Credit Matriculation

I. Introduction

A. A brief overview of the college, to include the credit/non-credit enrollments, demographics and a description of the organization of the college with an organizational chart detailing the four categorical programs.

Founded in 1915, Citrus Junior College was the first two-year college to be established in Los Angeles County and only the fifth in the state. In 1961, the Citrus Community College District was created to include the Azusa and Glendora Unified School Districts. In 1967, the district expanded to include the unified school districts of Claremont, Duarte and Monrovia. The district became the Citrus Community College District in 1970 to better describe the role of two-year institutions in the community. In 1983, the college was annexed to the city of Glendora. Citrus College now occupies a 104-acre campus with more than 31 buildings.

Enrollment	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
	Enrolled in Credit	FTES	Enrolled in Credit	FTES	Enrolled in Credit	FTES
Credit Matriculation	15,960	9,533	17,472	10,220	17,153	10,181
Non-Credit Matriculation	9,189	689	8,921	1,313	8,052	1,265
Total:	**25,149**	**10,222**	**26,393**	**11,533**	**25,205**	**11,446**

B. A brief overview of each of the four categorical programs to include number of staff, number of students served annually, facilities/location, and responses to or progress made towards recommendations from your last categorical program or fiscal review, as appropriate.
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The dean of counseling oversees matriculation programs. The credit matriculation plan describes matriculation activities in detail. Recent additions and improvements to our services include an on-line application (summer 2007) and an improved on-line registration system; a new orientation DVD describing services for new students (April 2007); and an Early Decision program to assess, admit and orient local high school students (April 2007). New developments to improve prerequisite checking are underway. The college recently introduced Banner, a new enterprise resource project system that enforces prerequisite checking in a more vigorous manner than before. In addition, one of our counselors is now assigned to promote college success strategies with basic skills students. This counselor is located near the testing center and a secretary is available to make appointments for students with counselors following assessment testing.

			Funding Source	
#	*Credit Matriculation Positions (Counseling/Advisement)*	*Hours Week*	*Credit Matric*	*Other*
1	Dean	40		100%
5	Full-Time Faculty	35		100%
8	Part-time Adjunct Faculty	17.5	100%	
4	Full-Time Educational Advisors (2-matric/2-coun)	40	50%	50%
1	Full-Time Educational Advisors	40	50%	
2	Part-Time Educational Advisors	19.5	100%	
2	Part-Time Department Aide	19.5	100%	
4	Student Aide	20	100%	
1	Admin Clerk I	40		100%
2	Admin Clerk II (1-matric/1-coun)	19.5	49%	49%
1	Admin Secretary II	40		80%
1	Secretary	40		100%

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The Counseling and Advisement Center uses the SARS scheduling system. The total number of students seen by counselors and advisors (unduplicated) from 07/01/05 to 06/30/06 is 7,753. Other programs see students for matriculation components. See charts below.

Student Appointments (unduplicated)
All Counselors/All Programs

	2003-04	2004-05	2005-06
CalWORKs	N/A	212	361
Career/Transfer	2,741	2615	2,296
Counseling & Advisement	8,030	8,316	7,753
DSP&S	563	618	591
EOP&S/CARE	1,170	1,299	1,209
Financial Aid	N/A	322	214
International Students	N/A	436	513
Non-Credit Matriculation	171	750	857
TOTAL	12,675	14,568	13,794

N/A = Not Available

The Assessment Center is located in the Educational Development (ED) building on the second floor.
Admissions and Counseling are located in the Administration (AD) building on the first floor.

The last site visit for matriculation was over 10 years ago. No previous document exists with recommendations.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

A. How do these four categorical programs work with each other and with other student services programs?

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

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B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- ***Access:*** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- ***Course completion:*** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- ***ESL and Basic Skills Completion:*** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- ***Degree and certificate completion:*** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- ***Transfer:*** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

D. *How effective are the programs in enabling success for under-prepared and under-represented students?*

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

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E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*"The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student **access, progress, learning and success**. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services."*

1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Prior to 2006, categorical directors had limited involvement in the review of MIS data. As of spring 2006, all categorical directors are included in a campus wide MIS working group, whose goal is to ensure that the program directors understand and take ownership of their data. The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions.

B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The data does not seem to be accurate. Numbers reported for each matriculation component seem to be taken from an admission headcount. TeC Services is working with the dean of counseling to better track matriculation services provided to students. Counseling and follow-up services to students in SARS may be underreported. Although our counselors provide excellent service, we struggle with the lack of accurate data. The data we have for 2005-06, based on our SARS scheduling system, is as follows:

Orientation Statistics
On-line Orientation Hits

	2003-04	2004-05	2005-06
Total webpage hits	738	1,420	1,604

New Student Registration & Orientation
Individual Appointments

	2003-04	2004-05	2005-06
Counseling & Advisement	527	494	373
International Students	*N/A*	1	11
Non-Credit Matriculation	2	3	305

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New Student Registration & Orientation
Workshop Appointments

	2003-04	2004-05	2005-06
Counseling & Advisement	13	488	326
DSP&S	N/A	N/A	47
EOP&S/CARE	753	786	790

All Counseling Class (Orientation) Enrollment

	2003-04	2004-05	2005-06
Fall	193	433	462
Spring	258	367	375
Summer	272	227	272
Total enrollment :	723	1027	1,109

Accuplacer Assessment Counts by Test Type & Year

July 1 - June 30	ENG	ESL	READ	MATH	TOTAL
2003 - 2004	5,342	* N/A	5,467	5,696	16,505
2004 - 2005	5,035	* N/A	5,420	5,191	15,646
2005 - 2006	4,585	* N/A	4,991	4,740	14,316
2006 - 2007	4,484	139	4,883	4,708	14,214
TOTAL	19,446	139	20,761	20,335	60,681

* N/A Before 2006-07 ESL and English scores were combined

Basic Skills Classroom Contacts

Academic Year	# of Classes	Total
2003-04	157	4067
2004-05	210	4775
2005-06	223	5825

Basic Skills Mailings

Academic Year	# of letters sent
2003-04	1600
2004-05	2000
2005-06	N/A

Major/Undecided Major Appointments

	2003-04	2004-05	2005-06
Career/Transfer	N/A	25	36
Counseling & Advisement	181	307	184
EOP&S/CARE	N/A	3	6
Non-Credit Matriculation	N/A	N/A	4
International Students	N/A	10	19

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Undecided major note: Although counselors saw many undecided students the SARS appointment codes do not reflect this. We probably saw more undecided students than were reported here.

Undecided Major Mailing

Academic Year	# of letters sent
2003-04	5175
2004-05	*N/A*
Sp-06 (no data available for Fa-05)	2529

Early Alert Counseling Appointments / Contacts

	2003-04	2004-05	2005-06
Counseling & Advisement	34	146	83
EOP&S/CARE	*N/A*	*N/A*	8
International Students	*N/A*	1	7

Early alert note: Appointments do not reflect the true number of students served. Students are reluctant to self-identify.

Early Alert Workshop Attendance

Academic Year	# Students attended
2003-04	*N/A*
2004-05	222
2005-06	*N/A*

Early Alert Mailings

Academic Year	# letters sent
2003-04	*N/A*
2004-05	4472
2005-06	2710**

**Note: There are no Early Alert numbers at all, for fall 2003, spring 2004, spring 2006, and fall 2006. There are some numbers missing for fall 2005, (workshop attendance).

Probation Numbers
Individual Appointments and Group Workshops

	2003-04	2004-05	2005-06
Counseling & Advisement	1165	1606	1391
Career/Transfer	8	11	11
DSP&S	*N/A*	*N/A*	23
EOP&S/CARE	6	19	30
International Students	0	2	13

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SEPs and Other Appointments from SARS						
Department	**Fa 2005**		**Sp 2006**		**SS 2006**	
	SEP	*Total Appts.*	*SEP*	*Total Appts.*	*SEP*	*Total Appts.*
CalWORKs	38	204	50	284	21	157
Counseling & Advisement	1311	2951	1261	3126	1052	3266
Career/Transfer	*N/A*	308	*N/A*	1491	*N/A*	864
DSP&S	*N/A*	22	*N/A*	102	*N/A*	100
EOP&S	492	1484	536	1602	134	657
Financial Aide	11	12	20	20	6	7
International Students	43	534	28	547	11	434
Non-Credit Matriculation	5	316	1	594	2	434
	1453	5831	1366	7766	1211	5919
TOTAL SEPS 2005-06	4030					
TOTAL Students Seen All Reasons	25347					

C. **If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.**

The transfer data for 2005-06 is too low. The 2004-05 numbers seem to be correct if it includes in-state private colleges and out-of-state transfers. This number is close to our Clearinghouse data.

The matriculation data depicts too many students as exempt, so this data is probably incorrect. Orientation, Assessment, Counseling, and Follow-up Services data are also incorrect. TeC Services will work with counseling to devise a plan for more accurate reporting.

2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

A. **How does the program compare with the total college demographic data?**

The Chancellor's office data may accurately describe the number of students admitted, but does not report which students take advantage of other matriculation components. Data tracked in SARS does not interface with the legacy system or the new system, so our ability to answer these questions is limited. TeC Services and Counseling will work together to identify a way to track students accurately. If we assume the information is accurate we could draw the following conclusions:

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A higher percentage of Hispanics and a lower number of White and Unknown students participated in the matriculation process. The remaining ethnic categories were similar to that of the overall Citrus College student population.

Ethnicity	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
African American	4.8%	5.8%	5.7%	6.2%	6.0%	6.1%
Asian	8.2%	9.6%	9.1%	9.5%	8.9%	9.5%
Filipino	2.8%	3.6%	3.2%	3.6%	3.1%	3.5%
Hispanic	32.0%	42.0%	34.7%	42.5%	36.6%	43.5%
Native American	0.7%	0.8%	0.7%	0.8%	0.7%	0.7%
Other Non-White	1.7%	1.8%	2.4%	2.2%	2.9%	2.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	31.8%	34.7%	30.8%	35.1%	30.0%
Unknown	18.8%	2.1%	9.5%	2.1%	6.7%	2.2%

Students who were 40 years old and older were less likely to matriculate whereas students from ages 20-29 were more likely to matriculate.

Age	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
< 20	33.8%	30.1%	31.3%	31.5%	31.4%	31.3%
20 – 24	27.9%	39.5%	29.2%	39.6%	30.3%	40.8%
25 – 29	9.1%	11.8%	9.0%	11.4%	9.5%	11.4%
30 – 34	5.1%	6.1%	4.9%	5.5%	5.0%	5.4%
35 – 39	4.0%	4.4%	3.9%	4.1%	4.1%	4.1%
40- 49	6.6%	5.8%	7.0%	5.6%	7.1%	5.1%
50 +	9.4%	2.2%	10.7%	2.3%	10.9%	1.9%
Unknown	4.2%	0.0%	4.1%	0.0%	1.7%	0.0%

Our male to female ratio has been similar to that of the overall campus.

Gender	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
Female	56.5%	58.2%	56.6%	56.8%	56.8%	56.3%
Male	42.2%	41.8%	41.7%	43.2%	42.7%	43.7%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

A significantly higher amount of students who matriculated received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

Financial Aid	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
Not Received	80.2%	67.2%	76.3%	61.6%	74.6%	59.8%
Received	19.8%	32.8%	23.7%	38.4%	25.4%	40.2%
*BOG Waiver	19.7%	32.3%	23.5%	38.0%	25.1%	39.7%
*PELL Grant	9.8%	17.5%	9.6%	16.7%	10.4%	17.9%
*Other	5.0%	9.1%	6.4%	11.1%	7.0%	11.7%

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The percentage of ELL students that matriculated has been slightly higher than that of the general college population.

	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
ELL						
Attempted ELL Course	0.0%	0.0%	1.3%	1.6%	1.6%	2.0%

The percentage of students with disabilities who have matriculated has been slightly higher than that of the general Citrus College student population.

	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
Disability						
Non-Disabled	97.5%	96.1%	97.7%	96.6%	97.6%	96.6%
Disabled	2.5%	3.9%	2.3%	3.4%	2.4%	3.4%

B. Describe the areas where you have concerns about access.

Students who do not receive financial aid may not be using counseling services to their advantage. The Matriculation Assessment Committee will explore developing incentives for these students. Data used to answer this question comes from the spring 2007 Counseling Student Survey given to 266 students at graduation practice. Most of the students (81%) attended class during the day; 44.8% were 21-24 years old. The ethnic profile of these students was Hispanic, 44.4%; white, 28.4%; Asian, 14.6%; African American, 5.6%; other nonwhite, 3.7%; Filipino 1.9%; and Pacific Islander, 0.4%. Students tell us they contacted a counselor 6 or more times, 45.5%; 4-5 times, 31.7%; 2-3 times, 18.3%; and 1 time, 2.6%. It appears women who graduate from Citrus take advantage of counseling services more often than men, and Hispanics and Asians see counselors more frequently than other groups. We need to look at ways to meet the needs of men who need counseling/advisement services.

C. Please describe any plans in place for improving access.

The college will be hosting a Welcome Day for all students who complete an application for admission. We hope to attract students to student services through this new mode of orientation.
- Invite men to take advantage of counseling/ advisement services during classroom visits. Be mindful of gender balance in hiring.
- Increase participation in the Early Decision Program. This program allows high school seniors to submit an application for admission and to complete assessment, orientation, an SEP, as well as register before other new students.
- The College Success counselor, who is located near the Assessment Center, will see students shortly after completing the assessment.
- The college is planning a Welcome Day for freshmen next fall. New student orientation is a goal for the day.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

During the last two years the college developed more pre-enrollment services, which include:
- A DVD with orientation information for new students
- A college success counselor
- Involvement in learning communities that pair counseling courses with a basic skills math, reading or English course
- On-line registration

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3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

A. How well do the students served by your program perform compared to the total college population?

Students who matriculated had a similar success rate in degree applicable and all basic skill type courses when compared to that of the general student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Course Success	**2003-04**	**2003-04**	**2004-05**	**2004-05**	**2005-06**	**2005-06**
Degree Applicable	62.3%	62.3%	64.0%	64.2%	63.4%	63.7%
Basic Skill ESL	N/A	N/A	63.0%	61.6%	68.9%	71.3%
Basic Skills English	60.9%	60.2%	59.8%	60.4%	60.4%	60.2%
Basic Skills Math	47.2%	46.9%	56.1%	56.1%	50.1%	50.6%

Students who have matriculated have consistently had a significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Persistence Rate	**2003-04**	**2003-04**	**2004-05**	**2004-05**	**2005-06**	**2005-06**
Persisted fall to spring	58.6%	74.5%	65.6%	72.9%	59.7%	73.7%

B. Describe areas where you have concern about student progress.

There are no significant concerns about progress. According to the data we received, younger students (20-24) use our services at a greater rate than their representation on campus 41% verses 30%. Students, 50 and older, do not use services as frequently as their representation in the general population. In any case, it appears students who use matriculation services persist in ESL, English, and math at greater rates than the general student population.

C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

- Early Decision – The College works closely with feeder high schools to admit, assess, orient and counsel students before registration.
- Counseling Courses/Learning Communities – Students enrolled in orientation courses coupled with a basic skills class receive extra support.
- One-on-One Counseling Appointments – A recent survey conducted at graduation reinforced the value of one-on-one counseling appointments.
- Basic Skills Classroom Visits – Educational advisors visited 169 basic skills courses fall 2007 to inform students about services and the need to develop an SEP with a counselor.
- College Success Counselor – This counselor provides longer classroom orientations and stresses the importance of SEP development.

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4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

A. **How well do the program students perform compared to the total college population?**

According to the spring 2007 Citrus College Counseling Student Survey, graduating students met with a counselor frequently (4-6 times), indicating that counseling services are essential for most students to attain their goal.

Students who matriculated have consistently earned significantly more degrees, certificates, and transfers when compared to the campus as a whole. Additionally, students who matriculated are significantly more transfer prepared than the general Citrus College population.

	Campus 2003-04	Matriculation 2003-04	Campus 2004-05	Matriculation 2004-05	Campus 2005-06	Matriculation 2005-06
Academic Success						
Degree	2.9%	5.4%	2.7%	5.3%	2.8%	5.5%
Certificate	1.5%	2.0%	1.7%	2.3%	1.8%	2.3%
Transferred to 4-Year	4.5%	6.7%	4.5%	6.0%	0.2%	0.3%
Transfer Prepared	5.4%	8.9%	6.0%	9.8%	6.2%	10.2%

B. **Describe areas where you have concern about student success.**

We will revisit this question once we have more confidence in the data.

C. **What programs and services do you feel specifically contribute to the success of students at your college? Why?**

Data from spring 2007 Counseling Student Survey shows students who graduate use one-on-one counseling appointments frequently to stay on track. Of the 266 students surveyed (total graduates 461) at graduation practice, 45.5% used counseling services 6 or more times; 31.7% used services 4-5 times, and 18.3% used counseling services at least 2-3 times. Students believe counseling appointments are very helpful in creating a plan and understanding requirements: 64.9% report "a great deal" and 25.4% report "quite a bit".

Counseling courses also assist students in staying on track. The college plans to conduct research to determine how these courses assist students in persisting to their goal.

5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

A. **What are the SLOs for the program?**

SLO 1.1 *Degree Requirements*
Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four-year college.

SLO 1.2 *Orientation*
New Student Workshop (NSW) and Early Decision (ED) (in-person): At the end of the NSW and ED students will:
- Understand their assessment scores and course placements.
- The student will gain a better understanding of the on-line registration process and how to register.
- Students will have a general understanding of the different educational goals that they can attain at Citrus College i.e.: certificates, AA/AS, and transfer.

- Students will understand the different counseling courses offered and the benefits of participating in learning communities.

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SLO 1.3 *On-line Orientation*
New Student Orientation (on-line): students will identify and analyze the different services offered at Citrus College.

SLO 1.4 *Counseling*
- Students in collaboration with a Counselor will develop, modify and maintain a student educational plan which reflects degree and transfer requirements associated with their chosen educational and career goals.
- Students will be able to select general education area specific courses from Citrus College AA/AS graduation requirements, CSU and IGETC G.E. patterns.

SLO 1.5 *Probation*
- By providing the "Review of Probation Status" form and a Student Education Plan, students will analyze behaviors that contributed to their probationary status, reevaluate their stated goal and select appropriate classes for success.

SLO 1.6 *Early Alert*
- EA will work closely with Basic Skills Learning Lab by providing college workshops on topics such as: Exams, Stress Anxiety, Memory, Note Taking, Math Anxiety, Study Skills, Goals Setting, and Time Management.

B. What process was used (or is planned to use) to develop these outcomes?

Counselors and Advisors attended a two-day training session to develop SLOs. A counselor workgroup meets every two weeks, and SLOs go to the group to be approved before they are tested.

C. What types of activities are you conducting in order to achieve these outcomes?

Please see section **D**

D. How are you assessing the achievement of the outcomes?

SLO 1.1 *Degree Requirements*
Orientation program requirements for certificates and associate degrees are discussed in on-line orientation, new student workshops, and counseling appointments.

SLO 1.2 *Orientation*
At the end of the in-person orientation students will complete a Student Advising form (NCR) and demonstrate knowledge and record:
- Placements in English, Math and Reading
- Indicate their educational goal at Citrus: certificate, AA/AS, and/or transfer.
- Students will select which counseling course or learning community best fits their educational interests.
- Student will learn how to log-in into wing span and create their own password.

SLO 1.3 *On-line Orientation*
By successfully completing the on-line assessment students will have a general comprehension of Citrus College's Counseling Programs and Services.

SLO 1.4 *Counseling*
By Counselors and Educational Advisors completing an SEP in a uniform manner we will be able to measure the area specific progress using college transcripts.

SLO 1.5 *Probation*
A follow-up survey will be given to a random sampling of continuing probationary status students.

Credit Matriculation

SLO 1.6 *Early Alert*
- Students will demonstrate their understanding and comprehension of the topic presented by completing a workshop survey.

E. How have you used the assessment information to improve the services?

Please note the counseling center has only completed a full assessment cycle with <u>SLO 1.1</u>.
- Students who see a counselor frequently, persist therefore, we are requesting the college hire more full-time counselors.
- Students participating in commencement will be surveyed to determine their understanding of certificate programs, associate degree, and requirements for transfer to a four-year college.
- Results will be collected and analyzed to determine the need for program changes.
- Counselors are also creating SLOs for their Learning Communities.
- SLOs have been created for the counseling curriculum.

6. Compliance

Student Eligibility

CITRUS COMMUNITY COLLEGE DISTRICT

BOARD POLICY

P-5010
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MATRICULATION

The District shall make matriculation services available to all students enrolled in credit courses. Matriculated students (students who are not exempt from matriculation activities) are required to express their educational intent upon admission, declare an educational goal within a reasonable period, participate in counseling or advisement, attend classes and complete assigned coursework, complete courses, and progress toward an educational goal.

Criteria for Exemption from Matriculation Activities

A student may be exempted from matriculation activities based on any of the following:

1.   Completion of an Associate or higher degree.

2.   Enrollment in fewer than five (5) units of coursework to advance in current job, to maintain a certificate or license, or for personal development.

Adopted 6/6/95

Credit Matriculation

Student Services

Admissions

A. Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?

A number of students at Citrus speak Spanish. We have Bilingual staff available to assist students with the on-line application although the materials are only available in English.

Orientation

A. What modes of orientation are available to students?

Citrus College offers on-line orientation as well as in-person orientation (New Student Workshops). Students from feeder high schools receive assessment and orientation through the college's Early Decision program. In addition, the college developed a DVD to describe student services. This is available on-line, as well as a student orientation handbook. Counselors also teach several orientation courses each fall.

B. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.

During orientation, students learn about student services and how the assessment qualifies them for courses. The sexual assault policy is also covered. A script is available for use at New Student Workshops (NSW) and Early Decision. The sexual assault policy is included in the new student handbook. Citrus College web address is: www.citruscollege.edu

C. Are modified modes of orientation available for ethnic or language minority groups?

On-line orientation is available in Spanish.

Assessment

A. Are all validation studies for the college's assessment instruments up to date?

Validation studies for credit programs will be completed fall 2007. The last study was completed in 2004. We recently discovered the chemistry department is using a homegrown chemistry diagnostic exam that was never submitted to the Chancellor's Office for approval. We have begun the process of seeking approval this fall 2007.

B. Describe the multiple measures and how they are regularly used for placement.

Multiple measures include high school transcripts or other evidence of a student's preparation for college level work. During the 2006-07 year the Matriculation and Assessment Committee worked with math, English and reading faculty to revise the multiple measure questions students' answer before taking the assessment. The answers are weighted and allow for an increase in half a placement level.

C. Identify the test instruments used for placement.

We use Accuplacer for English, math and reading. We recently adopted Accuplacer for ESL. We use a chemistry diagnostic exam for placement into advanced chemistry.

Credit Matriculation

Counseling and Advisement

A.   How do we address the counseling needs of:

- **Students who speak languages other than English?**

   Several counselors speak Spanish,

- **Evening and weekend students?**

   All counseling offices have evening hours; the Counseling and Advisement Center is open Monday – Thursday until 7 p.m.

- **Students attending summer or inter-sessions?**

   Counselors are available any time classes are in session.

- **Students who are only distance education students?**

   We recently put in place enough courses to offer four on-line degrees. We schedule phone appointments if a student can not get to campus. We also return e-mail.

- **Other students who seek on-line counseling support?**

   This year we plan to add a secure on-line counseling component.

B.   Describe how paraprofessionals are used in the provision of counseling/advisement?

Educational Advisors provide pre-enrollment services and are assigned to our feeder high schools one day a week. In addition, they provide visits to basic skills courses, encouraging students to make a counseling appointment and to develop a SEP. Educational Advisors see students seeking information about a degree or certificate and explain these processes during appointments as well as at New Student (NSW) and Early Decision Workshops for high school seniors.

C.   Describe the activities associated with developing Student Educational Plans (SEPs).

- **At what point in the counseling/advisement process is the SEP initiated?**

   The process begins with a one semester course plan (not a formal SEP) initiated at a New Student or Early Decision workshop. Once a student completes an application for admission and assessment a formal SEP is completed during an appointment. An SEP is a requirement in orientation courses learning communities, some basic skills classes, and some vocational courses (automotive).

- **How many SEPs are written by counselors or advisors each term?**

   We do not have exact numbers. We use SARs data to track our services and 4,030 SEPs are recorded for 2005-06.

- **How often are SEPs updated?**

   We encourage students to update the SEP each term or whenever their plans change.

- **Are SEPs available in an electronic format?**

   No.

Credit Matriculation

Student Follow-Up

A. Describe follow-up services the college provides for students who are in probation or dismissal status, in basic skills classes, or undecided?

- **How are students selected for follow-up?**

  Students enrolled in basic skills, undecided, or on probation or dismissal status are selected for follow-up. Students receive a letter urging them to seek counseling. Educational Advisors and Counselors visit basic skills courses to tell students about services. The college recently appointed a College Success counselor who implemented a pilot project consisting of an expanded orientation for 30 sections of basic skills classes. An orientation guidebook was developed to assist students in their understanding of the college culture, various methods of time management; it includes a blank SEP for them to take to a counseling appointment. Probationary students cannot register until they attend a workshop or see a counselor. Students returning from dismissal status must see a counselor and develop an SEP before they are reinstated.

- **How does instructional faculty participate in follow-up?**

  Instructional faculty participates in our Early Alert program by submitting a form letting us know who is experiencing early academic difficulty. These students receive a letter urging them to see a counselor or attend a workshop. Counselors often visit courses with the cooperation of our faculty, who also participate in surveys that validate our cut scores for Accuplacer.

- **Does the college utilize an Early Alert program?**

  Yes, the Early Alert program is described above.

Program Requirements

Coordination and Training

A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.

- Admissions- the dean of admissions and records, Lois Papner
- Assessment- Assessment supervisor, Marcy Morris
- Orientation- the dean of counseling programs and services, Lucinda Over
- Counseling- the dean of counseling programs and services, Lucinda Over
- Follow-up- the dean of counseling programs and services, Lucinda Over
- Coordination and Training-the dean of counseling programs and services, Lucinda Over
- Research and Evaluation- Director of institutional research, Lan Hao
- Prerequisites, Co-requisites, and Advisories on Recommended Preparation-the dean of counseling programs and services, Lucinda Over.

B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities etc.)?

The dean of counseling programs and services works with the Academic Senate to co-chair a Matriculation/Assessment Committee comprised of faculty, classified staff and administrators. The committee had been inactive but was reformed in 2005, and meets monthly. We trained the team during a January 2007 Flex Day activity and held training sessions on pre-requisites for Senate representatives.

Credit Matriculation

Research and Evaluation

A. **Describe the resources available and committed for matriculation research.**

The college hires a research consultant to validate cut scores for assessment. We recently adopted Accuplacer ESL and began work to get the chemistry diagnostic exam on the Chancellor's office approved list of tests.

B. **Describe the research agenda supporting matriculation and what studies have been completed.**

After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

Prerequisites, Co-requisites and Advisories on Recommended Preparation

A. **Are there local board-adopted policies governing prerequisites?**

Yes, see attached.

B. **Have all prerequisites been approved by the curriculum committee?**

Yes.

C. **Does the college follow the Model District Policy?**

Yes.

Funding, Expenditures and Accountability

A. **Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocations? Would you like technical assistance in this area?**

The directors recently attended training in Sacramento, but a refresher is always welcome.

B. **How do you ensure Matriculation funds are only used to pay allowable expenses?**

The matriculation officer is familiar with the regulations and approves expenditures. Our accounting office is also very well versed in categorical funding.

C. **Describe the process for developing and approving a Matriculation Budget and Expenditures.**

The dean of counseling prepares and approves expenditures for matriculation.

D. **Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end accounting program.**

The Fiscal Services office works with the dean of counseling to prepare the year-end report.

Other:

A. **With which other departments or areas on campus do you coordinate to provide services to students?** Non-Credit Matriculation

Credit Matriculation

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

- Learning communities that pair counseling courses with basic skills classes.
- Locating the College Success/Basic Skills counselor near the testing center so students are able to see her shortly after assessment testing.
- Locating the counselor for student athletes near coaches and adding the Scholar Baller Program to reward athletes for academic success. A new study hall for athletes in basic skills courses is supervised by the athletic counselor.
- Visits to Basic Skills courses reach many students who may not seek help otherwise.
- Early Alert program reaches students experiencing academic difficulty and involves both instructors and counselors in student success.
- The Matriculation/Assessment Committee meets monthly to discuss issues related to student success.

B. What areas need to be addressed more effectively?

- Data collection for matriculation needs attention. The dean of counseling will work with the research office and TeC Services to develop an interface between the stand-alone systems and MIS databases to accurately collect and report data to the Chancellor's Office.
- The college needs to implement on-line counseling.
- More counselors are needed in the Counseling and Advisement Center, especially during peak periods.
- The college will implement a Welcome Day and focus on orientation to student services.

C. Any exemplary practices and services that may be replicated by other colleges.

- Learning communities that pair counseling courses with basic skills courses
- The college success counselor conducts orientations in selected courses and completes an SEP with these students.

D. Any successful pilot projects implemented by your program.

- The projects above began as pilot projects and we will continue to offer these programs.

V. Planning Agenda

New Plans- Accurate data collection for each element of matriculation.
- Timelines - spring 2008
- Resources needed- Director of TeC Services and the dean of counseling will work together to link SARs scheduling data to MIS reporting elements. Counselors will receive training for SARs reporting.
- Persons responsible- Dean of counseling and director, TeC Services

New Plans- Review of Orientation
- Timelines- spring 2008
- Resources needed- Assign a counselor to review and update orientation.
- Person Responsible- Dean of Counseling

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- MIS staff from the Chancellor's Office visited us two years ago, another visit would be helpful.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- No.