Program Evaluation and Planning Verification Report

Napa Valley College Matriculation Program
November 2007

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Statement of Completion
The Team felt there were some areas of the report that were not clear or did not address the subject. One of the team members met with the Vice President of Student Services (VPSS) for clarification. The VPSS rewrote the program mission statement and provided the team an addendum to the original report which answered our questions and clarified some of the issues. The Matriculation program is currently preparing for an upcoming program review and site visit by the Chancellor’s Office, so more information became available.

Strengths of the Program
The Matriculation Steering Committee has done an excellent job of identifying areas that need attention and addressing those needs. The faculty and student services staff seem to have formed a good working relationship in providing services to students.

The implementation of computerized testing and online orientations, an online appointment system in the Testing and Tutoring Center, and assigning counselors to the Physical Education and Health Occupation Departments, are a few of the changes made to ensure student success. Additional strengths of the program include the Early Alert Program, community outreach, collaboration between Counseling and English faculty to develop and expand the English Learning Communities, and CCCApply online admissions application in both English and Spanish.

Areas of Program Improvement
1) Data collection accuracy continues to be a concern for the program. 2005-2006 matriculation-related demographic statistics seem to be inaccurate when compared to earlier years. The matriculation coordinator, IT Director, and Director of Institutional Research are reviewing the system used and addressing the problem, which seems related to the data conversion to the Datatel system. Also affecting data collection is current use of the SARS program which does not transfer accurately into Datatel. The plans to migrate to a SQL database will alleviate this problem.

2) The Team had a concern about online registration not being an option for some students who are not computer literate and get frustrated with the process. In discussing it with the VPSS, we learned that in addition to walk-in registration, there is a Hotline that students can call if they are having difficulties registering online or need a password. One of our team members tried to use the Hotline to get her Web Advisor password and got a voice mail message to call back later, with no option to get a call back. This is an area that needs to be reviewed and improved.

3) The Noncredit matriculation assessment, orientation, and educational planning components need to be strengthened and services at the Upper Valley Campus expanded. The plan to add the Dean of the Upper Valley Campus to the Matriculation Steering Committee is a good start to address this issue.

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Program Evaluation Summary

Program/Service: Matriculation

Complete the following sections based on the program evaluation completed.

Program Achievements (major achievements, changes, implementations, progress since last program review)

Matriculation has its primary objective to ensure a seamless transition into Napa Valley College and afford the student clear direction on how to navigate the college processes for a successful tenure at Napa Valley College. Datatel has been a major achievement in streamlining our admissions and registrations procedures with the implementation of Web Advisor and CCCApply (Spanish/English versions). The implementation of computerized assessment testing is a new development in technologically-prudent mechanisms for efficiency placements in math and English courses. The online orientation is another effort that has proven to be a successful tool that students have availed themselves to.

Strengths (unique characteristics, special capacities)

The expertise and commitment of the members of the Matriculation Steering Committee is the major strength of the Matriculation. Each member is knowledgeable in at least one or more areas of expertise relating to student development, success and retention and they continuous strive to implement and improve better program/services to our students. This committee is to be highly commended for their expansive knowledge base and undivided commitment to student success.

Challenges (concerns, difficulties, areas for improvement)

Gathering and compiling matriculation data is different from other categorical programs in that MIS Matriculation data is not a required element in the formula for determining funding allocations. The college MIS matriculation data is only used as aggregate data for generating state Matriculation apportionments, not individual college allocations. Because, in part, of the complexity in gathering MIS matriculation data, much of the data cannot be verified as readily as that data colleted from/for the other categorical programs.

Developing and implementing an Early Alert/Follow-up mechanism is another challenge that I previously mentioned.

Another area of improvement is the Coordination/Training component which entails that the goals of matriculation are promoted campus wide.

Briefly describe the process used to complete the PEP.

The process included reviewing the previous program review and accreditation information with recommendations, the Matriculation Plan and generating inquiries and soliciting assistance from lead staff of the matriculation components.
1. MISSION

A. Program Mission Statement
   This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service contribute to the Napa Valley College (NVC) Mission? Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

   The mission of the Matriculation program is to provide students with a seamless path to success in their NVC educational experience by providing high quality matriculation services and personalized assistance that promote individual development and achievement of their educational and personal goals.

   The mission of the Matriculation program is to help students make a seamless transition into Napa Valley College with a clear understanding of how to navigate the college setting, leading to positive learning experiences and to the achievement of educational goals.

B. The program falls within one or more of the following categories (check all that apply)

   - Student Services Program
   - Academic Support Program
   - Other

2. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams that are relevant to the program/service and how the program/service has responded.

   The one, two-pronged recommendation identified from the 2003 Accreditation proposed that the director of institutional research and the Matriculation Steering Committee, with input from the Counseling Division, determine the function, viability and (continued) use of the CSFI, as it relates to the assessment process. The other part of the recommendation was to have the parties research other feasible tools to evaluate the effectiveness of the assessment process.

   In a series of meetings of the Matriculation Steering Committee and specifically, the meeting of April 6, 2006 – it was agreed to discontinue the use of the College Success Factors Index (CSFI) and instead implement the Learning and Study Strategies Inventory (LASSI). The participants in
that discussion included the director of research and representatives of the Counseling Division. The participatory discussion leading to the decision included such comments as: “The CSFI was implemented in 1995 and it hasn’t worked in 10 years because there was no follow up with students who took the CFSI; “If there’s a history that the CSFI is not working, then let’s just use a new instrument” and “The (CSFI) instrument is great and cheaper but not practical...”

In response to the second prong of the Accreditation recommendation to find other instruments to evaluate the effectiveness of the assessment process, the following comments were made in favor of implementing the LASSI as the alternate tool:
“LASSI will allow us to counsel to the needs of the students because we have classes to address the issues/academic skills identified by LASSI”;
“LASSI is currently being used in SSS and now in EOPS. LASSI determines need and SSS has been doing workshops to address these needs.”

The end result was that the LASSI would be the instrument of choice and would be used in the English 85 Learning Community for fall 06/spring 07. Results of the LASSI would be presented to the Matriculation Steering Committee in spring 07.

B. Indicate the sources of information used in question 2.A.

✔ Accreditation self study planning agenda
☐ Accreditation final report
✔ Previous program evaluation recommendations

C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the program/service and how the program responded.

Not applicable.

D. If this program/service is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

E. Reflect on your responses to Section 2. Accreditation and External Reviews. If improvements or changes are needed, write objectives on Schedule A.

3. SERVICES, CURRICULUM AND INSTRUCTION

A. What specific services does the program offer?

Title 5 legislation charges individual community colleges with providing specific services for facilitating student success. The components identified in the Napa Valley College Matriculation Plan of November 2003 and updated in August 2007 are: 1) Admissions, 2) Orientation, 3)
Assessment, 4) Counseling/Advising, 5) Student Follow-up, 6) Coordination and Training, 7) Research and Evaluation and 8) Pre-requisites, Co-requisites, and Advisories.

The Board of Trustees at Napa Valley College has adopted a policy that grants exemptions from participating in matriculation on a component-by-component basis for specific, justifiable reasons. NVC staff takes care to encourage exempt students to take advantage of matriculation services by explaining the benefits of participation. Students who have earned an A.A./A.S. degree or higher are considered matriculated and are exempt from participating in matriculation activities. Non-exempt students may waive their right to participate in any of the matriculation activities. Students who waive their right will receive lower registration priority. Students may appeal any portion of the matriculation process to the Vice President of Student Services. In addition, students have the right to file a written complaint on the grounds that matriculation has the alleged purpose or effect of subjecting any person to unlawful discrimination.

In order to offer clearer insight on services afforded to our students and staff, I will identify each of these components to offer a better sense of how matriculation fits into the overall institutional mission of promoting learning and enhancing individual student development. An organization chart is attached along with a list of current Matriculation Steering Committee (MSC) members to help you visualize these components.

**Component I: Admissions**
The Associate Dean of Admissions and Records has primary responsibility for the admissions component. This function touches, virtually, every single credit and non-credit student enrolled at Napa Valley College. Elements of this component include processing admissions applications (CCCApply), collecting initial student data, administering registration, and providing personal service to students entering and pursuing educational programs at NVC. Specific outreach endeavors to promote the college’s programs and offer matriculation services prior to enrollment has been a growing element of the admissions component.

**Component II: Orientation**
The Chair of the Counseling Division has primary responsibility for the orientation component. Orientations are provided before and during registration periods for the purpose of providing students with the information they need to successfully navigate their way to completion of their educational goal. In addition to assisting with course selection and developing a class schedule, the information presented at the orientations acquaint all new, non-exempt students with the use of the catalog, methods of scheduling and enrolling, written definitions of the student’s rights and responsibilities, student performance expectations and available support services. Counseling faculty also offer extended orientation courses in addition to the orientation sessions.

**Component III: Assessment**
Students are assessed to determine their competency in computational and language skills, as well as their aptitudes, interests and educational objectives, and, most important, to help predict courses in which students will be successful. Information on course placement and supplemental services is also provided. In addition, students are screened for learning disabilities, as appropriate.
This component involves the collaborative workings of three areas. The Coordinator of the Testing and Tutoring Center, has primary responsibility for most aspects of the assessment component. The Director of Institutional Research has primary responsibility for validation of assessment instruments in conjunction with English, ESL, and math department coordinators. The Counseling Chair has primary responsibility for the use of multiple measures and advisory course placement.

**Component IV: Counseling and Advising**
The Division Chair of Counseling, along with other counselors, has the primary responsibility for the counseling/advising component. Students may avail themselves to a counselor or program specialist for a variety of services including, discussion of academic and/or career options, development of an educational plan, interpretation of assessment results, review of college policies, and counseling on personal issues. All counselors have at their disposal all the necessary tools and information necessary to guide a student towards their eventual academic and career endeavor.

**Component V: Student Follow-Up Component**
The Division Chair of Counseling, in conjunction with the Student Services Council, has primary responsibility for the follow-up component. Title 5 mandates that colleges monitor the academic progress of a student and provide a process for early detection of academic difficulty.

**Component VI: Coordination and Training**
The Vice President of Student Services has primary responsibility for the coordination and training component. The purpose of this component is to insure that the goals of matriculation are shared and promoted campus-wide, in an effort to assist students in achieving their educational goals.

**Component VII: Research and Evaluation**
The Director of Institutional Research has primary responsibility for the research and evaluation component. Research is conducted to validate assessment practices in order to mitigate any assessment factors that might treat students in a biased manner. The end result of matriculation-related research is to optimally assist students in achieving their academic/vocational goals.

**Component VIII: Prerequisites, Corequisites and Advisories on Recommended Placement**
The Napa valley College Community College District has adopted a process for establishing necessary and appropriate prerequisites, co-requisites and advisories, consistent with Board-adopted policies that identify fair and equitable procedures for determining who may enroll in such courses. The Vice President of Instruction has primary responsibility for prerequisites. The Curriculum Co-Chairs, Academic Senate President, Director of Information Technology, and Associate Dean of Admissions and Records also participate in this component. Revision of prerequisites is the responsibility of faculty, division chairs and the Curriculum Committee. Enforcement of prerequisites is the responsibility of the Associate Dean of Admissions and Records, in conjunction with faculty, department chairs, and division chairs or deans.
B. How does the program ensure that these services are meeting the needs of students/clients? How do you evaluate how well the services are meeting the needs of students/clients?

The Matriculation Program makes every effort possible through its various components to evaluate and identify ways to improve the access to and delivery of the services identified in the components. Innovative and technological initiatives have been one way of improving matriculation services. For example, in the admissions process, the implementation of Web Registration has played a major role in expanding our range of scope and service for applying to and enrolling at Napa Valley College. In assessment, a new computerized placement testing system was piloted in the 2007 spring semester, allowing for, literally, year-round access to assessment services. The counseling component piloted an on-line orientation service by the end of the 2007 spring semester. And, the Matriculation Steering Committee has met on a regular, monthly basis with the specific agenda for listing and focusing on goals and priorities for identifying and, subsequently, (realistically) implementing matriculation services.

The element of evaluation of our matriculation components is a task that the MSC continuously engages in and seeks input from our research department, Curriculum Committee and Student Services Council. But, one method has yet to be developed to encompass all the matriculation components. This year, a Student Services Learning Outcomes Survey (SSLOS) will be developed and administered to students to help identify matriculation coordination components are meeting the needs of the students. Hopefully this SSLOS will be piloted, campus-wide, in spring 2008. In addition, a short survey will be developed to gauge the knowledge of the Matriculation Steering Committee on its comprehension of the matriculation components and the perceived effectiveness of the Committee’s work.

C. Prepare/revise the Student Learning Outcome Matrix.

See SLO Matrix for Matriculation on page 17.

D. Review the course outlines of record:
1. Assess the appropriateness of the courses to the program. Not applicable.
2. Assess the appropriateness of current pre- and co-requisites and recommended preparation. Not applicable.
3. Determine which course outlines have not been updated since the last program evaluation or within the past five years. Not applicable.
4. Write SLOs and Assessment Guides for the program and for each course.

See SLOs and Assessment Guide on page 19.

E. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the instructions provided by the Curriculum Committee.

Not applicable.
F. Assess Student Learning Outcomes
   1. Explain the methods used to assess student learning outcomes, address specifically which student performances were assessed and where the assessment occurred.

      As previously mentioned in section B above, a Student Services Learning Outcomes Survey will be one instrument developed for assessing several of the components in matriculation, together with the survey for the Matriculation Steering Committee. Both of these will be implemented or conducted in spring 2008.

   2. Summarize your findings from the data.

      No data available at this time since survey has not been conducted.

   3. In what ways were the expected learning outcomes made public? Check all that apply:
      - Syllabi
      - Catalog
      - Brochure
      - Website
      - Other Internal distribution among student services areas

G. How does this program/service support student learning in NVC instructional programs?

      Matriculation plays an intricate support role in instructional programs. This collaboration is most significant in the areas of assessment placement, the prerequisites, co-requisites and advisories component and on extended orientation courses offered by counseling faculty. The Counseling faculty, in particular, plays a significant part in the English Learning Communities project, partnering with English faculty in a joint support-setting for students in English 85 classes.

H. What future trends are likely to impact the program/service?

      The Counseling component of Matriculation will be taking on a much more visible role in the academic process of a college education as Learning Communities in Math and other disciplines are developed. Assessment, persistence and retention are state-wide and local trends that will require matriculation input and participation. The need for more counseling time and availability of assessment personnel for expanded assessment services to off campus sites are two areas that matriculation will receive state funding to provide these services.

I. Are services being offered on-line? If yes, describe.

      Currently, the only form of on-line service offered through matriculation components is Web Registration via WebAdvisor. This software offers students the ability to register for classes, add or drop classes, print their class schedule, pay for their classes, view their grades, etc. without having to come in and wait in line. This online service also allows faculty the ability to access and print class roster and input grades.
On-line orientation was successfully piloted in spring 2007.

J. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

No changes reflected.

4. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program/service engaged in or initiated?

Matriculation does not have a specific outreach component. Recruitment/community outreach activities are, though, inherent in the admissions, assessment, orientation and counseling components. These activities provide information to prospective and current students on how to successfully matriculate and successfully meet their objectives while attending Napa Valley College. Staff from these areas has participated in visits to our service-area high schools. Another activity has been church and community-sponsored NVC college awareness events in St. Helena, Napa and American Canyon. Targeted ESL population activities have also been organized.

B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

The Matriculation Program, in collaboration with NVC’s Outreach Committee, sponsors an annual High School Counselors Breakfast to bring high school counselors and administrators onto the NVC campus to learn about Matriculation services, support services and vocational/academic offerings available to high school students. An information binder is provided to all high school participants that details among other information, the processes associated with the Matriculation procedures for enrolling at NVC.

In addition, a faculty counselor, sponsored by matriculations funds, has had a presence in the Upper Valley Campus to strengthen relationships with the two up valley high schools (St. Helena and Calistoga). This presence is expected to expand from four hours a week to 10 or more per week. At the September MSC meeting, one of the goals set for the 2007-08 year is to look into providing computerized assessment services to our up valley service area by piloting the assessment services at the Upper Valley Campus. This implementation will require the support and collaboration of our college community. Our Matriculation Program has not engaged directly in specific relationship-building activities with four-year universities.

C. What has the program/service done to establish relationships with businesses and community organizations?

The extent of collaboration with the agencies/community groups has been to provide college awareness activities for their congregation, clients or students.
D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

Napa Valley College has had a long-standing and very active advisory committee. The group is comprised of 19 members from all four constituencies of the college (faculty, classified, administrative and students). The co-chair of MSC is currently a faculty member from the Math Department. The Matriculation Steering Committee (MSC) meets monthly throughout the academic year.

MSC functions more than just an advisory committee. The group acts as an institutional soundboard for, and in some cases, an approval step in the implementation of institutional requirements, especially those that pertain specifically to the Math and English pre-requisite/co-requisite and assessment placement components of matriculation. Examples of the Matriculation Steering Committee participation have included their support for computerized assessment, online orientation and all elements associated with web registration. Another example is the current discuss of implementing a Math placement requirement for high school students.

F. Reflect on your responses to Section 4. Community Outreach. If improvements or changes are needed, write unit objectives on Schedule A.

Our annual High School Breakfast Activity requires us to make adjustments and improvements each year to our schedule of activities for this day in order to better serve the needs of our partners and students who will potentially become NVC students. We continuously strive to increase our outreach activities to other service areas (i.e., American Canyon, Vallejo, etc.) and involve more NVC staff and faculty to develop new and better partnerships with the high schools, adult schools and other community organizations we serve.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: May 1, 2007 ______________________________
5. STUDENT SUCCESS AND EQUITY

A. Review the student data that is available. Discuss program/service trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The primary mission that Matriculation has is to ensure that all eligible students avail themselves to the components addressed in the Matriculation legislation to help ensure their success. To that end, all students are served without specific focus on a particular student population. On the other hand, past data generated from the Chancellor’s Office in concert with our Office of Institutional Research on “Successful Course Completion rates by Ethnicity/Race” shows that our African American student population, in particular, has had the widest declined in the rate of course completion. The rate for this group has declined from a 73% completion rate in the 1992/93 year to a 63% rate in the 1997/98 year to a 59% completion rate in the 2002/2003 year. Additional, updated data is currently being compiled to determine if any upswing has taken place since 2002/03.

The Office of Instruction along with members of the Student Services Council have engaged in an effort to apply for funding for a UMOJA pilot project aimed at promoting the retention and success of our African-American student population. Napa Valley College is also making a commitment to establishing itself as a Hispanic-Serving Institution to become eligible for funds to provide innovative curriculum and services for improving success of Hispanic students. The development of both of these focused-efforts will heighten the awareness in our college community of such needs.

B. Identify strategies used to identify and assist students at risk? Discuss their effectiveness.

Students who are on probation or on dismissal status are advised in writing to see a counselor prior to registering for the next term. There is not, yet, a viable instrument in place for this specific strategy of identify at-risk students. Under-staffing in General Counseling has prevented implementation of a strong consistent Early Alert program. Efforts exist within other programs, such as EOPS that have their own internal procedures for identifying students in potential need of intervention. Counseling and advising are primary services afforded when an at-risk student is identified by the instructor. It is the intention of the Matriculation Coordinator and the Matriculation Steering Committee, in collaboration with the Counseling Division, to lead in the development a mechanism to assist with identifying (all) students at risk. One possible strategy is a Datatel Early Alert program that has had success at other colleges that use Datatel such as West Valley and Contra Costa. We hope to explore this product and determine if we might implement it at Napa Valley College.
C. What has the program/service done to formalize links with instructional programs?

Major collaborative efforts have developed between Matriculation/Counseling and Instruction through the English Learning Communities (classes). A counseling class (COUN 98) is linked with an English 85 course. Students who are in basic skills math have the option of linking with the same Counseling course. It is highly anticipated that, stronger collaboration for student success will be forged between components of the Matriculation Program and Instruction with the funding afforded through the recently passed Basic Skills Initiative. In addition, faculty on the Matriculation Steering Committee represent the Math and English Departments, primarily, and provide valuable input and direction on matters pertaining to requirements for pre-requisites, co-requisites and advisories on recommended placement.

D. How does this program/service support other student services within the college?
Describe formal links with other student services.

Matriculation is, in essence, the fabric that is common throughout all services and programs that serve students as a primary focus.

E. How does the program/service enhance student development and success?

The Learning Communities, in which the counseling component is intricate, have been quite successful with a very respected retention rate well over 75%. As previously mentioned, the Office of Instruction along with members of the Matriculation Steering Committee are exploring the development of a UMOJA project, which is focused on the retention and success of African-American students. Given the poor retention and completion data for that particular student cohort, this joint venture has substantial merit and promise.

F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Matriculation does not have a specific diversity focus, but does participate in particular activities organized through the Outreach Committee and which focus on enhancing the exposure of a college experience to ethnically-diverse populations.

G. What methods are being used by faculty and staff to address the differences in learning styles and to encourage retention and persistence of the program’s students?

Not applicable.

H. Reflect on your responses to Section 5. Student Success and Equity. If improvements or changes are needed, write objectives on Schedule A.

The development of an early alert/follow-up instrument needs to be continually explored.
6. **ENROLLMENT TRENDS AND STUDENT SATISFACTION**

   **A. Review the participation rate data and describe recent trends.**
   1) **Have there been significant fluctuations in the number of students served? If so, explain.**

   Per the data provided by the Chancellor’s Office fluctuations are not significant.

   2) **Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?**

   Not applicable.

   3) **Are there internal factors that have affected the program? What are the plans to address these factors?**

   The current date for fall 2007 is showing, nearly, a 7% increase in enrollment over 2006. More students will be engaging in the matriculation process which in turn obligates NVC to be better prepared for addressing their needs. Our Matriculation allocation will provide, to the extent possible, funding to help address the increase in needs this situation will create.

   Plans to address these factors currently include an upcoming joint Instruction Council/Student Services Council Retreat to initial discussions on potential issues with the increase in enrollments including the basic skills needs of these students.

   **B. How does the program/service impact student enrollment and retention?**

   Matriculation, through its components, impacts enrollment through admissions and registration, computerized assessment/placement, orientation and decentralized counseling services (Transfer Center, Athletics, Career Center, DSPS, General Counseling), providing a direction for navigating their academic experience at Napa Valley College.

   The aspect of retention, for Matriculation, is a larger panorama that requires a better structured system for providing follow-up/early alert practices, which are not (yet) fully developed at Napa Valley College, with the exception of programs such as EOPS.

   The Learning Communities have been successful in retention efforts and the counseling component of matriculation has a direct role in that particular success.

   **C. Review the hours of operation for the program/service (and the schedule of classes, if applicable) and the results of the satisfaction surveys. Discuss whether the program/service hours are scheduled appropriately to meet student/client needs.**

   The Matriculation Program Coordinator (Vice President of Student Services) meets with the lead staff to discuss service hours for the components directly associated with student matriculation—mainly with admissions, assessment, and counseling/advising.
Extended evening hours have been added in most of these offices in an effort to provide these services to evening students too.

D. Discuss the results of the satisfaction surveys, identifying areas for improvement and continued success.

This has not yet been developed. It is in progress with anticipation to conduct a student survey in spring 2008.

E. Review student/staff ratios and financial data and describe recent trends.

Coordination for the Matriculation Program is housed is the Office of the Vice President of Student Services. The staffing for that office includes: 1 administrator – 1.0 FTE; 1 Confidential Administrative Assistant – 1.0 FTE. The matriculation allocation is used to fund the following position/staff which assist in providing matriculation services and evaluation:

- Director of Institutional Research - .5 FTE
- Administrative Assistant/Matriculation - .5 FTE
- Typist Clerk II (Counseling) – 1.0 FTE
- Secretary II (Career Center) - .43 FTE
- A&R Clerk – 1.0 FTE
- Testing & Tutoring Center Staff - .40 FTE
- Various Classified Part-time employees – 1.0 FTE

F. Reflect on your responses to Section 6. Enrollment Trends and Student Satisfaction. If improvements or changes are needed, write objectives on Schedule A.

Not applicable.

7. CURRENT BUDGET

A. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

State categorical revenue is the primary support for coordinating matriculation services to all eligible, non-exempt students attending Napa Valley College and ensuring all the components of matriculation are addressed.

The current 2007/08 state allocation for the Credit Matriculation Program is $392,415. The district is required to contribute matching funds and does so in an amount of $602,734 which currently supports staffing of personnel associated with Testing & Tutoring Center, Admissions and Records, Counseling, and Institutional Research.
B. Since the last review, what percentage increase or decrease has occurred in the budget?

The state allocations have steadily increased over the past four years, as a COLA percentage or through some other mechanism to restore the drastic cut to Matriculation in state funding from six years back when the State of California was faced with a major economic dilemma and subsequent cuts to education.

C. What progress has been made by the program/service to obtain funds or donations to enhance the budget?

Matriculation does not seek funds to enhance it’s budget.

8. PLANNING AND BUDGET REQUESTS

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be used as the program/service plan and Schedules B-F will be used to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program/service. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

See Schedule A – Matriculation 2007-08 Unit Plans attached.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

Not Applicable.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

Not Applicable.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

Not Applicable.
E. **Technology.** Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

Not Applicable.

F. **Facilities Improvement/Renovation.** Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

Not Applicable.

G. **Professional Development.** Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the *Schedule G Professional Development Needs* form to indicate what areas of focus have been identified for future faculty/staff development.

Not Applicable.

*Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.*

H. **Learning Resources/Media Materials.** What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete *Schedule H Learning Resources/Media Materials Request* form as needed.

Not Applicable.
**STUDENT LEARNING OUTCOME (SLO) MATRIX**

Accreditation Reference: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Complete the grid by:
1. listing the program-level SLOs across the column headings,
2. listing the services provided down the rows, and
3. indicating which program-level SLOs are addressed in each service, by inserting an X in the appropriate cell(s) (i.e., where the service and the relevant SLO(s) intersect).

If a program-level SLO is not covered by any services in the program or a service does not contribute to any program-level SLOs, outline your plan to review the particular student service or expand the program-level SLOs in Section 2B of the Program Evaluation document.

*An example is provided at the bottom of the page.*

Once completed, the grid will outline the linkage between the program-level SLOs and the course-level SLOs.

### Student Learning Outcomes for Matriculation

<table>
<thead>
<tr>
<th>Components</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Follow-up</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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</tr>
<tr>
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<td></td>
<td></td>
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### Example

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Napa Valley College

MATRICULATION STEERING COMMITTEE MEMBERS

Oscar De Haro, co-chair
VP, Student Services/Noncredit Matriculation Coordinator

Bill Fried, co-chair
Faculty, Mathematics (Math Class Coordinator)

Lauralyn Bauer
Faculty, Career Center Coordinator/Counselor

Michael Conroy
Faculty, LADS* English, Interim Coordinator of Testing and Tutoring Center and Coordinator, Writing Center

Betty Hopperstad
Faculty, Division Chair, Counseling

Sable Hughes
Faculty/Administrator, Director, Student Support Services

Gwen Kell
Faculty, Coordinator of Transfer Center/Counselor

Lorraine Segal
Faculty, LADS*, Coordinator of English as a Second Language

Jerry Somerville
Faculty, Articulation Officer/Counselor/Title III

Bill Weddington
Faculty, Counselor, Counseling Department

Beth Hauscarriague
Administrator, Associate Dean, Admissions and Records

Windy Martinez
Administrator, Associate Dean, Special Services

Vanessa Mullally
Administrator, Director, Information Technology

Jill Schrutz
Administrator, Dean, Financial Aid/EOPS/CalWorks/TRiO/Veterans

Dr. Robyn Wornall
Administrator, Director, Institutional Research

Anne McCallum
Classified Staff, Testing and Tutoring Center Assistant

Frank McDougald
Classified Staff, Admissions and Records

Martha Navarro
Confidential, Administrative Assistant, Student Services/Matriculation

Stephanie Arguello
Student Representative appointed by ASB

*Language and Developmental Studies Division

Membership as of September 11, 2007
## Matriculation
### 2007-08 Unit Plan

<table>
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<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
| 4. Effectively Use Appropriate Technologies | 43. Review and improve institution-wide processes in order to be more efficient. | 1. | 1. Continue to discuss/address college wide issues through monthly Matriculation Steering Committee meetings to improve the way we serve our students by prioritizing technology advancements such as online advising and computerized assessment placements.  
2. Support development of counseling tools utilizing Datatel or other 3rd party vendors (e.g. online advising, orientations and assessments, upgrade of Web Advisor 3.0, etc.) | Assistance from Matriculation Steering Committee |
|                            |            | 1. | 41. Fully implement the Datatel enterprise system by 2006. | Assistance from Counseling, A&R, IT |
|                            | 35. Increase outreach activities and staff involvement in these activities. | 2. | 1. Support the utilization of Datatel’s Communications Management component to contact students regarding registration deadlines, probation standings and follow-up/early alert system. | Assistance from Counseling, A&R, IT |
| 3: Increase Access         |            |            | 1. Continue to implement the High School Breakfast outreach activity on an annual basis or each semester, if needed, to strengthen and develop new partnerships with Napa County high schools. | Assistance of A&R, Outreach Committee  
Support of College President, Counseling, Outreach Committee, and High School personnel. Support of HS Principals |
| 5: Improve Facilities     | 44. Realize Facilities Master Plan and Bond Implementation Plan | 3. | 1. Support the implementation of a “One-Stop” Student Services Center to facilitate the matriculation process for students. This will entail participating in meetings with the Administration, architects, and CORE Group especially in addressing space issues concerning student services personnel. | Support of Administration, Campus Planning, CORE Group |
## Matriculation 2007-08 Unit Plan

### NVC Strategic Goal #1 - 5

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<tr>
<td>1</td>
<td>Increase Student Success</td>
<td>4.</td>
<td>1. Continue to work in collaboration with A&amp;R and Counseling on sending probation letters to students during the fall and spring semesters and improve process as needed.</td>
<td>Assistance from A&amp;R, Counseling</td>
</tr>
<tr>
<td>2</td>
<td>Establish, Apply and Maintain College-Wide Standards of Excellence</td>
<td>5.</td>
<td>1. Utilize student responses from Program Review surveys to review our Matriculation components and services in an effort to address the student’s needs.</td>
<td>All Student Services Programs and Matriculation Steering Committee</td>
</tr>
</tbody>
</table>

*Any additional resources you will need to accomplish the objectives. Please be realistic."