

Irvine Valley College
Student Success/Access and Matriculation Committee

Tuesday, September 15, 2009

2:30 – 5 p.m. • SSC 260F

MINUTES

Chair: Dr. Gwendolyn Plano, vice President Student Services

PRESENT		
Brenda Borrón, English Faculty	Susan Fesler, ESL Faculty	Robert Stewart, CIM Faculty
Shu-Yung Chen, Math Faculty	David Fretz, Biology Faculty	Susan Stern, ESL Faculty
Beep Colclough, Classified Senate	Robert Melendez, Counseling Faculty	Martha Stuffer, Economics Faculty
Geno Drake, Research	Linda Renné, Matriculation	
Ben Guzman, Registrar	Jan Stephens, Matriculation	
ABSENT		
Terry Cheng, Math Faculty	Frank Marmolejo, History Faculty	James Weng, ASIVC Representative
Bill Hewitt, Director, Supportive Services	Jerry McGrath, Photography Faculty	
GUESTS		
Ezekiel Hall, Matriculation		
Jennifer Tarulli, Matriculation		

1. Approval of Minutes:

By consensus, minutes from the March 31, 2009 meeting were approved.

2. Review and Approval of the Matriculation Plan (Gwen Plano and Linda Renné)

Committee members approved final draft of the 2009 Matriculation Plan and moved to forward it for signatures and submission to the state prior to the October 31, 2009 deadline.

3. Categorical Budget Cuts (Gwen Plano) (Handout)

Gwen provided committee members an overview of the current budget cuts to categorical programs and explained how it is impacting our ability to provide services to our students. She then spoke to the impact additional cuts would have on services.

Without fully funded Federal Stimulus Funds the college will be forced to grapple with the task of developing and implementing a new philosophy and expectation of how the college operates. The very heart of how our college functions will need to be cut out, examined, and put back together as a new organ still capable of keeping the college alive.

When the state mandated Matriculation and began providing Matriculation funding to the community colleges to cover its implementation, development, and maintenance; IVC made the decision to use the majority of the money to fund salary and benefits.

For example, at IVC approximately 90% of the Matriculation budget goes toward salary and benefits. Positions funded by Matriculation funds include:

- 3 F-T Senior Matriculation Specialists
- 2 Counselors at 50% each
- 1 F-T Admissions and Records Specialist I
- 1 Research Specialist at 50%
- Numerous ESL Raters

The remaining 10% of the Matriculation budget goes toward maintenance agreements, contract services, software and related expenses.

Because approximately 90% of state matriculation funds go towards salaries, the impact of the budget cuts are necessarily impacting the staff and faculty directly responsible for making sure the matriculation process at IVC meets state requirements, functions at the level expected by the college, and serves our students quickly and accurately.

The following scenario illustrates the impact a single staff removal will have on IVC. For example, if it were determined we needed to remove/relocate one of the Senior Matriculation Specialists; one of the assessment process that would suffer is Prerequisite Clearance. Prerequisite Clearance is the manual processes of evaluating course work a potential student completed in high school or at another institution. Without enough staffing to quickly address this issue, the process of assessment will deteriorate and negatively impact how the college functions as an institution—across all schools and departments the impact will be felt. Students will not be able to register for classes, instructors will not have as many students in their classes so classes may cancel, all Student Service and Administrative areas will be spending time attending to student dissatisfaction, and IVC will lose FTE.

The VPSS, assisted by her managers, is trying to locate funding that currently exists in positions that are vacant in the Student Services area. This money could then be used to replace depleted categorically funded positions. Should this strategy fail, they are prepared to move categorically funded staff to vacant general fund positions within the District.

4. Online Orientation (Gwen Plano and Linda Renné) (Handout)

Committee members saw a brief demonstration of our IVC Online Orientation. <http://www.ivc.edu/orientation/index.html>. In conjunction with the Orientation we now have our Student Services Outcomes (SSOs) implemented as pre- and post-orientation surveys. The online name for the survey is Knowledge Gap. Knowledge Gap is a measure of student confidence in their own knowledge of each of the survey questions before and after the orientation. Current semester data obtained is available immediately through the Online Orientation Administrative program. College Research and Planning is working with College IT to develop a permanent database to house the information which will then be available for semester-to-semester and year-to-year analysis.

The Online Orientation will be updated on an annual basis. It was suggested that each school/department identify a member to serve as the Orientation point person. The point person would be the liaison between the school/department and the Online Orientation manager.

5. Early Alert (Gwen Plano and Linda Renné) (Handouts)

Committee members saw a brief demonstration of the Early Alert program. <http://ivc3w:8011/EarlyAlert/Login.aspx?ReturnUrl=%2fearlyalert%2fInfoScreen.aspx>
This is the IVC early intervention program. The program is now up and available for instructor use. Discussion followed the demonstration. Ideas generated include: possible additions to the current list of available concerns, and putting a link directly on faculty MySite pages. Linda will provide committee members a copy of the email students receive when an instructor selects a concern for them. Counseling is currently developing a management system for handling Alert referrals. This is not a static program and can be developed as requested by faculty consensus.

6. K-12 Registration (Ben Guzman)

Ben presented the new webpage for K-12 students and their parents <http://www.ivc.edu/admissions/pages/k12.aspx>. The webpage graphically shows the six steps students must complete in order to become an IVC student and enroll in classes.

Ben described some of the challenges associated in working with this population. Ben shared that the most positive part is working with the students. The most challenging part is working with the parents. Often, parent perception of their child's maturity is overestimated, the child is unable to perform at the parent's level of expectation, the parent blames the college and demands, often with overbearing passion, and expect A&R staff to fix the problem. The issue of expectation also extends to K-12 student perception of how things work—they bring the expectation that all things will be done for them just like they were in high school. This expectation leads to many problems such as getting an “F” because they didn't drop a class to attending class without going through the registration process (all they did was go through the application process) and, therefore; not getting credit for the class. Another challenge is that of parent and student perceptions that they are *the* priority of the college and A&R staff. An often repeated phrase heard from both parents and their children is “Nobody told me”

Further challenges exist in the area of technology. Recently there was a challenge regarding registration appointment times. The ALPHA system was identifying students that had graduated H.S. as high schools students and high school students as H.S. graduates. This distinction is a big one because one population must pay for units and the other does not pay. The ALPHA system is being replaced by the District's new SIS system and the transition from one to the other has provided numerous technology challenges.

Working with the K-12 population is necessarily a highly intensive one-on-one situation. The challenge here is one of staff availability. As the K-12 population has grown there has been no growth in staff to serve them. Staff levels have remained level despite K-12 growth and the growth of the regular college population.

Finally, all the paperwork required of the K-12 population is necessary in order to meet state and federal guidelines which are audited for compliance on a regular basis. So, the paperwork itself is a challenge that both the college and the parents must meet in order to comply with strict guidelines.

7. Early College (Gwen Plano) (Handouts)

Committee members were asked to review the Tustin and Beckman High School 2012 IGETC Progress sheets to familiarize themselves with how students participating in the Early College program are doing academically.

Concern over the Tustin H.S. group's extremely low GPAs and many failed classes was raised. Many of the students participating in the Early College program are as young as 13 and don't recognize these college grades and GPAs will follow them as part of their college transcript for the rest of their lives.

Lengthy discussion followed. Excerpts:

- Because the classes are given at the High Schools it adds to the confusion regarding "College" records and transcripts. Students didn't "go" to "college;" they took classes at their high school.
- What is our responsibility to the 13-year olds that are failing? Should we provide tutoring at the high schools?
- Why even have an Early College program when we already allow the K-12 students to enroll individually—going through the regular admission process?
- Early College continues to grow. How service areas will meet the needs of this growth, needs to be considered as integral to the success of the program. This growth-based need has not been acknowledged or addressed. A&R is impacted dramatically.
- Is there any obligation of the Office of Instruction to provide funding to meet the service needs of the Early College group—A&R, Counseling, Assessment staffing, for example?

A recommendation was made that we re-evaluate the Early College program and its underpinnings.

Faculty asked that we invite Craig Justice, Vice President of Instruction and Lisa Davis Allen, Academic Senate President; to our next meeting to address this issue.

8. Online Advisement (Gwen Plano and Linda Renné)

Committee members received a preview of what our IVC Online Advisement will look like. Gwen let members know Online Advisement will launch on Monday, September 28, 2009.

9. Strategic Planning Process and Timeline (Gwen Plano)

Strategic Planning is the one area that has funding. Gwen encouraged use of the Strategic Planning system and had Linda demonstrate where to find the form and timeline on the IVC website. Strategy form:

<http://www.ivc.edu/collegeplanning/pages/default.aspx> Timeline:
<http://www.ivc.edu/CollegePlanning/spobdc/Documents/Strategic%20Planning%20and%20Budget%20Development%20Timeline.pdf> .

10. Strategic Planning Process and Timeline (Gwen Plano) (Handout)

Gwen encouraged all committee members to review the IVC Mission and Goals and send her changes they would like to recommend. Gwen will forward recommendations to Executive Council.

Closing Remarks and Suggestions

A recommendation was made that we write a rationale regarding why the Online Orientation, Online Advisement, and computer-based Assessments do not eliminate the need for staff. The rationale should include research, provide evidence, and document how reduction in staff would result in impacts to classes, faculty, students, the college, and the District.

Instruction and Student Services are dependent on each other and should work together not separately. Our relationship should be seamless. Both sides of the house need to actively campaign to raise awareness of the inter-dependence and inter-relatedness of Student Services and Instruction. One suggestion was to invite Counselors and representative service area staff to department meetings so faculty can meet them and learn about the services provided and available to their students

Next Meeting: Tuesday, October 20, 2009 at 2:30 in SSC 260F