Date: 10/10/12

2012-13

Assessment & Orientation Program Review

Executive Summary

The Assessment and Orientation Department function is to provide returning and newly admitted students with an initial assessment and orientation experience to the college that empowers them to make sound informed decisions about their academic experience. The department continues to provide students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals. The Assessment &Orientation Unit has been a main function of the college matriculation component since the conception of the school opening and continues to assess the students for proper placement in the appropriate Math, English, or ESL skill levels for greater college achievements.

Success Stories

In fall 10 and 11, the number of students received orientation at BCC almost doubled the numbers of those at the other two PCCD colleges of similar size.

The persistence rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.

Both retention and success rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.

Students ranked Assessment and Orientation very high via SLO assessment survey. For the five SLOs assessment, ranks averaged between 4.37 and 4.60 on a 5 point scale.

Strategic Actions

- Provide more instruction about what to do when test is finished for more clarity.
- Send assessment results electronically to the Counseling Department to streamline the process.
- Invite special programs, EOPS, DSPS, CalWORKs, PACE, Persist, TRIO, etc. to present at the orientation.
- Invite counselors to orientation to make a brief presentation about the assessment test

results and adequate courses to be taken at BCC.

Program Needs

Personnel – 1 FTE clerical assistant to assist with scheduling, and responding to questions and demands.

Supplies - additional budget to purchase an adequate amount of assessment tools to meet an increasing demand for placement assessment.

IT -   the development of online orientation and SARs calling ability

Introduction

The Assessment & Orientation Program Review is to provide a collection of information to reflect the distinction of the Student Services Department, which reflects the increased needs of students and encourages student success. By providing collected student data and given an interpretation of Assessment and Orientation and its services that are provided to the students and community at Berkeley City College. In most cases, students who utilize the matriculating services tend to have a better student success, persistence and completion rate as well as a higher GPA. As the student population increases the need for better equipment and web based student access is also increased in demand. In recent years there has been an increase in student attending two-year colleges and a decrease in staff serving students in the core student services areas. The District Matriculation Committee has a Task Force to look into online assessment instruments and other recommendations for online student servicing. The mission that drives the college is to promote student success, to provide our diverse community with educational opportunities to assist them in transforming their lives.

I. **Background Information**
A. Describe:
1. **The Unit: Assessment and Orientation**; Assessment & Orientation is phase two of the Berkeley City College Student Matriculation process. The students are given a date to take the assessment. On the day of the students scheduled assessment they will participate in the Orientation and Assessment process which will consist of a PowerPoint orientation presentation about the various programs, resources and services provided by Berkeley City College. After the presentation the students are given a Math and English skills level assessment on the computer. If the student is ESL (English as a Second Language) they are given a Writing Sample Essay and multiple choice questions and answer booklet using a scantron answer sheet.
2. **Its History:** The Assessment and Orientation Department function is to provide returning and newly admitted students with an initial assessment and orientation experience to the

college that empowers them to make sound informed decisions about their academic experience. The department continues to provide students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals. The Assessment &Orientation Unit has been a main function of the college matriculation component since the conception of the school opening and continues to assess the students for proper placement in the appropriate Math, English, or ESL skill levels for greater college achievements.

3. **Purposes and needs assessed:** The District Matriculation Committee is continuing its work to identify vendors to better accommodate individuals/students with disabilities. In addition to, the district is also looking into making more web based accommodations for all students including those with disabilities. The Assessment & Orientation Program is in need of some additional tools to work with in order to function a little smoother such as two additional staff person (.5 p/t clerical assistant II / $18,720 w/ benefits each) to assist and provide support with initial assessment sign-up, preparation and support for on-going assessment and orientation activities, filing, data entry, student follow-up and provide sound information to students related to assessment, orientation and matriculation services. In addition the Assessment & Orientation Program is in need of a space devoted solely for on-going assessments during the academic year.

4. **Current components:** The **orientation component** provides the student with an introduction to the college environment while exposing the student to the various college's programs, services, facilities and grounds, academic expectations and institutional policies and procedures. The **assessment component** is so critical to the accurate placement of students into the college's matriculation process, curricula, and to receive Financial Aid. This also helps the counselor's to identify the appropriate skill level placement for students in Math, English, and ESL. Current testing components in place are the ESL placement test, which consist of a writing essay and multiple choice questions, the ATB Test (Ability to Benefit or Wonderlic workbook exam) for students who did not graduate with a high school diploma or GED (Financial Aid Exam) and the Compass computer based Math and English Assessment. Moving forward the topic of discussion district wide is a web based orientation and assessment scheduling due to the growing popularity of the students needs and advancements in technology.

B. **Describe unique aspects of the program.** The uniqueness and the importance of the Assessment & Orientation Program is that it is currently a one person operation with continual student enrollment increasing each year. This program is a very important process with respect to supporting student retention and success. It is also important for non-traditional students who are not familiar with the college admission and enrollment process as well as most of students coming for their first time to college. All new students must go through the Assessment and Orientation portion of the

matriculation process in order to enter into the college. In addition the student must meet with the counselor's for advisement in order enroll into the proper classes.

C. **Describe your current resources.** In Assessment & Orientation the current resources available to assess students are the ATB Test (Ability to Benefit or Wonderlic workbook exam) for Financial Aid assistance, computer based Compass Test (Math and English), and the ESL Test (English as a Second Language) written essay and multiple choice questions(workbook). This is all done with the additional assistance of a PowerPoint presentation that provides the student with the necessary campus resources and services. This is also done with very limited funding for a continuing growing student population.

D. **Describe your program goals and show how they are measured.** See Table 1

Table 1

GOAL	HOW THE GOAL IS MEASURED (Indicators)	WHAT ARE EXPECTED OUTCOMES
Provide information to the student which will help them understand appropriate course placement.	Students who follow the matriculation process will be assured that they can enroll in the proper classes successfully with no problems.	Student success, retention and completion rate increased.
Provide student with a sound knowledge and understanding of the matriculation process in order to successfully contribute to their academic and personal growth.	By utilizing all campus resources students will have a higher GPA, completion rate, persistent and retention rate as well.	Student completion and transfer rate increased

E. **How do you know that the program is meeting its goals?** By student surveys, the amount of students tested in each session, quarterly cycle data collection, and assessment validation table along with an Excel spreadsheet for additional tracking purposes.

F. **What are the indicators that measure your present goals?** Scheduling and documenting the student attendance from each assessment session, monthly, quarterly and annual attendance statics from the testing sessions.

G. **What are expected results of these indicators?** Student's successful college matriculation, persistence, retention, and transfer success.

II. **Student Demographics of Those Using Your Services (by numbers)** See Table 2

a. **Who do you serve?** Everyone; the youth, the elders, and adults .We also serve local residents, non residents, International students, new and returning students.

b. **Demographic information (Table 2)**

Table 2

FALL 2009-11 STUDENT COUNT/ GENDER/ AGE/ ETHNICITY

California Community Colleges Chancellor's Office

Matriculation Services Summary Report

GENDER	Fall 2009	Fall 2009	Fall 2009	Fall 2010	Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2011
	Student Count (Credit)	Student Count (Non-Credit)	Student Count (Pre-Enrollment)	Student Count (Credit)	Student Count (Non-Credit)	Student Count (Pre-Enrollment)	Student Count (Credit)	Student Count (Non-Credit)	Student Count (Pre-Enrollment)
Berkeley City	10,956	112	120	9,937	110	66	9,223	116	363
Students Count In The Term/Total	**7,463**	**56**	**62**	**7,160**	**59**	**35**	**6,795**	**61**	**273**
Female	4,005	41	40	3,796	39	20	3,637	40	150
Male	2,940	15	19	2,863	20	14	2,719	20	103
Unknown	518	0	3	501	0	1	439	1	20
Assessment Placement Services Received During The Term/Total	**825**	**0**	**58**	**587**	**0**	**31**	**515**	**0**	**90**
Female	413	0	37	294	0	16	256	0	47
Male	372	0	19	272	0	14	244	0	36
Unknown	40	0	2	21	0	1	15	0	7
Assessment Services Placement Received Prior Terms/Total	**2,040**	**7**	**0**	**1,954**	**6**	**0**	**1,791**	**10**	**0**
Female	1,107	6	0	1,065	3	0	932	8	0
Male	857	1	0	810	3	0	769	2	0
Unknown	76	0	0	79	0	0	90	0	0
Matriculation Services Data Not Reported In Term/Total	**628**	**49**	**0**	**236**	**45**	**0**	**122**	**45**	**0**
Female	318	37	0	102	31	0	54	30	0
Male	228	12	0	85	14	0	44	14	0
Unknown	82	0	0	49	0	0	24	1	0

AGE	Fall 2009 Student Count (Credit)	Fall 2009 Student Count (Non-Credit)	Fall 2009 Student Count (Pre-Enrollment)	Fall 2010 Student Count (Credit)	Fall 2010 Student Count (Non-Credit)	Fall 2010 Student Count (Pre-Enrollment)	Fall 2011 Student Count (Credit)	Fall 2011 Student Count (Non-Credit)	Fall 2011 Student Count (Pre-Enrollment)
Berkeley City	10,956	112	120	9,937	110	66	9,223	116	363
Students Count In The Term /Total	**7,463**	**56**	**62**	**7,160**	**59**	**35**	**6,795**	**61**	**273**
17 or Less	387	0	0	183	0	2	164	0	6
18 & 19	1,207	0	17	1,196	2	4	1,194	1	64
20 to 24	2,215	0	23	2,347	3	10	2,398	6	89
25 to 29	1,186	0	7	1,213	0	6	1,080	3	37
30 to 34	644	0	6	596	1	3	634	2	21
35 to 39	419	0	2	396	1	5	334	0	19
40 to 49	622	6	4	559	4	2	450	3	21
50 +	783	49	3	669	47	3	541	45	16
Unknown	0	1	0	1	1	0	0	1	0
Assessment Placement Services Received During The Term/Total	**825**	**0**	**58**	**587**	**0**	**31**	**515**	**0**	**90**
17 or Less	46	0	0	54	0	2	41	0	3
18 & 19	412	0	16	256	0	4	260	0	35
20 to 24	170	0	22	135	0	8	106	0	27
25 to 29	77	0	6	72	0	6	49	0	7
30 to 34	49	0	6	23	0	3	26	0	5
35 to 39	16	0	2	20	0	4	14	0	5
40 to 49	35	0	3	18	0	1	10	0	4
50 +	20	0	3	9	0	3	9	0	4
Assessment Services Placement Received Prior Terms/Total	**2,040**	**7**	**0**	**1,954**	**6**	**0**	**1,791**	**10**	**0**
17 or Less	35	0	0	19	0	0	15	0	0
18 & 19	329	0	0	342	0	0	269	1	0
20 to 24	660	0	0	711	0	0	719	2	0
25 to 29	354	0	0	316	0	0	269	0	0
30 to 34	200	0	0	189	1	0	192	1	0
35 to 39	141	0	0	116	0	0	96	0	0
40 to 49	188	1	0	142	1	0	131	1	0
50 +	133	6	0	119	4	0	100	5	0
Matriculation Services Data Not Reported In Term/Total	**628**	**49**	**0**	**236**	**45**	**0**	**122**	**45**	**0**
17 or Less	144	0	0	21	0	0	9	0	0
18 & 19	27	0	0	12	0	0	3	0	0
20 to 24	109	0	0	36	0	0	18	0	0
25 to 29	72	0	0	29	0	0	14	0	0
30 to 34	42	0	0	15	0	0	13	0	0
35 to 39	44	0	0	29	0	0	7	0	0
40 to 49	81	3	0	35	2	0	15	2	0
50 +	109	45	0	58	42	0	43	42	0
Unknown	0	1	0	1	1	0	0	1	0

ETHNINITY	Fall 2009 Student Count (Credit)	Fall 2009 Student Count (Non-Credit)	Fall 2009 Student Count (Pre-Enrollment)	Fall 2010 Student Count (Credit)	Fall 2010 Student Count (Non-Credit)	Fall 2010 Student Count (Pre-Enrollment)	Fall 2011 Student Count (Credit)	Fall 2011 Student Count (Non-Credit)	Fall 2011 Student Count (Pre-Enrollment)
Berkeley City	10,956	112	120	9,937	110	66	9,223	116	363
Students Count In The Term/Total	**7,463**	**56**	**62**	**7,160**	**59**	**35**	**6,795**	**61**	**273**
African-American	1,228	18	12	1,446	19	9	1,292	14	78
American Indian/Alaskan Native	33	0	0	36	0	1	33	0	0
Asian	853	6	8	1,093	6	7	1,025	8	34
Filipino	111	0	0	149	0	0	136	1	6
Hispanic	879	3	7	1,048	7	11	1,211	5	58
Multi-Ethnicity	10	0	0	218	0	2	332	0	13
Pacific Islander	28	0	0	39	0	0	32	0	0
Unknown	2,865	7	31	1,245	4	1	963	9	24
White Non-Hispanic	1,456	22	4	1,886	23	4	1,771	24	60
Assessment Placement Services Received During The Term/Total	**825**	**0**	**58**	**587**	**0**	**31**	**515**	**0**	**90**
African-American	91	0	10	121	0	9	119	0	28
American Indian/Alaskan Native	3	0	0	2	0	1	1	0	0
Asian	48	0	8	93	0	6	75	0	8
Filipino	6	0	0	14	0	0	15	0	2
Hispanic	55	0	7	113	0	9	127	0	24
Multi-Ethnicity	1	0	0	35	0	2	40	0	7
Pacific Islander	3	0	0	3	0	0			
Unknown	545	0	29	55	0	1	28	0	5
White Non-Hispanic	73	0	4	151	0	3	110	0	16
Assessment Services Placement Received Prior Terms/Total	**2,040**	**7**	**0**	**1,954**	**6**	**0**	**1,791**	**10**	**0**
African-American	482	2	0	432	1	0	351	2	0
American Indian/Alaskan Native	11	0	0	11	0	0	8	0	0
Asian	316	0	0	271	0	0	251	1	0
Filipino	38	0	0	25	0	0	30	0	0
Hispanic	306	1	0	288	2	0	322	2	0
Multi-Ethnicity				24	0	0	53	0	0
Pacific Islander	10	0	0	13	0	0	13	0	0
Unknown	452	4	0	496	1	0	349	3	0
White Non-Hispanic	425	0	0	394	2	0	414	2	0
Matriculation Services Data Not Reported In Term/Total	**628**	**49**	**0**	**236**	**45**	**0**	**122**	**45**	**0**
African-American	138	17	0	80	15	0	23	11	0
American Indian/Alaskan Native	1	0	0				1	0	0
Asian	56	5	0	28	4	0	9	6	0
Filipino	12	0	0	2	0	0			
Hispanic	131	2	0	35	2	0	17	3	0
Multi-Ethnicity	2	0	0	1	0	0	6	0	0
Pacific Islander	4	0	0	2	0	0	2	0	0
Unknown	165	6	0	25	3	0	29	5	0
White Non-Hispanic	119	19	0	63	21	0	35	20	0

Data collected from: cccco.edu (Data Mart) & Peralta.edu (PCCD Facts)

Assessment & Orientation Data

	Fall 2009 Student Count (Credit)	Fall 2009 Student Count (Non-Credit)	Fall 2009 Student Count (Pre-Enrollment)	Fall 2010 Student Count (Credit)	Fall 2010 Student Count (Non-Credit)	Fall 2010 Student Count (Pre-Enrollment)	Fall 2011 Student Count (Credit)	Fall 2011 Student Count (Non-Credit)	Fall 2011 Student Count (Pre-Enrollment)
Berkeley City	13,497	118	167	12,285	114	101	14,891	129	723
Students Count In The Term	7,463	56	62	7,160	59	35	6,795	61	273
Orientation Services Received During The Term	764	0	47	594	0	35	516	0	90
Orientation Services Received Prior Terms	1,777	6	0	1,754	4	0	1,665	7	0
Assessment Placement Services Received During The Term	825	0	58	587	0	31	515	0	90
Assessment Services Placement Received Prior Terms	2,040	7	0	1,954	6	0	1,791	10	0
Counseling/Advisement Services Received During The Term							1,904	5	200
Student Education Plan Development Services Received During The Term							506	0	15
Academic Follow-up Services Received During The Term							1,077	1	55
Matriculation Services Data Not Reported In Term	628	49	0	236	45	0	122	45	0

III. **Student Performance and Feedback**

A. **How do students who receive services perform?** Students perform well provided they receive clear and concise information and follow through steps to various questions and concerns that they have. With many students asking additional questions to ensure that they are following the various processes for receiving services, guidance and or resources to assist them with personal and academic success.

B. **How do their counterparts who do not receive services perform? (if data is available)** Students who do not receive services or seek out resources vary by each individual student and their ability to gather and retain information as well as follow the process that is given to them for successful college matriculation and or successful transfer to the 4-year colleges/universities.

C. **What do students have to say about services** (Check CCSSEE Reports 09& 10 as well as other surveys)**?**

D. **Have you used statewide or national assessment instruments to assess your program?** Yes, ACT Compass (Computerized Math /English Testing), Combined English Language Skills Assessment (CELSA).

Berkeley City College Student Orientation (Matriculating students) according to the Peralta Community College Institutional Research website is as follows.

Fall 2009 =485 Fall 2010= 565 fall 2011=563

Berkeley City College Student Retention (Matriculating students) according to the Peralta Community College Institutional Research website is as follows.

Berkeley City College Student Persistence Rate (Matriculating students) according to the Peralta Community College Institutional Research website is as follows.

Fall 2009= 845 Fall= 2010= 272 (56.1%)/ Fall 2010 = 565 Fall 2011= 303 (53.6%)/ Fall 2011= 553 Fall 2012= 330 (59.7%)

Berkeley City College Student Success rate (Matriculating students) according to the Peralta Community College Institutional Research website is as follows.

III. **Program Effectiveness-** (How do you know that your program/service/department is effective?)

A. **Interdepartmental Program/Campus Collaboration**

1. **Please provide a list of memberships in standing committee and governance groups.** The Assessment Specialist is currently a part of four standing committees one is Peralta Community College District Matriculation Committee, Classified Senate Committee, Leadership Committee

and the Berkeley City College Graduation Committee. Also continued collaboration with the special programs, services, A & R, and Counseling.

2. **How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?** By providing updated information and or changes to the administration, faculty and students as they occur or through concise reporting on a regular basis.

3. **If your program does have an impact on other programs/department/service, please describe the nature of the relationship with the program/department/service and the effectiveness of the relationship.** The impact is the ability of the individual students' skill level upon completion of the assessment testing.

B. **Quality of program/department/service delivered (student utilization of services and student engagement).**
1. **How many students do you serve (unduplicated)?** May advise
2. **How many appointments do you have on any given day?** The Assessment & Orientation Program schedules about 85 + appointments on a given day as well as conducts assessments daily with about 35 participants in attendance each session.
3. **How many contacts do you make with students?** Students contacted by the Assessment & Orientation Program vary from emailing student responses, returning phone calls, and student drop-ins. On an average over 120 students are contacted a day during peak registration periods.
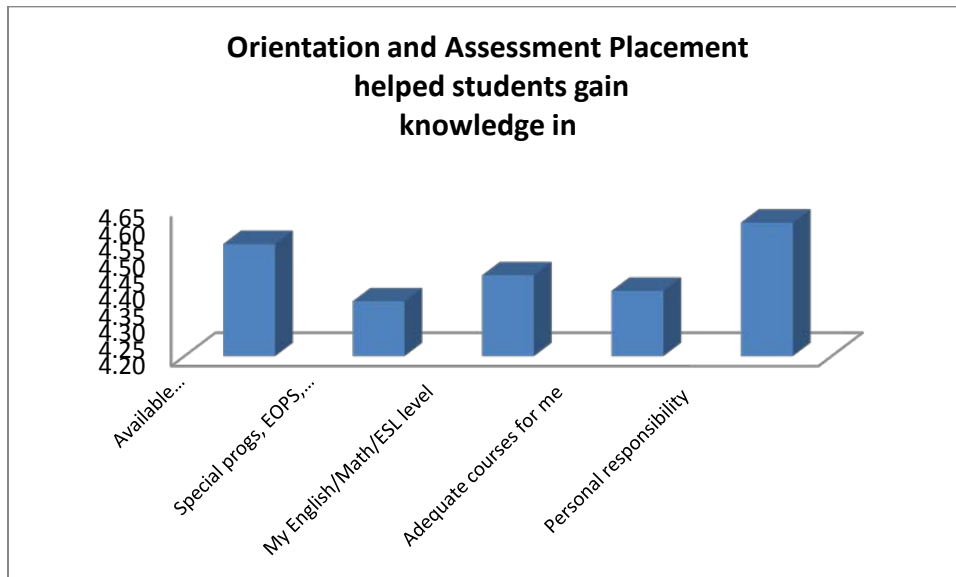
IV. Student Learning Outcomes

A. **List the student learning outcomes that are presently being assessed. Describe the activities that will be or have been implemented to achieve the SLO's.** After attending and participating in the orientation and assessment portion of the matriculation process, the student(s) will be able to demonstrate a understanding of the different English, Math and ESL courses offered at Berkeley City College, and how his/her skills will match in terms of the recommended course(s) with advising from a counselor. Identifying and assist in the implantation of the student services available to assist him/her to become a successful student.

Student Area Outcome/Success (see chart below)

SLO/SAO Assessment & Orientation findings to be based upon for future program improvements:

- Provide more instruction about what to do when test is finished for more clarity.
- Send assessment results electronically to the Counseling Department to streamline the process.

- Invite special programs, EOPS, DSPS, CalWORKs, PACE, Persist, TRIO, etc. to present at the orientation.
- Invite counselors to orientation to make a brief presentation about the assessment test results and adequate courses to be taken at BCC.

Orientation and Assessment Placement helped students gain knowledge in

B. **What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit?** By participating in the orientation this will better assist and educate the student about the student services available to all students at Berkeley City College, which will guide them into becoming a successful student and reach his/her academic goal(s).

VI. Action Plan: Using the results of the data collected and discussed in the self-study, identify:

A. **The future needs of the program.**

The Assessment & Orientation Program is currently a one person operation, however this job is more than a one person can handle and the volume of students served has also increased continually with no additional staff support. An urgent need is for the acquirement of 1 or 2 additional part-time staff persons to assist with the growing student demands in assessment and orientation. This additional staff person(s) (.5 p/t clerical assistant II / $18,720 w/ benefits) will assist and provide support with scheduling appointment, preparation and support for on-going assessment and orientation activities, filing, data entry, community outreach and student follow-up.   In addition the Assessment & Orientation Program is in need of a space devoted solely for on-going assessments during the academic year.

B. **The future goals and methods of assessment of the program, including student learning outcomes.**

Work on streamlining and moving more toward web based student interaction for the assessment and orientation portion of the matriculation process. As well as working continually with the IT department to improve the information access for students and staff in order to provide better accommodations for students who are not able to physically come to the college.

C. **The strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.**

While the existing assessment and orientation process is strong because it covers required topics in an efficient, engaging, and consistent manner. This process provides students with a solid initial experience as they enroll in their first semester here at Berkeley City College. As the Assessment & Orientation Program moves forward with strategies and actions to strengthen the program, it begins with commitment and dedication to the students and the educational institution as a whole. In addition to some of the goals that are needed moving forward, the Assessment & Orientation Program is strategically working to identify funding for an additional clerical staff to assist with the increased student demands in the assessment and orientation process of student matriculation. Also identifying and planning on ways to handle the increased student enrollment, adding an updated comprehensive assessment and orientation process (to include web based access for students to schedule assessment appointments). There is an additional need to provide students with greater preparation for counseling and registration as well as a greater knowledge and ability to make use of the variety of matriculation services that exist at Berkeley City College (extended / more in depth orientation of the student services area).

D. **The support needed by the unit in order to address issues resulting from the self-study, including appropriate resources continue to be allocated and fine-tuned.**
The Assessment & Orientation Program welcomes any and all of the support (from administration, staff and students perspective) and chance to brainstorm about college options for strengthening "in-reach" , effective student communications and student centered services in the orientation and assessment areas of matriculation, as well as the college as a whole.

E. **The decision-making process includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.** The assessment office has continued to partner with the various departments to ensure that student are provided adequate concise updated information regarding resources and services available at Berkeley City College.

F. The strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.

Based on the surveys conducted for student feedback, this will allow the department to forward these suggestions to the administration to better assist the students' needs and begin to implement changes.

G. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the college.

The Matriculation fund has been cut into almost half since 2009 that has placed stress on the staff to locate funding in order to purchase placement assessment tools every year.

H. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

We will continue collaboration with the various instructional and service departments in order to provide updated and concise information to the student and the community at large.

I. What does the department recommend that the college do to maintain quality education programs and services?

Focus on result –oriented meetings that will provide positive outcomes for all areas and that all areas participate to ensure that the agreed upon decision is implemented and adhered to.