Ohlone College
Program Review Report

- **Program Description and Scope:**
    1. *Program Review Title:* Matriculation: Transitional Services
    2. *Academic year:* 2012/2013
    3. *Review Type:* Student Services Program Review
    4. *Program/Departments:* Matriculation (Includes HS Recruitment, Peer Mentors, Orientation) (63200)
    5. *Authority Code:* 73-Dean, Counseling and International Programs
    6. *External Regulations:*   Yes_X_ No__
       Describe:

       The California legislature passed the Seymour-Campbell Matriculation Act (AB 3) in 1986. This legislation established the educational support process known as matriculation, which provides services to support student success in the California community colleges. The components of matriculation include admissions, orientation, assessment and testing, counseling, and student follow-up. These components were established to ensure that all students would be able to achieve their identified educational
       objectives. (Matriculation Standards, 2010).
       The Dean of Counseling and the Counseling Department oversee all components of matriculation following admissions. This program
       review, however, will focus on orientation The other matriculation components, Counseling and Assessment, are distinct programs that conduct separate program reviews.

       newly approved Student Success Tack Force (SSTF) legislation stregthens the need for improved access to orientations and matriculation services.
    7. *Provide a brief narrative that describes the services provided.*

       In an effort help new students make a smooth transition to Ohlone College, it is strongly encouraged /required that new students attend an orientation session. Each orientation covers: programs and services at Ohlone, college success strategies, review of placement scores, degree and transfer requirements, registration procedures, and one-on-one advising with a counselor to develop an educational plan.

       Students come on campus for an in-person orientation. During

these sessions, a counselor conducts a presentation to explain information such as Ohlone student services, recommended classes for first-semester students, placement results, and how to register via WebAdvisor. Other counselors then join the orientation to assist students with selecting courses, developing an education plan, and registering for classes.

In order to assist graduating high school seniors with an opportunity to begin their college education we developed Freshmen Days (FD). FD covers the same material as other in person orientations, but gives the students who participate priority registration over other incoming students. This model was implemented to encourage students to start the process early and has served the community well during these challenging economic times by helping to guarantee students the opportunity to get classes for their first semester in college.

One final part of the orientation program is a Parent Orientation. Parent Orientations that are held every spring semester as a part of Freshmen Days: Ohlone College Orientation so the parents of new students can learn more about the campus, college expectations, and have their questions and concerns answered. The parent orientation at FD is attended by 250-350 parents.

An integral part of our transitional services is our Peer Mentor Program. The Peer Mentor Program was originally created to help supplement High School Outreach efforts for Ohlone College. Since then, the program has assisted in various other campus events and programs. Since the Peer Mentor Program is staffed with some of Ohlone's finest students, they are able to share with their fellow classmates their strategies for success in a way that students can relate to. For the Peer Mentor, the program cultivates leaderships skills that will be useful throughout their lives. For Ohlone faculty, the Peer Mentors can be a useful resource to help out with campus activities, as well as a way for them to get an accurate student perspective.

8. *Describe how the program specifically serves students, faculty and staff.*

Not only are orientations beneficial to the students and parents who participate in them, they also have a positive impact on other students and the college community by helping to educate them about the skills and resources to access college. Additionally, orientations help to alleviate student services

during peak times by answering students' initial questions regarding course selection and registration.

9. *Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?*

   Through the development of Freshmen Days we have been able to reduce the demand for summer orientations. However, cutbacks to matriculation funding have reduced our ability to hire adjunct faculty to conduct orientations from June and July. This year we were not able to offer any orientations during July 2012.

   Freshmen Days: Ohlone College Orientation does allow us to orient about 600 new students during the spring term. With diminished funding we will have to work on continuing to develop programs to address our needs.

10. *Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.*

    The orientation program provides students with the location and knowledge of how to access resources that will assist them in a successful transition to college.

11. *Discuss the impact of the program on the community and the impact of the community on the program.*

    We have seen a need over time to develop an early registration opportunity for incoming freshmen. We have developed such a program (Freshmen Days: Ohlone College Orientation) and continue to work with the high schools to improve access for students.

- **College Mission**
    1. *Mission Statement*
       The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
    2. *Vision Statement*

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. *Core Values, Goals & Objectives:*

College Core Values

- We open access to higher education and actively reach out to under-served populations.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

12. By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

2. Annually increase retention and success rates of under-served demographic groups.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

See below

5. *Briefly describe how the program supports selected college goals.*

The Orientation program at Ohlone College works with local area high schools to create a process for new students to complete the enrollment process. The orientation program alerts students to services and resources to help them make a successful transition from high school to college.

Our Freshman Days: Ohlone College Orientation event works to help over 600 students begin their college experience at Ohlone. While we encourage students to enroll full time, we also help them understand other issues (work, family, etc) that may require them to take less than a full load to be successful in college and other areas of their lives.

Due to recent budget problems we have not been able to offer

orientations to students over the summer. This reducation in services has eliminated approxamitely 15 orientations and over 400 students have not been able to complete the matriculation process. Students who do complete the matriculation process are more likely to be successful in their courses and are retained at a higher rate.

6. *Briefly describe how the program supports selected college objectives.*

   See Above

- **Program SLOs & Assessment**
  1. **Student Services SLO -**

  Responsibility

  - **Develop familiarity with student services and their various locations.**

  Respect

  - **Demonstrate understanding of effective decision making and its impact on college success.**

  Purpose

  - **Demonstrate ability to create an initial Student Education Plan and register for first semester classes.**
  a. *List Activities/Action Plan.*

     For the 2011 -12 academic year, we chose to assess the parent orientation component of the Orientation Program. Each year at Freshman Days we invite parents to participate and provide much of the same information that the students recieve.

  b. *Indicate your planned method of assessment.*

     We will proivde parents with a before and after survey.

     Please see Parent Survey 2012 attachment

  c. *Enter assessment results and analyze student success in achieving this SLO.*

     2012 Assessment results:

     The pre-survey showed the parents base of knowledge to

be in the 60% range on all three questions asked. The post-survey results showed an average of 90% awareness in all categories. This shows that we are effectively communicating to parents the expectations of a college student, the location and purpose of student services, and important pieces of the academic planning process.

d. *Future Action*

- **Student/Program Achievement**
  1. *List area-specific outcomes.*

     Compared to other first time students who do not attend orientations, students who attend orientation will:

     1. Successfully complete courses at a higher rate.

     2. Persist semester to semester at a higher rate.

     3. Earn a higher GPA.
  2. *Identify internal and/or external benchmarks and regulations.*

     n/a
  3. *Enter assessment results for area-specific outcomes and analyze trends.*

     2011 - 2012 Data has not be updated and is not available. in attempting to retrieve data to evaluate student achievement we learned that data is inaccurate and therefore not reliable. Work needs to be done to develop reliable means of recording and reporting data.

     2010 - 2011

     Please see attachment titled Orientation Achievement for results.

Students who attend orientations:

Maintain enrollment to census at a higher rate than those who did not attend an orientation. This shows that we help students develop a realistic educational plan.

Earn passing grades (A, B, C, and CR) at a higher rate. This could be due to several factors, but the most likely being they are counseled on realistic workloads for their first semester of college.

Successfully complete the courses for which they have enrolled.

Also, students who attend orientations have a higher GPA (2.41) compared to students who do not (2.23).

4. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*
5. *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*
6. *Describe any additional notable program achievements(optional).*
7. *Additional Program Table Data*
8. *Future Action*
   Current levels of achievement indicators maintained.

- **Program Analysis**
   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs
   1. *Describe program achievements and successes.*

      Still able to maintian quality programs

   2. *According to the evidence, what are the areas needing improvement?*

      We need an effective individual to outreach with the community about changes to the community college system. I realize that we typically have more student demand than we

can provide sections for, however with the rising cost of living and more specifically, Community college tuition, our typical student profile will be changing.

Since we lost Allison Bly, many of the components of this program have struggled to survive. Jesse is currently providing leadership in regards to orientations, the Peer Mentors are making a resurgance under the leadership of Tony Le. Our ability to provide outreach is also improving, but is limited due to state funding.

- **Program Improvement Objectives:**
  1. **Objective:**

     Increase accessibility and present key information about programs, student services and resources, and student success.

     a. *Action Plan*
        Year 1:

        1. Create an interactive online orientation program for new students

        2. Survey students to determine what information they feel is most important.

        3. Survey processes and information at other community colleges.

        3. Begin creation of online orientation program.

     b. *Staffing*
        Year 1:

        If initial resources are provided by the college staffing can be used efficently.

     c. *Equipment (Include items that fit under department budget codes)*
        Year 1:

The main question is should we develop a home grown product or purchase a prefab product from a vendor. Both of these will be expensive options.

d. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

Develop online orientaiton to make better use of counselors time and resources on campus.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

2. PIO Assessment

a. *Enter assessment results with analysis.*

SB 1456 has reshaped the design and immediate need for this program. Due to its overall expense, no decisions have been made regarding this PIO.

b. *Future Action*

1. Objective:

Reestablish in-district outreach program and make long-term committment to the Peer Mentor program.

a. *Action Plan*
Year 1:

Work with Dean of counseling to develop job description and hire Outreach Coordinator and Peer Mentor supervisor and educator. This will help the college save money by hiring someone to coordinate these programs instead of using a faculty member.

b. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

Currently we are using counselor to Coordinate Outreach and the Peer Mentor Program. By hiring a classified position we will save the college at least 50% of the salary for the time assigned to these projects and would relieve pressure on Counseling faculty and administrators.

2. **PIO Assessment**
   a. *Enter assessment results with analysis.*

   New PIO

   b. *Future Action*

1. **Objective:**

Improve student success and retention by aligning with SB 1456. Enforce matriculation steps, specifically Assessment and Orientation, before enrolling in courses.

   a. *Action Plan*
   Year 1:

   Work with Dean of counseling to determine costs related to enforcing matriculation holds.

   Need for:

   i. Adjunct hours over the summer to deliver orientations, develop SEPs, and counsel students on appropriate courses and load.

      ii. Computer lab located near admissions and records that has flexibility to meet increased demand for orientations.

      iii. Accurate information about numbers of incoming students who will require new student orientations.

      iv. Expand services at the Newark center.

Work with IT to determine cost of implementing requirements and how best to monitor students being cleared in the system to register and maintenance of the process as needed.

b. *Staffing*
Year 2:

n/a

c. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*
1. Through innovative programs and services, improve student learning and achievement.
Rationale:

see below

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

The Student Success Task Force recommends that Orientation be a mandatory step for all new students with the ability to pt out on a case by case basis. By developing an online orientation format we will be able to move towards making orientations mandatory.

7. Increase access to higher education of under-served and

under-represented demographic groups in the District and local communities.
Rationale:

See above

8. Engage all members of the college community in active, continual institutional improvement.
Rationale:

See PIO on online Orientations.

2. **PIO Assessment**
   a. *Future Action*

- **Outside Review Results** 01/31/2012
  1. List each team members name and title.

     Eddie West

  2. Discuss key feedback provided by team and how it was incorporated into the report.

     Eddie West

- **Attached Files**
  1. Parent Survey 2012.docx
  2. 2011-12 survey results wcomme.pdf