

**STUDENT SERVICES PROGRAM REVIEW
AND TECHNICAL ASSISTANCE SITE VISIT**



Antelope Valley College

Summary Report

April 14 - 15, 2009

Antelope Valley College

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This report represents the findings of the team
that visited Antelope Valley College on April 14 - 15, 2009

Antelope Valley College
Student Services Program Review and Technical Assistance Site Visit
April 14 - 15, 2009

REPORT FROM THE SITE VISIT TEAM

Overview

An eight member team visited Antelope Valley College on April 14 - 15, 2009 to evaluate the college's Student Services programs – California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Office for Students with Disabilities (OSD) (the state funded DSPS program), Extended Opportunity Programs and Services (EOPS), Credit Matriculation, and Noncredit Matriculation, as well as college-wide student services integration and coordination.

The team received the college's Self-Evaluation and supplemental materials in January 2009. The team found the document to be very comprehensive and well-written, addressing all of the Self-Evaluation survey instrument questions. Supplemental materials included, but were not limited to: the College Catalog, College Matriculation Plan, Schedule of Classes, 2008-2009 Student Handbook, Student, Student Services Learning Outcomes, Technology Plan, the Student Equity Report and supplemental materials for each of the programs.

Upon arrival, the team met with the Vice President of Student Services and the administrators and staff associated with the categorical programs to provide a general overview for the two day visit. After meeting with key administrators and staff, the team was provided a tour by the Vice President of Student Services and the Dean of Counseling and Matriculation. The team was extremely impressed with the beauty, serenity and cleanliness of the college. There is an overall feeling of calm and serenity on the campus.

The team reviewed numerous documents supporting the Self-Evaluation prior to and during the visit. In the team room, the college set up a resource library of supplemental information pertaining to each program and computer access for the team to prepare their written report. In addition, the college provided adequate support to the team throughout the visit.

Interviews were held with college administrators, faculty, staff, and students. The interviews with these key individuals were conducted to validate the information provided by the college in the Self-Evaluation, learn more about the activities of the programs, gain further insight as to the integration of the programs and ascertain perceptions of faculty, staff and students about the effectiveness of the programs in meeting the needs of Antelope Valley College students.

The team greatly appreciated the support from college staff prior to and throughout the visit and the willingness to assist with team requests for individual meetings and other needs during the evaluation process.

Summary of General Commendations

While not all of the general commendations mentioned below fall within the specifics of the site visit, the team wishes to acknowledge a variety of institutional efforts which support student success.

The team commends Antelope Valley College for:

- Its effort to utilize technology in the delivery of services and its sensitivity to the access needs of the various populations served (SARS implementation, Banner).
- Committing to provide quality online services to students (orientation in English and Spanish, online counseling, online Application in English and Spanish, and program web pages).
- Establishing a fiscal decision making process that includes categorical program input.
- Blending funding to accomplish shared goals (DegreeWorks).
- Committing general funds to support the efforts of campus categorical programs (paying for new Disabled Student Services counselor).
- Providing consistent training to counselors/advisors, resulting in consistent information being provided to Antelope Valley College students.
- Blending facilities for integration of support student success (one-stop shop for student services, learning resource center, OSD new office, Assessment center).
- Providing a Technical Analyst position within several of the categorical programs.
- Providing a designated accountant to all the categorical programs.
- Associated Student Body for providing and supporting a book loan program for Antelope Valley College students.

Summary of General Recommendations

The team recommends that the college:

- Continue to improve the usage of institutional research and data to inform program decision making.
- Provide categorical program managers with timely access to view detail budget information.
- Further investigate facilities to ensure they are accessible to disabled students (Braille signage on campus)
- Review the staffing in each of the categorical programs to ensure they are adequate to address growth in the programs.

COLLEGE-WIDE STUDENT SERVICES INTEGRATION AND COORDINATION

Antelope Valley College serves a diverse population of nearly 16,000 students at the main campus in Lancaster and at the Palmdale campus. The student services faculty and staff recognize the value of partnerships with academic affairs as a key to improvement of student support services. The Student Services division works closely with the Institutional Research Office in gathering data for program assessment to meet the college's goals of retention and student success. There is a very clear commitment to providing, as soon as practicable, the same level of services to students at the Palmdale campus. In a meeting with team members, Antelope Valley College student's organization leaders enthusiastically described student support services as a close network where students are referred to appropriate services through their affiliation with their program staff.

Commendations:

The team commends the college for:

- Establishing the Categorical Program Directors/ Program Coordinators work group.
- Providing the debit card program to Antelope Valley College students, with the involvement of the Categorical programs.
- Monthly training sessions for adjunct counselors
- Identification of multiple language staff to assist with second language students.

Recommendations:

The team recommends that the college:

- Establish stronger collaboration and streamlining of processes among the categorical programs to avoid duplication of services (Educational Plans, data entry, SARS form).
- Develop a process to ensure that all students are made aware of services and have the opportunity to participate in the programs and receive appropriate services at the Palmdale campus.

Management Information System (MIS) Data Reporting

The college utilizes Banner Software for data collection and reporting to the Chancellor's Office. Currently the programs are working towards utilizing SARS system to collect data. Through comparisons with the Chancellor's Office Data Mart the college discovered that not all information has been uploaded and inaccurate data was being submitted.

Commendation:

The team commends the college for:

- Implementing the SARS program with all categorical programs. The college is in the early stages of implementing SARS to assist with the collection of student program data.

Recommendation:

The team recommends that the college:

- Provide a Technical Analyst position within all of the categorical programs. The Technical Analyst would be able to assist the program managers with the data collections for their respective programs.

Program Integration with Student Equity and other Strategic Planning Initiatives

Antelope Valley College has a Student Equity Plan and Educational Master Plan that has been approved by the Board of Trustees and was made available to the team prior to the visit. It was clear to the team how the college utilizes this information in developing strategic planning initiatives at the college. However, it was not clear how the programs utilized the Student Equity Plan to make program decisions.

Recommendation:

The team recommends that the college:

- Work with program directors/coordinators to utilize the Student Equity Plan and the Educational Master Plan when making program decisions.

Student Learning Outcomes

Antelope Valley College has Institutional Learning Outcomes and the Student Services Division has created Student Learning Outcomes (SLOs). The assessment process for the Student Services SLOs has not been completed.

Recommendation:

The team recommends that the college and programs:

- Continue with the assessment process for the Student Learning Outcomes.

Effectiveness of Program Directors/Coordinators and the Business Office in Monitoring Allowable Expenditures and Reconciling Fiscal Reporting

The programs have established outstanding working relationships with Business Services to ensure fiscal accountability. Program Directors/Coordinators meet regularly with the Business Services staff to review budget expenditures. During the site visit the program directors/coordinators requested that Business Services provide each program with monthly detail budget information. By having monthly detail budget information, the programs will be able to effectively reconcile budgets on a monthly basis and make appropriate spending recommendations.

Commendation:

The team commends the college for:

- Providing a designated accountant to all the categorical programs.

Recommendation:

The team recommends that the college:

- Provide program directors/coordinators with timely access to view detail budget information.

The remainder of this report is organized by program and includes commendations and recommendations for each program.

California Work Opportunity and Responsibility to Kids (CalWORKs)

General Comments Related to Management, Access, Progress and Success

The CalWORKs program is located in the Student Services Building, along with EOPS/CARE, Financial Aid, Counseling, the Job Placement Center, and other student support services. The front desk area for CalWORKs is shared with Student Development, creating a very crowded environment during registration and other busy times. There is currently little space for CalWORKs staff to meet with students in areas that provide privacy for individuals disclosing information of a personal nature.

The full-time CalWORKs Coordinator reports to the Dean of Student Development and Services, who in turn reports to the Vice President of Student Services.

Based on supporting documents and interviews with staff, it is clear that the CalWORKs staff collaborates on a regular basis – both through regular meetings, and through more informal personal contacts – with EOPS/CARE, Financial Aid, Disabled Student Services, Job Placement, and general counseling to provide delivery of coordinated services to their students. Many of the CalWORKs students participate in several of these programs simultaneously. The staff also works closely with the GAIN office (located in Palmdale), the Los Angeles County Department of Public Social Services (DPSS), and the county Child Care Resource Center (CCRC). Workload issues and rapid turnover at these partner agencies, particularly GAIN, sometimes impede the timely delivery of services to CalWORKs students. While a GAIN worker is currently on campus two days per week, students referred by the county still often arrive at college without the documentation they need or an understanding of what they must do prior to receiving services. Students also experience difficulties because of barriers to success, such as homelessness, domestic violence, and mental health issues. Addition to the overtaxed staff, a

Marriage, Family & Crisis Counselor could assist the CalWORKs program by addressing such non-academic issues with students.

Commendations:

The team commends the college and CalWORKs program for:

- Program staff that are committed to providing access and improving smooth delivery of services to students. Approximately 900 students will be served during the current academic year.
- An exemplary case management and filing system, which ensures accurate tracking of services and data for reporting purposes. Recent changes in the front office have improved the customer service experience for students and increased efficiency in the handling of student files. This system affects virtually all of the 900 students served by the CalWORKs program.
- An outstanding work-study program that serves as a model of how the CalWORKs program is intended to operate, allowing students to move from public assistance to self-sufficiency. The Financial Aid Director noted that approximately half of that office's current regular staff members are former CalWORKs work-study students. Approximately 164 students will be served through the CalWORKs work-study program this year.
- Its participation in the Students on the Move year-end recognition program, coordinated with OSD, STAR, Job Placement, EOPS/CARE, and Veterans programs. This annual event reflects the program goal of recognizing and "lifting up" CalWORKs students. More than a hundred students are recognized each year at this event.
- Accurate MIS data sets a standard for other CalWORKs programs around the state, and its near 100 percent accuracy appears to be due to the tireless efforts of the Technical Analyst and his successful collaboration with both the CalWORKs staff and the ITS department. All CalWORKs students benefit from the accuracy of this data, which is the basis of future funding for the program.

Recommendations:

The team recommends that the college and CalWORKs program:

- Consider having a representative of the county DPSS office on campus at least twice a week, again in order to expedite delivery of services to students.
- Provide adequate staffing to ensure continued compliance and adequate delivery of services to students as resources become available. Specifically, staff is needed to meet growing program needs in the areas of case management, implementing new program guidelines, and MIS data reporting. Additional staff would also improve the program's ability to serve students at the Palmdale campus.
- Provide additional space for staff, specifically for case managers who are currently located in small cubicles that do not allow for privacy for students disclosing very personal information.
- Review how the non-credit GED program, as well as the provision of childcare to all Antelope Valley College students, interfaces with the CalWORKs program.

Management Information System (MIS) Data Reporting

The CalWORKs Coordinator, at the completion of each term, reviews data before submitting the MIS report to ITS. Errors found by ITS are sent to CalWORKs for correction before being sent to the Chancellor's Office. The CalWORKs Coordinator sends reports on child care to the CalWORKs Technical Analyst, who submits it to the ITS department. Overall, the MIS data

coming out of the CalWORKs program has been extraordinarily accurate, serving as a model for other programs.

Commendation:

The team commends the college and CalWORKs program for:

- Accurate MIS reports; consistently few or no corrections are needed before submitting to the Chancellor's Office. This level of accuracy benefits all CalWORKs students served, as it is the basis of funding for the program.

Access

The majority of students in the CalWORKs program are female. A higher percentage of CalWORKs participants are African-American compared to the general student body; smaller percentages of CalWORKs participants are Hispanic and white non-Hispanic, compared to the general student body. The vast majority of CalWORKs students are between 20 and 49 years old. Over 90 percent of CalWORKs students received a fee waiver and over 60 percent received Federal Pell Grants. Most who did not receive financial aid were GED students whose courses did not qualify them for financial aid. A small percentage of CalWORKs students were identified as disabled, according to Chancellor's Office data. There are likely many students whose disabilities are not identified as quickly as they might be, and efforts are ongoing to improve identification of, and services to, disabled students.

Commendation:

The team commends the college and CalWORKs program for:

- Working to improve coordination with the GAIN office to expedite access to services for all CalWORKs students. Recent implementation of a program that allows documents to be scanned and electronically transmitted to the county has improved delivery of services to a great percentage of students served. Several hundred students per year receive services in a timely manner than they would if the GAIN worker was not available, and/or the scanning program was not available.

Recommendations:

The team recommends that the college and CalWORKs program:

- Continue to work with GAIN to avoid unnecessary retesting of students to establish eligibility for disabled student services.
- Increase outreach efforts to Hispanic and white non-Hispanic students, who are currently underrepresented in the program, and who may be eligible for CalWORKs services.

Progress

Students in the CalWORKs program persist at a higher rate than those in the total student population for comparable years. Emphasis on receiving full disclosure of hidden disabilities and other barriers during intake is aimed at enhancing student success and improving persistence to an even greater degree. A greater percentage of CalWORKs students are enrolled in basic skills classes than students in the overall population. CalWORKs students are as successful in these classes as are students in the overall population.

Commendations:

The team commends the college and CalWORKs program for:

- Focusing on early identification of barriers to success and hidden disabilities. Approximately 10 percent of CalWORKs students, and possibly more, benefit from identification of disabilities; almost all of the 900 students served face barriers to

success, and therefore benefit from the efforts of CalWORKs staff to work with them in identifying and addressing these issues.

- Working to determine effective strategies to support basic skills students. CalWORKs staff routinely refers CalWORKs students to the Learning Resource Center for tutoring. Approximately half of the CalWORKs students served receive referrals for support services through the Learning Resource Center.

Success

A greater percentage of CalWORKs students complete assessment and orientation than the overall student population. More than three times as many CalWORKs students receive counseling services than the general population.

Commendations:

The team commends the college and CalWORKs program for:

- Implementation of program requirements that students meet with a CalWORKs counselor at least twice per semester. This has evidently enhanced student success, as well as contributed to the success of the case management component of the program. Many students continue to meet with a counselor more than the mandated two times per term.
- Implementation of performance evaluations for work-study students, which has helped improve job readiness skills for these students. More than a hundred students served by this component of the program benefit from this service.

Recommendation:

The team recommends that the college and CalWORKs program:

- Continue development of an improved referral process from the GAIN office to the college CalWORKs program that expedites delivery of services to students. Currently, some students arrive on campus without necessary forms and without a clear understanding of what they must do prior to the start of classes in order to be eligible for benefits. If a GAIN representative could be on campus more than twice per week, some delays could be avoided.

General Comments Related to Specific Program Questions

Student Learning Outcomes

The CalWORKs Student Learning Outcomes (SLOs) are: (1) identify appropriate educational and personal goals; (2) demonstrate the process for applying and receiving educational and county benefits from Antelope Valley College and Department of Public Social Services; and (3) demonstrate knowledge of services and programs within Antelope Valley College and other community agencies to meet educational, career and personal goals.

Commendations:

The team commends the college and CalWORKs program for:

- An outstanding and comprehensive case management process; students' educational and personal goals are discussed each term during meetings with a case manager and counselor. All CalWORKs students at Antelope Valley College benefit from exemplary case management.
- Providing services in a manner that enables students to become self-advocates and knowledgeable about services available at both the college and county. All students served by the program benefit from the manner in which services are provided and information shared.

- Use of a student survey that is used to assess effectiveness of student learning outcomes and to determine areas for improvement. All continuing CalWORKs students, as well as future participants in the program, benefit from the data-driven decisions of the program.
- Utilizing limited staff and space to provide excellent advocacy and services for students, while complying with program requirements. All CalWORKs students benefit from the commitment of the staff to provide excellent services with limited resources.
- Maintaining good working relationships with county workers at Greater Avenues for Independence (GAIN), Department of Public Social Services, and the Child Care Resource Center. All CalWORKs students must work with both the college and outside agencies, so all benefit from the strong ties between these entities.

General Comments Related to Opportunities for Improvement

Recommendation:

The team recommends that the college and CalWORKs program:

- Provide the CalWORKs Program Director access to detailed budget reports on at least a monthly basis, for improved monitoring of the budget.

Office for Students with Disabilities (OSD)

General Comments Related to Management, Access, Progress and Success

Office for Students with Disabilities (OSD) Director currently reports to the Dean of Student Development and Services, who in turn reports to the Vice President of Student Services. The OSD Director and staff are a dedicated, knowledgeable, and resourceful team. Providing access services and the success of OSD students is at the heart of all they do. This is apparent from the reports and documents reviewed and the staff and student interviews. The very effective results achieved by this program would not otherwise be possible.

Accurate and current information regarding the OSD program is published in the college catalog, class schedule, board policy and procedures, and on the OSD website. Handouts pertaining to the program are available in the OSD office. The OSD program strives to inform students and the community regarding Antelope Valley College, student services, and the OSD program.

The OSD program and the Assessment and Testing Center moved to a larger facility in December, 2008. The new building is located on the edge of a parking lot across the street from the main campus. There are several physical access and safety issues that need to be addressed. These include the use of the crosswalk, ramp, doors, and direct approach. College wide, there are several buildings that do not provide at least one automatic entrance door or bathroom doors. Accessible Information Technology (IT) is approached as a college-wide responsibility and incorporated throughout the IT Plan. Access to assistive technology is available throughout the college, within the OSD High Tech Center, and at the Antelope Valley College One Stop Information Center. With the move of OSD away from the hub of the One-Stop Center, OSD students no longer have ready access to a student computer. On the south side of the college the transit drop-off station is not sheltered. While not all of these issues are legally mandated, improved access would provide a more inviting and respectful environment for students, staff, and visitors.

Based on supporting documents and interviews with personnel, the OSD staff collaborates on a regular basis with EOPS, CARE, CalWORKs, counseling, Financial Aid, STAR, Veterans, and Enrollment Services to provide a seamless delivery of services to students. OSD services include, but are not limited to, disability management counseling, registration, sign language interpreting, and speech to text captioning, learning disability assessment, test proctoring, readers, scribes, aides, equipment loan, and alternative text media. Accommodations provide access to college classrooms and lab. If issues arise, they are taken care of as soon as possible so as to not delay the student's access to an accessible educational environment.

The program continues to experience increased demand for services and additional growth is anticipated at the Palmdale campus, in part due to returning veterans. Currently, a clerical assistant is on loan from another office to assist with clerical support. The recent addition of a new counselor is addressing current need but will not address continued growth.

Commendations:

The team commends the college and the OSD program for:

- Program staff that are committed to providing access and effective delivery of services to students.
- Accessible information technology approached as a college-wide responsibility and incorporated through the Campus Technology plan

Recommendations:

The team recommends that the college and the OSD program:

- Correct physical access and safety issues related to the relocation of the OSD office as well as college-wide exterior doors and bathroom doors.
- Continue college-wide incorporation of accessible software/hardware needs.
- Continue to work toward increased staffing to ensure continued compliance and adequate delivery of services to students.

Management Information System (MIS) Data Reporting

The OSD program strives to maintain complete student case notes which are utilized in the recording of service provision. This is a well thought out and coordinated process where a number of program faculty and staff are delegated various responsibilities in entering this data into the Banner database system, both during the semester and at the end of the semester. Four random student folders were carefully reviewed. The folders' contents support the fact that program staff consistently and thoroughly document service activity. Students apply for OSD services and provide disability documentation information. Each student meets with either the director or a faculty member where rights and responsibilities and services are discussed, the provided disability information is reviewed and appropriate services are authorized. Services provided are documented in student folders. The OSD Director reviews the Banner data at the completion of each semester; discrepancies are rectified by comparing data against information in the students' folder and corrected accordingly. The OSD Director then gives approval to transmit the MIS data to the State Chancellor's Office. This process is very comprehensive and appears to describe sound practice.

The Student Services Division programs use the SAR's appointment software program. For a college striving to make decisions based on accurate data, this software program provides powerful data collection opportunities. Along with these opportunities comes time-consuming and redundant double data entry. In addition, the Matriculation program's attempt to obtain

global campus information is requesting new data sets of information from the OSD program. Since Banner, SAR's, OSD MIS, and Matriculation data are not integrated, the OSD staff is being taxed by spending an inordinate amount of time collecting and entering data.

Access

The OSD program recognizes the continued need to outreach to all students. Three staff members are bilingual Spanish speakers and two staff members are skilled in American Sign Language. The program reports good results with outreach efforts to high school students transitioning to college. OSD students are successfully accessing financial aid. A positive working relationship exists with the Department of Rehabilitation resulting in robust student referrals.

The reported number of students with secondary disabilities has been decreasing over the past several years. This decrease may not be a result of the student population; it may be a result of a limitation in the data reporting protocol or perhaps a training issue. The cause of the decrease should be investigated as accurate reporting affects State reimbursement.

Nationally, colleges are gearing up to serve the anticipated wave of returning military veterans. To prepare for this population, the campus (specifically the OSD, Veterans, and Counseling programs) should be collaborating now to develop a positive welcome for these returning warriors and to provide services that will address their unique needs and experiences.

The OSD Program Plan discusses and presents initial plans for meeting the disability access needs of students at the new Palmdale campus. Program development, service delivery (including staffing) will require on-going planning and close monitoring to keep up with student needs.

With the continued development of a college website, on line services, and extended hours, the college continues to become more accessible. The OSD Director and faculty regularly provide formal and informal educational opportunities for faculty and staff regarding services for students with disabilities.

OSD has developed and administered a student satisfaction survey for several years. The program believes it may be time to update and automate the survey in order to deliver the survey more widely and to obtain results more readily. In addition, a faculty satisfaction survey was administered in 2008. Overall, the results were quite positive. However, program staff sees opportunity for improvement.

Progress

In general, OSD students persist and achieve at a higher rate than the general population of Antelope Valley College students. There appear to be higher numbers of OSD students enrolled in basic skill courses, with the OSD students experiencing a lower success rate in the basic math courses. This progress data requires additional study regarding basic skills and assessment levels (including ESL). Continued collaboration and support from basic skills initiative is important. Other potential resources may include additional training for learning specialist and tutors in recognizing, referring, and serving OSD students, general counselors in referring students to OSD during probation workshops.

Due to apparent inconsistencies in some of the data tables, additional analyses are not warranted at this time.

Success

OSD students perform as well or better than the general Antelope Valley College student population in terms of rate of completion, except in the area of transfer to four year institutions. The transfer data needs to be reviewed for accuracy and an appropriate study then conducted to address any issues.

One tool which is discussed as an element that specifically contributes to the success of students is the Student Educational Plan (SEP). The categorical programs are investigating how SEP's can be viewed electronically among programs so as not to duplicate efforts and to provide effective services. OSD faculty and staff spend time developing and updating SEP's for some OSD students. Most of the OSD students receive an SEP from counselors in other programs. Although the SEPC is often a critical document for student success, its development is not a mandated OSD service. Therefore as demand for OSD services continues to grow, a careful prioritization of those activities which go above and beyond the mandates may be beneficial. Such an evaluation may include looking at new ways to provide services: workshops, OSD classes, or additional staffing patterns.

OSD has dedicated faculty and staff that strive to serve students. Additionally, the OSD program collaborates well with the other programs. The program meets on a regular basis with EOPS, CARE, CalWORKs, and counseling. The program receives referrals from virtually all other campus programs. The OSD program has established effective working relationships with Student Services, Information Technology, and Instructional programs campus wide. OSD faculty serve on several college committees.

Commendations:

The team commends the college and the OSD program for:

- Effective accommodation results achieved by the dedicated and knowledgeable OSD program staff.

Recommendations:

The team recommends that the college and the OSD program:

- Review data collection requirements for all required reports (MIS, Matriculation, SARs, Banner) with the goal being to develop a more streamlined and less labor intensive approach.
- Receive additional Banner and SARs report generation training.
- Review data collection protocol for students with secondary disabilities.
- Collaborate with relevant programs to develop appropriate outreach, welcome and services for veterans.
- Continue to develop a plan for providing OSD services at the Palmdale campus.
- Evaluate and prioritize provision of non mandated services (e.g. SEP), and look at new ways to provide services (workshops, classes, and additional staff).

General Comments Related to Specific Program Questions

Student Learning Outcomes

The process used to develop the OSD program Student Learning Outcomes (SLOs) and the resultant SLOs are exemplary. All program staff was involved throughout the development process. Institutional Program Objectives as well as the program's mission statement were considered. The resultant SLOs are significant and address college Institutional Learning Objectives, six interdepartmental skills that the college hopes to impart to all students. The

Disability Awareness Checklist was developed as a tool for educating the student as well as assessing both the individual student and students as an aggregate in obtaining the learning outcomes. Data collection has begun, initial results analyzed, possible changes discussed, and selected changes instituted. The evaluation process will be repeated annually and changes reassessed.

A very comprehensive explanation of the following topics was provided: student eligibility for services; evaluation of the educational limitations and determination of appropriate accommodations; college-wide student services; special class instruction; incorporating regulations, policies, and legal decisions; preparing, monitoring and updating the Student Education Contract; role and composition of the Advisory Committee; and qualifications of program personnel and describes sound practice.

Regarding program policies and regulations, delegating time to updating and compiling program policies and processes could be of benefit. In addition, the online Human Resources/Disabled Student Services/Facilities Request for Reasonable Accommodation form needs review to determine appropriateness for student use.

Funding, Expenditures, and Accountability appear to meet standards. Discussion revealed the need for timely access to detailed budget information as well as additional training of business office personnel regarding allowable expenses.

Commendation:

The team commends the college and the OSD program for:

- Significant and relevant SLO's that speak to fundamental goals for OSD students.

General Comments Related to Exemplary Practices

There are a number of OSD identified practices that are working well. The OSD staff believes that they are supported college-wide. OSD works very well with the categorical programs and other programs. Examples of collaboration include leadership in establishing regular categorical managers meetings, Basic Skill funds supporting additional OSD learning disability assessments, regularly scheduled counseling meetings attended by OSD faculty and staff, test proctoring facility housed with the college Assessment Office, Access Technology/Alternate Media Specialist working seamlessly with OSD and Information Technology office, and *Students on the Move* celebration. OSD staff are excited about the development and utilization of program SLOs. Not only are the SLOs relevant but, data has already been gathered, analyze, discussed, and program changes instituted.

Commendations:

The team commends the college and OSD program for:

- Collaboration and cooperation with categorical and other programs.
- Embracing the SLO initiative and improving program evaluation and services as a result of the process.

Recommendation:

The team recommends that the college and OSD program:

- Review OSD student confidentiality issues in light of the categorical programs goal of sharing student data information.

General Comments Related to Opportunities for Improvement

The program, with the colleges' support, has successfully overcome challenges related to insufficient office space and counseling personnel. The office and test proctoring have been relocated. A Counselor Specialist was hired in August, 2008, paid from the general fund. Although a full-time Deaf Services Coordinator has not been hired, an hourly Coordinator has been hired. Rather than substantially relying on agency interpreters, OSD is now hiring hourly interpreters as consultants. This change appears to be resulting in the development of a more stable pool of interpreters.

With the anticipated growth of services requested, it is a priority to monitor and review service delivery methods and future personnel and facility needs.

As a whole, the results of the Faculty Satisfaction Survey were quite positive. Nonetheless, program staff identified several areas that could be improved. Improvement ideas center on continuing to educate faculty regarding their responsibilities, rights, and general information about disabilities and educational limitations.

Commendations:

The team commends the college and OSD program for:

- Relocating the OSD program and Test Proctoring to a larger facility.
- Hiring a OSD Counselor Specialist.
- Hiring an hourly Deaf Services Coordinator.

Recommendation:

The team recommends that the college and OSD program:

- Continue to monitor the growth of a stable pool of interpreters.

General Comments Related to Planning Agendas

The OSD program's planning agenda was reviewed. The program recently accomplished a number of planning goals and has more recently been involved in moving, training new staff, and preparing for the site visit and accreditation report. The short term planning agenda includes:

- Completing a math course substitution policy.
- Monitoring the wait time for students requesting learning disability assessment, with consideration of alternative delivery methods to reduce wait times.
- Converting the paper and pencil student satisfaction survey to a Survey Monkey instrument.
- Developing an informational letter regarding sign language interpreting and real time captioning services. Before the start of each semester, this letter will be given to any faculty member who will have a deaf or hard of hearing student in their class.
- Developing a High Tech Center brochure.
- Continuing to track alternate text media requests and conversion production time required. Ensuring that there is sufficient worker support for production requirements.

Commendations:

The team commends the college and OSD program for:

- The faculty's high level of involvement.
- Its continued focus on improving services to students and faculty.

Recommendation:

The team recommends that the college and OSD program:

- Complete the planning agenda outlined above.

**Extended Opportunity Programs and Services (EOPS)/
Cooperative Agencies Resources for Education (CARE)**

General Comments Related to Management, Access, Progress and Success

Over the two day period allotted for interviews, staff interviewed included the EOPS Director, Dean of Student Development and Services, Dean of Counseling and Matriculation, Veterans Program Coordinator, EOPS Counselor, EOPS Technician, CalWORKs Director, CalWORKs adjunct faculty, OSD Counselor, OSD Director, College Evaluator, EOPS Technician, Director of Financial Aid, and two EOPS students. Interviewees all responded favorably regarding their collaborative and cooperative working relationships with staff of the EOPS program.

EOPS and CARE are long standing programs at Antelope Valley College, well established and valued, in the student services organization and college community as a whole. Both programs are viewed as important student services components that promote student retention, persistence and goal completion. EOPS staff is well trained and knowledgeable, attend EOPS conferences and sustain active relationships within the college and those within the region. EOPS staff and faculty actively participate in shared governance; serve on college committees such as the Financial Aid Appeals Committee, and in college strategic master planning initiatives. EOPS program services are well defined and effectively communicated to students. The program is well integrated into the student services fabric and campus community. The college effectively supports the program through sustaining significant district contribution through the payment of salaries and benefits for a number of EOPS staff. Although the EOPS Director is new to his assignment, he has established effective and collegial working relationships, within, as well as outside the college. The recent establishment of the Categorical Director/Coordinators work group, and the EOPS Director's involvement in the work group, has served to enhance communication, problem-solving related to duplication of effort, and collaboration among categorically funded programs. The cooperative working relationship between EOPS and the Financial Aid Office facilitates the financial aid packaging and awarding of EOPS and CARE students, EOPS eligibility determination, and EOPS reporting of student economic resources to the Financial Aid Office to prevent the possibility "over-awarding of aid to students.

Currently the EOPS Director provides five percent of his time to CARE coordination. Yet the program serves 246 CARE students. The EOPS Director and CARE counselor are well aware that the program must have a staff person whose assignment will coordinate and develop the CARE program.

Overall, the intake process used to determine CARE students' eligibility is adequate—there is an EOPS application that lists the eligibility criteria. In collaboration with the Antelope Valley College CalWORKs program, students' CalWORKs status is verified. The CARE files are well organized and provide adequate documentation, yet lack a copy of the CalWORKs verification of eligibility. It is recommended the verification be kept in each student file.

The CARE program provides “over and above” services to CARE students, i.e., bus passes, parking permits, cafeteria meal tickets, car repair, workshops, and additional book vouchers/grants. The staff maintains adequate documentation on the students who receive these services.

In reviewing the Financial Aid Handbook 2008-09 with the Financial Aid Director, it was noted that CARE was not listed as a financial support. The Financial Aid Director stated that CARE would be included in the 2009-2010 Financial Aid Handbook.

Management Information System (MIS) Data Reporting

Overall, Antelope Valley College EOPS and CARE program MIS reporting is conducted efficiently and effectively. The EOPS Technician responsible for reporting MIS information is knowledgeable of EOPS and CARE data elements, skilled in the use of Banner screens utilized in the reporting process, and has a well developed relationship with the Instructional Technology (IT) MIS specialist. IT staff and EOPS staff work collectively and cooperatively each reporting period to ensure EOPS student records and Banner generated MIS data being collected by the college is reconciled. MIS student data is not reported until the EOPS Director authorizes its submission. The EOPS Director is confident reporting processes are sound and that EOPS records and college MIS data reported have been accurate for the past ten years.

Access

The Antelope Valley College EOPS and CARE programs are very accessible as demonstrated by the sizeable CARE population and a rapidly increasing overall EOPS population. Students with disabilities are also well represented, constituting roughly 19 percent of the EOPS population, as a result of a strong working relationship between EOPS/CARE and OSD. CARE and CalWORKs students also benefit from the cooperative and collaborative working relationships that have evolved, more effectively assisting students served by both programs.

African American students constitute roughly 48 percent of the EOPS population and 66 percent of the CARE population. Hispanic students constitute roughly 23 percent of the EOPS population and 14 percent of the CARE population. White, non-Hispanic students constitute roughly 17 percent of the EOPS population and 13 percent of the CARE population. Based on an analysis of the data, the EOPS Director has identified both Hispanic and White, non-Hispanics as underrepresented populations, and future recruitment efforts will focus on increasing the admission of students from these identified “target” groups. The gender composition of the EOPS program consists of roughly 70 percent females and 30 percent males, also suggesting male students as an underrepresented subpopulation of the EOPS program. In the past three years, the number of ESL students recruited into EOPS and CARE has also increased as a result of the program’s two bilingual counselors and their outreach to the ESL faculty and students.

Another student group currently underserved by the EOPS program is the Veteran population. Large numbers of Veterans are being released from duty assignments in Iraq and Afghanistan and returning to college to pursue career and technical education and university transfer education. Many students lack basic skills and find themselves unemployed or underemployed, and in need of a structured program of support that provides “over and above” economic, academic, and counseling. Many veterans are also disabled and may benefit from the both EOPS and OSD services, both of which can be effectively provided as a result of the historical strong cooperative and collaborative relationship between the two student services programs.

EOPS also plans to improve access by translating all program materials and brochures into Spanish; establishing information and orientation sessions for English Language Learners; distributing EOPS materials to other student support service areas that receive a large volume of student access; and sharing program information with local high school district administrations and counseling departments. EOPS has also partnered with the Antelope Valley College Foundation and Antelope Valley College Information and Welcome Center to better promote the EOPS and CARE programs to the college and community.

Another program initiative which has facilitated access to EOPS and CARE has been the implementation of the EOPS Application/Orientation Workshop presented by EOPS staff. The workshop provides students an overview of EOPS goals and objectives, EOPS eligibility criteria, programs and services, and responsibilities of students choosing to participate in the program. It also includes a number of additional new student orientation topics. The application workshop model has served the EOPS program well, providing staff the opportunity to better inform prospective EOPS students of the nature of EOPS and CARE and to deliver EOPS/CARE program-related information in a more efficient, effective and interactive group presentation mode. It has also served to streamline the application process and eliminate many staff hours of follow-up for students with incomplete applications, which resulted when using the earlier utilized "over the counter - apply on your own" application process.

Although the EOPS Application/Orientation Workshop model works effectively to facilitate students' application/admission to the program, it is also utilized by the EOPS program as meeting the EOPS orientation requirement. Given not all applicants attending a given application/orientation session will qualify for EOPS, the potentially ineligible student applicant is unnecessarily required to sit through a lengthy and comprehensive orientation session.

Given these concerns, the program should separate the application workshop and the EOPS New Student Orientation and schedule them as two distinct activities. This change in practice will more clearly address the "EOPS Orientation Program Standard" as a separate "over and above" activity, designed exclusively to address orientation topics and activities identified in EOPS Implementing Guidelines. It will also serve to limit the amount of time an EOPS applicant is required to commit to the application workshop activity itself.

Although EOPS has strongly promoted access to EOPS and CARE services as an operational priority, the program now serves significantly more students than it is provided funding for through the EOPS allocation formula. This dynamic of serving a large number of students over cap has led to a marked reduction in service level to each individual EOPS and CARE student, as a result of fewer service dollars being available to serve the increasing number of newly admitted students. This issue of concern was expressed by both students interviewed who complained of experiencing EOPS service reductions in the current year.

Progress

Based on the analysis of MIS data provided Antelope Valley College for years 2004-2007, as well as information from its Institutional Research Office, EOPS and CARE students persisted at a higher rate than the at-large Antelope Valley College student population. The three year average for persistence for the general college population was 30.02 percent, in comparison to 42.42 percent for the EOPS student population.

An examination of 2004-2007 data, related to the successful completion of basic skills courses suggests EOPS students enrolled in basic skills courses in greater numbers than students in the at-large population and successfully completed basic skills courses at a rate comparable to that

of the at-large population. In math-related basic skills courses, twice as many EOPS students (25.20 percent) enrolled, with 52 percent of the EOPS population successfully completing coursework.

Both EOPS and CARE students participated in the new student Antelope Valley College orientation at significantly higher rates than in the at-large student population. There was an increase from 52.55 percent to 73.41 percent during the three year time period.

Clearly, EOPS and CARE counseling and academic support services, and timely interventions and referrals to support services, have significantly influenced the persistence and academic progress of EOPS and/or CARE students. The EOPS Program Monitoring Evaluation (PME) Student Tracking Initiative has also served to promote student compliance in the areas of academic progress and counseling contact requirements by tracking the following five student events and having EOPS staff intervene if a student: 1) doesn't complete appointments on time, 2) has a low GPA, 3) doesn't follow their education plan, 4) drops courses, or 5) doesn't make adequate progress.

Success

Based on the analysis of EOPS and college student data related to the completion of college vocational/technical certificates, associate degrees and university transfer preparation, EOPS students completed educational objectives at a rate equal to or greater than the at-large Antelope Valley College student population. An anomaly that will require further investigation is related to the high number of EOPS students who are eligible for university transfer and fail to continue on to the four year college or university of choice. Twice as many EOPS students are university transfer ready than actually transfer to the four year college or university.

The success of EOPS students is a result of the cooperative and collaborative working relationships between the EOPS program and the college's support services. The college Learning Center with its centralized tutoring, supplemental instruction, and classroom instruction in basic skills and ESL has become an increasingly important support system for EOPS and CARE students.

Student success is also celebrated annually through the Student Services "Students on the Move" recognition ceremony. Students are recognized for their efforts and for completing established educational objectives. This is a significant annual event for the campus and students.

Commendations:

The team commends that the college and EOPS/CARE program for:

- Committed staff and leadership in support of the EOPS/CARE mission.
- Having experienced, well informed and trained staff, knowledgeable of EOPS and CARE program mandates, regulations and practices.
- Implementation of a "user friendly" and informative EOPS Application/Orientation Workshop. *(Please note recommendation below relating to the workshop.)*
- The EOPS Director's participation in the Categorical Directors/Coordinators work group.
- The implementation of the Program Monitor Evaluation program to encourage EOPS compliance and academic progress.
- Cooperative and collaborative relationships with OSD and CaWORKs.
- Involvement of EOPS staff in shared governance and strategic planning and appeals committees.

- Cooperative and collaborative relationships with the Financial Aid Office, and all other student services and administrative services operational units of the College.

Recommendations:

The team recommends that the college and EOPS/CARE program:

- Further work with the college Welcome Center to integrate and coordinate EOPS and CARE outreach services to the college and community, to prevent unnecessary duplication of effort where it can be avoided, as well as minimize inconvenience to area high and continuation schools;
- Separate the EOPS application workshop and EOPS orientation activities so that students who aren't eligible for EOPS don't have to sit through the orientation.
- Re-evaluate whether admitting students over cap is beneficial to existing students currently in the program, as this reduces the level of EOPS resources available to each student.
- Strengthen its relationship with the Veterans Affairs Office to facilitate the recruitment and EOPS admission of Veterans with histories of educational and economic disadvantage.

General Comments Related to Specific Program Questions:

Student Eligibility

An applicant's "economic disadvantage" status is efficiently determined using information generated by the Financial Aid Office. Banner screens allow EOPS staff to identify an applicant's BOGG status. A student qualifying for a BOGG A, B or having an EFC of "0" is determined to meet EOPS "economically disadvantaged" criteria. "Educational disadvantage" status is determined consistent with student eligibility criteria (A-F) identified in Title 5 and the *EOPS Implementing Guidelines*. Eligibility determinations are made and students are informed of their eligibility for EOPS, in a timely manner. In cases where additional documentation may be required to document high school grade point average or enrollment at other postsecondary colleges and universities, the EOPS Director is consulted and will make the final eligibility/admission determination. The EOPS Director also makes admission determinations related to special target populations, such as non-native English speakers, first generation students, emancipated foster youth and students identified in the Student Equity Plan as underrepresented populations.

Compliance with EOPS program standards is also monitored through the Program Monitoring Evaluation (PME) component. A student on progress or academic probation status, or that fails to comply with counselor contact requirements is placed on PME "watch" status. A student who fails to improve academically or fails to improve his/her compliance status is removed from the EOPS program after three semesters of non-compliance. A student may reapply for EOPS, after having been removed from the program, and may be readmitted under PME status, as a condition of readmission.

Limitations on EOPS enrollment are imposed on students who have been served for six consecutive semesters or completed 70 associate degree applicable units. Requests for extensions may be approved by the EOPS Director or his designee, for identified high unit majors.

Student Services

As identified in the AVC EOPS Program Plan, the program provides all services stated in Article 3 of Title 5. Related to the provision of overall service delivery to EOPS and CARE students, a number of issues were raised in interviews with staff and students, including the following:

- The need to consider an expansion in the economic services provided EOPS students beyond the book service and EOPS grants currently being provided, such as student supply kits, transportation services, cap and gown service, etc.
- The need to re-evaluate the percentage of the EOPS Director's time assigned to CARE coordination in the EOPS Program Plan and/or to give consideration to an alternative CARE coordination model.
- The need for additional staff training in the Banner system to maximize staff ability to perform student information inquiries and use system capabilities as effectively and efficiently as possible to facilitate improved EOPS operations.
- The need for EOPS to work with the college food services to explore methods for automating CARE meal services, as an intervention to mitigate possible misuse of the services and to more effectively monitor month to month expenditures of the service.

Outreach Services

Outreach services provided by the EOPS program are “over and above” those provided by the college. The EOPS Director is primarily responsible for implementing outreach-related activities and works in cooperation with the college Welcome Center and Outreach Services. College community EOPS outreach has been well executed and many student services departments provide referral to potential EOPS and CARE students. The “off-campus” outreach strategy has not been fully developed and the EOPS Director will work with the college Welcome Center to develop strategies to address an “over and above” outreach plan that minimizes duplication of effort and effectively targets community agencies and organizations that serve potentially eligible EOPS and CARE students. Area high school outreach coordination is particularly challenging, given the need for considerable coordination and advance planning.

The EOPS program's ability to meet its outreach goals would benefit from discussions with EOPS staff as to how outreach activity responsibilities could better be shared within the staff to strengthen outreach initiatives.

Orientation Services

As mentioned earlier in this report, the New EOPS Student Orientation and EOPS Application Workshop have operated as a combined activity. Although it has functionally served the purpose of meeting multiple program objectives, application and orientation, the model has some limitations. Length of activity, split focus between admission-related and orientation-related activities, coupled with the inconvenience it places on students who will eventually be determined ineligible for EOPS, suggest a separation of the two activities as a strategy for improving program delivery and the student experience, as one participates in these activities. This change in practice will more clearly address the “EOPS Orientation Program Standard” as a separate “over and above” activity, designed exclusively to address orientation topics and activities identified in *EOPS Implementing Guidelines*.

EOPS also encourages students to participate in the college's New Student Orientation activities, as part of their matriculation to the college process.

Assessment Services

EOPS/CARE students take the college placement test to ensure they meet program eligibility and college enrollment requirements, and have scores reviewed by the EOPS counselor. After consultation between counselor and student, course recommendations are made and students appropriately placed in courses. EOPS is also investigating the use of additional career and study skills assessments to assess career interests and study skill proficiency.

The Institutional Research Office has produced data related to persistence and success and a statistical model that can predict elements for student success or failure among EOPS students. The EOPS program will use relevant data obtained from the model to target program resources toward services that better support EOPS student success.

Registration Services

EOPS students are provided academic advisement and course planning, consistent with their EOPS approved Student Educational Plan, by EOPS counselors each academic term. Students are notified of their priority enrollment opportunity, qualifying to register in courses approximately 10 days prior to the “continuing student” enrollment period.

Counseling Services

AVC’s EOPS program has implemented an “Alpha” approach when assigning students to a respective EOPS counselor upon entry to EOPS. The goal of the approach is to promote a “student caseload” format when working with students that promotes diversity, improved familiarity with students and their challenges, and a more personalized student-counselor relationship. An appeal process allows a student to request another counselor, should they wish.

Student appointments are scheduled through the use of the SARS appointment and reporting system which also provides a student with a reminder call of his/her appointment the evening prior to the scheduled session.

EOPS counselors provide students a full array of “over and above” personal, educational and career-related counseling and job readiness services, in cooperation with the college Career Center, and other student support services programs of the college. Counselors prepare letters of recommendation for students wishing to apply to CSU and UC EOP programs, facilitate the preparation of EOPS sponsored UC and CSU Admission Application fee waivers, and advocate for their students when appeals or other challenges require it.

The EOPS Director has interest in expanding “guidance-related” instructional offerings for EOPS students, beyond the existing EOPS 060 course, to include a “College Readiness” program which would include basic skills instructional components.

The EOPS student population has grown significantly in the past few years and now presents challenges for the EOPS counseling component, relative to its ability to sustain sufficient counseling hours to accommodate the three counselor contacts per term (Title 5, section 56236). This challenge may be further aggravated with the expansion of student services which will be needed at the Palmdale campus, should EOPS be expected to have a physical presence. The future set-a-side of EOPS funds to support additional counseling hours could be a budget strategy that might be considered to accommodate any existing or emerging challenges faced by counseling faculty, such as an increasing student population or need for expansion of services to the community.

Tutoring Services and Basic Skills Instruction

In addition to being eligible for unlimited tutoring in general subject areas, EOPS also provides “over and above” enhanced tutoring in all levels of the math curriculum. EOPS hopes to expand this tutorial effort into the areas of English and Reading.

Transfer and Career Services

EOPS has collaborated with the Career/Transfer Center to establish a consistent “over and above” program for assessing EOPS/CARE students for career interests and planning. A Student Learning Outcome for EOPS is for students to make decisions about their academic and career goals based upon their personal assessment information as well as academic success in their chosen major. EOPS also collaborates with the Career/Transfer Center to expose students to four year university and colleges to explore professional occupational options.

Program Requirements

When reviewing EOPS documents, it was observed that the name of the EOPS Mutual Responsibility Contract had been identified as the EOPS Student Responsibility Contract. This document is a mutually agreed upon relationship that a student agrees to establish with the EOPS program and the name of the document should reflect this. The document should also identify the student’s semester of acceptance into the program and the projected final term of eligibility, based on the six semesters or 70 degree applicable unit limitation.

It was also noted that the EOPS Advisory Committee did not include a four year college/university representative in its composition. The Advisory Committee would be a valuable asset to promoting EOPS university transfer initiatives.

Funding, Expenditures and Accountability

Overall, the EOPS Director is effectively administering the EOPS and CARE programs. He has an understanding of the EOPS allocation model, the purpose of the EOPS program plan and budgeting processes, and CARE reporting and budgeting processes. He works closely with Business Services to monitor program expenditures, as well as with all other areas of the college that provide services to EOPS and CARE students. He responsibly addresses program mandates.

When reviewing the 2007-08 EOPS Program Plan, the 2.3 information related to the EOPS Emergency Loan Program was not reported. The EOPS Director reported the EOPS Emergency Loan Program was not currently being utilized nor was he knowledgeable of the status of the loan fund or its history. He was not familiar with tracking and reporting requirements and could benefit from technical assistance from the Chancellor’s Office in this area. The Financial Aid Director informed the team that she would be more than happy to provide the EOPS Director guidance on how the college administers student loans, as well as how the college reminds students of their obligation to pay the loan prior to it falling due.

Commendation:

The team commends that the college and EOPS/CARE program for:

- Working with the Institutional Research Office to pilot the “Predictive Statistical Model” in EOPS to strengthen student persistence and success.

Recommendations:

The team recommends that the college and EOPS/CARE program:

- Consider strategies for sharing outreach responsibilities with other EOPS staff and faculty to supplement the efforts in which the EOPS Director currently engages.
- Work with the Office of Instruction to facilitate the expansion of course offerings that facilitate EOPS student development, basic skills proficiency, college persistence and retention, and course and educational program completion, including a “college readiness” program for first-time college students.
- Consider strategies, including budgetary, to address the potential increase in counseling hours that may result from student growth and demand for services, or expansion of EOPS services to off-campus sites.
- Explore strategies and relationships within or outside the college that may lead to the provision of enhanced “over and above” tutoring services in the areas of English and Reading, similar to what EOPS has evolved for mathematics.
- Work with the Financial Aid Office and Business Services to explore best practices for implementing an EOPS Emergency Loan Program and to identify a method for tracking loans made to students and their collection/repayment.
- Consider expanding the economic services currently provided to EOPS students.
- Re-evaluate the percentage of the EOPS Director’s time assigned to CARE coordination.
- Consider offering staff training in the Banner system.
- Explore methods for automating CARE meal services with the college food services.
- Identify a four year university representative on the EOPS Advisory Committee.
- Change the name of the Student Responsibility Contract to Mutual Responsibility Contract and identify the student’s date of acceptance and projected final term.

Matriculation

General Comments Regarding Management, Access, Progress and Success

Matriculation responsibilities are spread between various administrators, managers and faculty under the Vice President of Student Services. The Matriculation Committee, chaired by a full-time Matriculation counselor, meets monthly. This committee is responsible for creating and updating the Student Handbook. The Student Handbook is easily accessible online. The general counseling department consists of 10 full-time counselors and 10 adjunct counselors. Adequate training is provided, and counseling meets regularly and receives weekly updates on issues effecting students via email.

Hispanic students compromise the largest population attending Antelope Valley College. Critical access material is available in English and Spanish. Bilingual counseling and student services staff are readily accessible to meet the needs of Spanish speaking students. A newly updated and comprehensive online orientation is available in English and Spanish. The online orientation culminates with a quiz and results are sent directly to the Technical Analyst for entry.

To ease the transition to college for those students returning to school after an interruption in their education and for new and continuing students, AVC offers two Human Development courses that provide support, encouragement, and instruction online. The courses help students

increase self-awareness and self-confidence; improve learning skills; and, identify and accomplish educational, vocational, and personal goals.

These courses help develop skills and knowledge that are critical to making a successful transition to the challenges of a college education. All listed courses may be used as credits towards an associate degree, several also transfer to the CSU system.

The Counseling Center has a nicely developed appointment request form which captures all the matriculation data elements for inputting into SARS and Banner. The counseling department implemented SARS during fall 2008 and is currently planning to implement e-SARS and funds are being identified to implement DegreeWorks. Transcripts are currently being scanned, and plans to begin scanning SEPs are being discussed as the next phase in the “paperless” movement. Student Services is making an effort to utilize technology in the delivery of services and is sensitive to access needs of the student populations served.

Antelope Valley College integrates student services in a one-stop environment with ample materials regarding Matriculation and Student Services programs available for students. Updated facilities include the OSD office and Assessment and Testing Center, which are located in a new facility in close proximity to the Student Services Building. Assessment testing appears to be conducted in a well organized manner. The COMPASS assessment instrument is used and is administered routinely each month. The Combined English Language Skills Assessment (CELSA) is offered as needed and is used for Ability to Benefit (ATB) purposes for ESL students. Accuplacer sessions are offered approximately four times a month, both in the afternoon and evening, in classrooms that are available on the campus. Assessment testing is also offered at the Palmdale campus utilizing an assessment cart with laptops.

The Office of Institutional Research (IR) has recently completed a study: “Probability Based Advising for Basic Skills Courses” to help counselors and basic skills students in selecting courses to improve success. Counseling cheat sheets are being utilized by counselors as an intervention measure of the study to place students in degree applicable courses where they can maximize opportunities for success. Current data provided by IR suggests when students complete all four components (admission, assessment, orientation, and student educational plan) higher success rates were found for course success, retention, and persistence.

Overall, the Student Learning Outcomes (SLOs) developed were not measurable because they involved compound objectives that are too complex. In an effort to follow common themes that were developed by other college staff, the SLOs were not specific enough to apply to individual program goals. This makes them cumbersome and difficult to manage and measure. The team is aware that the student services staff have spent many hours developing SLOs, but believe that they still need more work to make them simple and measurable, and the outcomes need to be more program specific.

The team is very impressed with the college’s Learning Center design and model. The Learning Center assists students by providing tutoring services for each subject, supplemental instructional aides, classroom lecture for remedial courses, and assistive technology and resources to facilitate student success. The Learning Center is open to all students, and the team commends the wide array of services and hours provided.

The team is also very impressed with the High School Orientation Program. Of the approximate 800 participants at the most recent High School Orientation Day, 657 participated in assessment services, marking an 80 percent increase in assessment. Students are brought by bus to the Antelope Valley College campus to participate, accompanied by high school

counselors, allowing direct interaction with Antelope Valley College counselors, staff, and students. Activities include a PowerPoint orientation, tour, introduction to the college and support services. This followed by a visit to the individual high schools by the college's assessment staff and counselors to complete the assessment, application and to develop of an initial SEP, respectively, for priority registration purposes. High school students are introduced to ambassadors for peer-to-peer relationships along with Antelope Valley College staff to create a friendly and comfortable transition and first year college experience. The team commends the collaboration of efforts to make this event happen!

Commendations:

The team commends the college and Matriculation program for:

- MIS invites the entire team to go to MIS Regional Trainings sponsored by State Chancellor's Office annually. Public reports are also formatted and made available for departments to access their data summarized on shared drive.
- Counseling Center Advising/Program Sheets updated and uploaded as part of the online counseling manual to ensure accurate information is assessable and being provided to students.
- Offering two Human Development classes are online for returning students as a transition back to college.
- Counselors assigned to specific high schools for completing orientation, assessment, and initial education plan for graduating seniors.
- An appointment request form and process integrated with Matriculation MIS data elements.
- A comprehensive online orientation where results are sent directly to Technical Analyst for entry.
- IR and research efforts on probability-based advising for basic skills courses.
- Identifying funds to implement DegreeWorks.
- Multiple measures implemented in a consistent way to produce an objective score along with an actual score.

Recommendations:

The team recommends that the college and Matriculation program:

- Create a SARS interface with Banner. This may help to eliminate duplication of efforts and data entry required by departments to get information accurately into Banner for reporting purposes.
- Create a more streamlined process of data collection. There are many small databases (e.g., access database in Learning Center is combined with other databases and information and then uploaded into Banner).
- Create a procedures manual and have all technical analysts participate in training opportunities. The Technical Analyst does not meet with other analysts/departments on regular basis, and there is no overall training or procedures manual.
- Update the Matriculation Plan and submit to the Chancellor's Office with the changes.
- Simplify SLOs to be measurable and more program specific.
- Address expanding matriculation needs of students in distance learning classes and at the Palmdale campus, ensuring access to all services.
- Revisit the job description for the Matriculation counselor and revised it to include follow-up and outreach activities (ex: attend division chair meetings; involvement in probation activities; classroom presentations; pre-req challenges).
- Develop department liaisons between counselors and departments on campus to increase communication and relations between student services and classroom faculty.