

## Non-Credit Matriculation

### I. Introduction

Non-Credit Matriculation provides matriculation services to non-credit students and the broader community who are building the basic skills levels needed for personal and professional growth. Although there are many reasons to enroll in non-credit classes, a few reasons include; preparation for the college placement test (Accuplacer); the high school equivalency diploma (GED), or The California High School Exit Exam (CAHSEE); strengthening skills for employment and college; acquiring learning tools for college success; continuing the learning support received during students' credit college programs. An orientation is required prior to enrollment in the College Success Lab, English as a Second Language (ESL), short-term vocational programs, and selected counseling services. The Non-Credit Counseling Department provides the guidance needed to assist students in establishing their goals, and in effectively planning their educational experience. Students make an orientation/intake appointment to meet with a knowledgeable and friendly counselor to learn more about the following services:

- Academic, personal and career counseling
- Career assessment and guidance
- Preparation for the college placement test (Accuplacer)
- Student Educational Plan (SEP) development
- GED or CAHSEE exam preparation
- Orientation with personalized enrollment assistance
- Transition assistance to degree/certificate programs
- Support and parenting skills groups
- Academic, career and personal enrichment workshops

The Non-Credit Counseling Department is located in the Lifelong Learning Center and shares workspace with the Community Education, Non-Credit Education and CalWORKs offices. The Lifelong Learning Center also provides a clerical area for the Community Education, Non-Credit Education, CalWORKs, and Non-Credit Matriculation staff; four counseling offices (CalWORKs and Non-Credit Matriculation); the Dean of Continuing and Contract Education's office, the Non-Credit Matriculation Coordinator's office; five classrooms; and a student waiting area. Immediately outside of the building are tables with shading for the students to sit and relax. The Non-Credit Matriculation staff consists of the following:

#	Non-Credit Matriculation Positions	Hours Week	Funding Source	
			Non-Credit Matriculation	Other
1	Full-Time Counselor/Coordinator	35	100%	
1	Full-Time Faculty	35	100%	
1	Part-Time Adjunct Faculty	17.5	100%	
1	Part-Time Adjunct Faculty	17.5	50%	50%
1	Secretary	40	40%	60%
1	Part-Time Administrative Clerk II	20	50%	50%
1	Part-Time Student Services Assistant	20	50%	50%
1	Part-Time Student Aide	20	100%	

During the 2006-07 fiscal year, the department provided Non-Credit counseling services to 805 students. Since the development of the 2001-02 Campus Program Review document, Non-Credit Matriculation has addressed a few of the stated needs identified in the review:

#### A. Providing more conversation/tutor groups.

Small-sized workshops resembling small group tutoring sessions have been implemented addressing reading, writing, and math. In addition, tutoring has been periodically implemented throughout the last few years; however, lack of space continues to be an issue.

#### B. The need for two full-time counselors. At the 2001-02 review, one full-time counselor/director and one part-time counselor existed.

Currently, the program consists of a full-time counselor/coordinator, a full-time counselor and two part-time counselors.

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- C. The need for expanded counseling office space. Two counseling offices existed at the time of the review; however, expanding counseling services meant additional office space.**

There are still two counseling offices dedicated to the Non-Credit Counseling Department, one designated to each full-time counselor. The two part-time counselors share an office with the part-time CalWORKs counselors and they use classrooms to provide counseling, when needed. However, the use of classrooms for counseling sessions provides for an inappropriate environment due to a lack of materials, and the SARS software used to document student notes and access scheduling information is unavailable. So, although an additional part time office has been secured, space continues to be an issue.

- D. The need for additional clerical staff office space.**

In spring 2007, the clerical staff area had been altered to more efficiently create two full work stations and a receptionist area. Previously, there was one full work station and receptionist area. The clerical office space issue still remains because it is a shared space with the CalWORKs staff. Non-Credit Counseling would like to hire additional clerical and/or full-time staff, but do not have dedicated working areas for them.

## 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.

- 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.

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### 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.

### 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. Student 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.**

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### 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?

Although non-credit instruction enrollment information is available on the MIS report, the non-credit matriculation data is not available. Also, the manner in which the data was collected from year-to-year within the department was not uniform; therefore, data matching is not possible. During the school years in which the data is being reviewed (2003-04, 2004-05 & 2005-06) three different coordinators were assigned to the non-credit matriculation program before the current coordinator began. Another ongoing challenge is inability to assign one student identification number to undocumented non-credit students. The new Banner system will allow student identification number assignments to be more consistent in reporting and tracking the students. Now that the problem is identified the solution includes assigning one student ID number and ensuring SARS and MIS reporting databases interface, resulting in proper reporting.

### 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 report data shows total enrollment for the non-credit instruction program, but does not show any data regarding non-credit matriculation. Non-credit students who receive services are enrolled in designated non-credit course categories that do not apply to the entire population of students. The TeC Services director and the Non-Credit Matriculation coordinator are working together to ensure the data elements needed for reporting are recorded in SARS and interface with MIS reporting elements. Banner will also allow the assignment of student identification numbers to be more consistent in reporting and tracking the students.

## 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 data applied to this question was generated from in-house department data from the 2004-05 school year. The in-house data does not include the full spectrum of demographic data elements that is listed on the MIS data reports.) Access for gender and, ethnicity, and ESL class enrollment regarding non-credit matriculation versus the college population is as follows:

Gender Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
Male	278	35%	10,526	41.74%
Female	492	62%	14,279	56.62%
Unknown	24	3%	416	1.65%
<b>Total</b>	<b>794</b>	<b>100%</b>	<b>25,221</b>	<b>100%</b>

\* Percentages are approximate

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Ethnicity Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
African American	36	4%	1,448	5.74%
Asian	101	13%	2,303	9.13%
Filipino	12	2%	808	3.2%
Hispanic	450	57%	8,750	34.69%
Native American	2	0%	175	1%
Other Non-White	32	4%	599	2.38%
Pacific Islander	0	0%	0	0%
White	76	9%	8,748	34.69%
Unknown	85	11%	2,390	9.48%
<b>Total</b>	<b>794</b>	<b>100%</b>	<b>25,221</b>	<b>100%</b>

\* Percentages are approximate

ESL Class Enrollment Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
ESL	1,013	11%	316	1%

\* Percentages are approximate

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

At this time, there are no concerns for access according to the available yet limited in-house data.

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

Although access does not seem to be an issue according to the available yet limited, in-house data, there is always improvement for access. An access improvement activity may include further pre-enrollment services to the community, local high school districts, and campus community in an effort to inform these groups of programs and services available to assist them in obtaining their goals.

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

The non-credit matriculation program participates in pre-enrollment activities such as community events, high school transition nights and partnerships with local high school districts (i.e. – CAHSEE Preparation Grant). This contributes to student access by informing potential students of the availability of Non-Credit classes and services available to assist students in obtaining their goals. Many individuals are unaware of the existing non-credit matriculation programs and services. Also, the clerical staff and counselors' contribution to student access can be measured by the quality of information delivered and the availability of counselors and support staff. Therefore, constant training combined with conference and workshop attendance is important in enhancing the quality of the staff and the information they deliver to students. The non-credit students are primarily returning students, nontraditional-aged college students, and basic skills students which equates to a more "fragile" population. Extra care and attention is needed to guide the student in pursuing their educational path, as well as to help calm their fears of returning to school.

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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?**

Limited in-house program data is available. Non-credit classes are not assigned grades; however, the non-credit ESL students, along with a few other non-credit classes, are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the total college population of students achieved course completion for credit ESL classes. In regards to academic and progress dismissal data, this does not affect non-credit counseling students, since they are allowed to enroll in classes multiple times and enrollment is open-entry. One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assignment of one student identification number per student in order to be more consistent in reporting and tracking students.

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

One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has also made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assigning of one student identification number per student in order to be more consistent in reporting and tracking of the students. Tracking students will help monitor students' progress through an established follow-up program currently in development.

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

The non-credit student population represents a variety of ethnic and cultural backgrounds with different personal, educational, and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities that are placed before college such as their jobs, financial obligations, and childcare responsibilities. Therefore, offering non-credit matriculation services is imperative in order to support the attainment of their varied goals in a holistic and individualized manner. The department feels that optimal use of non-credit counseling services will help the student to apply supportive "tools" to assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; plus support groups, parenting programs, individualized campus tours, tutoring, and a College Life course.

**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?**

Program data concerning the number of non-credit students transferring to credit programs and the achievement of their non-credit educational goals has neither been tracked nor monitored by non-credit matriculation. Therefore, comparison of the limited in-house department data in relation to the MIS data is not possible. Non-credit classes are not assigned grades; however, the non-credit ESL students along with a few other non-credit classes are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of the total number of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the Citrus student population achieved course completion for credit ESL classes. Defining and measuring non-credit students' success in attaining their educational goals is challenging, as these goals are varied and diverse. The new MIS director and the new researcher, along with the new Banner system, will help the non-credit matriculation department define and measure its success by enabling them to collect accurate data. The new identification numbers assigned by Banner will facilitate more consistent reporting and tracking of student progress.

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

One concern for student success is the difficulty in tracking students. In the past, undocumented students were issued a temporary student identification number (NCR), which changed every semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. Another concern is defining "success" in non-credit where student goals are extremely diverse, and in many cases, are intermixed with personal priorities (i.e. – AA degree vs. helping daughter with homework). With the help of the MIS director, researcher, and the Banner system, the non-credit matriculation department will begin to define and measure success by collecting accurate data. Banner will also allow the assignment of identification numbers to be more consistent in reporting and tracking the students. Tracking students will contribute to monitoring students' success through an established follow-up program, which is currently in development.

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

The non-credit student population consists of a variety of ethnic and cultural backgrounds, and types of personal, educational and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities they place before college such as their jobs, financial obligations and childcare responsibilities. Therefore, offering non-credit matriculation services in a holistic and individualized manner is imperative to their educational success. The department feels that optimal use of non-credit counseling services will help the student apply supportive "tools" that will assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; support groups; parenting programs; individualized campus tours; tutoring, and a College Life course.

## 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?

#### Outcome Domain 1

Non-Credit ESL students will acquire the knowledge and/or skills to make advancements towards their goals with the use of Non-Credit Counseling services as explained during the orientation process.

SLO 1.1 Non-Credit ESL students will be able to identify at least two Non-Credit Counseling services.

SLO 1.2 Non-Credit ESL students will participate in at least two Non-Credit Counseling services.

SLO 1.3 Non-Credit ESL students will be able to implement Non-Credit Counseling services into the attainment of their goals.

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

- Two of the full-time non-credit counselors attended Citrus College SLO training; discussions regarding SLOs were held during counseling program and coordinators/director meetings; the non-credit counselors met to develop the department SLOs; and the department coordinator attended a workshop on SLOs at the All Directors Training sponsored by the Chancellor's Office.

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

During initial orientation/intake sessions with a non-credit counselor, students are given verbal and written information regarding the following non-credit counseling services, which they are encouraged to utilize:

- Academic, career, parenting, and personal development workshops
- Support group
- Individual counseling (academic, career, and personal)
- On and off campus referrals
- Campus tours
- Non-credit Counseling 860 Class: College Life
- Parenting class (STEP)
- POWER Math
- Tutoring
- CAHSEE Preparation

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

For SLOs 1.1 and 1.2; at the end of the spring 2007 semester, the non-credit ESL instructors were asked to survey their students using a paper survey provided by the Non-Credit Matriculation Department. The instructors could elect to administer it on their own or ask a non-credit counselor to administer it during their class sessions. Surveys for SLOs 1.1 and 1.2 will be administered every semester (mid to end) to determine if students are able to identify and are participating in Non-Credit counseling services. For SLO 1.3, a focus group will be formed every semester (mid to end) to discuss and determine if students are implementing non-credit counseling services in order to help them make advancements towards their goals.

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

The Non-Credit Matriculation Department counselors reviewed the survey results and made suggestions to improve the orientation process. These suggestions are for immediate and long-term implementation.

Suggestions for immediate implementation include:

- Combine/streamline Intake and SEP forms so that counselors have sufficient time to complete a SEP during the intake/orientation session (first appointment). Students may be more committed to their educational goal if a plan is in place from the beginning.
- Update all flyers, non-credit matriculation website, orientation folders, and classroom bulletin boards in a timely manner. Rotate these duties among counselors.
- Encourage students during the intake/orientation appointment to make a follow-up appointment (2-3 weeks later). If they do not make an appointment, have the student fill out the "appointment reminder card" before they leave. The department will then mail it in 2-3 weeks reminding the student to make a follow-up counseling appointment.
- Put non-credit matriculation PowerPoint orientation on the web.
- Counselors will visit ESL classes to update students about non-credit matriculation services during the fall and spring semesters.
- List non-credit matriculation services in student planners and give one to each student during the intake/orientation session.
- Offer short College Life (Non-Credit Counseling 860) class as students who participate may become more committed to their goals, knowledgeable of services and demonstrate improved persistence.

A few of the long-term implementation suggestions include:

- Placing a glass display case outside of the Lifelong Learning Center with non-credit matriculation services information. Students would be encouraged to periodically check the case for updated information and would have the opportunity to answer a riddle in order to participate in a raffle.
- Change orientation/intake appointments to 1 hour to effectively cover all necessary information, enroll in classes/workshops, complete a SEP, answer questions, tour Lifelong Learning Center, etc.
- Create a non-credit matriculation calendar for classroom and hallway bulletin boards.

In addition, the department identified target survey goals to work towards (in comparison to the actual spring 2007 survey results), which will be assessed during the administration of the Fall 07 survey. Also, recommendations have been made to the survey, along with its administration, which will be implemented during the fall 2007 semester.

## 6. Compliance

### Student Eligibility

Although matriculation has a Board approved policy regarding exemptions, non-credit matriculation does not have a policy. If necessary a policy will be created.

### 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?

In non-credit matriculation, a significant population of students speaks Spanish as a primary language. Currently, application materials are not available in Spanish, but will be available in the near future.



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### Orientation

#### A. What modes of orientation are available to students?

In non-credit matriculation, new students are provided with an individual orientation session during their initial counseling appointments. Also, a PowerPoint orientation presentation (English version only) is located on non-credit matriculation's webpage for students to preview at their leisure. (A Spanish version is available, but not on the department's website).

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

During the orientation, students are informed of non-credit matriculation services, non-credit instruction offerings, campus resources, and the sexual assault policy. Students then complete an intake form, are given an academic planner (contains non-credit matriculation services and college success skills information), and receive a tour of the Lifelong Learning Center where services and instruction are offered. There is no formal script; however, each student receives a folder containing standard information, which the counselors review with the student. The counselors also have the option of showing or offering a handout of the PowerPoint orientation presentation (English or Spanish versions) during the session.

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

The PowerPoint presentation is available in Spanish (only the English version is available on the webpage) and two of the counselors speak Spanish as well. Unfortunately the fliers regarding counseling services have not yet been translated into Spanish, but will be translated in the near future.

### Assessment

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

A validation study for the non-credit ESL placement assessment instrument has not yet been completed, but is being pursued. The validation study process has been discussed with an assessment consultant to assist with the validation study, as well as, the instructional faculty.

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

Interview of students' educational, career, and personal experiences during the intake appointment, as well as, other evidence provided.

#### C. Identify the test instruments used for placement.

The non-credit ESL placement assessment (homegrown) is being utilized to determine the appropriateness of students placed specifically into the ESL Advanced (Academic ESL I) class.

### Counseling and Advising

#### A. How do you address the counseling needs of:

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

Two of the non-credit matriculation counselors speak Spanish.

- **Evening/weekend students?**

Every effort is made to schedule a non-credit matriculation counselor every evening, Monday through Thursday, until 7:00 pm. Applicable non-credit classes served by non-credit matriculation are not offered during the weekends; therefore, non-credit matriculation counselors are not scheduled during this time.

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

Non-credit matriculation counselors are available during the summer and inter-sessions.

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

Students are welcome to communicate with non-credit matriculation counselors by phone, e-mail and/or by making an in-person appointment.

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

Non-credit matriculation counselors are available for on-line counseling support.

### **B. Describe how paraprofessionals are used in providing counseling/advising services.**

Non-credit matriculation does not utilize the services of paraprofessionals for counseling/advising.

### **C. Describe the activities associated with developing a Student Educational Plan (SEP). At what point in the counseling/advising process is the SEP initiated?**

If appropriate, a student's initial counseling appointment includes: an orientation of non-credit matriculation counseling services, the completion of an intake form, registration assistance, and an SEP is developed. We began including SEPs in the intake process in September 2007.

### **D. How many SEPs are written by counselors or advisors in each term?**

According to SARS, eleven SEPs were completed during 2006-07. This is an area that will be improved upon with the new intake appointment procedure which includes completion of an SEP during an appointment.

### **E. How often are the SEPs reviewed and updated?**

If a SEP exists for a student, it is reviewed and updated at every counseling session unless the objective of the meeting is for a different reason. However, a reason code in the SARS database regarding updating SEPs has not yet been established and formally tracked. All related data has been tracked under one general heading which is "SEP." This is currently being modified to include a separate code to identify SEP update sessions.

### **F. Are SEPs available in an electronic format?**

An electronic SEP form is not currently available.

## *Student Follow-Up*

### **A. Describe the follow-up services provided for students who are on probation or dismissal status, basic skills, undecided, provided by the college.**

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

During the intake/orientation counseling session, all students are encouraged to return to see a counselor for a follow-up session. Some students leave the first counseling appointment with an established follow-up appointment. A formal student follow-up procedure will be implemented during the 2007-08 school year.

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

If a student is experiencing difficulty with a course and/or has scheduling issues, the instructor is consulted in order to assist the student and counselor with planning efforts. Also, instructors seek the assistance of a counselor when students need academic and/or personal counseling.

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

Yes, however, it is only applied to credit students.

## Non-Credit Matriculation

### 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.

The non-credit matriculation coordinator, Kristie Shimokawa, is responsible for all components related to non-credit matriculation. Lan Hao, institutional research director, will assist with the research and evaluation components. The following activities are conducted to keep the non-credit staff up-to-date on matriculation requirements:

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

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

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

### Research and Evaluation

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

In fall 2007 the researcher formed a committee to set priorities for research. The dean of counseling attends these meetings.

#### 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?

See attached policy.

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

No.

#### 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 allocation(s)? Would you like technical assistance in this area?

The Non-Credit Matriculation Coordinator is familiar with the funding formula, but technical assistance would be reinforcing and helpful.

#### B. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?

The Non-Credit Matriculation coordinator monitors expenditures in conjunction with the Title 5 Matriculation Regulations and other supportive documents (i.e. – Matriculation Services for Non-Credit Students Advisories 1 & 2, Non-Credit Matriculation Program Plan and Expenditures Allowed and Disallowed with Credit and Non-Credit Matriculation Funds). Also, the coordinator consults with the Fiscal Services Department.

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

The Non-Credit Matriculation coordinator manages and monitors the non-credit matriculation budget and expenditures. The Fiscal Services office is also instrumental in assisting in the development and monitoring of the budget, as well as, providing technical assistance. In regards to the budget, the budget is developed in accordance to the needs and regulations of the program. In regards to expenditures, the coordinator submits approved expenditures to the dean of counseling, which then is sent to the vice president of student services and finally to the director of purchasing for review and approval.

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

Fiscal Services assists non-credit matriculation with the year-end report. If questions arise, the two departments work together to resolve and correct any remaining issues. It is a check and balance, as well as a technically supportive relationship.

#### Other

### A. With which other departments or areas on campus do you coordinate to provide services to students?

- Continuing Education Office
- Math Department (Non-Credit Matriculation Programs: POWER Math, Summer Math)
- College Success Program
- All student services programs as needed (DSP&S, EOP&S/CARE, Financial Aid, etc.)
- Office of School Relations
- External Relations

## IV. Effective Practices and Opportunities for Improvement

### A. What is working well?

- The non-credit matriculation staff shares the same focus to find the most effective way of meeting the needs of its students. The counselors are conscious of the fact that non-credit students possess highly individualized needs requiring flexibility and creativity in helping them plan their educational paths. The clerical staff provides outstanding support to the department, staff and students. Overall, the department staff is communicative, works well together, is supportive of one another's ideas, puts students first, and truly exemplifies the definition of team.
- The composition of the staff is highly diverse. Counselors have specialties in Marriage & Family Therapy, Career Development, Social Work, and are bilingual in Spanish.
- Basic skills workshops and tutoring sessions provide additional support to non-credit students. Workshop facilitators are well-qualified and are experienced in their related fields of study. The basic skills workshops and tutoring sessions offer the personal attention that students need to succeed.
- Non-credit matriculation has an adequate budget to meet the growing needs of its programs. There are ample supplies, classroom materials, and equipment.
- The department offers a wide variety of personal, career, and academic workshops such as resume writing, preparing for exams, and time management. This facilitates supporting the non-credit students while pursuing their goals.
- The department worked hard in the 2006-07 school year to plan and implement new projects, including receiving two CAHSEE preparation grants (Class of 2006 and Class of 2007), creating and obtaining approval for the Non-Credit Counseling 860 Course (College Life). The department was also instrumental in offering the POWER Math program.
- Non-credit matriculation developed partnerships with five local school districts (Duarte, Monrovia, Glendora, Azusa, and Charter Oak) due to the implementation of two CAHSEE preparation grants. Through these partnerships, students have enrolled in non-credit classes.
- The department's communication tools; brochures, flyers, PowerPoint orientation presentation, and web site have been updated/improved.

### B. What areas need to be addressed more effectively?

- The request to hire a full-time secretary dedicated to the non-credit matriculation program was recently denied. The department's clerical support staff currently consists of a 40% secretary, a part-time administrative assistant, and a student worker. It has been a challenge to deliver the complex requirements with efficiency and continuity; provide efficient coverage; disseminate Non-credit Matriculation and CAHSEE program information in a timely manner; and expand the department's programs.

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- The CalWORKs, Non-credit Matriculation, and the two CAHSEE programs share the adjunct office space. Therefore, at times problems arise regarding office availability for the non-credit adjunct counselors. The lack of office space creates difficulty in scheduling counseling appointments and department events, so planning for the department is a constant challenge. CalWORKs has priority using the adjunct offices.
- Non-credit matriculation collects data from several sources including SARS, both manually and by self-created Excel spreadsheets. Extracting data for reporting purposes (MIS and otherwise) can be inaccurate and unnecessarily time consuming. The department meets with undocumented students who until recently were not issued a Citrus College identification number making it difficult to accurately identify, track and report this population of students. The non-credit matriculation program is unable to report accurate information.
- The department's name, Non-Credit Matriculation, is deceiving and may discourage students from using its services. For example, changing "non-credit" to another word such as "lifelong learning" may be more inviting. The term "non-credit" would still be used for in-house and reporting purposes to the Chancellor's Office.
- Additional pre-enrollment and promotion of the department would be beneficial to potential students. Program visibility is a priority.
- The department's Non-Credit ESL Placement assessment instrument has not undergone the appropriate validation process. The Non-Credit Matriculation coordinator and the Dean of Counseling Programs and Services, worked together to attain this approval; however, they have met resistance from other departments, which has brought the process to a standstill.
- The department does not utilize a follow-up process to further support and retain its students in order to persist towards their goals.
- The department's brochures and flyers are not translated into any other language; translation is vital to the program. Many students who are from other countries inquire about the program.
- The department would like to explore the unique needs of the ADD population in the acquisition of basic skills and possibly develop a small program to address their needs and learning styles.

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

- During a first-time counseling appointment, students receive intake and orientation information, an SEP is completed, and students are assisted with registration. If time allows, students are personally guided to their classrooms and/or the College Success Lab. The non-credit student population needs individualized attention due to many factors such as the anxiety of returning to school as an older adult and the many outside responsibilities that non-credit students face. The hope is to increase the students' retention and persistence toward meeting their goals.
- Counselors visit non-credit ESL classes and Basic Skills Workshops every fall and spring to share updates and Non-Credit counseling services information with the non-credit students. The department feels that with more use of counseling services, retention, and persistence will take place in order for students to achieve their goals.
- The department conducted its third annual Let's Connect Luncheon, which brought together individuals who work with non-credit students (i.e. – non-credit ESL instructors, the dean of continuing education, the college success counselor, basic skills workshops facilitators, and CAHSEE grant partners). The purpose of the luncheon was to increase communication with departments who work with non-credit students and to inform them of the non-credit matriculation services available to students.

Non-credit matriculation services provided to students include:

- Academic, Personal and Career Counseling
- Basic Skills Workshops (reading, writing and math)
- Support Group
- Parenting Program (STEP)
- College Success, Personal Enrichment and Career Development Workshops
- Tours
- Rewards System
- CAHSEE Preparation Grants
- Tutoring
- College Life Course
- POWER Math
- Assessment Preparation

### D. Any successful pilot projects implemented by your program.

Non-credit matriculation provides student support services to students enrolled in the Introduction to High School Math I class offered by the non-credit instruction department. This unique program is called POWER Math. The 2007 POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consists of the use of ALEKS software, class lectures, small group tutoring, counseling, and college success workshops (improving study skills, test taking skills and test anxiety) in a fun and supportive environment. By successfully participating in POWER Math, students are given the opportunity to retake the math portion of the college's math placement test.

Additionally, it prepares students for their first math class. By potentially obtaining a higher math placement score, students are able to save extra time from taking additional math classes, and save hundreds of dollars in tuition, supplies, and textbook expenses. Participating students made a progress gain between 18%-66%; and 86% of the students who retook the math placement test improved their placements by one or two levels.

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### V. Planning Agenda

- New Plans - Accurate collection and reporting of MIS data  
Timelines - spring 2008  
Resources Needed - Meet with institutional researcher and TeC Services director; to gain understanding of Banner software reporting tools  
Person Responsible - Non-credit matriculation coordinator, institutional researcher and TeC Services director
- New Plans - Develop follow-up process to include tracking of students  
Timelines - spring 2008  
Resources Needed - N/A  
Person Responsible - Non-credit matriculation coordinator and counselors
- New Plans - Validate Non-Credit ESL Placement assessment  
Timelines - fall 2008  
Resources Needed - Credit faculty to assist in process & formulate validation timeline with consultant  
Person Responsible - Non-credit matriculation coordinator
- New Plans - Develop services for students with special needs who require special accommodations, along with establishing a policy, process or procedure  
Timelines - Spring 2008  
Resources Needed - Meet with Non-Credit faculty and counselors to discuss accommodation possibilities along with needed materials and/or equipment  
Person Responsible - Non-credit matriculation coordinator and counselors

### VI. Implementation and Technical Assistance

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

- MIS data collecting and reporting.
- How to effectively assist non-credit students who need special accommodations, but do not have access to credit DSP&S services.

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

- The language in Title 5 needs to address non-credit services and programs in greater detail. (We are aware that Title 5 is currently being revised to include more language regarding non-credit.)
- In light of open access, special accommodations, and the repeatability of non-credit classes, makes it challenging to work with students who are not proving to benefit from non-credit instruction.