1987-88 MATRICULATION PLAN PROGRESS REPORT

College Name and Address: Santa Barbara Community College

721 Cliff Drive

Santa Barbara, CA 93109-2394

District Name: Santa Barbara Community College District

College Matriculation Contact Person:

Name: Diana Sloane

Title: Dean of Instructional Services Phone: (805) 965-0581 ext.367

Certification of Superintendent/President:

I certify on behalf of the Board of Trustees that the plans
contained herein have been or will be carried out in accordance with
requirements of the Board of Governors as adopted January 23, 1987. I
further certify the District/College understands it is under no
obligation to carry out any portion of this plan for which funds are
unavailable.

Name (type): Peter R. MacDougall

Title: Superintendent/President

Signature: ___________________________ Date: 10-7-88

District Certification (for multi-campus districts):

Name (type): ________________________

Title: ________________________________

Signature: ___________________________ Date: __________________

Send Original and 3 copies to:

Dr. Judy C. Miner
Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814.

Due date: October 31, 1988

Encl. 1
Item 4.1
10/13/88
I. Executive Summary

A. Accomplishments

As Santa Barbara City College is committed to enhancing student success and institutional effectiveness, the philosophies on which Matriculation has been built are embraced by the faculty and staff at this institution.

The Admissions and Records Office is critical to the Matriculation process. As the (usual) first contact with students, this office has the responsibility of identifying matriculating students and clarifying the matriculation philosophies, requirements and procedures for them.

During the 1987-88 academic year, a good deal of progress was made on the stated goals of matriculation. The Admissions staff, including hourly workers, were trained to identify matriculated students based on their student level, enrollment status and goal. Information about the requirements of matriculation were sent or given to these students upon submittal of the application. In addition, more comprehensive information was placed in the schedule of classes and catalog.

The Admissions Dean worked closely with the Central Coast Computing Authority to modify both the application short and brief form screens to enable the input of those data elements vital to determining the matriculation status of first time SBCC students. As a result, these critical data elements can be input for each student submitting an application whether before or at time of registration.

The Fall semester, 1987, brought the largest (early) enrollment of students in past semesters. Part of this is attributable to the modification of the registration priority system. Part of this is attributable to expanded high school outreach efforts and the inclusion of more one day assessment/orientation/advisement/registration opportunities for new matriculating students. Priorities were changed to encourage more continuing students to register early.

Through evaluations, the college realized continuing students did not find any advantage to registering early. The new priority system places those who chose not to register early after new matriculating students. For Fall semester, continuing matriculating students, were able to register for four weeks during the summer; new matriculating students were able to register over a two week period. All other students were
given appointments to register during a six day late registration period. These registration periods will be expanded in future semesters.

Students younger than 21 are requested, but not required, to have their high school transcripts sent to the college. It is explained that this information is helpful to the counseling staff in assisting the student to plan his/her college schedule. A postcard is given to the student who is asked to complete it. The college will mail these requests.

In the past, a student's educational goal, major and transfer plans were collected only at time of application. These three fields are now updated at Fall and Spring registration. This has provided the college with a more accurate profile of student's educational plans and enables academic offices and departments such as the Transfer Center to send specific information to students.

Each semester, the college mails schedules containing applications to the community. In addition, the Admissions Office now delivers bundles of schedules to libraries, recreation and community centers. Schedules are also taken to local businesses, high schools and UCSB. This service has been well-received by the community. Often additional schedules are requested. Schedules distributed in the community make students aware of matriculation requirements and allow them to begin planning at an earlier date.

Accomplishments in the orientation component included a step-by-step enrollment process whereby new students receive assessment dates when submitting an application, orientation dates when completing assessment, and registration dates at the orientation sessions. A computerized attendance verification process has been added. Four one-day assessment, orientation, registration sessions were held in August 1987, serving approximately 100 students each day. There were 402 local high school students attending "Senior Orientation Days" in May 1988, 41% more than the previous spring. These students were eligible for early registration. A revised Student Planning Guide was available at Orientation for new students. Special target groups were identified and orientation programs specific to these groups were developed, including: ESL, GAP (UCSB Guaranteed Admission Program), athletes and out-of-town parents.

Most of the 1987-88 goals of the skills assessment component were accomplished. Assessment was coordinated by a representative committee of math, English, essential skills, ESL, vocational, and LD faculty; counselors; and representatives from the Admissions Office, EOPS, student services, academic affairs and data processing. All new and new transfer non-exempt matriculating students were assessed and advised prior to registration for the 1987-88 school year. Placement levels were automatically uploaded from the microcomputer to the student records in the mainframe computer and diagnostic letters to students were produced. Placement procedures for math classes were refined. Math and language skills tests were administered to 11th and 12th graders in local high schools. Closer coordination between assessment and advisement occurred. Procedures for identifying students to refer
to LD and ESL assessment were clarified. Students’ need for other student services and referral, such as financial aid, EOPS, career center, employment services, transfer center services, etc., were identified through the assessment process. A comprehensive evaluation of assessment tests and procedures was undertaken to ensure that they are valid, reliable and sensitive to cultural and/or linguistic differences. The research included identifying multiple criteria that are predictive of student success.

As a part of the advisement component, new non-exempt students were required to meet with a counselor or faculty advisor before registering for classes in order to have assessment levels interpreted and have access to course prerequisites vs. achievement data. Nine faculty advisors representing each division were appointed and given in-service training throughout the school year. Revisions for the Faculty Advising Program included more individualized in-service programming and multiple ways of selecting advisees. A computerized check-list was partially developed for utilization by counselors and faculty advisors. A new registration priority system has been implemented that will increase the number of continuing students having pertinent course information and requirements prior to registering. Three phases of Project ASSIST have been implemented. The retrieval time of course articulations and progress checks using this system has been shortened to 45 seconds. The entire program should be fully up and running by the end of 1988.

In the follow-up component, non-exempt students were informed of their progress and were directed to institutional support services available to enhance goal achievement. Special efforts were made to assist undeclared students, students in pre-collegiate basic skills courses, and students with special needs. Increased follow-up activities included direct mail, classroom presentations, workshops, individual counseling, and expansion of career decision-making services including the introduction of DISCOVER. Students having academic difficulty were identified, and assisted by either counselors or faculty. Computerized systems were enhanced and utilized to identify targeted populations, to maintain regular communication with students and track selected support services utilization.

As a part of research efforts, indicators needed to evaluate the effectiveness of the Matriculation Program in increasing students’ chances of succeeding in college have been identified. Information required for the evaluation study has been collected and the computer programming needed for an ongoing management information system for the evaluation of the Matriculation Program is near completion.

Findings from the longitudinal evaluation study from 1983 to 1988 reveal that semester-to-semester persistence rates among matriculated students has increased each year the program has been in effect. Results of this study also show that the most dramatic increase in fall-to-spring semester college persistence among first-time matriculated students occurred the year in which participation in the college’s assessment, orientation, and advising, counseling and placement programs were made mandatory for all matriculated students.
A study designed to identify the best predictors of student success in pre-collegiate and in entry-level college classes is close to completion. Findings from this study show that the cutoff scores on the assessment tests used in recommending student placement into courses are valid and that the best predictors of student success in their classes are scores on the assessment tests, high school grades, age, number of hours employed while attending college, and number of units attempted in semester.

A grant from the Chancellor's Office was received to design an automated system for measuring and evaluating the effectiveness of student utilization of support services.

A Matriculation Coordinator was assigned to allocate 40 percent of her time to the success of campus-wide Matriculation efforts. A steering Committee was also appointed to improve the coordination of Matriculation activities between Student Affairs and Academic Affairs. A plan was developed and implemented for campus-wide orientation and training related to Matriculation activities. Beginning plans were developed to coordinate staff development with Matriculation activities to enhance student success.

B. Barriers to implementation

The very important admissions goal of modifying the application for admission to allow for the collection and input of data essential to the matriculation process will be the priority for 1988-89. Although plans for developing this had been scheduled for 1987-88, it was decided not to move forward until the final MIS information from the Chancellor's Office was obtained. Now that there is no funding for MIS, the college will examine and revise its application to obtain information needed to better serve students. Three processes are involved to complete this goal. First, the application will be revised. Second, the college will need to decide whether or not the new application form should be scannable. Finally, the data base will be reconstructed to capture the new elements and programming done to accept the information from a scannable form.

The ability to early register students assists Matriculation efforts greatly. This process, which works extremely well for Fall semester, encounters difficulties when trying to enroll students for Spring. Because classes are in session, it is difficult to find rooms for an entire day to assess, orient and advise students. Further, the class schedule is not ready as early as desired. Perhaps the most important reason is the stringent controls on moving from one English/Math class to a higher one. Finally, the Admissions Office is small and has limited stations and resources to serve students. This problem should be resolved in 1991 when the new Student Services Building is available for occupancy. The Admissions Office will then have more stations, and a large room for the purpose of assessment/orientation will be available.
Many students waited until the last orientation sessions, thus the ratio of new non-exempt students to counselors was high and needs of a diverse group were more difficult to meet with available resources.

No barriers to the implementation of the skills assessment component were encountered. The assessment research project was delayed because of the need for a new computer.

Advising sessions were a less efficient and effective process than they would have been had students been placed in homogeneous groups so they could be matched with resources. In addition, the computer log-on time for counselors was too lengthy and the existing computer programs were confusing. The Faculty Advising Program had a slow start because of diversity of in-service needs and the complexity of selecting advisees. Due to a heavy counseling/advising workload, evaluation and research was not in keeping with the Counseling Department's needs. Project ASSIST took more time and knowledge than originally forecasted regarding networking, data entry, and Master Course List accuracy.

Students placed on probation for Fall have normally enrolled for Spring or have withdrawn before their probationary status can be posted and pre-enrollment counseling provided. A longer time between Fall and Spring semesters would be necessary to assist students properly. To fully serve students without educational goals and to provide vocational students with career decision-making information, a more comprehensive strategy and more resources will be necessary. Greater faculty participation from a wider range of disciplines and courses is needed to fully implement an effective early warning system. Accurate computerized identification of students in different academic categories has been a problem because students change majors/goals.

The major barrier to implementing the Institutional Research and Evaluation Component has been in establishing the data processing portion of the management information system for the evaluation of the Matriculation program. The software used to structure the student records database on the HP 3000 allows for within-semester analyses but not across-semester analyses. This constraint in the structure of the student records database has resulted in a substantial increase in programming time and has delayed the completion of the management information system that will be used to conduct ongoing research studies on the academic progress of matriculated students.

No significant barrier to implementation of coordination and training functions exists, though an on-going means to market Matriculation in more dramatic and effective ways, adapted to different populations, might create more unity of effort campus-wide and lead to improved results.

C. Priorities for 1988-89

1. To modify the application for admissions to allow for the collection and input of data essential to the matriculation process.
2. To restructure the student data base to allow for the input and storage of the required elements of Matriculation.

3. To research and evaluate the possibility of a scannable application form.

4. To electronically determine exempt and non-exempt Matriculating students.

5. To block from registration any new Matriculating student who has not been assessed and/or oriented/advised.

6. To continue to expand early registration opportunities for Matriculating students.

7. Decrease the student/counselor ratio by earlier advertising of orientation sessions according to goals/major.

8. Continue to increase the number of students oriented in the spring and summer sessions for fall registration by offering more one-day sessions.

9. Develop a freshman orientation experience in the fall of 1988 which focuses on the interpersonal and social aspects of college.

10. Evaluate a required "Orientation to College" class for students who have not declared/decided on a major.

11. To include the assessment of study skills and interests.

12. To use multiple criteria based on our research for placement and advising.

13. To reduce the length and complexity of assessment procedures.

14. To increase the number of one-day, one-stop assessment, orientation, advising, registrations sessions; probably in July.

15. To complete the assessment research project and disseminate results.

16. To provide sensitive, meaningful assessment and orientation for vocational students.

17. To provide study skills as a component of many classes or adjunct to other classes or as part of orientation.

18. To refer students for LD assessment, ESL testing, study skills and career planning.

19. To develop more efficient means to contact students who indicated a need for student services.
20. To establish valid recommended skills levels throughout the curriculum.

21. Deliver advising and counseling activities to new non-exempt students in homogeneous groups utilizing assessment information and goals as part of criteria.

22. Streamline computer and student tracking procedures for new and continuing students.

23. Individualize in-service activities for faculty advisors in such a way that there is more structure and direction given to advisees and advisors.

24. Assist faculty advisors in identifying their advisees earlier.

25. Develop additional strategies for communicating with and informing vocational students of career choices, job expectations, requirements, and support services.

26. Improve use of the counseling form with an emphasis on consistency of interpretation and use of the codes. Delineate types of data to be generated from the database. Develop research reports to improve effectiveness and ability to serve students. Develop menu-driven reports so that counselors/advisors can request reports on monthly/quarterly basis for the purpose of feedback and accountability.

27. Additional training and in-service on use of historical and current data available in the computer database as well as increased emphasis on computer competency by faculty advisors and counseling staff. Streamline log-on procedures to facilitate greater efficiency and the willingness of counselors to use the system.

28. Implement Project ASSIST package and train counselors in its use. Explore the CASHE 3000 system and other available software for in-house generation of graduation checks and general education certification.

29. Develop a more effective, computerized, feasible system for utilization of IEP's.

30. Increase the number of Student Support Services utilizing the centralized Student Tracking System.

31. Enhance centralized coordination and accounting of follow-up activities and outcomes.

32. Enhance the database mechanisms for collecting and reporting centralized Student Services referral and utilization data.

33. Expand faculty participation and refine procedures for the Early Warning project.
34. Develop additional strategies for communicating with and informing vocational students of career choices, job expectations, requirements and support services.

35. Increase follow-up and support services to under-represented students in order to increase retention and goal achievement.

36. Utilize computer support systems to follow-up eligible students not moving to advanced levels of Math and/or English classes.

37. Intervene earlier with students enrolled in pre-collegiate level courses.

38. Implement the complete management information system that will be used to conduct ongoing research and evaluation studies of the Matriculation program.

39. Collect information on the extent to which each of the major objectives of the Matriculation program are being achieved.

40. Prepare and distribute reports on the extent to which the objectives of the college’s Matriculation program are being achieved.

41. Identify the criteria that best predict student success in pre-collegiate and entry-level college courses.

42. Design and field-test procedures for automating the measurement of student utilization of support services and for assessing the effectiveness of the support services in providing needed assistance to students.

43. Develop a marketing package aimed at different college populations (e.g., Board of Trustees, contract faculty, counselors, etc.) that effectively inform these populations about the Matriculation process, product and their respective roles.

44. Evaluate means to better coordinate Matriculation components so that the Matriculation effort is one college-wide effort all leading to the same outcomes.

45. Continue to coordinate Matriculation efforts with faculty development efforts.

46. Assess the long-term goals for Matriculation and allocate Matriculation resources commensurate with those goals.
IV. BUDGET REPORTS
1988-89 MATRICULATION BUDGET

College/District: Santa Barbara Community College

<table>
<thead>
<tr>
<th></th>
<th>District Contribution</th>
<th>C.O. Contribution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Certificated Employees</td>
<td>$ 660,526</td>
<td>65,235</td>
<td>725,761</td>
</tr>
<tr>
<td>2000 Classified Employees</td>
<td>383,438</td>
<td>68,700</td>
<td>452,138</td>
</tr>
<tr>
<td>3000 Student Employees</td>
<td>43,953</td>
<td>15,467</td>
<td>59,420</td>
</tr>
<tr>
<td>4000 Supplies and Materials</td>
<td>29,848</td>
<td>13,500</td>
<td>43,348</td>
</tr>
<tr>
<td>5000 Other Operating</td>
<td>11,361</td>
<td>55,098</td>
<td>66,459</td>
</tr>
<tr>
<td>6000 Capital Items</td>
<td>11,943</td>
<td>14,500</td>
<td>26,443</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Totals</td>
<td>$ 1,141,069</td>
<td>232,500</td>
<td>1,373,569</td>
</tr>
<tr>
<td>Anticipated Carryover</td>
<td></td>
<td></td>
<td>$ 14,540</td>
</tr>
</tbody>
</table>

The undersigned certify that the above budget represents the anticipated allocation of resources in support of the college's approved matriculation plan for 1988-89.

[Signature]
Matriculation Coordinator

[Signature]
Business Officer

[Signature]
Other (please specify):