for maintaining data related to testing activities and for dispensing the information to interested campus entities upon request or as needed. Those requesting or requiring assessment data in the past include the Institutional Researcher, Deans and department chairs for English, math and other interested departments, the Counseling Department, and the Executive Vice President.

The cut scores for the math test are currently undergoing a period of revision and review. Prior to the Fall 2010 term, the math department reviewed the four tests which comprise the MDTP. These include Pre-algebra, Elementary Algebra, Intermediate Algebra, and Pre-calculus. As a result of this review, the math department recommended that the overall scores required to place into most of the math classes offered at Ventura College should be increased. The math department also recommended that in addition to raising the overall qualifying scores, students should also be required to correctly complete a minimum number of items within certain predetermined clusters which pertain to mathematical concepts which were determined to be necessary and/or conducive to successfully completing the courses for which the students were attempting to qualify. These adjustments were put into effect in the Fall term of 2010. Resulting impact of these adjustments to the math test cut scores is scheduled to be reviewed and assessed during the months of September and October of 2011. The Institutional Researcher is scheduled to conduct analyses of math test scores and placements and to subsequently review his findings with the math department. Adjustments to the cut scores may then be suggested and if agreed

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upon, put into effect for the Spring 2012 term. A two month testing hiatus has been placed into effect for the months of September and October 2011 to allow these activities to be completed. Testing statistics for math, reading and English for the Summer/Fall 2011 testing period (02/01/2011 – 08/31/2011) are summarized below.

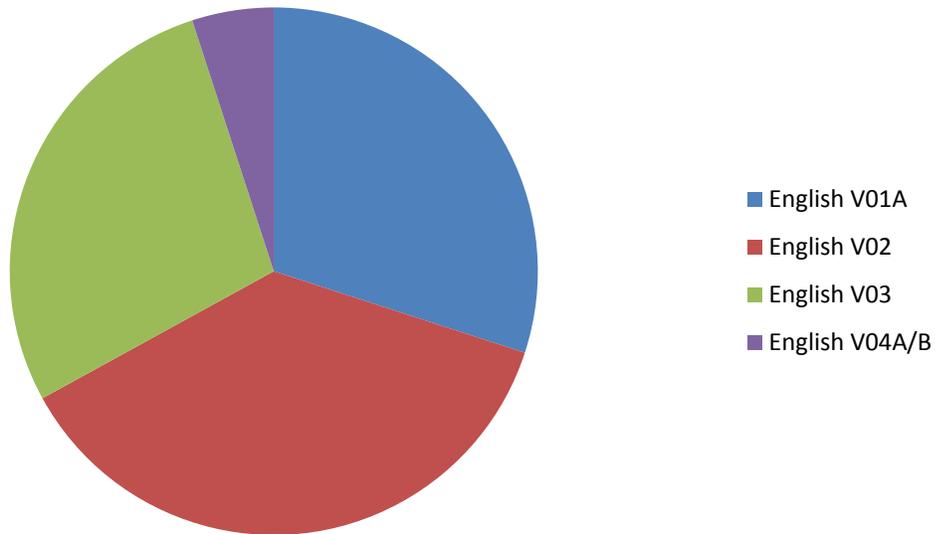


### Math Placement - 2926 Records

Course Placement	Frequency	%	Cumulative Frequency	Cum. %
Take Math Test I	785	27%	785	27%
Take Math Test II	684	23%	1469	50%
Take Math Test III	233	8%	1702	58%
LSV07	209	7%	1911	65%
Math V09	618	21%	2529	86%
Math V10	74	3%	2603	89%
Math V01, V01A, V11A, V30	143	5%	2746	94%
Math V02, V03, V03A, V35	159	5%	2905	99%
Math V40, V44	3	0%	2908	99%
Math V04, V05, V40, V44	7	0%	2915	100%
Math V20	5	0%	2920	100%
Math V46 or Math V20	2	0%	2922	100%
Math V21A	4	0%	2926	100%

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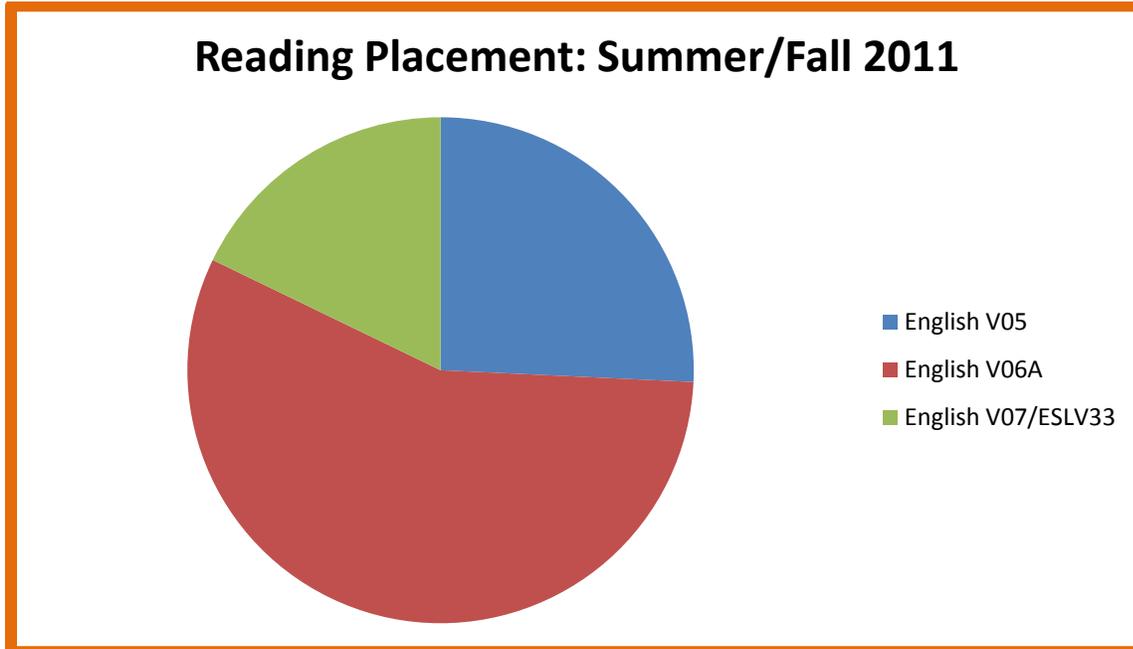
**English Placement : Summer/ Fall 2011**



**English Placement – 3376 Records**

Course Placement	Frequency	%	Cumulative	Cum. Freq.
“We strongly advise that you see a counselor.” (ENGL V04A)	184	5%	184	5%
ENGL V03	934	28%	1118	33%
ENGL V02	1246	37%	2364	70%
ENGL V01A	1012	30%	3376	100%

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**Reading Placement – 3381 Records**

Course Placement	Frequency	%	Cumulative	Cum. Freq.
ENGL V07/ESL V33	606	18%	606	18%
ENGL V06A	1912	57%	2518	74%
ENGL V05	863	26%	3381	100%

**2. Ability to Benefit Testing:** The Assessment/Matriculation program also provides Ability to Benefit (ATB) testing for students wishing to apply for Financial Aid, but who lack a high school diploma or a GED certificate. These students must qualify to receive financial aid by either passing the ATB test, or by passing six (6) degree applicable units.

Ventura College currently utilizes the Wonderlic test as their ATB qualifying test. Test proctors who administer the Wonderlic test must complete a rigorous certification process, and pass Wonderlic's certification test. Recent rulings by the U.S. Department of Education prompted Wonderlic, Inc., the test publisher, to review and revise all of their testing protocol, and to require that all of their test administrators recertify by July 1, 2011. New, revised testing materials were shipped, and all "old" testing materials became obsolete as of that July 1 date. Two members of the Assessment/Matriculation staff are currently certified to administer the Wonderlic test. Wonderlic's new testing materials and testing protocols were placed into effect, and Ventura College is currently up to date with regard to Wonderlic's newly mandated format. Under Wonderlic's testing protocol, proctors must remain seated in the testing venue throughout the test administration. Instructions are predetermined and must be read, word for

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word from an instruction sheet. Testing rosters must be prepared. One hundred thirty-six (136) students took the ATB test through the assessment program in 2010, and 109 students have taken the ATB test so far in 2011.

**3. Prerequisite Verification:** Responsibility for verifying completion of appropriate prerequisite courses for classes taken at Ventura College is assigned to the Assessment program. Ventura College currently enforces all prerequisites by blocking enrollment of students who have not completed the prerequisite class or classes at one of the three District colleges. Students who have completed the prerequisite courses in high school or at another college level institution must present evidence of having passed those prerequisites with grades of "C" or better. Students may present official or unofficial transcripts to Assessment personnel in person, by fax, or by email. These documents are reviewed, and if it is determined that the student has adequately fulfilled the prerequisite, the appropriate release code is input into the student's District database file, and the student is then able to register for the class. If it is determined that the student has not adequately satisfied the prerequisite(s) for the class into which he/she is attempting to enroll, Assessment staff explains the student's options which may include submitting a petition to challenge a prerequisite, or simply attempting to enroll in the prerequisite class.

**4. Prerequisite Challenges:** As mentioned above, some students who are attempting to register for a class which demands prerequisites do not meet the prerequisites. In such cases, the student has the option to petition to challenge the prerequisite. The Assessment program oversees and facilitates this process. Generally, students who elect to challenge a prerequisite follow a simple procedure which involves obtaining a challenge petition form from the college website, from the Assessment Office, or from one of the Division Offices. The student is requested to complete the information requested on the form, and to select one of four reasons for attempting to challenge. The student is also requested to write a statement explaining the reasons that he/she is submitting the petition. Next, the student gathers any relevant supporting documentation and delivers the entire package to the Assessment Office where the form is date stamped and copied, and the entire package is forwarded to the appropriate Division Office. The Division Office distributes the challenge packages to the Department Chairpersons or designees for review. The information is reviewed and the decision maker is allowed up to five (5) working days to either approve or deny the petition and to inform the student of the decision by email.

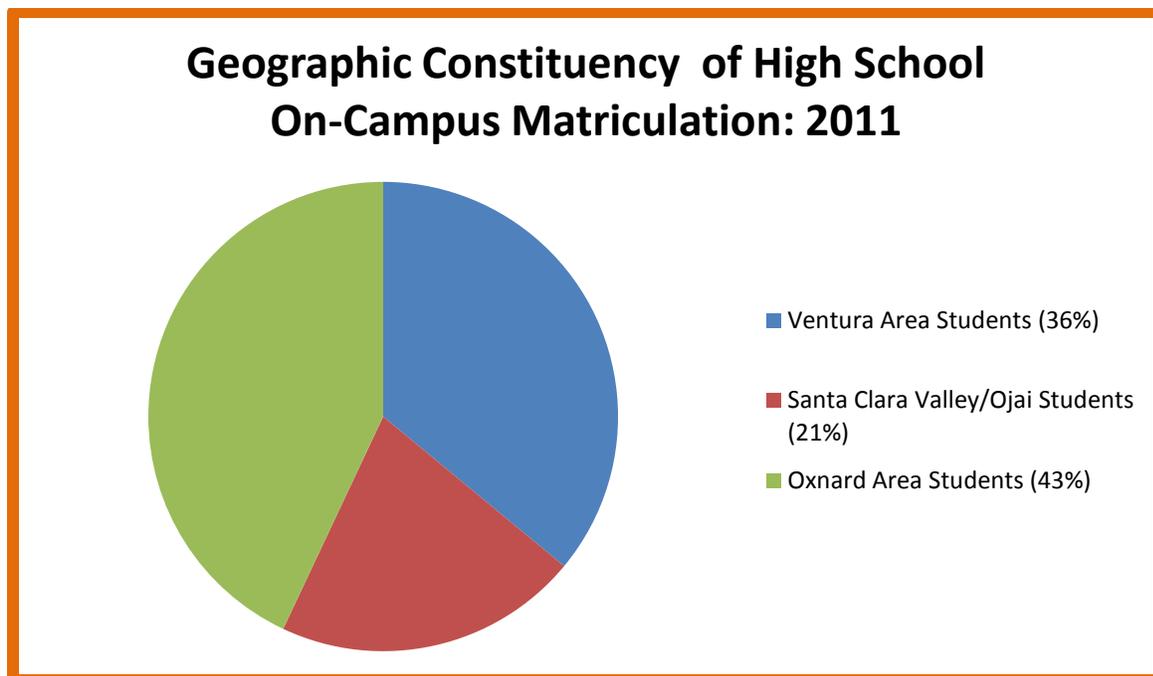
The English Department varies the procedure for students wishing to challenge prerequisites for English classes. Students challenging prerequisites for English classes must submit an essay to the English Department along with the completed prerequisite challenge form. The student must schedule two hours to take the essay test with the Assessment Specialist. The Assessment Specialist maintains an inventory of challenge essay prompts which were originally provided by the English Department. The student is requested to read the essay prompt, and then to address a specific question based on the prompt. When the student has completed the essay, the petition form is date stamped and the form and the essay are sent to the Division for evaluation by two English instructors. If they both agree to either approve or to deny the petition, the student is informed and the process is completed. If they disagree, a third person, either another instructor or the Division Dean, reads the essay and makes the final determination.

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The challenge process frequently requires a significant amount of follow-up by the Assessment staff. In some cases the student has not been contacted before the five day deadline due to an illegible or outdated email address. On other occasions, a petition may be misplaced. In either case, students generally return to the Assessment Office to make an inquiry, and staff must follow up to determine the reason for the delay.

**5. High School On-Campus Matriculation:** Ventura College offers a high school outreach matriculation program on an annual basis. The high school outreach program has focused on bringing the basic matriculation process to local high school campuses in Ventura, Oxnard, Fillmore, Santa Paula, Ojai, and Camarillo. This outreach program involves the Assessment program, the Counseling Department, and the recently implemented Outreach/New Student component. Activities which are included in this annual outreach include completion of the application process, assessment, orientation, and counseling. The Assessment Specialist has been the liaison between the high schools and the college for the past ten years, and has been responsible for scheduling the assessment, orientation and counseling activities. This program has been successful in involving high school students in early application, assessment and registration activities, however, is currently undergoing some changes with the advent of the Outreach/New Student component and the Welcome Center which is scheduled to open soon. The Welcome Center will assist new students with issues such as logging onto the student portal, registration questions, and other problems and questions which new students typically encounter. The Outreach Specialist was particularly effective in increasing the percentage of high school students that completed their applications prior to participating in assessment.



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### GEOGRAPHIC LOCATIONS OF HIGH SCHOOL STUDENTS TESTED DURING HIGH SCHOOL ON-CAMPUS MATRICULATION 2011

Ventura Area High Schools	# of Students Tested	% of Ventura Area Students	% of Total Students Tested
Buena HS	238	38%	14%
Foothill Tech	74	12%	4%
El Camino HS	40	6%	3%
Pacific HS	25	4%	1%
St. Bonaventure HS	36	6%	2%
Ventura HS	213	34%	12%
Ventura Christian	4	<1%	<1%
<b>TOTAL</b>	<b>630</b>		<b>36%</b>

Santa Clara Valley/Ojai Area High Schools	# of Students Tested	% of SC Valley/Ojai Area Students	% of Total Students Tested
Chaparral HS	11	3%	<1%
Fillmore HS	80	22%	5%
Nordhoff HS	79	22%	5%
Renaissance HS	43	12%	2%
Santa Paula HS	154	42%	9%
<b>TOTAL</b>	<b>367</b>		<b>21%</b>

Oxnard Area High Schools	# of Students Tested	% of Oxnard Area Students	% of Total Students Tested
Adolfo Camarillo HS	44	6%	2%
Channel Islands HS	83	11%	5%
Frontier HS	12	2%	1%
Hueneme HS	127	17%	7%
Oxnard HS	210	27%	12%
Pacifica HS	153	20%	9%
Rio Mesa HS	88	11%	5%
Santa Clara HS	49	6%	2%
<b>TOTAL</b>	<b>766</b>		<b>43%</b>

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**6. Early Alert:** The Assessment program is responsible for conducting the Early Alert function on the Ventura College campus. This activity is made available to students and instructors as a means of informing those students who may be encountering some difficulty in one or more of their classes of the options which may be available to them. Early Alert is intended to encourage students to exercise their options in a timely manner. Some students may benefit from simply speaking with the class instructor and getting back on track, while others may benefit from tutoring, and others may need to drop the class or classes before the deadline passes. The Early Alert function has been conducted by the Assessment component's Clerical Assistant with assistance from Assessment staff. Instructor participation in Early Alert has been limited, and the entire process is currently under review in efforts to improve the level of participation in the program. **During the Fall term of 2009, Early Alert letters were sent to 539 students, and during the Fall 2010 term, 446 Early Alert letters were sent to students.**

**7. Data Collection and Dissemination:** The Assessment program is responsible for collecting, maintaining, and disseminating data related to the services and activities it conducts during the course of the school year. Collected data is converted to understandable terms as needed, and distributed to interested campus entities upon request. Data has been requested by and sent to Department Chairs, Deans, and the Executive Vice-President, program directors, members of various committees and faculty members. Data is used to assist users in making prudent, information driven decisions.

**8. CYA Testing:** On an annual basis, the California Youth Authority requests the Ventura College Assessment Specialist to conduct assessment testing at their Ventura County facility. A number of the young men and women who are incarcerated at this facility are enrolled in or interested in enrolling in classes which are conducted at the CYA campus through Ventura College. Testing must be conducted separately for the male and female participants. Since the CYA facility is a lock down prison, the Assessment Specialist must submit personal information prior to the testing session in order to obtain clearance to enter the facility. Test results are faxed back to the on-site instructor who distributes them to the individual students. The data is then used to determine which English and math classes will be offered at the facility during the school year.

<b>CYA TESTING 2010</b>		
<b><u># of Students Tested (English)</u></b>	22	
<b><u># Placed into:</u></b>	#	%
<b><u>English V01A</u></b>	4	18%
<b><u>English V02 %</u></b>	6	27%
<b><u>English V03 %</u></b>	7	32%
<b><u>English V04A %</u></b>	5	23%

<b><u># of Students Tested (Math)</u></b>	20	
	#	%
<b><u># Placed into:</u></b>	#	%
<b><u>Transferable Math</u></b>	0	0%
<b><u>Intermediate Algebra</u></b>	0	0%
<b><u>Elem. Algebra</u></b>	1	5%
<b><u>Pre-Algebra</u></b>	0	0%
<b><u>Basic Math</u></b>	8	40%
<b><u>Basic Skills</u></b>	5	25%
<b><u>% Advised to take lower test</u></b>	6	30%

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**9. Math Competency Testing:** : Students who are interested in obtaining an associate degree must demonstrate competency in mathematics at the level of Intermediate Algebra by either passing a math class at that level or higher (with a grade of “C” or better), or by passing an exam which demonstrates competency at the level of Intermediate Algebra or higher. The math departments at the three VCCCD colleges developed a test to determine competency at the level of Intermediate Algebra for this purpose. Students who choose to demonstrate competency by taking the exam are able to do so through the Assessment Office. The Assessment Specialist is authorized to administer the competency test and to turn the completed test in to the math department. The math department scores the test and informs the student of his/her test results.

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**10. Follow Up:** In the course of providing prerequisite verification, prerequisite challenge oversight, assessment testing, ATB testing and the other services noted above, a variety of questions and concerns constantly arise. Students attempting to get their questions answered pose their queries on telephone messages, emails, and faxes as well as by coming into the Assessment Office in person. Since Assessment staff is comprised of only three members, during periods of peak registration, staff is usually occupied with students who “walk-in” to get their problems solved and their questions answered. Consequently, during these periods of heavy student traffic, by the end of the day, a large number of telephone messages, emails and faxes have usually accumulated. Staff attempts to resolve as many of these issues as possible by answering those questions which they are able to answer or by referring students to other resources which are available to them.

**11. Off Campus Community Liaison:** During the past two years, Assessment personnel have been requested to participate in or attend various community events. Designated Assessment personnel were required to organize and plan with event leaders to determine which materials would be appropriate for the event which they would be attending. They would then collect and prepare the materials which ranged from paper flyers to Power Point presentations. A variety of events were attended including the Government Center Expo, the Ojai Valley Inn Expo, the Oxnard Civic Center event, and various presentations for high school students and Parent Night functions. Many of these functions have been reassigned to the Student Outreach Specialist, and Assessment is no longer requested to perform these activities.

**12. Other Services/Events/Activities offered by Assessment Program Personnel:** The Assessment program also lends its support and effort to a number of other events, and activities which are offered by various other departments and programs at Ventura College. These include disseminating information and verification forms for **Priority Registration**, assisting with planning and participating in **Freshman Week**, assisting with planning and participating in the annual **High school Counselor Exchange Day** (this event is planned and staged by the VC Counseling Department). The Assessment/Matriculation program also informs students regarding the **Ventura Promise** and provides appropriate forms for students who are interested in pursuing this option.

**13. Discontinued/Reduced Activities:** As previously discussed, as a result of significant economic adversity, the state has severely reduced budgetary allocations to educational institutions statewide. These reductions have impacted the services offered by the various college programs, and Assessment/Matriculation has weathered its share of these reductions as well. Consequently, the program was required to implement changes which would allow compliance with the resulting fiscal austerity, and a number of activities which had previously been the responsibility of the program were reduced, reassigned/reorganized, or curtailed. Some of the reassigning of these responsibilities was made possible by the college’s acquisition of Title V grant funding which provided for a major reorganization of activities related to new students such as applying to the college, orientation activities, outreach, and many others. Many of these activities were reassigned to a recently hired Outreach Specialist. A new student Welcome Center was also established to allow new students a venue to obtain information pertaining to activities they will require as VC students. These activities include orientation, assistance with application completion, and campus tours. Reduced funding also required reduction of financial support for activities such as summer counseling which the program had previously been able to support.

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### H. What are the strengths, successes, and significant events of the program?

The strengths of the program lie primarily in the ability of the program staff to adjust and adapt to a changing and increasing work load and to provide Ventura College students with a high standard of service in the face of drastic changes and of rapidly declining budgets. The staff responded in stellar fashion when the "Matriculation" unit duties were shifted to accommodate the college's new commitment to enforcing prerequisites. While maintaining a most of the previous Matriculation functions, staff duties and responsibilities were expanded to include prerequisite verification, and management of the prerequisite challenge process. These duties were incorporated with existing assignments including assessment testing, ATB testing, high school outreach/matriculation and a number of other commitments to serve on campus committees, collect and maintain relevant data, etc.. Of particular note, two of the three staff members had no previous experience working with prerequisite verification prior to this assignment, and were required to comprehend the process as they were performing the work. Despite these difficult and demanding conditions, the staff responded with resilience and a "can do" attitude which assisted them in learning and applying the principles of prerequisite verification and challenge while maintaining a positive outlook. The staff and Coordinator have consistently demonstrated the ability to accomplish assigned tasks and fulfill responsibilities in a climate of professionalism, and a strong work ethic.

The program's successes are evident in its ability to provide the required services for Ventura College students and in the number of students who received those services through the program. In both 2010 and 2011, well over 4000 students submitted documentation for prerequisite verification, and were cleared to enroll in their chosen classes. Additionally, 4089 assessment tests were administered in 2010 and 3835 assessment tests have been administered (to date) in 2011. Two hundred eighty students took the Ability to Benefit test in 2010 and 2011. The Assessment program scheduled and tested 700 high school seniors on their own campuses in 2010, and over 1600 in 2011. The prerequisite verification and challenge processes gave rise to myriad student questions, concerns, complaints and comments which created a substantial need for follow up student contact. Staff once again rose to the occasion and made a creditable effort to stem the tide of student concern. In addition to these accomplishments, the Assessment /Matriculation program managed to maintain a presence in vital campus committees and to participate in ongoing campus activities such as Accreditation, the SST (Student Success Team), the Title V committees, flex day presentations, the Faculty/Student Services interaction academy, and many others.

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### Significant events in 2010 and 2011:

**1. Massive budget cuts to categorical programs reshaped the character of the program and redefined the nature of the work being done by staff.** The Matriculation budget was severely reduced and long standing policies which had been mandated by and enforced through the state’s Matriculation Office were set aside and/or converted from mandatory to voluntary compliance issues. The state’s community colleges were given the option to either continue to operate employing practices which had been advocated by the Matriculation program as “best practices” or to disregard the Matriculation Office’s recommendations. The Ventura County Community College District was severely affected by the state’s economic downturn and the resultant budgetary crisis. The college District laid off a significant number of classified staff members at the three colleges, and made other cost cutting changes to many of the programs as well. The Ventura College Matriculation Office has continued to maintain the highest standards of service possible under these extenuating circumstances. Although the program coordinator and staff have maintained their commitment to those standards, reduced funding has required that the program operate at reduced levels in terms of which services can be supported and at which levels they can be maintained.

**2. Accreditation profoundly affected Ventura College’s outlook and the manner in which it does business.** The colossal paradigm shift which redefined the college’s entire institutional effort into terms compliant with Student Learning Outcomes, Student Unit Outcomes, and Program Operating Outcomes has tremendously accelerated a college wide reorganization effort. Virtually all efforts at every level at the college have been characterized in terms of the “outcome paradigm.” Subsequently, a great deal of effort has been invested in selecting, defining, assessing and reporting each activity undertaken at VC in those terms. Additionally, a renewed and invigorated interest in quantifiable evidence of outcome

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accomplishment has placed an even greater value on data collection, maintenance and reporting activities. In sum, the recent accreditation visit sparked a renewed focus on this approach to institutional assessment which has been passed on to each division, department and individual working for the college at every level.

3. One significant impact of the accreditation process has been the college's new commitment to enforce all prerequisites. **Responsibility for prerequisite verification and for organization and administration of the prerequisite challenge process was assigned to the Assessment program.** At the time this assignment was made, only one of the three Assessment staff members had had any previous experience with prerequisite verification. Considerable effort was exerted in training staff, and in establishing procedures which would facilitate the flow of students through the processes of prerequisite verification and prerequisite challenge. The development of these protocols was hindered by the prolonged absence of one of the staff members (see below) due to health considerations.

4. One of the three staff members was required to take a significant amount of time (approximately six months) off due to health considerations during the peak registration period when prerequisite verification/enforcement was first being implemented by the Assessment program. Consequently, the short staffed Assessment program went from three staff members down to two staff members at a critical time when they were required to teach, learn, and accomplish the tasks associated with this rather monumental undertaking. The Coordinator assigned other workers to assist Assessment staff on a temporary basis as they became available and as the work flow required.

## I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Victoria Lugo

### Instructors and Staff

<b>Name</b>	Steve Manriquez
Classification	Matriculation Specialist I
Year Hired	2001
Years of Industry Experience	26
Degrees/Credentials	AA, SBCC.B.A. Psychology UCSB

<b>Name</b>	Margaret Matusevic
Classification	Matriculation Specialist I/Bilingual
Year Hired	1999
Year of Industry Experience	21
Degrees/Credentials	AA, VC, BA Liberal Arts, CLU

<b>Name</b>	Angeles Rodriguez
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Classification	Clerical Assistant II/Bilingual
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

### 2. Performance Expectations

#### A. Service Unit Outcomes

Students utilizing this service will be able to:

1. Students who take the assessment test will demonstrate understanding about how to use the test results.

***Performance indicator:*** 80% or higher will respond yes on the question “I understand how the results of the assessment test will be used.”

2. Student who takes the assessment test should have a comprehensive understanding of the challenge process should they choose to challenge a prerequisite.

***Performance indicator:*** 80% or higher will respond yes on the survey questions “I understand the process for challenging a prerequisite.”

3. Students who take the assessment test will demonstrate understanding of the role and use of prerequisites.

***Performance indicator:*** 80% or higher will respond yes on the survey question “I understand how my assessment score will used to recommend course placement.”

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### B. Program Operating Outcomes (Budget, Facilities, scheduling, equipment and technology – hardware/software)

- 1) The program offers enough testing slots so that students do not have to wait more than two weeks to take their assessment test.

*Performance indicator: The assessment center staff will monitor the number of students wanting to take the assessment test, and open up more slots if necessary.*

- 2) The computers and printers in the assessment center are functional and create a positive testing experience for students.

*Performance indicator: Since moving into the new assessment center in 2008, the room becomes overly heated and creates an uncomfortable environment for students. We will be requesting that the 21 computers in the assessment center be replaced by thin client computers. Without the hard drives staff believes that the temperature problem will be addressed.*

- 3) A task force consisting of the institutional researcher, math faculty chair and Dean of Student Services and Dean of Math and Science will convene to recommend a math assessment test that better meets the needs of students.

*Performance indicator: The task force will meet during the Spring 2012 semester to explore alternative testing options.*

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## 3. Operating Information

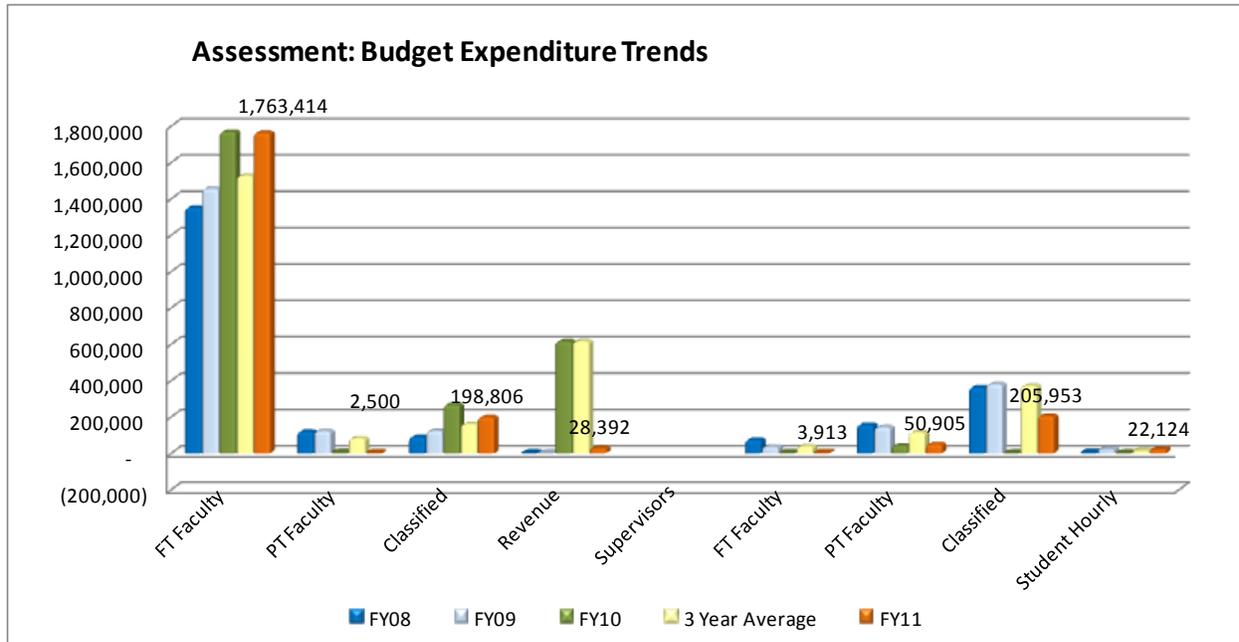
### A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	1,351,786	1,456,176	1,769,391	1,525,784	1,763,414	16%	12%
2	PT Faculty	119,110	122,053	5,655	82,273	2,500	-97%	-10%
3	Classified	90,892	123,787	267,617	160,765	198,806	24%	-1%
	Revenue	(390)	-	615,946	615,946	28,392	-95%	10%
5	Supervisors							7%
1	FT Faculty	75,156	35,832	3,445	38,144	3,913	-90%	-8%
2	PT Faculty	157,482	143,994	42,842	114,773	50,905	-56%	24%
3	Classified	362,248	380,309	-	371,279	205,953	-45%	-17%
4	Student Hourly	7,390	23,139	-	15,265	22,124	45%	-42%
	<b>Total</b>	<b>2,163,674</b>	<b>2,285,290</b>	<b>2,704,896</b>	<b>2,384,620</b>	<b>2,276,007</b>	<b>-5%</b>	<b>0%</b>

### A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

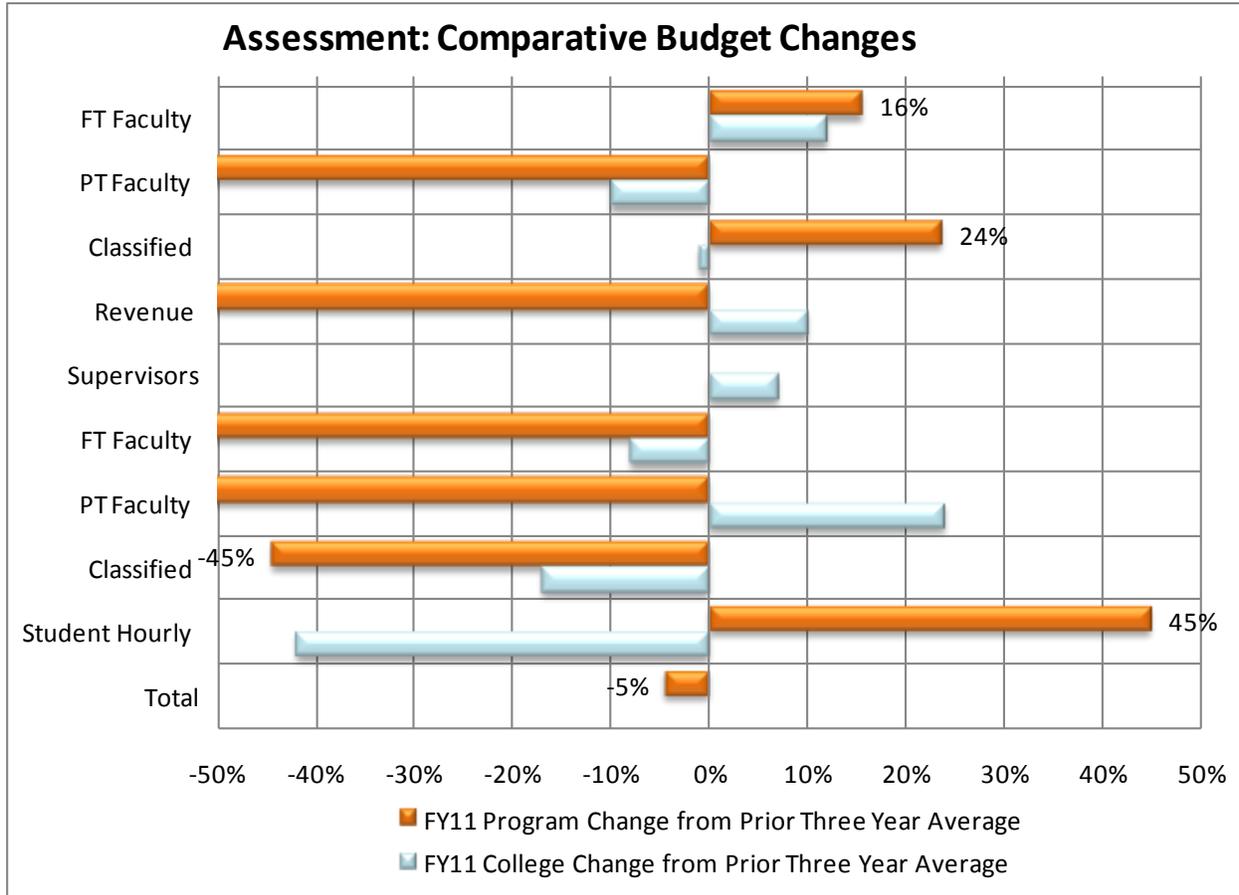


## Assessment/Matriculation Program Review

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### A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



## Assessment/Matriculation Program Review

2011-2012

### A4: Program Staffing

The following table shows the staffing in the FY12 budget.

Assessment							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
121360041420		Hull, Rebecca	-	-	0.18	-	0.09
121360041420		Gonzales, Angelica V	-	-	0.18	-	0.09
121360041420		De La Selva, Aurora L	-	-	0.18	-	0.09
121360041420		De Cierdo, Marcelino A	-	-	0.18	-	0.09
121360041420		Carrasco Nungaray, Mari	-	-	0.18	-	0.09
121360041420		Moriel-Guillen, Guadalu	-	-	0.18	-	0.09
121360041420		Casillas, Mary H	-	-	0.18	-	0.09
121360041420		James, Ralph E	-	-	0.18	-	0.09
121360041420		Walsh, Daniel J	-	-	0.17	-	0.09
121360041420		Ramirez, Giselle	-	-	0.11	-	0.05
121360041420		Russell, Carolyn A	-	-	0.02	-	0.01
121360041420		Herrera, Beatriz	-	-	0.18	-	0.09
121360042121	Matric. Spec. I	Manriquez, Stephen D	12	1.00	1.00	1.00	1.00
121360042121	Clerical Asst. II/Bil	Rodriguez, Angeles	12	1.00	1.00	1.00	1.00
121360042121	Matriculation Spec I/Bil	Matusevic, Margaret Isa	12	1.00	0.25	1.00	0.25
					<b>4.168</b>	<b>3.000</b>	<b>3.213</b>

### A5: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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**Assessment/Matriculation Program Review**  
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FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
121 36004 1220 632000	Faculty -Non-Instructional	48,941	19,415	-	-	-
121 36004 1342 631000	Faculty -Office Hours - PT Faculty	-	160	-	-	-
121 36004 1420 631000	Faculty -Non-Instructional - Hourly	139,590	140,166	41,758	49,076	26,660
121 36004 1442 632000	Faculty - Coordinators	14,267	-	-	-	-
121 36004 1999 631000	Faculty -Budget Holding/Variance	-	-	-	25,762	-
121 36004 2121 620000	Classified Regular	201,896	220,785	-	119,468	128,918
121 36004 2123 639000	Classified-Seasonal	11,915	7,560	-	-	-
121 36004 2322 632000	Classified - Overtime	36,947	28,367	-	21,677	15,000
121 36004 2530 632000	Student Hourly-Non-Instructional	7,244	22,732	-	21,121	34,400
121 36004 2827 677000	Other Compen (Spec Sev, Prof Exp)	325	-	-	-	-
121 36004 3XXX0 631000	Benefits Revenue	(390)	-	-	2,630	-
121 36004 3XXX1 631000	Benefits FT Faculty	26,215	16,417	3,445	3,913	1,728
121 36004 3XXX2 631000	Benefits PT Faculty	3,625	3,668	1,084	1,829	882
121 36004 3XXX3 620000	Benefits Classified	111,165	123,597	-	64,808	72,166
121 36004 3XXX4 632000	Benefits Student Hourly	147	408	-	1,004	585
121 36004 3XXX6 677000	Benefits Managers	32	-	-	-	-
121 36004 4200 632000	Office Supplies and Material	16,898	10,152	-	4,263	5,000
121 36004 4800 632000	General Supplies & Materials	705	277	-	161	-
121 36004 5190 632000	Other Personal And Consultant Ser	3,500	-	-	-	-
121 36004 5211 632000	Employee Travel	170	1,470	-	266	1,000
121 36004 5220 632000	Mileage Reimbursement	508	493	-	227	250
121 36004 5242 632000	Other Faculty Travel	3,128	-	-	-	-
121 36004 5300 632000	Dues & Memberships	-	1,553	-	75	2,749
121 36004 5622 632000	Maint/Repair-Equipment	52	572	-	617	1,582
121 36004 5822 632000	Licenses And Fees	5,543	12,823	-	12,663	12,737
121 36004 5850 632000	Postage/Shipping	-	35	-	-	-
121 36004 5870 632000	Printing And Duplicating	1,950	3,246	-	183	200
121 36004 5890 632000	Other Expense & Services	641	309	-	-	11
121 36004 6425 632000	Equip-Non Instruc Furni \$200-\$999	-	1,741	-	-	-
121 36004 6451 632000	Equip-Non Inst Computers-\$1000+	1,300	-	-	-	-
121 36004 6452 632000	Equip-Non Instr HiTech Equip \$1000	1,649	-	-	-	-
121 36004 7991 632000	Bal Fwd-Proj. To Date- Expend (Act	-	-	615,946	-	-
	<b>Total</b>	<b>637,963</b>	<b>615,946</b>	<b>662,233</b>	<b>638,714</b>	<b>303,868</b>

A6: Interpretation of the Program Budget Information

Please note that the full time faculty salaries reported in this document comes from the general fund counseling budget and not from the matriculation budget. Part time counseling reported from the matriculation program has been used to fund evening and hourly counseling.

From FY '08 to FY '11, the matriculation program budget has been cut by approximately 48%. In the past, the matriculation budget was used to fund summer counseling and evening counseling. For the current fiscal year, \$49,076 has been allocated to fund summer counseling (end of May to June 30.) Although counselors have flexed their schedules to provide coverage over 12 months, the largest need for counseling is the two weeks prior to the start of the summer session and the two weeks prior to the beginning of the fall semester. Because of the

## **Assessment/Matriculation Program Review**

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limited funds available for hourly counseling, services may have to be cut at the time when the demand for counseling is at its peak.

Classified staff has been severely impacted by budget cuts. During the budget cuts of 09-10, matriculation lost 1.4 FTE (One full time Matriculation Specialist I/II and 1 part time bilingual Matriculation Specialist II.) These cuts led to the elimination of the office of bilingual services which continues to have an adverse effect on ESL assessment services. At the same time, the District began to enforce prerequisites. This process was assigned to the matriculation office, in addition to the regular duties of assessment testing for English, Math and ATB (Ability to Benefit). The massive task of verifying prerequisites and marshalling students through the prerequisite challenge process has fallen on the three remaining matriculation classified staff in the assessment/matriculation office.

The student hourly account has increased from \$7,244 in 2009 to \$34,400 in 2011. This increase came about because of the new student ambassador program. In order to pilot the program funds were partially reallocated from a reduced 40% Matriculation Specialist position and reallocated to fund the student ambassador program. Now that the college has been awarded a Title V cooperative grant, a request to fund the student ambassador program will be made to the grant coordinator to fund this program for the 2012-13 fiscal years. This will free up resources to continue to pay for much needed summer hourly counseling.

## Assessment/Matriculation Program Review

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### B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Assessment								
Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
PTLB60NTU Projector 100551221	Dell Computer C	36004	121	7/14/08	3	1,649	N00018567	SB8250079
Laptop-LatitudeD830 100551221	Dell Computer C	36004	121	7/8/08	3	1,300	N00018572	7DZDNG1
PT-LB60NTU Projector	Dell Computer C	36004	121	6/19/07	4	1,775	N00018217	SB7210065R
PT-LB60NTU Projector	Dell Computer C	36004	121	6/19/07	4	1,775	N00018216	SB7210071R
OpSan IN4/2202 Assessment Sca	Computerized A	36004	121	6/18/07	4	4,762	N00018661	520409
Laptop-Latitude D620	Dell Computer C	36004	121	5/25/07	4	2,025	N00018230	5X5YVC1
Laptop-Latitude D820 Conf.	Dell Computer C	36004	121	5/25/07	4	2,506	N00018231	H6DXVC1
Laptop-Latitude D820 Conf.	Dell Computer C	36004	121	5/25/07	4	2,506	N00018232	B6DXVC1
						<b>18,298</b>		

### B2: Interpretation of the Inventory Information

In addition to inventory listed above, the assessment center is equipped with 21 computers (PC's) as well as a networked printer. Students are directed to print their assessment test scores once their assessment test is completed. Replacement of laptops, scanner and projectors are currently purchased using matriculation categorical funds. Should these funds cease to exist, then district funds will be needed to pay for future equipment replacement needs. The program will be requesting that the current 21 pc's be replaced with thin clients.

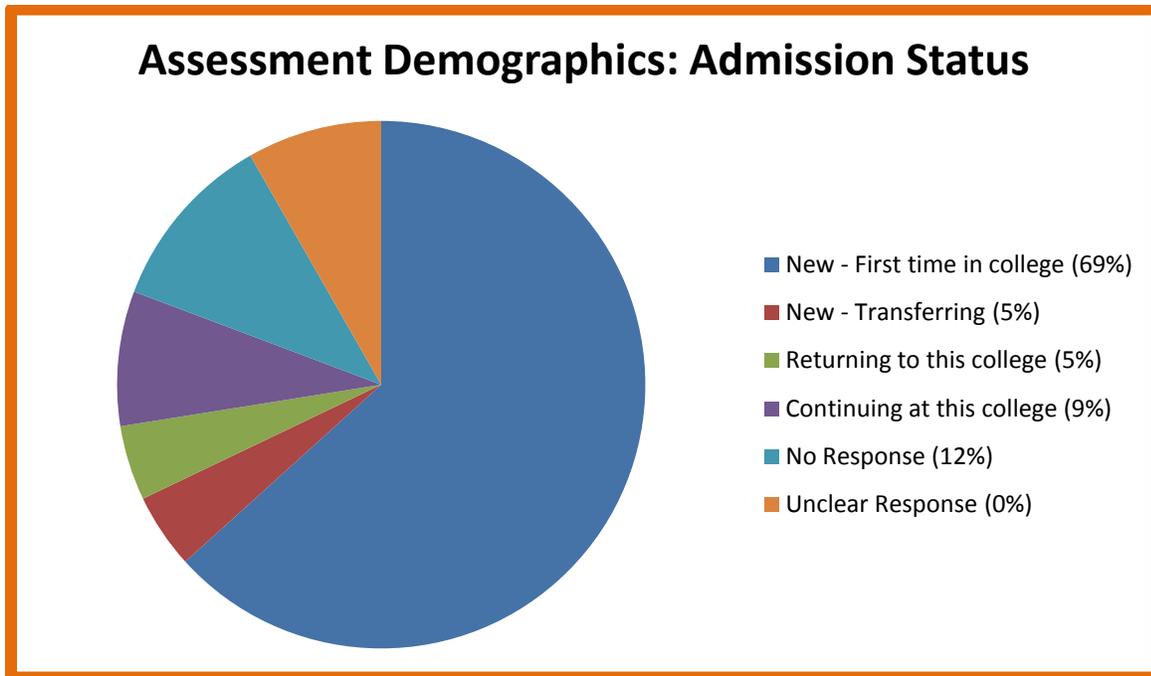
# Assessment/Matriculation Program Review

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## C1: Service Data:

a) *What populations are served by the program?*

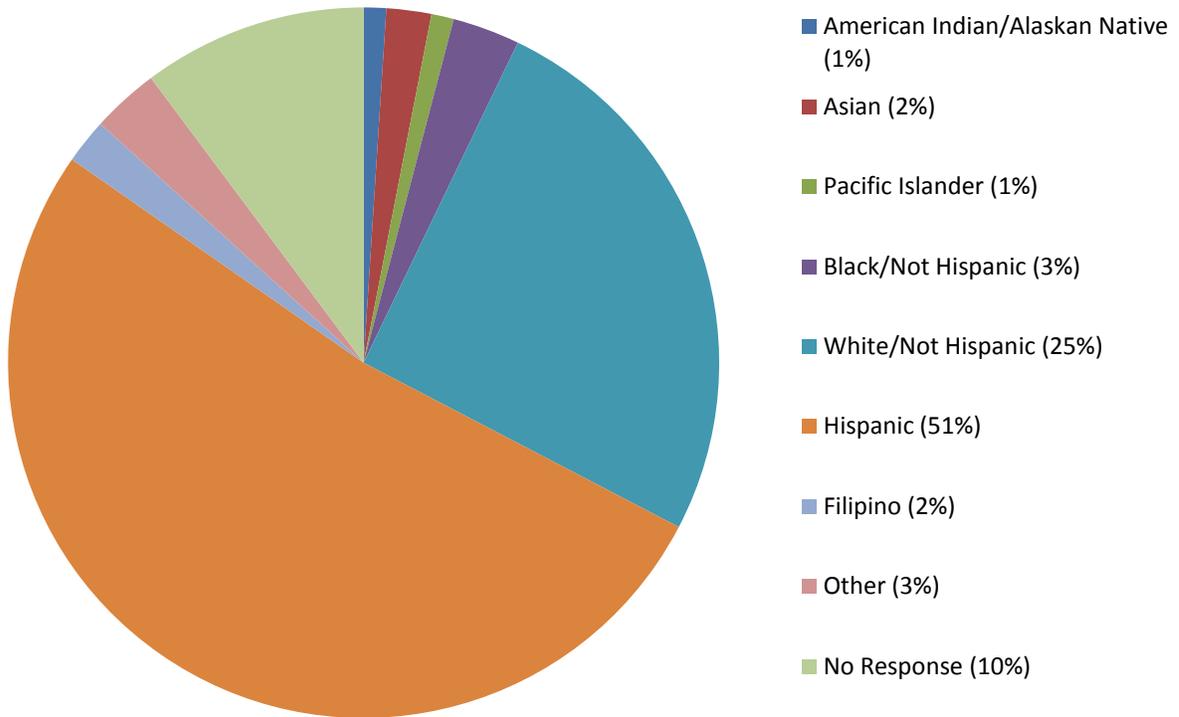
The Assessment/Matriculation program provided services for a diverse student population. Student ages ranged from under 18 to over 50 years. Ethnically, a majority of students served were either Hispanic or White, however, students from a number of other ethnic backgrounds including American Indian/Alaskan Native, Asian, Pacific Islander, Black, Filipino and various others were also served. The number of males and females served was nearly equal, while 68% of students served reported English as their primary language, and 23% claimed that a language other than English was their primary language. Five percent of students served reported having a verified learning disability, while 2% indicated that they were veterans. Sixty-nine percent of students served indicated that they were new students attending college for the first time. A breakdown of the various demographic clusters as noted during the Summer/Fall 2011 testing period (02/01/2011 – 08/31/2011) are displayed below. All data represented is based on student self-reports.



## Demographic Distributions – 3663 Records

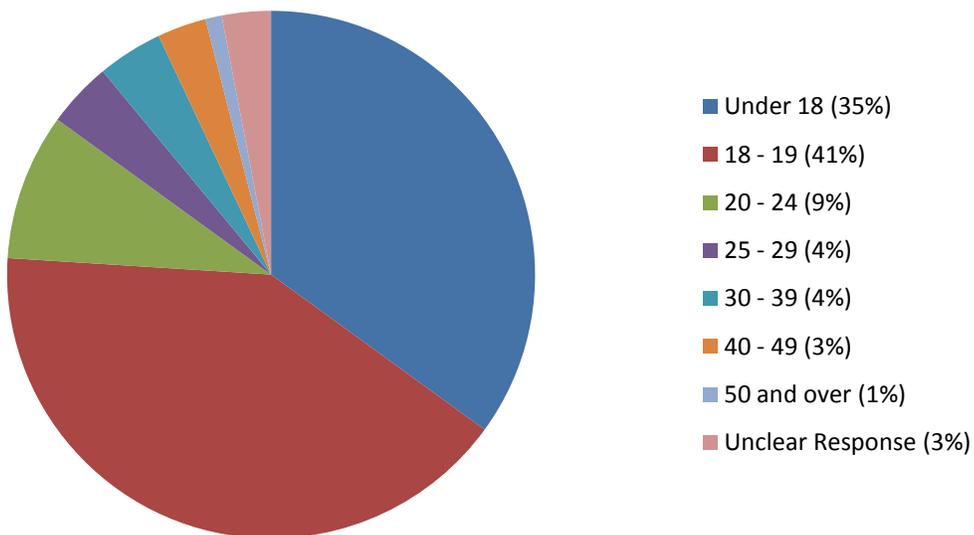
Assessment/Matriculation Program Review  
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Assessment Demographics: Ethnicity



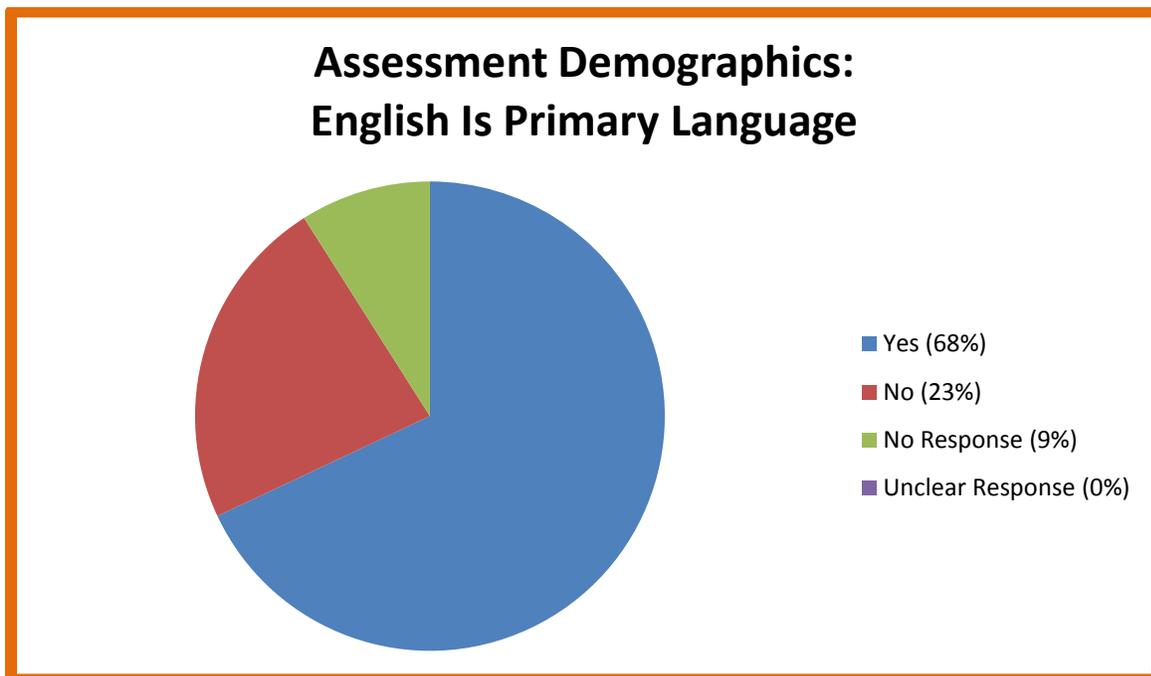
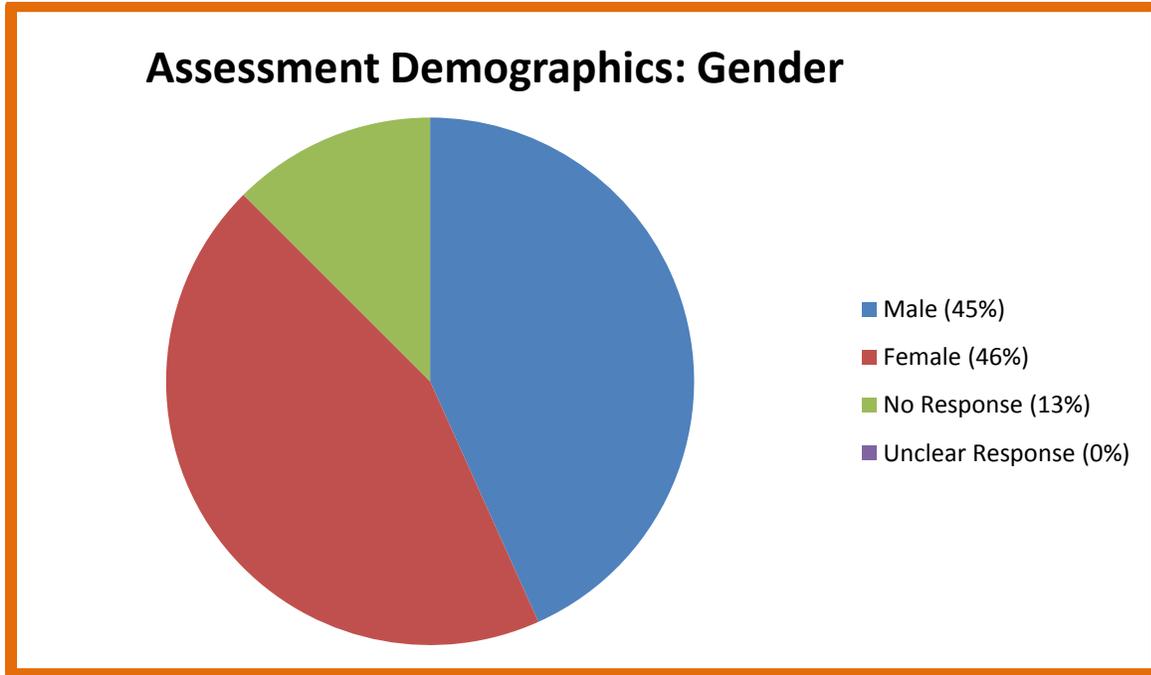
Demographic Distributions – 3663 Records

Assessment Demographics: Age



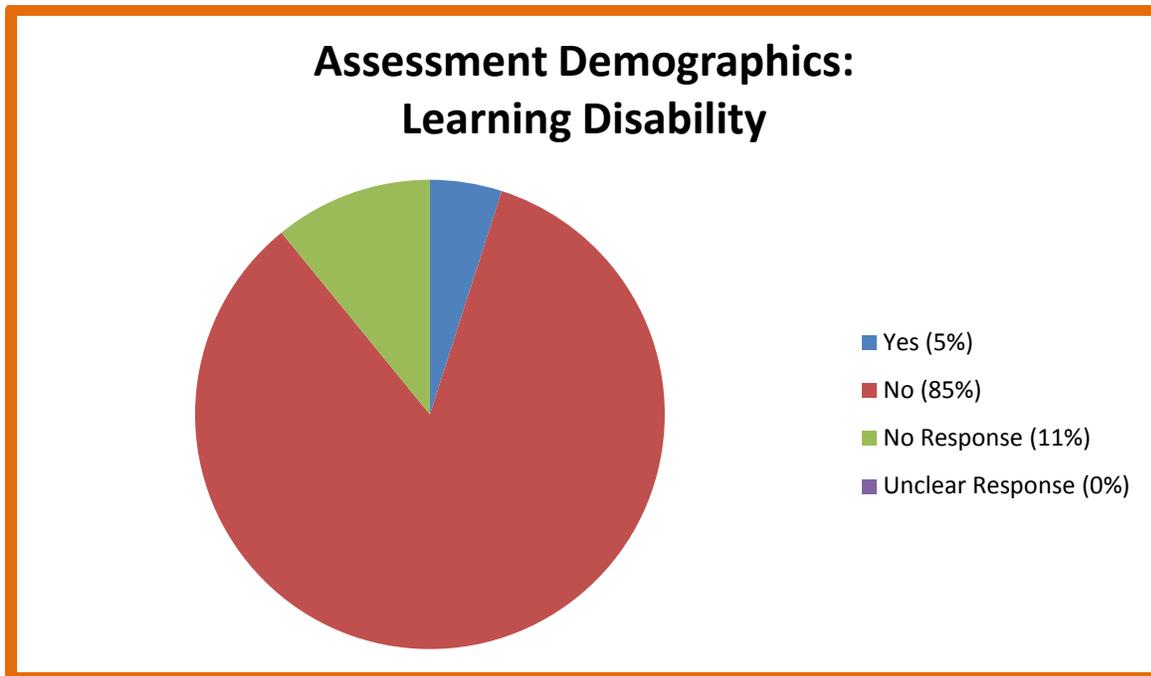
**Assessment/Matriculation Program Review**  
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**Demographic Distributions – 3663 Records**

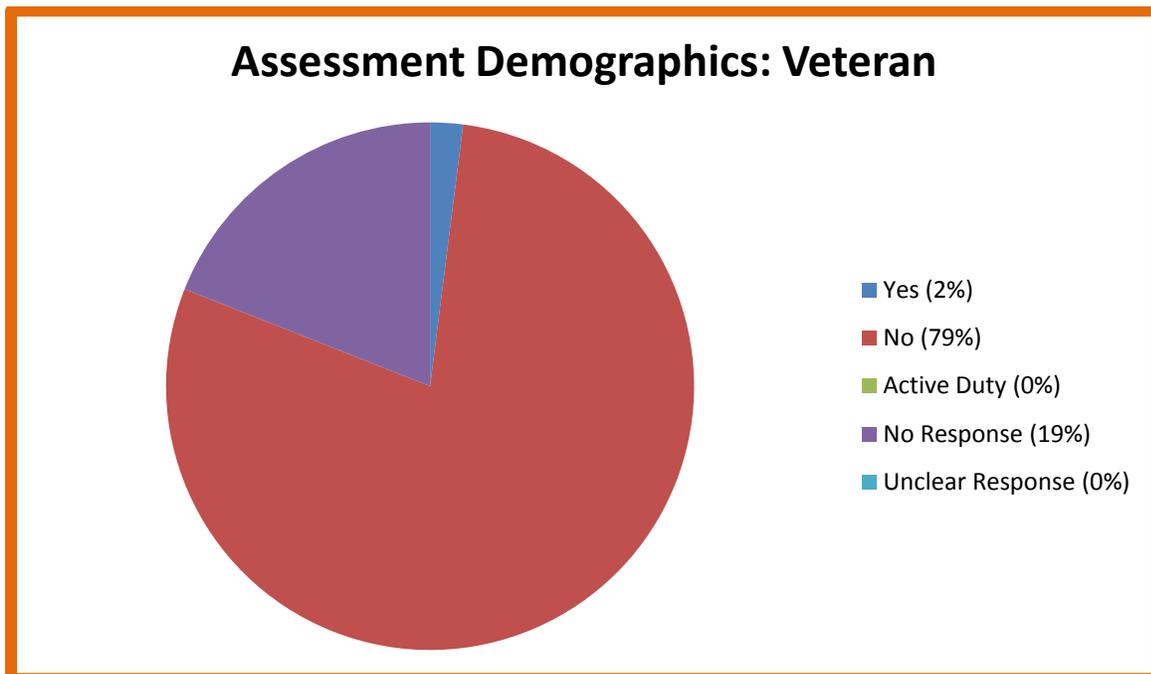


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Demographic Distributions – 3663 Records



Demographic Distributions – 3663 Records



Demographic Distributions – 3663 Records

## Assessment/Matriculation Program Review

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*b) How many students, classes, etc. have been served by the program over the last two years (per semester)?*

Service Provided	Students Served Spring 2010	Students Served Fall 2010	Students Served Spring 2011	Students Served Fall 2011	Total Students Served (2010/11)
Assessment Testing	872	3238	839	3663	8612
Prerequisite Verification	→	4186	→	5000 +	9186+
Prerequisite Challenges	→	250 (Approx)	→	400+	650+
ATB (Ability to Benefit Testing)	136	→	109	→	245
High School On-Campus Matriculation	699	→	1763	→	2462
Early Alert	→	446	→	In progress	
Priority Registration					

The figures noted above represent instances where the number of students being served was quantified, and the quantity was available at the time this report was written. Some of the totals are approximations because the precise number of students served in those categories is still being determined. Also, statistics were only available on a per year basis for some services, and were not available on a per semester basis.

*c) What other operational data is pertinent to your program? Please provide.*

The state is looking to purchase one assessment tool that would be available to all community colleges. Legislation is currently in process that would facilitate this process.

C2: Times of Operation (per semester/summer):

*Fall and Spring Semesters:*

M, W, Th 8-5

Tuesday 8-7

Friday 8-3

*Summer:*

M-Th 8:00 – 7:00

# Assessment/Matriculation Program Review

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## 4. Performance Assessment

### A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1. Students who take the assessment test will demonstrate understanding about how to use the test results.	<i>80% or higher will respond yes on the question "I understand how the results of the assessment test will be used."</i>
<b>Operating Information</b>	
Survey instrument	
<b>Analysis – Assessment</b>	
95% of students surveyed responded positively that they understood how the results of the assessment test will be used	

Service Unit Outcome	Performance Indicators
2. Student who takes the assessment test should have a comprehensive understanding of the challenge process should they choose to challenge a prerequisite.	
<b>Operating Information</b>	
Survey instrument	
<b>Analysis – Assessment</b>	
80% or higher will respond yes to the question "I understand how the to challenge a prerequisite"	

Service Unit Outcome	Performance Indicators
3. Students who take the assessment test will demonstrate understanding of the role and use of prerequisites.	
<b>Operating Information</b>	
Survey Instrument	
<b>Analysis – Assessment</b>	
80% of students surveyed will answer yes to the question "I understand the role and use of prerequisites".	

## Assessment/Matriculation Program Review

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### B. Operating Goals

Operating Goal	Performance Indicators
1) Replace all PC's in the testing center with thin clients.	<i>Performance indicator: Student s will have access to more computers and the thin clients will reduce the high temperatures in the center.</i>
<b>Operating Information</b>	
The hard drives in each PC combined with the inconsistencies in the HVAC unit in the building cause the testing room to become uncomfortably warm. Replacing PC's with think clients will help alleviate the hot temperatures in the room.	
<b>Analysis – Assessment</b>	

## Assessment/Matriculation Program Review

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### 5. Findings

**Finding 1:** SUO #1 95% of students surveyed responded positively that they understood how the results of the assessment test will be use. (SUO #1) Students appear to be knowledgeable about the testing process and that the recommendations for course selection are designed to ensure their success.

**Finding 2:** OO #1 – The personal computers in the assessment center cause the testing room to become overly heated and results in an uncomfortable testing environment. Thin clients should replace the personal computers to resolve this issue.

# Assessment/Matriculation Program Review

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## 6. Initiatives

**Initiative:** Provide Student Information about the importance of the CRN link.

**Initiative ID:** Assessment 01

**Link to Finding #1:** Develop a handout for students outlining the registration process and how to interpret information from the CRN link (SUO #1)

**Benefits:** Students will be aware of certain enrollment limitations (i.e. the English class is specifically for child development or criminal justice majors, etc.)

**Request for Resources:** No funding necessary

### Funding Sources:

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

## Assessment/Matriculation Program Review 2011-2012

**Initiative:** Replace personal computers in the assessment center with thin clients

**Initiative ID:** OO #1

**Link to Finding #1:**

**Benefits:** Will improve the testing environment for students.

**Request for Resources:** Tech refresh

**Funding Sources:** Tech refresh

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

## Assessment/Matriculation Program Review

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6A: Initiatives Priority Spreadsheet Enter your initiatives onto the spreadsheet.

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

# Assessment/Matriculation Program Review

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## Assessment/Matriculation 2011-12

Line Number	Division Code	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1	35	Assessment/Matriculation	1				AC 3501	Replace personal computers with thin clients	Resources to come out of technology refresh	0	
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Divisions	
Robin Calote	10
Dave Keebler	20
Ramiro Sanchez	30
David Oliver	31
Kathy Scott	32
Gwen Huddleston	33
Tim Harrison	34
Victoria Lugo	35
Jerry Mortenson	36
Karen Gorback	37

Resource Categories	
No New Resources	0
Personnel-Faculty	1
Personnel-Other	2
Equipment-Computer	3
Equipment-Other	4
Facilities	5
Grants	6
Operating Budget	7
Other	8

## Assessment/Matriculation Program Review

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### 6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

### 6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

## **Assessment/Matriculation Program Review**

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### 7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

### 7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.