**Peralta Community College District**

## Revised Annual Program Update Template 2011-2012

**(Matriculation)**

|  |  |
| --- | --- |
| Overview | |
| Date Submitted: | 10/07/11 |
| Data Download Date: | n/a |
| Program/Department: | Matriculation |
| Campus: | College of Alameda |
| Administrator: | Dr. Kerry Compton |
| Department Chair; Coordinator: | Trulie Thompson |
| Mission Statement: | Matriculation is a state-mandated process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational endeavors.  The first goal of matriculation, as related to student success, is to ensure that all students:  1) complete their college courses  2) persist to the next academic term  3) achieve their educational objectives through the assistance of the student-direct components of the matriculation process: Admissions, Orientation, Assessment and testing, Counseling, and Student follow-up.  The second goal of matriculation, institutional effectiveness, ensures the:  1) partnership of student services and instruction  2) system wide accountability  3) efficient use of resources  4) implementation of institutional research  5) increased participation of underrepresented students  The components of the matriculation process as related to institutional effectiveness include coordination and training, research and evaluation, and prerequisites/core-requisites. |

|  |  |  |  |
| --- | --- | --- | --- |
| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). | | | |
| 1. Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
| Fall Census Headcount by Matriculation Status | 5504 | 4947 | 4738 |
| Percentage Distribution | 69% | 69% | 69% |
|  |  |  |  |
| 1. **Persistence** |  |  | n/a |
|  |  |  |  |
| 1. **Success** |  |  | n/a |

|  |  |
| --- | --- |
| 1. **Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF | n/a |
| Extra Service FTEF | n/a |
| Total FTEF | n/a |
| % Contract/Total | n/a |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Data Comparables (Matriculating Students across the District) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| FALL 2009 | **5504** | 4704 | 9808 | 4932 |
| FALL 2010 | **4947** | 4771 | 8833 | 4748 |
|  |  |  |  |  |
| FALL 2009 PERCENTAGE | **69%\*** | 62% | 64% | 60% |
| FALL 2010 PERCENTAGE | **69%\*** | 64% | 63% | 62% |
| **\***COA has highest percentage of matriculating students in District |  |  |  |  |

|  |  |
| --- | --- |
| 1. **Staff Data** | |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF | n/a |
| Extra Service FTEF | n/a |
| Total FTEF | n/a |
| % Contract/Total | n/a |

|  |  |
| --- | --- |
| 1. **Accomplishments and Goals - Course SLOs and Assessment** | |
| Number of active courses in your discipline | n/a |
| Number with SLOs | n/a |
| % SLOs/Active Courses | n/a |
| Number with SLOs that have been assessed | n/a |
| % Assessed/SLOs | n/a |
| Describe assessment methods you are using | n/a |
| Describe results of your SLO assessment progress | n/a |

|  |  |
| --- | --- |
| 1. **Accomplishments and Goals - Program Outcomes and Assessment** | |
| Number of degrees and certificates in your discipline | n/a |
| Number with Program Learning Outcomes | In 07-08, the District Matriculation Advisory Committee discussed Student Learning Outcomes for the components that were directly student related (Admissions, Assessment/Placement, Orientation, and Counseling). It was determined that base or “core” SLOs could be developed across the district to maintain consistency and that campuses could add additional SLOs as needed. Work began on crafting the “core” SLOs but they were never finalized and/or approved. In the interim, COA Matriculation Committee adopted campus specific SLOs for Assessment, Orientation and Counseling. Admissions which is coordinated through the District is working on the development and evaluation of their SLOs.  Assessment SLOs include:  1. students will be able to complete validated assessments in English reading and writing and Math  2. students will understand that assessment is a process using multiple measures  3. students will be directed to appropriate coursework when assessment is completed  Orientation SLOs include:  1. students will be able to navigate through college by learning about campus resources and support services  2. students will better understand college policies and procedures  3. students will be able to better formulate educational and career goals  Please review the Counseling Department Annual Planning Update for more information regarding the Counseling SLOs and evaluation. |
| Number assessed | n/a |
| % Assessed | n/a |
| % Assessed/SLOs | n/a |
| Describe assessment methods you are using | Orientation and Counseling SLOs were assessed using student surveys and evaluations |
| Describe results of assessment progress | Orientation was assessed using both a Orientation Quiz and student survey. 90% of students scored 70% or higher on Quiz and the student survey indicated 93% of students were satisfied with information provided at orientation.  Student survey was administered to students Spring 2011 to assess 3 SLOs for Counseling (please see Counseling APU for more information). Goal for assessment was set at 70% of students surveyed would indicate score of 3 or higher for each statement of learning.  Actual results showed 83% of students indicated score of 3 or higher. |
|  |  |

|  |  |
| --- | --- |
| 1. **Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | Matriculation provides the framework through which the special educational and service needs of those students are identified and provided for in a comprehensive manner and positively affect student achievement.  At the core of student success is to increase the extent to which students attain their educational objectives by:  1. Enabling them to make thoughtful and relevant educational choices concerning the programs and courses to pursue based upon clear and sensitive appraisals of their skills, interests, and aptitudes in relation to the programs and courses offered.  2. Identifying the support services that students need to succeed and by assisting to meet those needs.  3. Strengthening student motivation to succeed through the above and by providing more frequent performance feedback and encouragement.  Matriculation established a specific set of services in a process linked by components reflecting the legislative and regulatory mandates students require to be assured access and success. These components are all designated services that compel the interaction between students, faculty, and staff. This interaction is central to student success because is diminishes the isolation that students often experience in the higher education environment. |
| Engage our Communities & Partners | Matriculation allows for engaging the community to partner in the success of our students. Fabulous Friday New Student Orientation Fall 2011 had over 275 students meeting with faculty, staff, and community groups like AC Transit who was available to speak with students about the EasyPass.  Matriculation works closely with state-wide institutions in the development of e-transcripts and uniform state assessment instrument. |
| Build Programs of Distinction | According to research done by the California state-wide Basic Skills Initiative, two of the 26 components required to ensure student success is 1) mandatory orientation, assessment, and placement and 2) counseling provided is substantial, accessible, and integrated with academic courses/programs. Matriculation supports the Basic Skills Initiative in these key areas.  COA’s Orientation and Counseling programs have implemented successful strategies that are innovative across the District. Fabulous Friday New Student Orientation, a campus-wide event, and e-Counseling, the first pilot of online counseling in the District, are examples of the distinctive program being built through Matriculation.  In addition, the District Matriculation Advisory Committee (which COA’s matriculation coordinator is a member of) has been effective in the validation process of English, Math, and ESL COMPASS assessment instruments which ensures the appropriate placement and success of our students. MIS data review and reform, online student services, and prerequisite validation are other areas that the District Matriculation Advisory Committee will be addressing this year. |
| Create a Culture of Innovation & Collaboration | COA has the highest percentage of matriculating students in the District. Student services and instruction often collaborate on providing excellent services and events like Fabulous Friday, Transfer Day, and Early Alert. |
| Develop Resources to Advance & Sustain Mission  Supports COA Mission Goals:  • College of Alameda will improve administrative services in support of institutional effectiveness.  • College of Alameda will improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students  Supports Institutional Action Priorities:  • Create a premiere center for student support services, developmental education, and foundation skills.  • Develop student learning outcomes and implement integrated strategic planning, leading to decisions that incorporate | • Matriculation addresses both student success and institutional effectiveness.  • Recent studies show that the components of Matriculation which directly affect students: Admission, Orientation, Assessment, Counseling and Student Follow-up are crucial factors impacting student retention, persistence, and completion. |

|  |  |
| --- | --- |
| 1. **Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | To better serve students, future plans include expanding orientation and online counseling; researching online assessment |
| Programs Integral to Overall College Strategy | The Matriculation process is an excellent example of a comprehensive and integrated delivery package of services designed to enhance student retention and persistence, and thereby contribute to the educational opportunities of all students. |
| Programs Essential for Transfer | Matriculation helps support the transfer process through student direct components like Orientation, Assessment, Counseling, and Student follow-up. Also, pre-requisite validation is pivotal in maintaining course articulation with transfer universities. |
| Programs that Serve a Community Niche | Matriculation is open to all students and provides services regardless of matriculation status. |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | Matriculation assists students with the support services they need to overcome external factors and challenges. |

|  |  |
| --- | --- |
| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | n/a |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion | n/a |

|  |  |
| --- | --- |
| 1. **Action Plans and data sources (indicate which data sources used)** | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | COA’s Matriculation Plan was updated in Spring 2011. Please see chart below which specifies goals for each component. |
| Data Source – Assessment Findings | n/a |
| Data Source – BI Data | n/a |
| Data Source – Institutional Goals | n/a |
| Other Data Sources | n/a |

|  |  |
| --- | --- |
| **GOAL FOR THE ADMISSION COMPONENT** | **GOAL FOR THE ORIENTATION COMPONENT** |
| 1. Use complete and valid data entered from student’s application to enhance local college research, counseling follow-up, student profile information, MIS data for State research on student characteristics, and student services follow-up on request from student for special assistance. 2. PCCD office of Admissions and Records will implement out-of-district transcript evaluation for new students to assist the counselor and student in planning his/her program according to goals and major. Evaluated data will be entered on the PCCD transcript and through the Degree Audit System of PeopleSoft. 3. Facilitate the enrollment process and maximize the services available by continuous evaluation and refinement of the admissions component of matriculation. 4. Improve and increase training for faculty, staff, and students in the use of PASSPORT student administration system. 5. Improvement in services from new system will strengthen admission component of matriculation by allowing for portal network technology to create an electronic student portfolio with assessment, admissions, and other information, including out-of-district transcripts so the student does not have to repeatedly file transcripts to access services across the colleges. In addition, facilitate student’s transition from one institution to another, as well as goal setting and academic planning, by electronic transmission of official student transcripts. 6. Through the efforts of the Recruitment and Retention Committee, increase the number of students applying to the college as well as assist campus in greater student retention. | 1. Acquaint students with programs and services offered at the College of Alameda. 2. Familiarize students with the two-year college system and higher education in general. 3. Inform students of the educational program planning process and why. 4. Inform students about the assessment process and how it relates to them and the significance of enrolling in English and math foundation courses. 5. Inform students about the grading process, probation, tutorial services and other services available to assist them in classes they are enrolling in. 6. Recommend to the District Matriculation Committee that Board Policy criteria for exemption according to Title 5, 55532(a), 55510(a)(5) and 55532(d) be reviewed and updated for the orientation component. 7. In coordination with the Office of Institutional Research, evaluate effectiveness of Coun 200A:Orientation to College on student success and retention through data review. In addition, complete student evaluation of course and implement changes and/or recommendations. 8. Coordinate orientation efforts with various student services departments. |
| **GOAL FOR THE ASSESSMENT COMPONENT** | **GOAL FOR THE COUNSELING COMPONENT** |
| 1. Validate assessment tests on a timely basis. 2. The college will fund and support an exclusive assessment lab within the assessment area for on-going interim assessment testing purposes. The lab will also be utilized for potential career and self inventory assessments. 3. The College Matriculation Committee will review the assessment program on an annual basis in order to monitor stated objectives and goals. 4. Research options for on-line testing locations, i.e. develop security measures, proctoring procedures. | 1. Increase the number of students seeking counseling. 2. Increase the number of students enrolled in counseling courses. 3. Create a survey for students to complete that will allow for determining student satisfaction with counseling services provided as well as evaluating student learning outcomes. 4. Increase the number of probation and dismissal students who seek counseling. 5. Increase counselor liaison role with teaching faculty by participating in instructional clusters and continue involvement with counseling support in learning communities. 6. Advocate for additional counseling faculty to meet student counseling needs. 7. Improve understanding of critical role of counseling among instructional faculty and students to encourage early and regular use of services through the following:  * Provide flyers to faculty at the beginning of each semester informing them of counseling workshops and classes beneficial for student success * Outreach to faculty and students through classroom presentations. * Establish instructional faculty and counseling partnerships.  1. Utilize technology to improving counseling services that include the following:  * Continue training and use of PeopleSoft/Passport system * Implement Degree Audit Report (DAR) functionality of PeopleSoft that will enable students, counselors, and District evaluators to request degree checks. * Implement e-Counselor to provide counseling services to distance education students. * Equip counselor offices with up to date technology and ergonomic furniture, so both the student and the counselor are working with on-line information during the counseling session.  1. Improve maintenance and record-keeping of completed student education plans. Currently, student education plans can be stored at many student support services department. Implement storage of electronic educational plan which improves access to student records across campus. |

|  |
| --- |
| **GOAL FOR THE FOLLOW-UP COMPONENT** |
| 1. Contact students via mailings congratulating them on participating in matriculation and encouraging them to meet with a counselor to complete their education plan. 2. Implement Early Alert process using PeopleSoft System. Activities include the following:    * Increase number of faculty who participate in Early Alert, with more students referred for follow-up    * Consider having EA program be conducted throughout the semester    * Train faculty on the use of Early Alert through the PEOPLESOFT/Passport system    * Late enrollees will be automatically included in Early Alert process and student success outcomes for late enrollees will be documented 3. Increase the number of students, faculty, and staff who are aware of services available on campus through the following:  * Targeted mailings to ESL students * Targeted mailings to students in basic skills classes * Targeted mailings to students who indicated transfer as their goal * Targeted mailings to students who indicated Associate degrees and/or Certificates as educational goals * Targeted mailings to students who were determined to be exempt from matriculation services, encouraging them to use the services * Targeted mailing to exempt continuing students encouraging them to use the services * Targeted mailing to students with information and activities using the responses on the college application  1. Develop strategies to decrease the percentage of late enrollees. Using student success data, communicate through counseling and orientation sessions the importance of course planning and enrolling before classes start. Improve marketing about the semester beginning date and investigate whether a change in the length of the semester (and thus a fall semester start date after Labor Day) would allow parents of school-age children to begin the semester on time. 2. Emphasize faculty intervention with students who are having academic difficulty. Involve the Academic Senate in defining intervention as a professional responsibility. Hold Senate-sponsored workshops/brown bag sessions on how to talk to students who are not succeeding in class and participate in faculty orientations every semester. At the beginning of each semester, and periodically throughout the term, send letters to all faculty, signed by college administrators and Academic Senate, providing a script faculty can read to class about improving academic success. Script would include how students can ask help from faculty by utilizing office hours, resources available on campus, how student success is linked to seeking help when needed, how to work with a "study buddy." Provide statements faculty can include on syllabi on where and how to access help. (Component Standard 3) 3. Create support classes that start 3-4 weeks after the beginning of the semester so that students who are having difficulty can be referred to appropriate classes such Coun 200A: Orientation to College, Coun 224: College Preparedness, Coun 24: College Success. Refer students to lab settings that are available throughout the semester for enrollment (open entry classes) that assist with assessment and skill development. These classes would be an alternative to the student's dropping out. 4. Educate students about services that are available. Create posters, flyers, brochures, banners with a unified visual theme so that students readily identify the materials as providing information about available resources. Sponsor a Student Services Festival with "on-the-spot" help at tables. Provide alternate formats such as Braille, large print, electronic text and materials in languages other than English 5. Research and review data indicating how students in basic skill courses proceed to college level courses. Plan appropriate follow-up activities as deemed necessary. |

|  |  |
| --- | --- |
| **GOAL FOR THE COORDINATION AND TRAINING COMPONENT** | **GOAL FOR THE RESEARCH AND EVALUATION COMPONENT** |
| 1. Review and coordinate orientation activities provided by special programs and services (i.e., CalWORKs, Financial Aid, EOP/S, DSPS, Dental Assisting) to determine if the orientation material provided meets the informational requirements for the college orientation and therefore meets the orientation matriculation requirement. 2. Expand the understanding of the faculty and staff of the College Matriculation Plan through articles published in College newsletters and ongoing professional development activities. 3. Use campus research efforts to evaluate campus coordination and training needs. 4. Provide the opportunity and training for instructional faculty to be part of orientation presentation teams. 5. Conduct training sessions for counseling and instructional faculty regarding the use of placement test results and multiple measures criteria for assessment and the use of pre-requisite, co-requisite and advisories. 6. Conduct training sessions for counseling and instructional faculty each semester regarding the early alert system. | 1. Continue to use research activity to validate the relationship between student performance and matriculation services received. 2. Collect information for the college planning process on improving matriculation component activities and services. 3. Use studies done for other programs and initiatives, e.g. Equity for All, to determine the effect of access on enrollment, student success, retention and persistence. 4. Attempt to centralizing all data collection that impacts on matriculation and developing interactive access to District data files. |

|  |  |
| --- | --- |
| 1. **Needs and data sources (indicate which data sources used)**   **Please prioritize in each category, with highest priority first.** | |
| Please describe any **equipment, material and supply** needs. (listed by components) | **Assessment:**  1. request funding to support mandatory assessment and assessment instruments  2. advocate for dedicated assessment lab  3. request funding to create Assessment brochures and preparatory materials    **Orientation**  1. request funding for Student Handbooks/Planners \* (CLASS just approved 2012-2103 Planners for $15,000) |
| Please describe any **faculty/classified/student assistant** needs. | **Admissions**:  1. request funding to support Student Ambassadors in the Welcome Center during peak registration  2. request funding to support Welcome Events for new students  **Counseling**   1. request funding for additional counselors prior to and during peak registration 2. advocate for hiring more counseling faculty (please see Counseling Department APU for more information) |
| Please describe any **facilities** needs. | **Assessment:**  1. advocate for dedicated assessment lab to enable year round testing |
| Please describe any **technology** needs. | Software like Adobe Presenter to offer Orientation and other matriculation support information online |
| Data Source – Assessment Findings | n/a |
| Data Source – BI Data | n/a |
| Data Source – Institutional Goals | n/a |
| Other Data Sources | n/a |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | |
| **Students Success by Matriculation status by college** | | | | | | | | | | | | | | | |
| Date run: 9/26/2011  \*please note: Date has been requested from District comparing success rates of students receiving matriculation services vs. those who do not; data has not yet been received | | | | | | | | | | | | | | | |
| **TERM** | | **CAMPUS** | **Matric Status** | | | **TOTAL GRADED** | | **SUCCESS** | | **SUCCESS RATE** | | | **WITHDRAW** | | **WITHDRAW RATE** |
| 2008 Fall | | Alameda | EXMPT | | | 2,562 | | 1,748 | | 68.20% | | | 442 | | 17.30% |
| MATR | | | 10,090 | | 6,515 | | 64.60% | | | 1829 | | 18.10% |
| SPX | | | 421 | | 285 | | 67.70% | | | 62 | | 14.70% |
| Berkeley | EXMPT | | | 3,730 | | 2,478 | | 66.40% | | | 800 | | 21.40% |
| MATR | | | 9,443 | | 5,796 | | 61.40% | | | 2284 | | 24.20% |
| SPX | | | 273 | | 189 | | 69.20% | | | 31 | | 11.40% |
| Laney | EXMPT | | | 6,922 | | 4,512 | | 65.20% | | | 1406 | | 20.30% |
| MATR | | | 21,537 | | 13,786 | | 64.00% | | | 4333 | | 20.10% |
| SPX | | | 773 | | 589 | | 76.20% | | | 61 | | 7.90% |
| Merritt | EXMPT | | | 4,482 | | 3,130 | | 69.80% | | | 763 | | 17.00% |
| MATR | | | 9,621 | | 5,833 | | 60.60% | | | 2134 | | 22.20% |
| SPX | | | 438 | | 378 | | 86.30% | | | 20 | | 4.60% |
| **2008 Fall Total** | |  |  | | | **70,292** | | **45,239** | | **64.40%** | | | **14165** | | **20.20%** |
| 2009 Fall | | Alameda | EXMPT | | | 3,580 | | 2,464 | | 68.80% | | | 640 | | 17.90% |
| MATR | | | 10,747 | | 6,876 | | 64.00% | | | 2239 | | 20.80% |
| SPX | | | 450 | | 346 | | 76.90% | | | 44 | | 9.80% |
| Berkeley | EXMPT | | | 4,476 | | 3,017 | | 67.40% | | | 810 | | 18.10% |
| MATR | | | 10,223 | | 6,450 | | 63.10% | | | 2047 | | 20.00% |
| SPX | | | 421 | | 361 | | 85.70% | | | 15 | | 3.60% |
| Laney | EXMPT | | | 9,404 | | 6,378 | | 67.80% | | | 1713 | | 18.20% |
| MATR | | | 22,353 | | 14,163 | | 63.40% | | | 4656 | | 20.80% |
| SPX | | | 843 | | 596 | | 70.70% | | | 134 | | 15.90% |
| Merritt | EXMPT | | | 5,145 | | 3,674 | | 71.40% | | | 716 | | 13.90% |
| MATR | | | 10,085 | | 6,173 | | 61.20% | | | 1825 | | 18.10% |
| SPX | | | 525 | | 483 | | 92.00% | | | 21 | | 4.00% |
| **2009 Fall Total** | |  |  | | | **78,252** | | **50,981** | | **65.10%** | | | **14860** | | **19.00%** |
| 2010 Fall | | Alameda | EXMPT | | | 3,320 | | 2,301 | | 69.30% | | | 541 | | 16.30% |
| MATR | | | 9,275 | | 6,045 | | 65.20% | | | 1600 | | 17.30% |
| SPX | | | 316 | | 249 | | 78.80% | | | 28 | | 8.90% |
| Berkeley | EXMPT | | | 4,157 | | 2,968 | | 71.40% | | | 698 | | 16.80% |
| MATR | | | 10,055 | | 6,624 | | 65.90% | | | 1909 | | 19.00% |
| SPX | | | 290 | | 225 | | 77.60% | | | 25 | | 8.60% |
| Laney | EXMPT | | | 8,873 | | 6,431 | | 72.50% | | | 1350 | | 15.20% |
| MATR | | | 19,455 | | 13,089 | | 67.30% | | | 3325 | | 17.10% |
| SPX | | | 818 | | 541 | | 66.10% | | | 186 | | 22.70% |
| Merritt | EXMPT | | | 4,683 | | 3,373 | | 72.00% | | | 665 | | 14.20% |
| MATR | | | 9,609 | | 6,091 | | 63.40% | | | 1734 | | 18.00% |
| SPX | | | 178 | | 142 | | 79.80% | | | 15 | | 8.40% |
| **2010 Fall Total** | |  |  | | | **71,029** | | **48,079** | | **67.70%** | | | **12076** | | **17.00%** |
| Total Graded = any grade, including W | | | | | | | | | | | | | | | |
| Success = A, B, C, or Pass | | | | | | | | | | | | | | | |
| Success Rate = Success / Total Graded | | | | | | | | | | | | | | | |
| Withdraw = Withdraw from class | | | | | | | | | | | | | | | |
| Withdraw Rate = Withdraw / Total Graded | | | | | | | | | | | | | | | |
| **Persistence fall 09 to fall 10 by matric status** | | | | | | | | | | |  |  | |
| Date run: 9/26/2011  \*Please note: COA has the highest percentage of matriculating students who persist | | | | | | | | | | |  |  | |
|  | | | | **Headcount** | | | **Persistence** | | | |  |  | |
| **Campus** | **Matric Status** | | | **F09** | **F10** | | **F09** | | **F10** | |  |  | |
| Alameda | EXMPT | | | 2220 | 984 | | 100.00% | | 44.30% | |  |  | |
| MATR | | | 5471 | 2870 | | 100.00% | | 52.50% | |  |  | |
| SPX | | | 332 | 104 | | 100.00% | | 31.30% | |  |  | |
| Berkeley | EXMPT | | | 2624 | 1028 | | 100.00% | | 39.20% | |  |  | |
| MATR | | | 4692 | 2324 | | 100.00% | | 49.50% | |  |  | |
| SPX | | | 333 | 29 | | 100.00% | | 8.70% | |  |  | |
| Laney | EXMPT | | | 5065 | 2133 | | 100.00% | | 42.10% | |  |  | |
| MATR | | | 9700 | 4660 | | 100.00% | | 48.00% | |  |  | |
| SPX | | | 589 | 151 | | 100.00% | | 25.60% | |  |  | |
| Merritt | EXMPT | | | 3106 | 1411 | | 100.00% | | 45.40% | |  |  | |
| MATR | | | 4854 | 2256 | | 100.00% | | 46.50% | |  |  | |
| SPX | | | 356 | 76 | | 100.00% | | 21.30% | |  |  | |
| District | EXMPT | | | 10906 | 4404 | | 100.00% | | 40.40% | |  |  | |
| MATR | | | 19403 | 9221 | | 100.00% | | 47.50% | |  |  | |
| SPX | | | 1545 | 341 | | 100.00% | | 22.10% | |  |  | |
|  |  | | |  |  | |  | |  | |  |  | |
| Note: Persistence Rate is defined as the percentage of students enrolled in at least one class in the college at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day in District. | | | | | | | | | | | | | |
|
|

Student Survey for Orientation Fall 2011; 1 being not at all; 5 being strongly agree/positive

1. Did you find the orientation informative and useful?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| 1 |  | 8 | 40 | 45 |

93/94 indicated 3 or higher;

1. Were the presenters organized and easy to understand?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
|  |  | 5 | 41 | 50 |

100/100 indicated 3 or higher

1. Would you recommend this orientation to another student?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| 1 |  | 6 | 39 | 49 |

94/95 indicated 3 or higher

1. What is your overall rating for this orientation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **4.75** | **5** |
| 1 |  | 5 | 46 | 1 | 44 |

96/97 indicated 3 or higher

**Student survey from Fall 2011**

**Question 1: Describe something new you learned from Fabulous Friday New Student Orientation.**

* I learned about all the new department programs offered at Alameda College. For example, the apparel, Design & Merchandise Program sounds very interesting.
* I learned that the staff here at Alameda College is what I was expecting to be funny, calm, helpful, & good personality.
* How to stay on top of all major tasks
* The differences from CSU’s and UC’s
* It might take longer than 2 year to transfer to a CSU or UC.
* I learned that coming on time to class is very important. Also, setting an appointment with a counselor.
* Something that I learned from Fabulous Friday New Student Orientation that you have to pleased your instructor. Get noticed. I also learned that instructors do care about you, they just don’t show it. Another thing that I learned is that you got to push yourself to what you want to do as a career.
* Universities of California are the most expensive schools to attend.
* Every major can’t leave from English. English is so important.
* Something new that I learned was that you could take a counseling class to help you figure out what you want to do.
* About the “W”. We have to do the w on time, we will be in trouble!
* I learned that you can apply for different programs that transfer to a 4 year UC or CSU system by attainting an AA degree.
* I learned the dates to drop classes.
* I learned that College of Alameda has a student government.
* Learning about TAG has given me greater confidence in myself that I would be guaranteed acceptance to any US’s having connection with TAG applicants.
* I learned many options that available to students such as services and support group.
* That our transcripts will be printed on one sheet because they are all Peralta schools (if we take classes on another Peralta campus)
* Diesel, African American studies. Latin American Studies. P.E., and etc. They are fun.
* I learned that it’s much better if you stick to one counselor because that counselor will know your SBP.
* They describe the catalog and the description. They give you a lot of information about the college.
* I learned about student Ed. I did not know it was such a thing.
* I learned that we wait to get our books and I learned about dropping, adding and attending classes. Also, the financial Aid information was informative.
* I thought it was interesting that there is a shuttle that goes to all the campuses. Also that these is the FAFSA.
* Information on books purchasing.
* I learned that there is a lot more options of different career to get into.
* How to find my class on the map in the back of my planner
* They ADAM program relates to automotive technology in a weird way.
* I learned of programs to help me on transferring to a UC/CSU
* That 2 year can get you transfer to any UC or CSU.
* Learned what I should be doing in order to transfer. Learned I should go beyond what I recommender.
* I learned about the three types of ways you can go with at junior college system. (certificate, AA, Transfer)
* The faulty members and the student body president were present during the Fabulous Friday New Student Orientation and disused the school’s facilities.
* I learned about how is succeed in college as a freshmen and how the academic system works.
* That there is a lot of “nets” in the system that allows for a student to avoid trouble and mishaps.
* I learned about the importance of grades, and difference between CSU and UC and Private School. Three different paths in J.C.
* I learned about UC transfer and CSU transfer that I did not understand at all, but now I know. For example, the units I need to transfer into a UC.
* I learned that if I major in engineering and stuff, I need to stay longer in order to transfer.
* Well there are many things that I learned for this orientation. First of all, the one that I learned the most was about the kind of activities that we can get when we are lost or know where to go.
* I learned that after the second year, you cannot take summer classes if you are going to transfer.
* I learned that if I take remedial classes at a low level, I cannot take the “transfer class” until I take a higher class.
* I learned where my classes are that some of the time changed.
* I learned that there is a limit to how many times you can retake a class.
* I learned about different majors & how long it will take to succeed in what you want to major in. I also learned that you have to have 60 units to transfer to a university to get your AA.
* I learned where the Cougar Village was.
* I learned that we are going to work very hard to achieve our goal. I also learned it’s going to take motivation and determination.
* I should be grateful that my classes are transferable.
* Leaned the different between CSU and UC, and how they generally work.
* CSU’s are more about getting things done. UC’s are more theoretical-research.
* I learned about the correct classes that I need to take in order transfer to a CSU and UC in 2 years.
* That I have an extremely difficult schedule.
* How the grading process is done, also how you need to take classes to take the one that is transferable.
* I can start a club, I just need to petition, and ask for help when I need it.
* I learned a great deal about the teacher here and about the class.
* I learned all about how to use the COA course catalog/Agenda/ Handbook.
* I learned some names of new Peralta students.
* The building sections and where to find my class.
* COA is the most family oriented among the 4 sister-college of Peralta.
* I learned how much as accountant can earn on average.

**Question 2 – What did you enjoy the most from the orientation?**

* Everything.
* The information given to me for my understanding of General Ed needed and some break down of classes.
* The thing I most enjoyed was the Mr. Hector explaining the whole process of school. I also enjoyed the Hot dogs.
* There are program that can help me with my goal.
* Meeting new friends as well as talking with friends from high school.
* Lunch (hot dog and free candy) + Meeting friends
* To get help and questions from what I needed information on.
* The first part of the agenda
* Meeting the teacher (faculty) and having a relaxed conversation with them about the classes they teach. I actually met an American teacher who has been to my country (Nigeria) and has good knowledge of the whole zones and ethnicity.
* I enjoyed the feeling of welcome that the college gave to the entire incoming student. Everybody has plans and the orientation associates got involved in providing support for the upcoming student.
* In class discussions started by the students. It is rather refreshing to hear student participating and willing to learn. Since I did not see this all too often at Island High.
* How friendly the counselors were and the information they gave was on point.
* I enjoyed having a college experience.
* I enjoyed learning about all the steps that are recommended for college student.
* How people describe things different
* That it was clear and I understood everything
* Learning about different classes and subject.
* I enjoyed all of the new info I learned in the first hr.
* Getting to see a peer familiar faces that I will be going to school with.
* I enjoyed going around and learning about all the different activates that are offered at the college of alameda. I enjoyed meeting new students.
* Learning about transferable classes, getting info about COA
* Very organized, easy to follow through.
* Speech is very clearly. The instructors are very professional and friendly.
* Learning about the credits I need to graduate.
* The part where the instructor talked about now we can get help with our career from the counselors.
* What I enjoyed the most from the orientation was the information we got in the pathway to college presentation.
* I enjoyed the pathway to college success given by Cleve Freeman.
* I think what I learned from this orientation was about the types of classes that we should enroll to be successful.
* I enjoyed how the counselor was really thorough and precise, how he knew what he was talking about.
* The teacher was really helpful through his explanation.
* When the counselors talked in class about the important things.
* I enjoy meeting the faculty and staff at lunch time with finding interests of different majors.
* Student tuition fee and scholarship information.
* I enjoyed that there are speakers during the orientation.
* I went to see where my class located
* I learned more during the 2nd class meeting as the orientation.
* Very helpful. Answered questions I still had before starting school. Met some teachers got info on classes.
* Finding out new things that I did not know about.
* All the valuable information.
* Information pertinent to my enrollment
* The books and paper we got that describe the classes.
* Just learning about the programs and feeling more informed. Also, the books we go are very helpful!
* I enjoyed everything but mostly learning about the school.
* I enjoyed learning about the student Ed Plan.
* The fact that we and to sit for an hour and learn about my school (COA).
* The time we spent outside because I met a couple new people.
* The blue bogs! The COA’11-13course catalog is exactly what I needed! On passport not all course have a brief description.
* I feel a little more prepared for school; 17 years since I was in school. This really helped.
* Service support.
* Learning about the process about college and how to guide us.
* The knowledgeable staff on campus.
* I enjoyed how it made me feel comfortable with the campus.
* The instructor was very clear & helpful.
* The activities, prizes, and the grilled hot dogs was the bomb!
* I enjoyed the guest speakers in my orientation because they had information very clear and understandable.
* What I enjoy the most from the orientation is learning so many things about this school. Also, those counselors are willing to help and give advice.
* Mr. Hector Corrahes!! Smart Guy.
* Straight to the point!
* Getting to know the staff & student s that had been in college before.
* I enjoyed the interaction between student and faculty. I was able to talk to different instructors from different department and that was informative.

**Question 3 – How has the information you learned from the Orientation helped you?**

* I now know where to find class descriptions and information regarding school policies. The catalog is a useful tool!
* I learned to meet with a single counselor regularly.
* Helped me about my question about grading also teacher info.
* To have a better understanding about how the college operate.
* I know better of what path to take to complete my major.
* I learned which classes I should take.
* Put my mind in a better place and kind of way to think about college different view now.
* The information I learned from the orientation that helped me is to stay on task and to not slack off. I also learned about transferring to a university.
* It has helped me decide which direction my future is headed.
* The information is going to help me look into my options more so I can make a final decision and start routing my college career
* The information has helped me by giving me a better understanding of how to register for classes.
* I feel a lot more confident about my decision to attend school at this college.
* It has kept me alert & alive &they are great tips for life.
* I feel much less nervous about starting school at the College of Alameda.
* It taught me and showed me more about College of Alameda.
* The resources that has been given to me, such as the catalogs and schedules.
* Some program that helps me financially.
* Although all Peralta College is linked, some schools (Laney) Have different rules.
* The idea of what the class is about and what you are going to learn.
* It lets me know that there other ways to takes class when one of the colleges’ classes is full.
* It will help me with class selection in the future – counseling and passport.
* Because of me not knowing what’s going to happen in the class.
* I learned how to utilize the semester class schedule.
* It provide me more info and what not great instructors.
* The info I learned from orientation helped me clear some things I was confused about before.
* What to expect and classes.
* It helped me by giving me the knowledge on how to handle money for education, help with education and successfully complete college.
* I plan on transferring next year and now I know exactly what I need to do.
* I understand what I should do next.
* It helped me to know the different programs that I can get involved in and that I can talk to staff about classes and other information.
* Yes. It has made me feel more ready for college.
* I know when to get my books and how to tell where my classrooms are.
* Orientation has helped guide me to the right goals like going to the counselors for a follow-up.
* It will help me for my future.
* It made me feel a lot more comfortable with the campus and faculty.
* I know what I should do to help set an academic goal for myself. I plan on talking to a counselor now about my student Ed plan.
* I know some classes I can take that can help with my major. I know where to go for certain programs.
* It helped me better prepare for the upcoming year.
* Now I know who to talk to when I need help.
* Yes. In some ways, in knowing what I should do during my 2 years.
* It was complicated but now it’s clear.
* It has helped me realize which path to choose and what things & how to do about to reach my goal.
* The system in which transferring to works. How much money is needed to attend to different colleges?
* It informed me about the different services that the school provides to the students.
* It helps me to know that I’m off to a good start to better myself.
* I now have more knowledge about how I need to handle my college course and how to ask for help when I need certain things.
* It made everything clear and specific for me to continuous my school.
* The information that I have learned from the orientation helped me have a better mindset and preparation for college.
* It is greatly informed me on the college and how classes are to be like when classes start.
* I am now aware of the way the financial part of community college is and when to start signing up for next semester’s classes. I am also a little more aware of the campus and where certain places are like where to meet with tutors.
* It showed me all the options I have, info about transferring, important things I have to do while at college to keep myself heading in the right direction, important dates, Sep.
* I learned that by trying to please my teachers will allow me to get better grades. The fact of being familiar with teachers is also a good path for college success. Following those rules will be helpful.
* Now, I understand what classes I need to get into a UC. Also, I learned how many counselor there are that are part or full time.
* It has helped me to calculate about how many classes I need to take each semester in order to transfer on time.
* The information they gave me helped me a lot.
* Actually, it gave me a new idea because before I was confused about it, but now I feel more motivated.
* It helped me have a better understanding of the grading and transfer.
* It will help with knowing which classes I need to go to a CSU. Also that I might need to go to BCC or Laney.
* The information has helped me understand how community college works and what I need to do to be successful.
* It has helped me in the way that I feel that I know what type of classes to take (the steps to each class).
* The information that I learned at the orientation was very useful for me because I got a lot of information about how to transfer to a 4 year university.
* The information that I learned at the orientation was very useful for me because I go a lot of information about how to transfer to a 4 year university.
* In locating classes + info.
* I think I am more prepared for fall semester now that I have competed the Matriculation Process.
* It helped me because I now know and understand what it takes to become a psychologist.
* I know where everything is now.
* It helps me a lot and know what to do when transfer.
* I now know I may need to adjust my major to expedite graduation (change)
* The information about change to university.
* It helped me by getting to know the school more.
* Made me aware that not all class count when transferring.
* It helps me to understand what it will be like going to college.
* Helped me decide on what I should do next.
* I’m more realistic as to the classes I’ll take because I’m working.
* It answered a lot of question I had.
* It was informative and helpful.
* It helped me learn what I need to do to transfer to a UC.
* The information that I learned from the orientation has helped me get better understanding of the college.
* It has helped me to understand that I really need to focus on being successful and working hard.
* To understand and clarify all the things that will be done and how to get them done.
* It helped me learn what I should do to purse my educational goals.
* It taught me things I was unsure about.
* It helped me think about what I might be wanting to do here.
* It explained better, on how many credits I should take each semester and differences between UC and CSU.
* I know which classes I am more interested in and which class will I like to take.
* It’s helped me realized the requirement.
* Helped me with the steps I need to take to transfer.
* It helped me that I can retake class at the same school
* It helped me plan my goal for college
* It helped me understand the right classes to take that are transferable.
* Now I know that depending on my major I might stay here for more than two years.
* The information I learned today as helped me look more closely into the courses and my major. To make sure I am on the correct track.
* The information has painted a better and much more clear picture of what I want to do in the near future
* Most stuff I already had a little idea about but now I know it in details.
* Helped me learn that if a class is hard try to better it or if it’s challenging drop it.
* I know how to look up my student handbook and find out most of the info I need on classes I’m taking.
* By making me feel more comfortable here. Now I do not feel as lost and small, the school feels more like a place I could come to and enjoy my stay.
* I know how to look up all of the available presented classes and how to look up the details about those class.
* The information I learned from this orientation has helped me understand a whole lot about my choice of class and how to manage them by having to see my counselors every often.
* The information given was basic yet vital, especially for a new student
* I learned helpful tips and about the SEP and that I should see a counselor about a SEP and it should take about an hour
* I know what I want to do for how to transfer or get an AA. Also, the catalog is help.
* With the information given, I could work to organizing my time and my work
* Yes. It helps me understand more about the college.

**Question 4. Which department did you visit during Meet the Faculty?**

* Diesel
* PE
* Classroom where we met and the offices
* Financial Aid Office
* AC transit, PE
* Counseling department
* The classes that I will be attending and also around the campus
* Business Department
* I just skimmed through most of them
* Biology, Diesel Mechanics, Chemistry, African America Studies, Pol Science, English, Program for DSPS, Counseling
* Psychology
* Foreign languages
* English, APASS, ATECH, World languages, PE, AHas, one-stop Political Science, ADAM
* Almost All
* Economic
* Math
* All of the department.
* Automotive. It was a really interesting field of study.
* Welcome center, PE, African American studies department
* I visited the Physical Education Department. Talked about signing up for weight room class. Easy units.
* PE+ Polit. Science+ English
* One stop Careers
* Apparel Design
* AfRAM & Psychology club
* Learning community service and English
* I visited the library to see how everything works, like renting books. Etc
* I visited the AC transit section, then received a call from the financial office asking me to show up at their office.
* Something to do with Asian Pride
* Econ and Learning communities and multiple other department but did not take not notes on what it was.
* World languages.
* EOPS
* I only got to talk Micheal Tobertson that teach Diesel and truck Mechanics.
* Arrived after 1:30PM
* I went off campus for lunch& was unable to meet the faculty but I am sure they are nice.
* Appeal Design & Merchandising
* I was looking for communications and the volleyball team
* Bio Diesel
* I was in admission and record, so I did not get a chance to meet the faculty.
* Cougar Village, Campus store, Campus Cafeteria
* I visited most of the department but only the mechanics department gave me a pamphlet.
* **Question 5 – Do you have any suggestion for how we can better assist new students?**
* I Believe the orientation should have a financial aid “FAQ’s” (Frequently asked question) sheet or section to answer general financial aid question.
* Nothing else. Good job
* Make sure they have all of the information they need to make informed decisions
* So Far, you guys are doing a good job on assisting new students to this school. You have counselors that are very motivational.
* More individual session.
* I think you guys did a great job. It’s just up to the student to get the info they need.
* Do not forget to guide us in transportation. Some of us will take Bart and Bus to come to alameda college
* Be a bit more lively
* No. It was great; I enjoyed myself and made my time worth while.
* You do the best you can do
* While Lunch/ the time period after lunch; more seats while public speakers
* Bigger water bottles
* Bring them up with a student who knows around the campus in and out
* Bigger bottles and more hotdogs and sides
* Having more a lots of activities outdoor
* More time to answer question
* I want to know more about transferring, so if there is a way they could talk in depth on that topic, it would be great.
* More directional signs!
* Make it mandating to visit some departments
* More organize for meeting inductors and more time
* - let the students get to know each other maybe?
* An easier transaction from classroom to lunch and back to classroom
* I think if it was more organize at the quad, it would be more productive
* Make more of the counselors full time!
* Chili Hot dogs. Seriously, they help a lot. More so than you would think.
* I think it would be good to have personal counselors to meet with each of the students to help them with what they specifically need help with.
* I would suggest longer time for lecture
* Write bigger!
* Take students and give them more activities about how the college is or what it offers when students need help.
* Try to tell them to be more engaged in the college experience
* More activities
* Instead of being here for 5 hours, we should only be here for 1
* Have a orientation before add classes. Because it makes us know more about major.
* Paper with info about transfer timer
* Make the meet the faculty more organized, perhaps by sorting by teacher
* Be more organized, more teachers and faculty
* Just making sure that most students attending know all the information learned today
* Slow down when giving information and rally making sure the student are understanding
* I did not find the History department
* I think the Financial Aid process could be a little bit more faster
* I thought you all helped the students just fine. There were not really any questions you could not answer
* Get in the students’ face
* Better booths for the department visits (ie. use classroom)
* Not do the meet and greet by other student. I feel there is no need because some of the other students you will never interact with during classes.
* Offer more information regarding classes such as sociology. Other than that it is fine.
* There are not a whole lot of department to visit during Meet the Faculty.

