

**Student Services Program Review &
Technical Assistance Site Visit**

A Guide to Writing Your Self-Evaluation



**California Community Colleges
Student Services and Special Programs Division**

Fall 2007

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Purpose of the Categorical Program Review

The categorical program review process lends itself to meeting several institutional needs:

1. To provide technical assistance for improvement of student services programs.
2. To provide a process for program review of student services.
3. To prepare for accreditation.
4. To determine compliance of categorical programs with federal and state requirements.
5. To prepare a planning agenda for program improvement.
6. To identify effective, exemplary practices to be disseminated statewide.

Components

The categorical program review process has three components:

1. A self-evaluation document to analyze the strengths and weaknesses of the programs.
2. A site visit by a team of peers.
3. A report by the team.

The Self-Evaluation

The self-evaluation is a key component of the process used for program review of the categorical programs: Matriculation, EOPS/CARE, DSP&S and CalWORKs. It is to be written as a combined document for all four of the programs for each college. The self-evaluation could also be used in program review of other student services areas (such as financial aid) although these site visits are planned only for the four categorical programs. The System Office will provide summary MIS data in advance to support completion of this self-evaluation.

The self-evaluation process has been developed based on the guidelines prepared by the Accrediting Commission for Community and Junior Colleges - Western Association of Schools and Colleges. This guide has been written using portions of their document: Self-Evaluation Manual – ACCJC Standards-Adopted June 2002¹ and a compliance review of selected California Education Code and/or Budget Act Language, Title 5 regulations, federal regulations and program guidelines that apply to each program.

The Site Visit

Team:

The site visit team, selected by the System Office, is comprised of a chief student services officer serving as chair, and at least one representative each from Matriculation, EOPS/CARE, DSP&S, CalWORKs, and the System Office. Additional team members may be assigned based on any issues identified in the self-evaluation or the size of the college or program(s).

¹ Self Study Manual – ACCJC Standards Adopted June 2002, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, August 2005

Schedule:

The complete timeline for the site visit process is included in the attachments. In general, the schedule includes the following:

Prior to the Visit:

- Team chair contacts President, CSSO, and CIO to confirm two-day agenda.
- Team members review self-evaluation and identify initial commendations and recommendations.
- Team members preliminarily identify individuals to interview.
- The chair compiles and sends the list of individuals to be interviewed to the college.
- Team meets the evening before the visit to discuss the two-day agenda.

During the Visit:

Day 1:

Team members:

- Meet with CSSO, CIO and program directors and coordinators to outline the process.
- Conduct interviews with college staff and students on the areas in the self-evaluation, i.e., access, progress, success, learning and compliance.
- Review files and documentation.
- Meet to discuss results of first day, draft report and identify areas for follow-up or for technical assistance on the following day.

Day 2:

Team members:

- Conduct additional interviews and follow-up as needed.
- Provide technical assistance in areas identified.
- Finalize drafting of the report.
- Conduct informal, individual interviews with program directors, CSSO and/or college President on major findings as needed.
- Conduct exit interview.

The Team Report

The team report, prepared by the team members during the site visit, will be reviewed and finalized by the CSSO team chair and the System Office staff member. The final report will be sent to the college within 30 days. The college will then have 60 days to respond in writing to the System Office if required. The team report will contain a description of:

- Effective practices
- Opportunities for improvement
- Required follow-up

Evaluation of the Process

The team members and the college staff will be asked to submit an evaluation of their experience with this review process. These evaluations will be used as part of the annual review of the process.

Format and Content for the Self-Evaluation Report

Cover Page

Signature Page

The signature page should include the name and address of the college, the name, contact information and signatures of the key individuals at the institution, and the percentage of time devoted to the program for each program director. The individuals who will need to sign the self-evaluation report include:

- President
- Chief Student Services Officer
- Chief Instructional Officer
- Chief Business Officer
- Director/Coordinators for Matriculation (Credit and Noncredit), EOPS/CARE, DSP&S, and CalWORKs

Contact Sheet

In addition to the individuals listed on the signature page, the Contact Sheet should include the name and contact information of all key personnel at the college associated with these programs who may be contacted during the site visit including:

- Academic Senate President
- Student Body Government President
- Chief Information Officer (MIS)
- Curriculum Committee Chair
- Institutional Researcher
- Student Equity Coordinator
- Financial Aid Director
- Counseling Administrator
- Director of Admissions and Records
- Assessment Coordinator
- Physical Education Department Chair
- ADA/504/508 Coordinator
- County Department of Social Services Representative (CalWORKs)

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Categorical Programs Self-Evaluation for

(College name)

(insert College Logo)

Report Date:



**California Community Colleges
Student Services and Special Programs Division**

Signature Page

College: _____

Address: _____

President

Signature: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Chief Student Services Officer

Signature: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Chief Instructional Officer

Signature: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Chief Business Officer

Signature: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Director/Coordinator – Credit Matriculation

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Director/Coordinator – Noncredit Matriculation

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Director/Coordinator – EOPS

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Coordinator – CARE

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Coordinator – DSP&S

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Coordinator – CalWORKs

Signature: _____ % of Time: _____

Printed Name: _____ Date: _____

Phone Number: _____ Email Address: _____

Contact Sheet

College _____

Key Individuals (add additional pages as needed):

Academic Senate President	
Phone Number	
Email Address	
Student Body Government President	
Phone Number	
Email Address	
Chief Information Officer (MIS)	
Phone Number	
Email Address	
Curriculum Committee Chair	
Phone Number	
Email Address	
Institutional Researcher	
Phone Number	
Email Address	
Student Equity Coordinator	
Phone Number	
Email Address	
Financial Aid Director	
Phone Number	
Email Address	
Counseling Administrator	
Phone Number	
Email Address	
Director of Admissions and Records	
Phone Number	
Email Address	
Assessment Coordinator	
Phone Number	
Email Address	
Physical Education Department	
Phone Number	
Email Address	
ADA/504/508 Coordinator	
Phone Number	
Email Address	
County Dept. of Soc. Services Rep.	
Phone Number	
Email Address	

Categorical Programs Self-Evaluation

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Please provide the information requested below for each section of the Self-Evaluation.

I. Introduction (5-10 pages)

- A. A brief overview of the college, to include the credit/non-credit enrollments, demographics and a description of the organization of the college with an organizational chart detailing the four categorical programs.
- B. A brief overview of each of the four categorical programs to include number of staff, number of students served annually, facilities/location, and responses to or progress made towards recommendations from your last categorical program or fiscal review, as appropriate.

EOPS

The Extended Opportunity Program and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) program adheres to the program guidelines and mandates of Title V to provide services and support for students who are enrolled in the program and meet the required eligibility criteria of being educationally, financially and socially disadvantaged. The chancellors Office established a 2007-2008 student cap of 883 for the program. However, the Antelope Valley College EOPS/CARE program provided services for 1,149 students in 2006-2007, a student total of 1,273 in 2007-2008 and has exceeded the student cap in each of the past four years.

The EOPS/CARE staff consists of:

- 1 FT Director
- 1 FT Specialist
- 3 FT Program Technicians
- 4 FT Certificated Counselors
- 5 PT Student personnel assistants
- 2 PT (hourly) Tutors

The EOPS/CARE staff are housed together in the Student Services building (office 230) and The services for EOPS and CARE are completely integrated. The staff collaboratively provides services for students who are registered in the EOPS and CARE program. One FT Counselor and one FT Program Technician have been designated to focus specifically on CARE student support services.

II. College wide Student Services Integration and Coordination (1-4 pages)

This section should summarize responses for Student Services as a whole. If there are specific issues for one or two programs, those issues should be described in the appropriate program-specific section.

- A. How these four categorical programs work with each other and with other student services programs.

EOPS

The recently retired Dean of the Student Services Department conducted weekly meetings in which the Directors of our categorical programs meet to discuss and collaborate on issues related to the programs, the college and our students. The weekly meetings provide a foundation upon which the directors can coordinate, inform and plan for the most effective use of support services and funding. This coordinated and integrated effort serves to provide more support and address the students' unmet need more successfully. Furthermore, it allows our programs to identify jointly served (common) students to decrease duplicative efforts and services and maximize the use of program resources.

The categorical program directors also participate in a weekly meeting with the entire General Counseling department to coordinate all counseling services and provide system wide counseling procedures and protocols to ensure uniformity between the various departments that provide counseling services.

Each of the categorical departments have developed effective relationships with other Departments on campus to provide information and coordination that increase student access to services and the efficient delivery of student support services to our students.

- B. How student services works with instruction, institutional research, and the management information systems (MIS).

EOPS

EOPS communicates with instruction by providing detailed information about the program and various activities to each department through the Deans, through the bi-monthly Administrative Council meeting and when included in department meetings. The Institutional Research office provides data, support and current research to the EOPS Program that assists with program research and data-based decisions regarding the program and its services. The Management Information Systems office provides data and support in tracking, maintaining and producing unduplicated student enrollment reports.

- C. How these programs are integrated with student equity planning and other strategic planning initiatives of the college.

EOPS

The Antelope Valley College Student Equity Plan (June 6, 2005) stated that programs such as EOPS, STAR and CalWORKs target special student populations and are effective in serving underrepresented groups (p.2). The EOPS program aligns with the college

equity and strategic plans in providing access and supporting the success of students who come from underrepresented groups who are educationally and economically disadvantaged.

The EOPS faculty and staff are involved in participatory governance and serve on a variety of campus committees such as: Strategic Planning and Budget Council, AP&P, Basic Skills and Matriculation. Information regarding student equity and strategic planning initiatives at AVC is communicated through these various committees and shared by our staff members serving on these committees with our faculty and staff at weekly EOPS/CARE meetings. The EOPS Director attends Administrative council meetings, General Counseling department meetings and Counseling/Matriculation department meetings and likewise shares important equity and strategic planning information with the EOPS staff. The EOPS/CARE program is also involved in the Enrollment Management Planning for the college and a copy of the EOPS/CARE enrollment management plan is included in the supporting documents of this report.

- D. How effective the programs are in enabling success for underprepared and underrepresented students? (i.e., are they using data to reassess how services are provided?)

EOPS

All EOPS students are classified by program eligibility requirements as underprepared and underrepresented. Our students take the Matriculation assessments ensure they meet program eligibility and college enrollment requirements and that they are adequately placed in appropriate courses of instruction. The Institutional Research Office (IRO) also has produced data related to persistence and success that has been circulated by our matriculation department for use in the development of programs and services that support underprepared and underrepresented students. The IRO has discussed modeling the use of a predictive statistical model that can predict elements for student success and failure in the EOPS program. The goal would be to use relevant data obtained from that model to target program resources toward services that offer students the greatest opportunity to persist and succeed. The IRO also conducted a Matriculation Research Study our program has used to provide program based support for student success.

The 2008 Matriculation Research Study established baseline data to determine which combination of various matriculation components yielded the best outcomes on measures of students' course success ("C" or better in courses), retention (Completing the term), persistence (Returning for second term), and degree or certificate completion.

The matriculation components used are as follows:

- 1. Admissions Application*
- 2. Assessment*
- 3. Orientation*
- 4. Student Educational Plan*
- 5. Follow-Up*

The most striking and expected finding from the results is that the highest course success rates, retention rates, persistence rates and certificate/degree completion is evident when students complete all four matriculation components (admission, assessment, orientation and student educational plan). In this study, no comparison was made to students who had one or more follow-up appointments for counseling or updating a student educational plan. Consequently, no group included the follow-up component. That comparison will be the subject of future study (cf. Matriculation Self Study).

The matriculation study listed student orientation and education plan/counseling as significant indicators of student success. All of our students complete the AVC assessments and we are developing additional assessments through the Career Center for our students to take. The matriculation study did not study follow-up but our program provides that through the three Title V mandated counseling appointments each semester. EOPS has made improvements over the past year in the student participation rates for orientation and counseling/Education planning by restructuring the orientation schedule to recruit and orientate students prior to the start of the semester and implementing the Program Monitor Evaluation (PME) system to raise student accountability and provide incentives for students.

In the past year, student participation in EOPS/CARE Program Orientation and Counseling appointments (including mandatory follow-up) have increased. Through restructuring our orientation program to be concluded prior to the start of the semester and to require completion of orientation for acceptance into the program participation has increased to 100%. We introduced the Program Monitoring Evaluation program to increase incentive and accountability for students to complete their three mandatory counseling appointments and other program obligations each semester. The PME program monitors each student's participation and completion of their student responsibility agreement commitment. If they fail to meet their program obligations or make adequate progress in their program they are placed in PME level I which is a form of program probation. While in level I they will receive all program support services but not be qualified to receive program financial grants. Students in PME I will have one semester to correct the problem area and return to normal program status. If they do not make the necessary corrections during the PME I semester they will be dropped from the program for one semester and allowed to reapply the following semester. If they choose to reapply they will be accepted in PME level II, which means they are provided one semester (without program financial grants) to meet all obligations and make adequate progress or they will be dropped from the program indefinitely. In the future, we will also be able to use anecdotal data from our recently implemented student survey and

quantitative data from the Predictive model for Student Success that will be provided by the AVC office of Institutional Research.

Below is the data from Fall 2007, Spring 2008 and Fall 2008 to show early results of how changes to the orientation structure and the implementation of the PME program have increased student participation in these important areas.

Term	% of New students completing program orientation	Term	% of Total students completing all three counseling appointments during semester
Fall 2007	76%	Fall 2007	42%
Fall 2008	100%	Spring 2008	54%

- E. How the program directors/coordinators and the business office work together to monitor allowable expenditures and reconcile fiscal reporting.

EOPS

The program director and a designated program technician work closely with the business office to monitor expenditures and reconcile financial reports. The costs and expenses are reviewed on a monthly basis with program budget reports that are generated by the business office and the EOPS program. The business office, Vice President of Student Services, Dean of Counseling and EOPS Director work together to develop and provide annual reports and other financial documents.

III. Program-Specific Self-Evaluation (10 – 15 pages per program)

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student **access, progress, learning and success**. The institution systematically assesses student*

support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”²

Extended Opportunities, Programs & Services (EOPS)
Cooperative Agencies Resources for Education
Management Information Systems

A. Management Information System (MIS) Data Reporting - For access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office.

1. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office? *A designated EOPS/CARE Technician collects and inputs the MIS data into the AVC Banner system. The ITS department reviews the submitted data, creates a report and sends it back to the EOPS/CARE Technician. The EOPS/CARE technician and the EOPS/CARE director review the report and verify that the data is accurate. If the data is not accurate final corrections are made. When it is determined that the data report is accurate the ITS department submits the final MIS report to the Chancellor’s Office.*

2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

In the past ten years the data has proven to be accurate and the numbers of students in the MIS report have matched our program records. The department’s student record keeping system and the communication and collaboration between our department and the ITS department has been exceptional and allowed our program to experience tremendous success in this area.

3. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

N/A

B. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

² Self Study Manual – ACCJC Standards Adopted June 2002, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, August 2005

1. Below is the comparison of AVC demographic data to EOPS demographic data.

Gender

Year	% total (AVC)	% Program (EOPS)	% Program (CARE)
2004-2005	Female – 61.11 Male – 38.69	Female – 68.49 Male – 30.54	Female – 96.60 Male – 3.02
2005-2006	Female – 61.24 Male – 38.72	Female – 69.57 Male – 29.75	Female – 96.75 Male – 2.03
2006-2007	Female – 61.40 Male – 38.33	Female – 69.40 Male – 29.81	Female – 96.51 Male – 2.18

The demographic data on gender demonstrates a consistent pattern over three years. Female students enrolled in the EOPS program average 8% higher and male students enrolled in EOPS average 8% lower than their demographic representation in total college population. In the CARE program female student enrollment in the program increases to an average of 35% higher with male enrollment decreasing to approximately 35% lower than their demographic representation in total college population. Without further data we can only make assumptions, not conclusions about whether an access concern exists. We recommend a data report researching the total number of male and female students at AVC who meet qualification criteria for EOPS and CARE services be provided in order to accurately determine if a significant percentage of male students are under-represented in EOPS and more specifically the CARE program.

Ethnicity

There are three primary ethnic groups that represent approximately ninety percent of the total student body population at AVC. These three groups include: African American (AA), Hispanic (Hisp) and White.

Year	% total (AVC)	% Program (EOPS)	% Program (CARE)
2004-2005	AA – 19.69 Hisp – 25.90 White – 43.11	AA – 49.39 Hisp – 20.80 White – 18.73	AA – 67.92 Hisp – 10.94 White – 13.58
2005-2006	AA – 19.20 Hisp – 26.99 White – 41.18	AA – 46.31 Hisp – 23.38 White – 18.23	AA – 68.70 Hisp – 13.82 White – 10.98
2006-2007	AA – 19.71 Hisp – 29.03 White – 37.74	AA – 49.46 Hisp – 24.63 White – 15.54	AA – 60.70 Hisp – 17.47 White – 12.66

One of the primary eligibility criteria for acceptance into the EOPS and CARE programs is being economically disadvantaged. Students who qualify for a Board of Governors Waiver (A or B) are determined to meet that criterion. Our Office of Institutional Research provided the following data for numbers of students in each of the three ethnic groups who qualified for BOGW A, B or C (they were unable to limit their search to BOGW A and B only). In addition to the above demographic data, the AVC Office of Institutional Research provided the following data to bring clarity to the ethnic representation in the EOPS and CARE program.

Term	% of all students BOGW	Total # students BOGW
Fall 2006	AA – 14.2 Hispanic – 15.5 White – 13.3	AA – 1807 Hispanic – 1965 White – 1689
Spring 2007	AA – 14.2 Hispanic – 15.7 White – 12.5	AA – 1796 Hispanic – 1976 White – 1582

The BOGW data indicates that there is little to no significant difference statistically or numerically between our three major ethnic groups who meet economic criteria for the program. The BOGW data suggests that each of the major ethnic groups should represent approximately 26% to 32% of the EOPS and CARE program. This data would indicate that both the Hispanic and White populations are significantly under represented in the CARE program and to a lesser degree in the EOPS program. Without the additional data depicting the number and percentage of students who meet the academically disadvantaged criteria for the program, conclusions are limited. For accurate conclusions regarding CARE program data, it will require an analysis of the number of students by ethnic group who meet CARE criteria for eligibility.

However, there is enough evidence from the data presented to suggest that program outreach and recruitment need to more adequately focus on the under-represented ethnic groups in both the EOPS and CARE programs.

AGE

The demographic data on the ages of students served in comparison to the ages of students enrolled at the college indicates that over the past four years there is little to no significant difference between the college and our program except in the age area of students under the age of 20 years. While the college has shown a pattern of growth in the total population of students in that age group over the past three years (04-05 = 26.67%; 05-06 = 28.37%; 06-07 = 29.01%) the EOPS program has maintained a percentage between 19.46% and 19.94% over that period of time. The overall AVC demographic growth trend in that population and the 7% - 9% difference between AVC and the EOPS program indicates there is under-representation of that Age group

in the EOPS program and a need to focus recruitment and outreach efforts toward students who fall in the under 20 age-group.

Students with Disabilities

The demographic data on students with disabilities indicates that the EOPS/CARE program has served a greater number of students with disabilities than the percentage of disabled students represented in the total college enrollment. There does not appear to be an issue of access related to this population of students being underrepresented in the EOPS program.

Disability	% of students AVC	% of students EOPS	% of students CARE
Primary Disability	2004-05: 5.15	2004 -05: 19.34	2004-05: 12.08
	2005-06: 4.87	2005-06: 16.44	2005-06: 9.35
	2006-07: 4.87	2006-07: 14.96	2006-07: 10.48
Secondary Disability	2004-05: 0.58	2004 -05: 2.43	2004-05: 0.75
	2005-06: 0.48	2005-06: 1.90	2005-06: 1.22
	2006-07: 0.21	2006-07: 0.68	2006-07: 0.00
Dept. of Rehabilitation	2004-05: 0.16	2004 -05: 0.49	2004-05: 0.00
	2005-06: 0.69	2005-06: 1.90	2005-06: 0.41
	2006-07: 0.89	2006-07: 3.03	2006-07: 0.87

English Language Learners

The demographic data on students enrolled and successful in ESL classes at AVC indicates that the EOPS program over the past three years has enrolled an average of .7% more ELL students than the percentage of total ELL students who were enrolled in the college and of those students the EOPS students experienced an average success rate of .7% higher than the overall success rate of ELL students in all AVC students in ESL courses. The CARE program had no students who were enrolled in ESL classes in the 04-05 and 05-06 school years but saw that increase to 2.18% in the 06-07 school year. That percentage was a significant increase for the program but still .5% less than the total of 2.68% of total students enrolled in ESL classes at AVC. The success rate of CARE ELL students in ESL classes was also .13% lower than the overall percent of success of ELL students in ESL classes at AVC.

This data would indicate that the EOPS program has successfully recruited and assisted ESL students but the CARE program, while having shown improvement, needs to increase efforts to recruit and support ESL students.

Questions for Analysis:

1. How does the program compare with the total college demographic data?

Ethnicity: *AVC is a very diverse institution. The three largest groups are African American, Hispanic and Caucasian. Please refer to ethnicity chart presented earlier (two pages back) in this report for specific ethnicity data breakdown.*

- During the 2006-2007 academic year, African American Students represented 19.71% of the total student population and the percentage of African American students served in EOPS was 49.46% and CARE 60.70%.*
- During the 2007-2008 academic year, African American Students represented 20.1% of the total student population and the percentage of African American students served in EOPS was 51.5%.*
- During the 2006-2007 Academic year, Hispanic students represented 29.03 % of the total student population; EOPS served 24.63 % and CARE 17.47%.*
- During the 2007-2008 Academic year, Hispanic students represent 30.1% of the total student population, EOPS served 25.7%*
- During the 2006-2007 Academic year, Caucasian students represented 37.74% of the total student population, EOPS served 15.54% and CARE 12.66%.*
- During the 2007-2008 Academic year, Caucasian students represented 35.4% of the total student population, EOPS served 14.5%*

**2006-2007 data from Chancellor's Office statistics and 2007-2008 data from AVC Office of Institutional Research.*

2. Describe the areas where you have concerns about access.

EOPS: White and Hispanic students, Students under the age of 20 years

CARE: White and Hispanic students, Students under the age of 20 years, ELL students.

3. Please describe any plans in place for improving access.

- We have started the process of translating all program brochures and information sheets in Spanish for publication and dissemination.
- We are planning to establish information and orientation meetings in Spanish for Limited English Speakers.
- We created a program brochure to be distributed and shared with programs on campus, and student support service areas that receive a large volume of student access.
- Last year we began sharing program information with local high school district administration and counseling departments
- We are currently discussing the development of a summer bridge to college program for high school students who plan to attend AVC

- We are establishing a more active relationship with our Advisory committee who can assist us with informing the community about our program and services.
 - We are building a stronger relationship with the AVC Outreach department to assist us with sharing information about our program.
4. What programs and services do you feel specifically contribute to student access at your college? Why?
- a. Program communication and collaboration with other student service and academic programs on campus has contributed to student access in that these various outlets are able to identify students who will benefit from our services and refer them to our program.
 - b. Students in the program have been a very helpful contributor to improving student access. We have a number of referrals from our students because they have received benefit from the program.
 - c. Open enrollment benefits access to the EOPS program in that we allow all students to sign up for program information and orientation sessions and only turn away students who do not meet Title V qualifications.
 - d. Priority registration for students in the EOPS/CARE program is a very effective service that students hear about and desire as enrollment numbers climb and opportunities to enroll in classes decrease.
 - e. EOPS has a very strong counseling program with two bilingual counselors that has drawn a number of students into our program.
 - f. Financial services such as book vouchers, grants, meal tickets and transportation services that the program offers brings a number of interested and curious students to inquire about the program.
 - g. Free access to Transfer center college trips, UC and CSU fee waivers and academic support through tutoring services and additional time for EOPS/CARE students in the Learning Center are all highly valued services that encourage students to join the program.
 - h. The safe and supportive atmosphere of the EOPS/CARE program provided by staff that really care about student success provide services for students who bring their friends to sign up for services.
- C. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

Questions for Analysis:

1. How well do the students served by your program perform compared to the total college population?

The percentage of EOPS and CARE students who received degrees and/or certificates was either comparable to or better than the overall AVC population. However, the percentage of unduplicated EOPS and CARE students who were rated for success in coursework over the past three years is lower than the overall AVC population.

The one area in which EOPS students were significantly lower than the AVC total population was in the percentage of students who transferred to 4-year colleges and universities. From 2004 to 2007 AVC students showed an increase from 22.83% of student transfers to 60.77% according to the data released to us from the Chancellor's office in the summer of 2008. While the transfer rates in the EOPS and CARE only increased from 2.19 and 2.64% to 11.44 and 10.04% respectively. We have concerns regarding the accuracy of the data as a transfer rate of 60.77% for total AVC students seems unusually high. The data below compares EOPS and CARE student performance to the total college population (Chancellor's Office Data).

Year	AVC- Total Population- % of all	EOPS - % of group	CARE - % of group
2004-05	Certificate: 0.96 Degree: 4.32 Persistence: 41.21 Transfer: 22.83	Certificate: 1.95 Degree: 4.38 Persistence: 60.22 Transfer: 2.19	Certificate: 1.51 Degree: 5.28 Persistence: 56.98 Transfer: 2.64
2005-06	Certificate: 0.97 Degree: 3.80 Persistence: 42.88 Transfer: 28.12	Certificate: 1.23 Degree: 5.26 Persistence: 61.63 Transfer: 2.68	Certificate: 3.25 Degree: 6.10 Persistence: 56.10 Transfer: 4.47
2006-07	Certificate: 0.83 Degree: 4.27 Persistence: 42.0 Transfer: 60.77	Certificate: 0.68 Degree: 4.89 Persistence: 58.55 Transfer: 11.44	Certificate: 1.75 Degree: 7.86 Persistence: 68.56 Transfer: 10.04

The AVC Office of Institutional Research produced data that compared the academic success rates of EOPS and CARE students with AVC students who were considered economically disadvantaged (received BOG waiver). Their findings indicate that the EOPS and CARE students were statistically comparable to or better than other AVC students who received BOG waivers over the last three years. Further research is needed to add an educationally disadvantaged component to the AVC student group as that is also a condition of acceptance into the EOPS and CARE.

In the area of degrees, certificates earned and persistence the EOPS students were significantly higher than similar economically disadvantaged AVC students. In the area of academic success EOPS and CARE students were typically better and in some cases comparable to the other students except for CARE students which were significantly lower in Fall 2005.

AVC Office of Institutional Research Data:

Term	AVC-BOG Waiver Students - %	EOPS - %	CARE - %
Fall 2004	Certificate: N/A Degree: N/A Persistence: N/A Success: N/A	Certificate: 7.7 Degree: 3.4 Persistence: 69.3 Success: 56.8	Certificate: 3.8 Degree: 1.3 Persistence: 72.4 Success: 49.2
Spring 2005	Certificate: N/A Degree: N/A Persistence: N/A Success: N/A	Certificate: 6.2 Degree: 3.6 Persistence: 78.9 Success: 56.9	Certificate: 3.1 Degree: 1.3 Persistence: 76.3 Success: 42.1
Fall 2005	Certificate: 1.5 Degree: 0.0 Persistence: N/A Success: 56.3	Certificate: 10.3 Degree: 2.6 Persistence: 68.0 Success: 59.0	Certificate: 5.9 Degree: 2.2 Persistence: 64.9 Success: 48.4
Spring 2006	Certificate: 0.0 Degree: 0.0 Persistence: 77.1 Success: 48.8	Certificate: 3.1 Degree: 5.2 Persistence: 80.3 Success: 58.4	Certificate: 5.1 Degree: 1.1 Persistence: 78.6 Success: 58.8
Fall 2006	Certificate: 0.0 Degree: 0.0 Persistence: 54.4 Success: 52.2	Certificate: 0.0 Degree: 3.3 Persistence: 68.5 Success: 61.9	Certificate: 4.5 Degree: 1.6 Persistence: 76.3 Success: 49.5
Spring 2007	Certificate: 0.9 Degree: 0.0 Persistence: 71.2 Success: 40.5	Certificate: 0.9 Degree: 4.6 Persistence: 76.1 Success: 60.0	Certificate: 0.9 Degree: 1.2 Persistence: 79.9 Success: 52.9

2. Describe areas where you have concern about student progress.

The area of transfer to four year institutions has shown improvement in the EOPS and CARE program over the last three years but it remains an area in which we are concerned and need to make improvement. Our program also needs to strategically increase academic support for students to improve overall academic success rates.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

The most important service we offer students is the Title V mandated three counseling appointments per semester. The AVC 2008 Matriculation Research Study completed by the Institutional Research Office indicated that three primary components that contribute significantly to student success are: Assessment, Student Education Plan and Follow-up. The EOPS counseling appointments provide assessment interpretation for the student, development of a Student Education Plan with a six semester plan to complete the goals of the Education Plan and intensive counselor follow-up with the student. Now that our program has implemented a case-management system (alpha) counselors can remain involved with the student from the beginning to completion of the Education Plan. The counselor is able to build a relationship with the student, monitor their progress and offer intervention support when necessary.

The EOPS textbook voucher program is essential as it provides resources for students to purchase textbooks early in the semester so they can study and complete course assignments.

The EOPS grant program provides financial resources for students who have financial barriers that impede their opportunity to succeed.

EOPS students are provided Priority Registration which allows them to register for courses on their Student Education Plan before the required courses are filled to capacity.

The EOPS Math tutoring program assists students who are struggling with math course work and need additional assistance in a small and focused environment.

The AVC Learning Center provides above and beyond tutorial services for EOPS/CARE students and provides an Early Alert referral system that allows instructors to identify students early in the semester and refer them for tutorial support.

The EOPS 060 and AVC Human Development (HD) courses provide students support with a variety of transitional and developmental skill development courses. These courses are designed to assist students in their transition to college and encourage the development of essential study and social skills to succeed as a college student.

The SARS TRAK student appointment system has also contributed to the progress of students by allowing students to set appointment schedules to see their counselor and by reminding students via phone call and email a day in advance of the appointment. The system also has improved the accuracy of our record keeping in the area of student-counselor appointments.

EOPS Students are provided fee waivers when they participate in College/University visits sponsored by the AVC Transfer Center.

- D. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

Questions for Analysis:

1. How well do the program students perform compared to the total college population?

Please refer to information and data as discussed in Area C, question 1 of this document.

Persistence data from the Chancellor’s Office indicates that students in the EOPS and CARE program were significantly higher than the overall AVC student population over the last three years.

Persistence

	2004-05 Fall	04-05 Spring	Persist To Fall	2005-06 Fall	05-06 Spring	Persist To Fall	2006-07 Fall	06-07 Spring	Persist To Fall
AVC	66.41%	41.21%	29.26%	67.95%	42.88%	30.51%	65.77%	42%	30.28%
EOPS	77.25%	60.22%	43.92%	79.98%	61.63%	42.95%	75.07%	58.55%	40.37%
CARE	76.23%	56.98%	40.38%	76.83%	56.10%	43.90%	85.15%	68.56%	48.47%

2. Describe areas where you have concern about student success.

While the percentage of students persisting in the EOPS and CARE programs are significantly higher than the overall AVC population, an area of concern is the need to improve in the area of student persistence from the spring term to the fall. The need to improve the percentage of students who transfer to four-year schools was already mentioned in area C above.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The most important service we offer students is the Title V mandated three counseling appointments per semester. The AVC 2008 Matriculation Research Study completed by the Institutional Research Office indicated that three primary components that contribute significantly to student success are: Assessment, Student Education Plan and Follow-up. The EOPS counseling appointments provide assessment interpretation for the student, development of a Student Education Plan with a six semester plan to complete the goals of the Education Plan and intensive counselor follow-up with the student. Now that our program has implemented a case-management system (alpha) counselors can remain involved with the student from the beginning to completion of the Education Plan. The counselor is able to build a relationship with the student, monitor their progress and offer intervention support when necessary.

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EOPS Students are provided fee waivers when they participate in College/University visits sponsored by the AVC Transfer Center.

F. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

1. What are the SLOs for the EOPS program?

- *Students will identify appropriate educational and career goals (ILO II).*
- *Each student will demonstrate knowledge of AVC's General Education curriculum to support their goals toward degree, certificate and/or transfer requirements (ILOIII).*
- *Students will make decisions about their academic and career goals based upon their personal assessment information as well as academic success in their chosen major (ILO IV).*

2. What process was used (or plan to use) to develop these outcomes?

The counselors in our program met with the Director in the Fall of 2007 and evaluated the areas in which they believed our program should establish SLO's and ways in which the SLO's could be implemented and assessed. We established three SLO's that aligned with three of the college's Institutional Learning Outcomes. Our SLO's were submitted to the AVC Student Learning Outcomes committee and modified based upon their evaluation and recommendations of the SLO's. The Student Learning Outcomes were approved by the Student Learning Outcomes committee (a subcommittee of the Academic Senate) in December of 2007. The program SLO's were then shared with EOPS/CARE staff in staff meetings in February 2008 and with our Advisory Committee at our annual Advisory committee meeting in May 2008. We are in the early stages of developing a plan for articulating the SLO's to students in the program and have developed a student survey to assess progress in meeting our SLO's with plans to implement the survey in August of 2008.

3. What types of activities are you conducting in order to achieve these outcomes?

- *Redesigned program orientation sessions to provide detailed information about program expectations and services and to ensure all students will complete the Title V Orientation requirement.*
- *Newly designed and produced program brochure to more clearly communicate the purpose and goals of the program with a greater potential for outreach and recruitment of students.*
- *Translating important program information and policies into Spanish to improve communication with our ESL students and community.*
- *Implementation of the SARS TRAK system to better organize and monitor student counseling appointments and send students reminders of their scheduled appointments.*

- *Emphasizing student academic success and program expectations by developing and implementing the Program Monitor Evaluation system to hold students accountable for the requirements of their Student Responsibility Agreement.*
- *Moving toward a counseling case management system (by alpha) from the prior open appointment system to encourage the development of supportive relationships between students and counselors.*
- *Collaborating with the Career Center to establish a consistent program for assessing EOPS/CARE students for career interest and planning.*
- *Development of counseling methodologies and protocols that establish intervention planning based on student interests and needs.*
- *Student referrals to other academic and social support programs on campus and in the community.*
- *Weekly staff meetings to discuss issues and strategies to increase student success and make program improvements.*
- *Development of an articulation plan and an annual student survey to ensure our students clearly understand our program Student Learning Outcomes and we are successfully addressing the SLO's.*

4. How are you assessing the achievement of the outcomes?

- *Evaluating program data*
- *Evaluating Student persistence and success data*
- *Development of a data piece that will allow counselors to track student performance toward meeting the outcomes during counseling sessions.*
- *Annual student surveys that will help identify what SLO's students are successfully meeting and areas in need of improvement.*

5. How have you used the assessment information to improve the services?

Yes, program data indicated that a significant percentage of students in the program were not completing all three of their counseling appointments so we developed and implemented the Program Monitor Evaluation system to hold students accountable to meet the mandatory counseling appointments requirement. It is a probation system that allows the student to make improvement or face consequences that could eventually lead to their dismissal from the program for not making adequate progress. The PME system is explained to students in orientation, they are provided a policy sheet that explains the program in detail and students are reminded of the program periodically through program email transmissions.

We also moved toward the counseling case management system (alpha) because data indicated that student choice had created an environment in which the counseling caseload was not evenly distributed. We also believe that relationships are critical to

student success and developed a system in which the student and counselor relationship can become a point of strength and support.

- F. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations, Budget Act Language and/or program guidelines. The key areas to be reviewed include: 1) student eligibility, 2) student services, 3) program requirements, 4) funding, expenditures, and accountability, and 5) other. The review should clearly demonstrate that the programs are responsibly handling categorical dollars.

Questions for Analysis for each program are on the following pages.

Matriculation: Credit and Non-Credit

Student Eligibility

The Matriculation process is a comprehensive and integrated set of services designed to enhance student retention and persistence, and thereby contribute to the educational opportunities of *all* students. Matriculation provides and coordinates fundamental student services, including admissions and orientation assistance, general assessment, counseling/advisement, and follow-up assistance to all non-exempt, students in credit and noncredit Matriculation programs. Please provide a copy of your Board approved exemption policy for Matriculation.

Student Services

Admissions

The admissions component is the first opportunity for the potential student to declare an educational goal and to identify any supportive or language needs that may be critical to the student's successful enrollment.

Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?

(Title 5 - 55520(a); 55522; 55510(a)(4))

Orientation

The orientation component signals the student's introduction to the college environment and provides the opportunity for the student and counselor/advisor to interact while exposing the student to the college's programs, services, facilities and grounds, academic expectations and institutional procedures.

1. What modes of orientation are available to students?
2. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.
3. Are modified modes of orientation available for ethnic or language minority groups?

(Title 5 - 55530(b)(d); 55502(j); 58106(c)(d)(e); 55534 (a)(b); 55522; 55532(a)(c)(d))

Assessment

The assessment component is critical to the accurate placement of students into the college's curricula. Student placement must be accomplished with an approved test instrument and appropriate multiple measures. If the college uses a self-placement procedure, identify the elements of the placement process.

1. Are all validation studies for the college's assessment instruments up to date?
2. Describe the multiple measures and how they are regularly used for placement.
3. Identify the test instruments used for placement.

(Title 5 - 55510(a)(4); 55520(c); 55521(a)(b)(c)(e); 55522; 55532(a)(c)(d))

Counseling and Advising

The counseling and advisement component provides academic advice as well as academic planning opportunities for all students. The college must provide these services to all nonexempt students with reasonable attempts to counsel the following student groups: probationary, those enrolled in pre-collegiate basic skills courses and students without a declared educational goal.

1. How do you address the counseling needs of:
 - Students who speak languages other than English?
 - Evening/weekend students?
 - Students attending summer or inter-sessions?
 - Students who are only distance education students?
 - Other students who seek online counseling support?
2. Describe how paraprofessionals are used in the provision of counseling/advising services.
3. Describe the activities associated with developing Student Educational Plans (SEPs)
 - At what point in the counseling/advising process is the SEP initiated?
 - How many SEPs are written by counselors or advisors each term?
 - How often are the SEPs reviewed and updated?
 - Are SEPs available in an electronic format?

(Title 5-55520(d) (g)(1)(2); 55523(a)(1)(2)(3)(4); 55526; 55525(a),(b)(c)(d); 55530(d); 55201(f),(g);58106(c),(d),(e); 55534(b); 55522; 55510(a)(4)(5); 55532(a)(c)(d))

Student Follow-Up

The student follow-up component is intended to ensure that students who are experiencing academic difficulties are identified early enough during the term for appropriate and effective intervention to occur.

Describe the follow-up services provided for students who are in probation or dismissal status, basic skills, undecided, provided by the college:

- How are students selected for follow-up?
- How do instructional faculty participate in follow-up?
- Does the college utilize an Early Alert Program?

(Title 5 - 55520(f)(g); 55522; 55523(a)(1-3); 55526; 55510(a)(4))

Program Requirements

Coordination and Training

Much of the coordination of Matriculation services depends upon a network of service providers with different responsibilities. It is important that staff and personnel in each component be properly integrated into the comprehensive Matriculation process. This is accomplished primarily with training and staff development opportunities.

1. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.
2. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)?

(Title 5 - 55516; 55510(a)(3)(4); 55523(b))

Research and Evaluation

The research and evaluation component can readily illustrate the efficacy of the provision of Matriculation services by analyzing and reporting on student retention, persistence, course completions, educational goals, transfer, etc.

1. Describe the resources available and committed for matriculation research.
2. Describe the research agenda supporting matriculation and what studies have been completed.

(Title 5 - 55512(a)(1)(2)(3)(4)(5)(6); 55514(a)(b)(c)(d)(f)(g)(h); 55520(g); 55532(a); 55510(a)(4))

Prerequisites, Co-requisites and Advisories on Recommended Preparation

Establishing prerequisites, co-requisites, and advisories on recommended preparation is an academic responsibility of instructional faculty. The responsibility for ensuring that policies are in place in order to establish and enforce pre- and co-requisites is shared by Matriculation.

1. Are there local board-adopted policies governing prerequisites?
2. Have all prerequisites been approved by the curriculum committee?
3. Does the college follow the Model District Policy?

(Title 5 - 55201(b)(3); 55002(b)(2)(D); 55002(a)(2)(E); 55510(a)(6); 55201(e); 55002(a)(2)(D); 55201(b)(1); 58106(b))

Funding, Expenditures and Accountability

The credit and noncredit Matriculation funding formulas are complex and comprised of different elements with different weights and matching requirements.

1. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocation(s)? Would you like technical assistance in this area?
2. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?
3. Describe the process for developing and approving the Matriculation Budget and Expenditures.
4. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end program accounting.

Other

With which other departments or areas on campus do you coordinate to provide services to students?

EOPS/CARE: Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education

EOPS provides financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services are specifically designed for at-risk students and their special needs. Counseling contacts are mandatory and a Student Educational Plan (SEP) is developed for each student to assist the student in achieving their individual goal.

CARE further assists EOPS students who are recipients of TANF and CalWORKs, single heads of household with children under 14 years old, to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient.

Student Eligibility

Student eligibility for the EOPS program is limited to those who meet specific criteria identified in Title 5. The program is responsible for determining the student's eligibility and documenting this in the student's file. The CARE program has additional eligibility requirements which must be reviewed and documented to accept students into the program. The programs must monitor student continued participation.

1. Describe the factors your program uses to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts? (Title 5 – 56208)

The eligibility criterion for the EOPS/CARE program is taken directly from Title V. We communicate the educationally disadvantaged criteria through student information and orientation sessions as well as in Program brochures and on our AVC website. The EOPS program specialist reviews each student application and determines if the student meets the educational disadvantaged criteria from information contained in the application. When necessary, further investigation is used to determine whether or not a student meets the requirements.

2. Describe the process used to monitor continued EOPS eligibility (70 units/6 semesters). (Title 5 – 56226)

At the end of each term a program technician reviews student unit completion and records the information in each student file and on our program excel spreadsheet. If a student is getting close to reaching the 70 unit limit the technician refers the student file to a counselor who then reviews the student's transcripts to determine whether the student is still eligible under the 70 unit maximum requirement. The Program specialist also reviews each student file at the end of each semester to determine if a student has reached the 6 semester limit.

3. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

Each counselor completes a Student Education Plan for students in their alpha caseload. They create the education plan based upon the student's declared major in advance of meeting with the individual student. In the first meeting with the student, the counselor will discuss the student's major and the coursework required to complete their educational goals. The counselor then recommends to the student that they follow the six semester plan as outlined in the education plan. The counselor makes necessary revisions to the Student Education Plan with the student when the student indicates a need for change in major or plans.

4. Describe the process and documentation used to verify eligibility for the CARE program.

The EOPS application provides information that identifies whether a student may qualify for CARE services (not married, children 14 years or younger, and receiving cash aide assistance). After students are qualified for EOPS services, the student applications that meet the CARE criteria are referred to the CARE technician. The CARE technician completes a form for each student and then refers the form to the CalWORKS office. Information on each potential CARE student is processed through the CalWORKS and county agencies and returned to our CARE technician. This information provides data for the CARE program to determine whether or not a student meets CARE eligibility. The data primarily determines that the student is a single head of household and meets all other CARE qualifications.

Student Services

1. Does the EOPS program offer all of the program services listed in Article 3 of Title 5? If not, which ones are not offer in EOPS and why? (Title 5 – 56232 – 56240)

EOPS offers all services listed in Article 3 of Title 5:

- *Outreach*
- *Orientation*
- *Registration Services*
- *Counseling Services*
- *Tutoring Services*
- *Transfer and Career services*
- *Assessment*
- *Basic Skills Instruction*

2. How are the required counseling contacts documented? (Title 5 – 56236)

The counseling contact appointments are documented through the SARS appointment grid and reporting system. Each day student counseling contact appointments are scheduled and confirmed through the SARS system. Each student file has an EOPS Counseling and Advisement Sheet in which all contact appointments are documented. Each form is signed by the student and counselor to confirm the meeting. An EOPS technician confirms the

appointment through the SARS system and a counselor entry on each student's EOPS Counseling and Advisement Sheet then enters the counseling contact in the EOPS data base.

3. Describe the process you have in place to ensure all eligible students meet their required counseling contacts. (Title 5 – 56236)

Students are notified of the three mandatory contact appointments in Orientation sessions, student planner/handbook, student responsibility agreement, on the program bulletin board and with e-mail reminders to their college email accounts. Our SARS appointment system provides a reminder phone call and e-mail one day in advance of the appointment. Our program recently implemented the program monitor evaluation (PME) system which emphasizes the importance of the three counseling appointments and places consequences for student who fail to meet that program requirement.

4. Describe the tutorial services for EOPS that are over and above those available to the general students.

We currently offer tutoring for students in all Mathematics subject areas. We employed two part-time tutors from our college Mathematics department who provided small group and individual tutoring services to EOPS and CARE students. We publicized the tutoring service and students were very appreciative of the service.

Our students are offered over and above tutoring services in the AVC Learning Center when they are given an EOPS/CARE referral. This entitles our students to additional time in the tutorial program at our Learning Center. We also provide a certificated faculty member from the math department to offer instructional support for EOPS and CARE students who are experiencing difficulty in their math courses.

5. What services are provided to CARE students and how are these over and above those provided to EOPS students?

We currently offer CARE students bus passes, parking permits, cafeteria meal tickets, car repair, workshops, and usually increased amounts in book vouchers and/or grants. They also benefit from the CARE program technician and counselor who are designated to work directly with CARE students and offer support and daily positive affirmations to encourage our CARE students.

Program Requirements

1. Title 5 regulations require the program to have a full-time EOPS director. Identify the individual designated as the EOPS Director. If the director is less than full-time in EOPS/CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full-time attach a copy of the letter granting a waiver to this criterion.

Gary Roggenstein is the full-time EOPS director. His salary is paid out of AVC district funding as required by Title V and he does not hold any other responsibilities beyond his role as Director of EOPS.

2. Describe the role of the EOPS or EOPS/CARE advisory committee, identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes. (Title 5 – 56028)

The EOPS/CARE advisory committee has historically met on an annual basis to review the student and program data and make recommendations for the improvement of the program. The goal is to convene the committee at least 2-3 times per year to more fully utilize their support and to build relationships with the committee members in a manner that encourages the development of additional community resources for our students. The committee membership includes representatives from:

- *EOPS/CARE Students*
- *Local High School District*
- *Higher Education Institution(s)*
- *AVC Faculty (teaching and nonteaching)*
- *Leaders of Community agencies*
- *Former EOPS students*
- *Retired Law Enforcement*
- *Local Social Service Agencies*
- *District Board Member(s)*

Funding, Expenditures and Accountability

EOPS and CARE funds may only be used to fund over and above services to EOPS and CARE students. This also applies to district funds reported as district contribution.

1. Understanding the EOPS and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?

We are comfortable with the assistance we currently receive from EOPS/CARE staff at the Chancellor's Office.

2. For staff reported in your EOPS program plan that are not assigned 100% to EOPS/CARE, please list the position(s) and how the percentage of time was determined. How are these staff accountable to the EOPS Director for the services they provide to EOPS students? In addition, how are their duties for this assigned time above and beyond what they provide to non-EOPS or CARE students? (Title 5 – 56293)

We do not currently have staff members in the EOPS program who are not assigned 100% to EOPS/CARE.

3. For CARE funded positions that provide services to CARE students, please list the position(s) and describe how the services provided are above and beyond those provided to EOPS students?

Counselor – designated to specifically work with CARE students and address all relevant issues of the student who is a single head of household parent of a child under the age of 14.

Specialist – determines whether EOPS students should be referred for CARE services and sets and schedules book voucher and grants for CARE students that usually exceed the amount Provided for EOPS students.

Technicians (2) – provides data for county agencies to determine student eligibility for CARE Program. Provides CARE student eligibility list for EOPS department and staff. Develops and issues all CARE transportation and food service vouchers. Coordinates with business office and program director to determine CARE expenditures and track monthly budget for CARE program. Assist director with the CARE plan, budget and end of year report. Maintains and updates MIS reports for the CARE program.

4. How do you ensure that EOPS and CARE funds are only used to pay for allowable services for EOPS/CARE eligible students?

EOPS/CARE funds are used in compliance with Title V regulations and only pay for above and beyond services to eligible EOPS/CARE students. Our program has a process in place to carefully screen student applications during the open application process to ensure all students who are accepted into the program meet eligibility criteria. All continuing students are reviewed by semester to determine that they meet eligibility criteria in order to remain active in the program.

5. Describe the process for developing and approving the EOPS and CARE Budgets and Expenditures.

The EOPS director and technician (responsible for budgeting and accounting) meet to discuss the current annual allocation (state and district), review staff salaries and benefits, discuss part (b) and (c) program obligations and then evaluate program needs. The program plan and budget is developed from that information and the plan and budget are then reviewed by the Dean of Student Services, Vice-Presidents of Student Services and Business Services and finally the President of the college. Upon their review and approval, the budget and plan is then submitted to the Chancellor's office for approval.

All projected budget expenditures are provided for in sections A-1 and 2.2 of the annual program plan. The expenditures of the program will meet the plan as projected and when

changes are required the necessary documentation and/or forms are submitted are submitted to the Chancellor's office.

6. Identify the process for completing the EOPS and CARE Year-End Reports and relationship to the district's year-end program accounting.

Data for the year-end report is compiled throughout the year to ensure accurate numbers for the report. Fiscal information and budget close out reports are initiated at the district level and sent to the EOPS/CARE program to finalize year-end reports.

Other

1. What other areas or departments on campus do you coordinate with to provide services to EOPS and CARE students?

*Learning Resource Center
CalWORKS
DSPS
General Counseling
Matriculation
Outreach
Financial Aid
Admissions and Records
Assessment
Business Department
Campus Bookstore
Cafeteria
Transfer Center
Career Center
Academic Divisions
Student Government
STAR/TRIO
Veterans
Childcare
Job Placement
Corporate and Community Education
Emancipated Foster Youth*

2. What other programs or agencies off-campus do you coordinate with to provide services to EOPS and CARE students?

*Department of Social Services
Red Cross
Cancer Society
Region VI EOPS Summer Institute*

Tribal TANF
Auto Pros
Grace Resources
Antelope Valley Union High School District
California State University, Bakersfield
Black Infant Health
Easter Seals

3. Is there any training that you believe would improve performance in the EOPS program?
Please describe training needs as you see them.

Banner training
Shoretel telephone system training
SARS training
Office Interpersonal Relationship workshop
Office Staff Retreat for team building and program development
Customer Service training

DSP&S: Disabled Student Programs and Services

The Disabled Student Programs and Services (DSP&S) program administered by the System Office is unique in the nation in the scope of services provided to individuals with a range of physical and cognitive disabilities to assist them to succeed in postsecondary education. The DSP&S program authorizes the provision of support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit equitably from the college experience.

Colleges are charged with providing an equal opportunity for students with disabilities to succeed, but cannot guarantee success. “Equal, not better” is the critical determinant in whether DSP&S should provide a service or arrange for an accommodation for a student with a disability. These services assist California’s community colleges in meeting the requirements that college programs and activities be accessible to and useable by students with disabilities contained in Section 504 of the federal Rehabilitation Act of 1973, the federal Americans with Disabilities Act (ADA) of 1990, State Government Code sections 11135-11139.5 and California Education Code section 67310.

Student Eligibility

1. Describe the processes used to verify and document a student’s eligibility for DSP&S services and instruction. Please provide a copy of the form(s) used to document a student’s eligibility for services.
2. Describe the process used to determine what support services the student would need to enable his or her participation in activities, programs and classes offered by the college, given the student’s educational limitation.

(Title 5 - 56000, 56002, 56004, 56005, 56006, 56008, 56010, 56022, 56026, 56027, 56028, 56029, 56032, 56034, 56036, 56038, 56040, 56042, 56044)

Student Services

1. List and describe the DSP&S services that are provided to students with disabilities, above and beyond the regular services offered by the college.
(Title 5 – 56005, 56026)
2. List and describe the DSP&S special class instruction that is offered by the college, if applicable.
(Title 5 – 56028)
3. Describe how regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSP&S program operations and service delivery.
(California Education Code and Title 5)
4. Describe the procedures for preparing, monitoring, and annually updating the Student Educational Contract (SEC). What methods are being used to evaluate student progress?
(Title 5 - 56022)

Program Requirements

1. Describe the role of the advisory committee, identify the composition of the advisory committee representatives, the frequency of the meetings, and attach minutes from the two most recent meetings.
(Title 5 - 56050)
2. Identify the individual designated as the DSP&S Coordinator and how the individual serving in this position meets the minimum qualifications.
(Title 5 – 56048)
3. List and describe each of the positions funded by or supporting DSP&S and how the individuals serving in these positions meet the minimum qualifications.
(Title 5 - 56048)

Funding, Expenditures and Accountability

1. Describe how DSP&S funding is being used to provide support services and/or instruction to students with disabilities.
2. How is the DSP&S Coordinator's salary funded?
3. How is revenue from DSP&S Special Classes being accounted?
(Title 5 - 56060, 56064, 56070, 56072)
4. Describe the process for developing and approving the DSP&S Budget and Expenditures.
5. Identify the process for completing the DSP&S Year-End Report and relationship to the district's year-end program accounting.
6. Identify the process for tracking and documenting Deaf and Hard of Hearing Allocation funds expenditures, if the college receives these funds, and the required college match.
7. Describe how the college utilizes the funds in the DSP&S allocation for *Access to Print and Electronic Information* and funds from other sources, to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities.
8. Describe the procedures for recording the student's minimum four service contacts per year that are required in order to receive funding, and the process of verifying and reporting those service contacts to MIS
(Title 5 – 56062)
9. In general, describe the DSP&S funding allocations formula and its elements. Understanding the formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements, including weights assigned by disability category. Would your college like to request technical assistance in this area?

Other

1. Describe other areas or departments on campus you coordinate with to provide services to students served by DSP&S.
2. What type of training would you like to receive in order to improve the efficiency and performance of your college's DSP&S program? Please describe all DSP&S related training needs as you see them.

CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

Student Eligibility

Colleges must coordinate with the local County Welfare Department (CWD) to determine eligibility. Eligibility must be determined at the beginning of each term. The college's CalWORKs program is responsible for determining and tracking student eligibility and for all CalWORKs and TANF-funded services. Services provided through other college department, like the Child Care Center, must be coordinated with the college CalWORKs program to verify a student's ongoing eligibility for services, academic progress, monitor program expenses, and report data.

1. Describe your college's coordination with the local county department of social services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's welfare-to-work plan.
2. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?
3. If provided, describe how student eligibility for on-campus child care is determined and how is this service coordinated between the college's Child Development Center and the CalWORKs program.

(State Budget 6870-101-0001 Schedule (8) 20.10.045-Special Services for CalWORKs Recipients; CalWORKs Handbook, Essential Program Elements (a))

Student Services

The California Community College CalWORKs program funds are used for specific coordinated student services as detailed in the annual budget act. These comprehensive support services are designed to assist welfare recipient students obtain the educational level they need to transition off of welfare and ultimately achieve long-term self-sufficiency. These funds enable the community colleges to be a full partner in the statewide welfare reform system by requiring the colleges to provide the following direct student support services: service coordination; curriculum development and redesign; work-study; subsidized child care; and job development and job placement.

1. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented.

Case Management/Coordination

Work Study

Student Services

Coordination and Collaboration

(State Budget Act; Education Code)

2. Describe your college's process for providing case management services.

(State Budget Act; CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)

Program Requirements

The community college CalWORKs program must have a program coordinator or director in place to manage the use of funds, ensure coordinated services are provided to students, and ensure that reports, forms, and program plans are submitted to the System Office in a timely basis.

Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated

1. Describe how the CalWORKs program coordinator and staff coordinate with the local county welfare department to provide services to eligible CalWORKs students.
- 2.

Funding, Expenditures and Accountability

The community college CalWORKs program must have a process for tracking the expenditure of CalWORKs funds, to ensure expenditures comply with legal requirements set forth in the Education Code and annual Budget Act language, and in guidelines issued by the System Office.

How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?

1. Describe the process for developing and approving the CalWORKs Budget and Expenditures. Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year-end program accounting.

Other

What other areas or departments on campus do you coordinate with to provide services to CalWORKs students?

IV. Effective Practices and Opportunities for Improvement

Please complete a separate narrative for each categorical program by describing:

A. What is working well?

EOPS

- *A new streamlined Orientation session for students that more specifically focuses on program services and the purpose and value of the Student Responsibility Agreement and other program requirements.*
- *The efficient and accurate processing of student applications, maintenance of data and student files, and provision of services through our Specialist, Technicians and Student workers.*
- *The SARS TRAK appointment scheduling system that allows students to set appointments with counselors, reminds them a day in advance of the scheduled appointments and supports record keeping.*
- *Case management (alpha) counseling system that provides for the building of supportive relationships between counselor and student and a better method for follow-up.*
- *The Region VI Summer Institute Program that provides transfer access opportunities and leadership development skills for students who participate.*
- *The coordination and cooperation that exists within the student services department and between these departments and other departments on campus who also provide relevant services to our students*
- *The coordination of all counseling services through weekly General Counseling meetings that include counselors from Student Service programs.*
- *The support and cooperation we receive from Business Services, Institutional Research Office, ITS, Student Learning Center, Admission and Records, Counseling and Matriculation, Financial Aid, Transfer and Career Centers, AVC Outreach, Student Bookstore, Food Services and Facilities and Maintenance. It requires support from so many other programs and departments to make the program work for students.*
- *The financial support and vision from the College President's office.*

B. What areas need to be addressed more effectively?

- *Development of a Policy and Procedures Manual to ensure consistency and uniformity in the program.*
- *Improvement in percentage of students who complete all program requirements, specifically meeting with their counselor three times each semester.*
- *Expanding the EOPS 060 offerings for students.*
- *Expanding the EOPS tutorial program to include Reading/Writing.*
- *Coordinating with the Career Center to provide career assessment data for all incoming students.*

- *Completion of the pilot research project with the Institutional Research Office's Predictive Model for Student Success so the program can more accurately target resources toward programs and services that enhance student success.*
- *Working more closely with the Transfer Center to encourage EOPS students to consider transfer and take visits to four year colleges and universities.*
- *Complete Spanish translation work for all essential program policies and materials.*

C. Any exemplary practices and services that may be replicated by other colleges.

- *Parenting Workshop offered to CARE students in the Spring of 2008 to support their development as parents and improve the home environment so that it will not become a barrier to success in college.*

D. Any successful pilot projects implemented by your program.

- *We just recently implemented the Program Monitor Evaluation system to improve student performance in the area of meeting their Student Responsibility Agreement and program requirements. We do not have sufficient data yet to determine its success but expect to have data and see improvement by the Spring of 2009*

V. Planning Agenda (2-4 pages)

As you evaluate each program with respect to the data provided and topics reviewed, identify areas where you may need to make adjustments. The Planning Agenda will provide the opportunity for the programs to list changes needed in order to improve their services to students. The planning agenda should include new plans, timelines, resources needed and who is responsible for implementing the plans.

VI. Implementation and Technical Assistance

- A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?
- B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

VII. Supplemental Information

Please provide copies of the following documents (for all team members) with your self-evaluation.

- A. Collegewide Information
 1. College Application
 2. College Catalog
 3. Class Schedule

4. Student Handbook
5. Student Equity Plan
6. Student Services SLOs

B. Matriculation

1. Matriculation Program Plan
2. Orientation outline or presentation.
3. Matriculation SLOs

C. EOPS/CARE

1. List of what is maintained in an EOPS and CARE student file.
2. Examples of typical counselor entries.
3. List of special majors exceeding the 70 unit limit.
4. Forms used in EOPS (i.e. EOPS application, educational plan, and mutual responsibility contract, student eligibility determination, progress monitoring, notifications to students that apply to the EOPS and CARE programs)
5. EOPS and CARE SLOs

D. DSP&S

1. DSP&S Program Plan
2. Approved list of DSP&S credit/non-credit special classes.
3. Policies and procedures for special class repetition, accommodation requests and academic adjustments, suspension and termination of services, assessment and testing, access for students with sensory disabilities.
4. Emergency Preparation and Disaster Plan for students with disabilities.
5. Forms used in DSP&S (i.e. DSP&S application, release of student information, disability verification, student educational contract, educational accommodations)
6. List all of the elements retained in the DSP&S Student File and provide the record retention period for each item contained in the student file.
7. DSP&S SLOs

E. CalWORKs

1. County verification form for cash assistance.
2. List of what is maintained in a CalWORKs student file.
3. List of county approved degree and certificate programs.
4. Forms used in CalWORKs (i.e. CalWORKs eligibility verification, intake/needs assessment, educational plan, student class schedule, CalWORKs progress review, workability agreements)
5. CalWORKs SLOs