

Student Services Categorical Programs



Non-Instructional Program Review

Spring 2008

Signature Page

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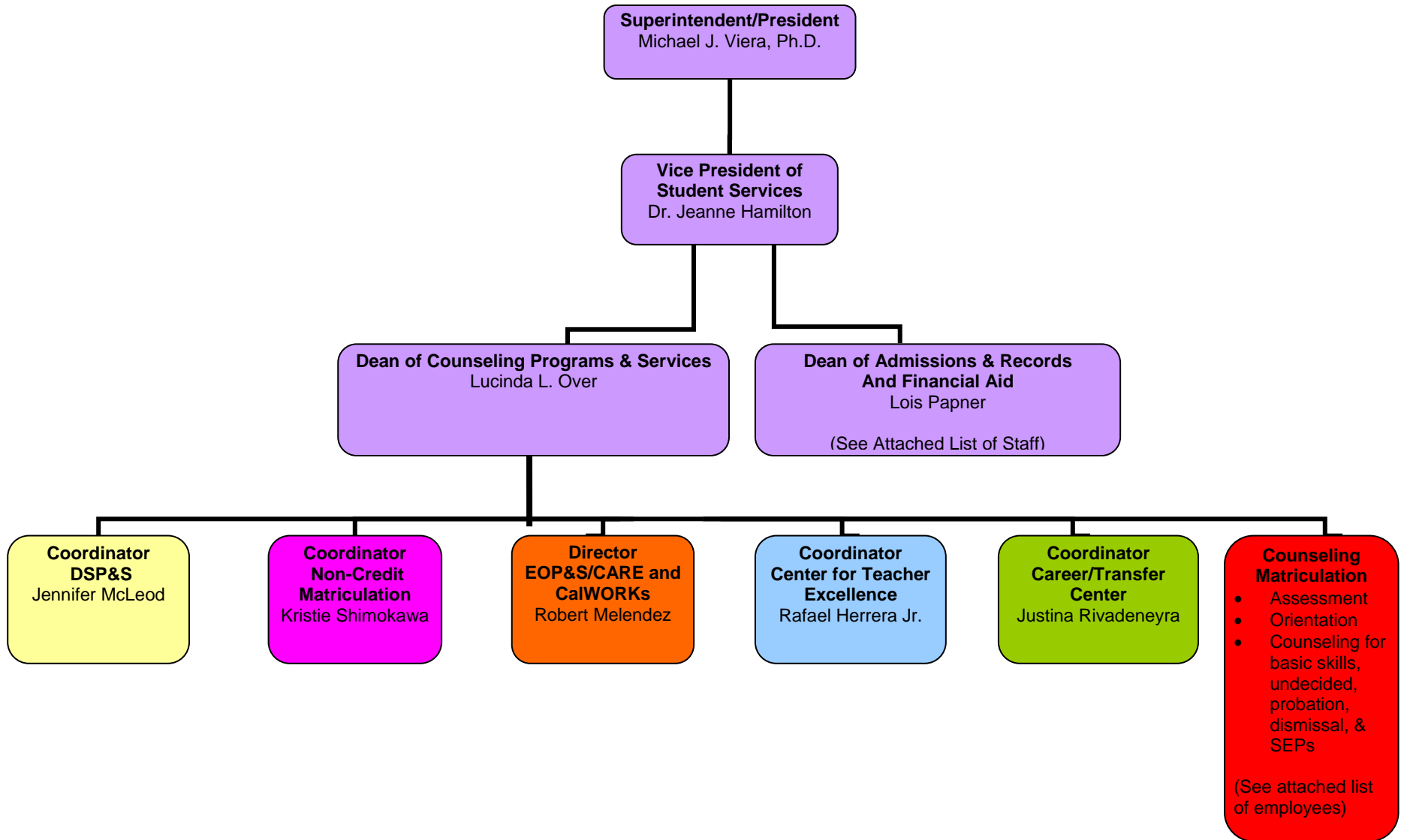
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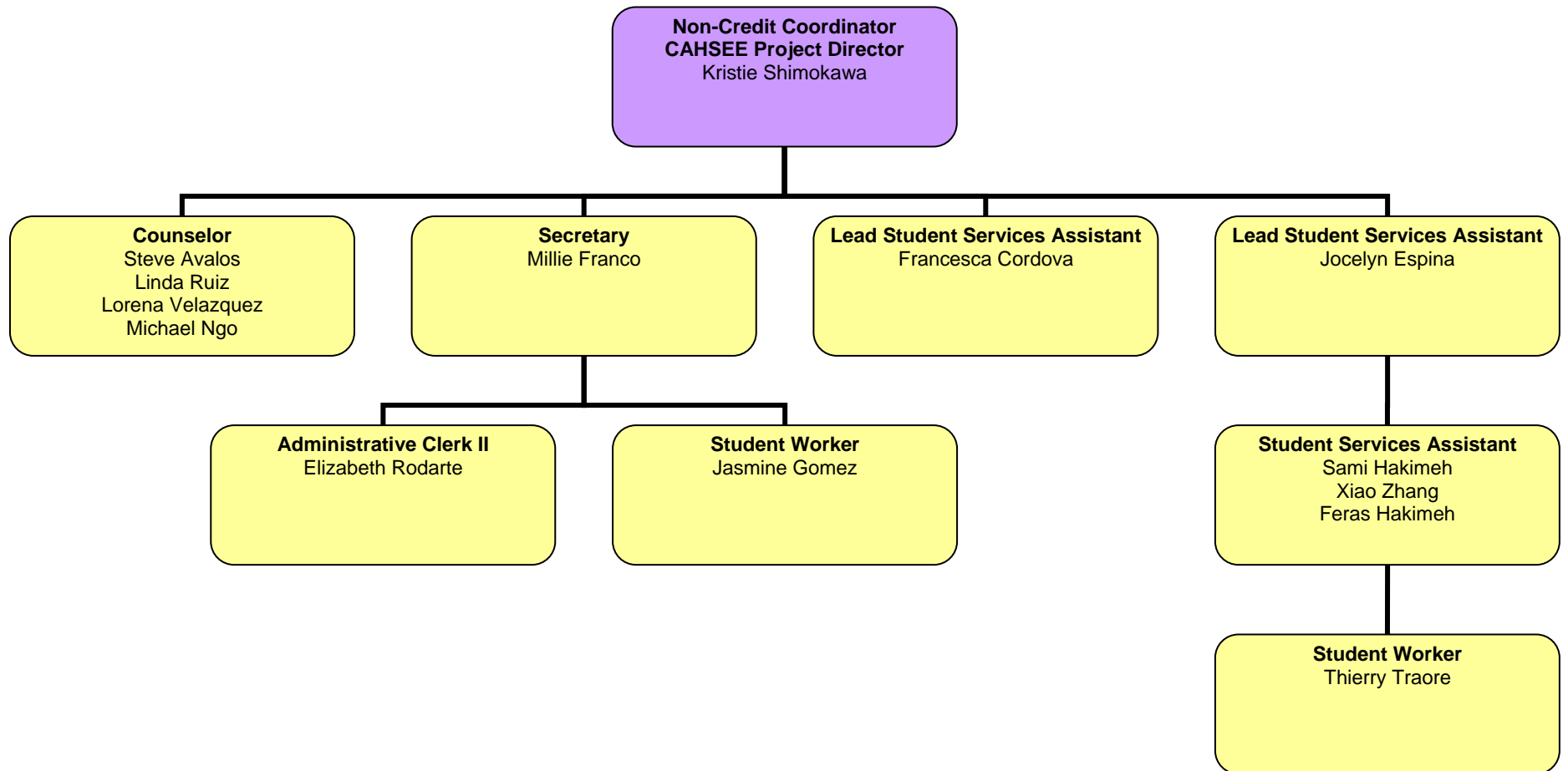
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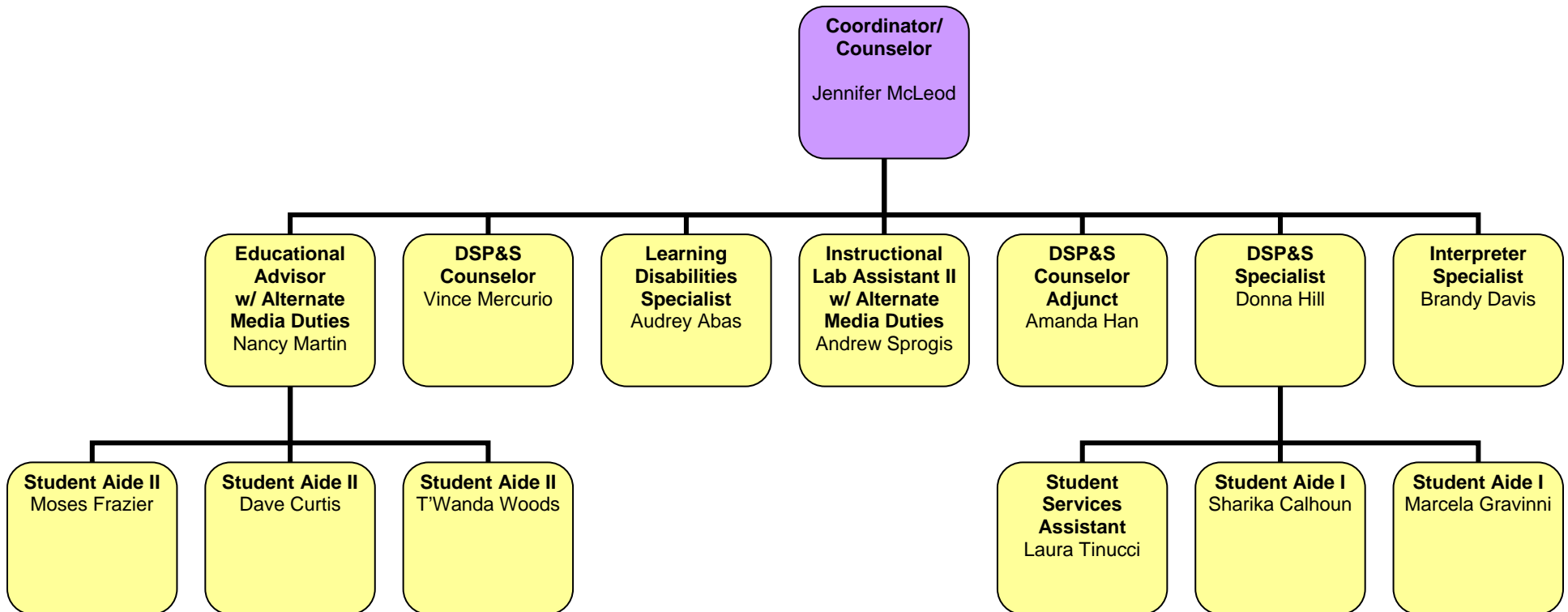
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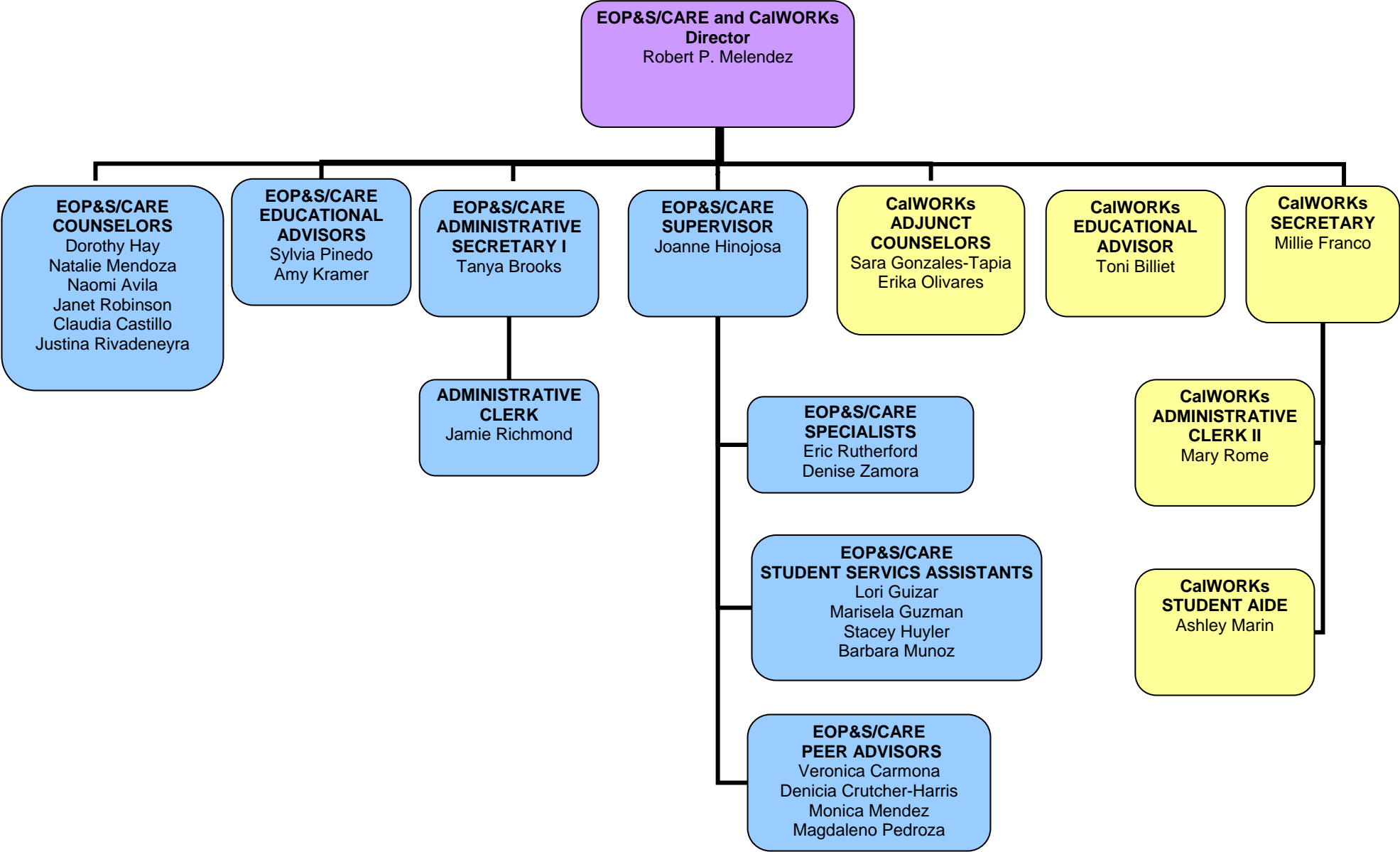
Non-Credit Matriculation



Disabled Student Programs and Services (DSP&S)



EOP&S/CARE and CalWORKs



Credit Matriculation

I. Introduction

- 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.

Founded in 1915, Citrus Junior College was the first two-year college to be established in Los Angeles County and only the fifth in the state. In 1961, the Citrus Community College District was created to include the Azusa and Glendora Unified School Districts. In 1967, the district expanded to include the unified school districts of Claremont, Duarte and Monrovia. The district became the Citrus Community College District in 1970 to better describe the role of two-year institutions in the community. In 1983, the college was annexed to the city of Glendora. Citrus College now occupies a 104-acre campus with more than 31 buildings.

Enrollment	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
	Enrolled in Credit	FTES	Enrolled in Credit	FTES	Enrolled in Credit	FTES
Credit Matriculation	15,960	9,533	17,472	10,220	17,153	10,181
Non-Credit Matriculation	9,189	689	8,921	1,313	8,052	1,265
Total:	25,149	10,222	26,393	11,533	25,205	11,446

- 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.
Credit Matriculation

The dean of counseling oversees matriculation programs. The credit matriculation plan describes matriculation activities in detail. Recent additions and improvements to our services include an on-line application (summer 2007) and an improved on-line registration system; a new orientation DVD describing services for new students (April 2007); and an Early Decision program to assess, admit and orient local high school students (April 2007). New developments to improve prerequisite checking are underway. The college recently introduced Banner, a new enterprise resource project system that enforces prerequisite checking in a more vigorous manner than before. In addition, one of our counselors is now assigned to promote college success strategies with basic skills students. This counselor is located near the testing center and a secretary is available to make appointments for students with counselors following assessment testing.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source	
			Credit Matric	Other
1	Dean	40		100%
5	Full-Time Faculty	35		100%
8	Part-time Adjunct Faculty	17.5	100%	
4	Full-Time Educational Advisors (2-matric/2-coun)	40	50%	50%
1	Full-Time Educational Advisors	40	50%	
2	Part-Time Educational Advisors	19.5	100%	
2	Part-Time Department Aide	19.5	100%	
4	Student Aide	20	100%	
1	Admin Clerk I	40		100%
2	Admin Clerk II (1-matric/1-coun)	19.5	49%	49%
1	Admin Secretary II	40		80%
1	Secretary	40		100%

Credit Matriculation

The Counseling and Advisement Center uses the SARS scheduling system. The total number of students seen by counselors and advisors (unduplicated) from 07/01/05 to 06/30/06 is 7,753. Other programs see students for matriculation components. See charts below.

Student Appointments (unduplicated) All Counselors/All Programs

	2003-04	2004-05	2005-06
CalWORKs	N/A	212	361
Career/Transfer	2,741	2,615	2,296
Counseling & Advisement	8,030	8,316	7,753
DSP&S	563	618	591
EOP&S/CARE	1,170	1,299	1,209
Financial Aid	N/A	322	214
International Students	N/A	436	513
Non-Credit Matriculation	171	750	857
TOTAL	12,675	14,568	13,794

N/A = Not Available

The Assessment Center is located in the Educational Development (ED) building on the second floor.

Admissions and Counseling are located in the Administration (AD) building on the first floor.

The last site visit for matriculation was over 10 years ago. No previous document exists with recommendations.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

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

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

Credit Matriculation

B. How do student services work with instruction, institutional research and the management information systems (MIS)?

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

Credit Matriculation

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

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

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. Students 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.”*

1. 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 for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Prior to 2006, categorical directors had limited involvement in the review of MIS data. As of spring 2006, all categorical directors are included in a campus wide MIS working group, whose goal is to ensure that the program directors understand and take ownership of their data. The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions.

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

The data does not seem to be accurate. Numbers reported for each matriculation component seem to be taken from an admission headcount. TeC Services is working with the dean of counseling to better track matriculation services provided to students. Counseling and follow-up services to students in SARS may be underreported. Although our counselors provide excellent service, we struggle with the lack of accurate data. The data we have for 2005-06, based on our SARS scheduling system, is as follows:

Orientation Statistics On-line Orientation Hits

	2003-04	2004-05	2005-06
Total webpage hits	738	1,420	1,604

New Student Registration & Orientation Individual Appointments

	2003-04	2004-05	2005-06
Counseling & Advisement	527	494	373
International Students	N/A	1	11
Non-Credit Matriculation	2	3	305

Credit Matriculation

New Student Registration & Orientation Workshop Appointments

	2003-04	2004-05	2005-06
Counseling & Advisement	13	488	326
DSP&S	N/A	N/A	47
EOP&S/CARE	753	786	790

All Counseling Class (Orientation) Enrollment

	2003-04	2004-05	2005-06
Fall	193	433	462
Spring	258	367	375
Summer	272	227	272
Total enrollment :	723	1027	1,109

Accuplacer Assessment Counts by Test Type & Year

July 1 - June 30	ENG	ESL	READ	MATH	TOTAL
2003 - 2004	5,342	* N/A	5,467	5,696	16,505
2004 - 2005	5,035	* N/A	5,420	5,191	15,646
2005 - 2006	4,585	* N/A	4,991	4,740	14,316
2006 - 2007	4,484	139	4,883	4,708	14,214
TOTAL	19,446	139	20,761	20,335	60,681

* N/A Before 2006-07 ESL and English scores were combined

Basic Skills Classroom Contacts

Academic Year	# of Classes	Total
2003-04	157	4067
2004-05	210	4775
2005-06	223	5825

Basic Skills Mailings

Academic Year	# of letters sent
2003-04	1600
2004-05	2000
2005-06	N/A

Major/Undecided Major Appointments

	2003-04	2004-05	2005-06
Career/Transfer	N/A	25	36
Counseling & Advisement	181	307	184
EOP&S/CARE	N/A	3	6
Non-Credit Matriculation	N/A	N/A	4
International Students	N/A	10	19

Credit Matriculation

Undecided major note: Although counselors saw many undecided students the SARS appointment codes do not reflect this. We probably saw more undecided students than were reported here.

Undecided Major Mailing

Academic Year	# of letters sent
2003-04	5175
2004-05	N/A
Sp-06 (no data available for Fa-05)	2529

Early Alert Counseling Appointments / Contacts

	2003-04	2004-05	2005-06
Counseling & Advisement	34	146	83
EOP&S/CARE	N/A	N/A	8
International Students	N/A	1	7

Early alert note: Appointments do not reflect the true number of students served. Students are reluctant to self-identify.

Early Alert Workshop Attendance

Academic Year	# Students attended
2003-04	N/A
2004-05	222
2005-06	N/A

Early Alert Mailings

Academic Year	# letters sent
2003-04	N/A
2004-05	4472
2005-06	2710**

**Note: There are no Early Alert numbers at all, for fall 2003, spring 2004, spring 2006, and fall 2006. There are some numbers missing for fall 2005, (workshop attendance).

Probation Numbers Individual Appointments and Group Workshops

	2003-04	2004-05	2005-06
Counseling & Advisement	1165	1606	1391
Career/Transfer	8	11	11
DSP&S	N/A	N/A	23
EOP&S/CARE	6	19	30
International Students	0	2	13

Credit Matriculation

SEPs and Other Appointments from SARS						
Department	Fa 2005		Sp 2006		SS 2006	
	SEP	Total Appts.	SEP	Total Appts.	SEP	Total Appts.
CalWORKs	38	204	50	284	21	157
Counseling & Advisement	1311	2951	1261	3126	1052	3266
Career/Transfer	N/A	308	N/A	1491	N/A	864
DSP&S	N/A	22	N/A	102	N/A	100
EOP&S	492	1484	536	1602	134	657
Financial Aide	11	12	20	20	6	7
International Students	43	534	28	547	11	434
Non-Credit Matriculation	5	316	1	594	2	434
	1453	5831	1366	7766	1211	5919
TOTAL SEPS 2005-06	4030					
TOTAL Students Seen All Reasons	25347					

- C. 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.

The transfer data for 2005-06 is too low. The 2004-05 numbers seem to be correct if it includes in-state private colleges and out-of-state transfers. This number is close to our Clearinghouse data.

The matriculation data depicts too many students as exempt, so this data is probably incorrect. Orientation, Assessment, Counseling, and Follow-up Services data are also incorrect. TeC Services will work with counseling to devise a plan for more accurate reporting.

2. 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.

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

The Chancellor's office data may accurately describe the number of students admitted, but does not report which students take advantage of other matriculation components. Data tracked in SARS does not interface with the legacy system or the new system, so our ability to answer these questions is limited. TeC Services and Counseling will work together to identify a way to track students accurately. If we assume the information is accurate we could draw the following conclusions:

Credit Matriculation

A higher percentage of Hispanics and a lower number of White and Unknown students participated in the matriculation process. The remaining ethnic categories were similar to that of the overall Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	5.8%	5.7%	6.2%	6.0%	6.1%
Asian	8.2%	9.6%	9.1%	9.5%	8.9%	9.5%
Filipino	2.8%	3.6%	3.2%	3.6%	3.1%	3.5%
Hispanic	32.0%	42.0%	34.7%	42.5%	36.6%	43.5%
Native American	0.7%	0.8%	0.7%	0.8%	0.7%	0.7%
Other Non-White	1.7%	1.8%	2.4%	2.2%	2.9%	2.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	31.8%	34.7%	30.8%	35.1%	30.0%
Unknown	18.8%	2.1%	9.5%	2.1%	6.7%	2.2%

Students who were 40 years old and older were less likely to matriculate whereas students from ages 20-29 were more likely to matriculate.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	30.1%	31.3%	31.5%	31.4%	31.3%
20 – 24	27.9%	39.5%	29.2%	39.6%	30.3%	40.8%
25 – 29	9.1%	11.8%	9.0%	11.4%	9.5%	11.4%
30 – 34	5.1%	6.1%	4.9%	5.5%	5.0%	5.4%
35 – 39	4.0%	4.4%	3.9%	4.1%	4.1%	4.1%
40- 49	6.6%	5.8%	7.0%	5.6%	7.1%	5.1%
50 +	9.4%	2.2%	10.7%	2.3%	10.9%	1.9%
Unknown	4.2%	0.0%	4.1%	0.0%	1.7%	0.0%

Our male to female ratio has been similar to that of the overall campus.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	58.2%	56.6%	56.8%	56.8%	56.3%
Male	42.2%	41.8%	41.7%	43.2%	42.7%	43.7%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

A significantly higher amount of students who matriculated received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	67.2%	76.3%	61.6%	74.6%	59.8%
Received	19.8%	32.8%	23.7%	38.4%	25.4%	40.2%
*BOG Waiver	19.7%	32.3%	23.5%	38.0%	25.1%	39.7%
*PELL Grant	9.8%	17.5%	9.6%	16.7%	10.4%	17.9%
*Other	5.0%	9.1%	6.4%	11.1%	7.0%	11.7%

Credit Matriculation

The percentage of ELL students that matriculated has been slightly higher than that of the general college population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	1.6%	1.6%	2.0%

The percentage of students with disabilities who have matriculated has been slightly higher than that of the general Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	96.1%	97.7%	96.6%	97.6%	96.6%
Disabled	2.5%	3.9%	2.3%	3.4%	2.4%	3.4%

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

Students who do not receive financial aid may not be using counseling services to their advantage. The Matriculation Assessment Committee will explore developing incentives for these students. Data used to answer this question comes from the spring 2007 Counseling Student Survey given to 266 students at graduation practice. Most of the students (81%) attended class during the day; 44.8% were 21-24 years old. The ethnic profile of these students was Hispanic, 44.4%; white, 28.4%; Asian, 14.6%; African American, 5.6%; other nonwhite, 3.7%; Filipino 1.9%; and Pacific Islander, 0.4%. Students tell us they contacted a counselor 6 or more times, 45.5%; 4-5 times, 31.7%; 2-3 times, 18.3%; and 1 time, 2.6%. It appears women who graduate from Citrus take advantage of counseling services more often than men, and Hispanics and Asians see counselors more frequently than other groups. We need to look at ways to meet the needs of men who need counseling/advisement services.

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

The college will be hosting a Welcome Day for all students who complete an application for admission. We hope to attract students to student services through this new mode of orientation.

- Invite men to take advantage of counseling/ advisement services during classroom visits. Be mindful of gender balance in hiring.
- Increase participation in the Early Decision Program. This program allows high school seniors to submit an application for admission and to complete assessment, orientation, an SEP, as well as register before other new students.
- The College Success counselor, who is located near the Assessment Center, will see students shortly after completing the assessment.
- The college is planning a Welcome Day for freshmen next fall. New student orientation is a goal for the day.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

During the last two years the college developed more pre-enrollment services, which include:

- A DVD with orientation information for new students
- A college success counselor
- Involvement in learning communities that pair counseling courses with a basic skills math, reading or English course
- On-line registration

Credit Matriculation

3. 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.

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

Students who matriculated had a similar success rate in degree applicable and all basic skill type courses when compared to that of the general student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	62.3%	64.0%	64.2%	63.4%	63.7%
Basic Skill ESL	N/A	N/A	63.0%	61.6%	68.9%	71.3%
Basic Skills English	60.9%	60.2%	59.8%	60.4%	60.4%	60.2%
Basic Skills Math	47.2%	46.9%	56.1%	56.1%	50.1%	50.6%

Students who have matriculated have consistently had a significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted fall to spring	58.6%	74.5%	65.6%	72.9%	59.7%	73.7%

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

There are no significant concerns about progress. According to the data we received, younger students (20-24) use our services at a greater rate than their representation on campus 41% verses 30%. Students, 50 and older, do not use services as frequently as their representation in the general population. In any case, it appears students who use matriculation services persist in ESL, English, and math at greater rates than the general student population.

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

- Early Decision – The College works closely with feeder high schools to admit, assess, orient and counsel students before registration.
- Counseling Courses/Learning Communities – Students enrolled in orientation courses coupled with a basic skills class receive extra support.
- One-on-One Counseling Appointments – A recent survey conducted at graduation reinforced the value of one-on-one counseling appointments.
- Basic Skills Classroom Visits – Educational advisors visited 169 basic skills courses fall 2007 to inform students about services and the need to develop an SEP with a counselor.
- College Success Counselor – This counselor provides longer classroom orientations and stresses the importance of SEP development.

Credit Matriculation

4. 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.

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

According to the spring 2007 Citrus College Counseling Student Survey, graduating students met with a counselor frequently (4-6 times), indicating that counseling services are essential for most students to attain their goal.

Students who matriculated have consistently earned significantly more degrees, certificates, and transfers when compared to the campus as a whole. Additionally, students who matriculated are significantly more transfer prepared than the general Citrus College population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	5.4%	2.7%	5.3%	2.8%	5.5%
Certificate	1.5%	2.0%	1.7%	2.3%	1.8%	2.3%
Transferred to 4-Year	4.5%	6.7%	4.5%	6.0%	0.2%	0.3%
Transfer Prepared	5.4%	8.9%	6.0%	9.8%	6.2%	10.2%

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

We will revisit this question once we have more confidence in the data.

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

Data from spring 2007 Counseling Student Survey shows students who graduate use one-on-one counseling appointments frequently to stay on track. Of the 266 students surveyed (total graduates 461) at graduation practice, 45.5% used counseling services 6 or more times; 31.7% used services 4-5 times, and 18.3% used counseling services at least 2-3 times. Students believe counseling appointments are very helpful in creating a plan and understanding requirements: 64.9% report "a great deal" and 25.4% report "quite a bit".

Counseling courses also assist students in staying on track. The college plans to conduct research to determine how these courses assist students in persisting to their goal.

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

A. What are the SLOs for the program?

SLO 1.1 Degree Requirements

Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four-year college.

SLO 1.2 Orientation

New Student Workshop (NSW) and Early Decision (ED) (in-person): At the end of the NSW and ED students will:

- Understand their assessment scores and course placements.
- The student will gain a better understanding of the on-line registration process and how to register.
- Students will have a general understanding of the different educational goals that they can attain at Citrus College i.e.: certificates, AA/AS, and transfer.

- Students will understand the different counseling courses offered and the benefits of participating in learning communities.

Credit Matriculation

SLO 1.3 On-line Orientation

New Student Orientation (on-line): students will identify and analyze the different services offered at Citrus College.

SLO 1.4 Counseling

- Students in collaboration with a Counselor will develop, modify and maintain a student educational plan which reflects degree and transfer requirements associated with their chosen educational and career goals.
- Students will be able to select general education area specific courses from Citrus College AA/AS graduation requirements, CSU and IGETC G.E. patterns.

SLO 1.5 Probation

- By providing the "Review of Probation Status" form and a Student Education Plan, students will analyze behaviors that contributed to their probationary status, reevaluate their stated goal and select appropriate classes for success.

SLO 1.6 Early Alert

- EA will work closely with Basic Skills Learning Lab by providing college workshops on topics such as: Exams, Stress Anxiety, Memory, Note Taking, Math Anxiety, Study Skills, Goals Setting, and Time Management.

B. What process was used (or is planned to use) to develop these outcomes?

Counselors and Advisors attended a two-day training session to develop SLOs. A counselor workgroup meets every two weeks, and SLOs go to the group to be approved before they are tested.

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

Please see section **D**

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

SLO 1.1 Degree Requirements

Orientation program requirements for certificates and associate degrees are discussed in on-line orientation, new student workshops, and counseling appointments.

SLO 1.2 Orientation

At the end of the in-person orientation students will complete a Student Advising form (NCR) and demonstrate knowledge and record:

- Placements in English, Math and Reading
- Indicate their educational goal at Citrus: certificate, AA/AS, and/or transfer.
- Students will select which counseling course or learning community best fits their educational interests.
- Student will learn how to log-in into wing span and create their own password.

SLO 1.3 On-line Orientation

By successfully completing the on-line assessment students will have a general comprehension of Citrus College's Counseling Programs and Services.

SLO 1.4 Counseling

By Counselors and Educational Advisors completing an SEP in a uniform manner we will be able to measure the area specific progress using college transcripts.

SLO 1.5 Probation

A follow-up survey will be given to a random sampling of continuing probationary status students.

Credit Matriculation

SLO 1.6 Early Alert

- Students will demonstrate their understanding and comprehension of the topic presented by completing a workshop survey.

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

Please note the counseling center has only completed a full assessment cycle with SLO 1.1.

- Students who see a counselor frequently, persist therefore, we are requesting the college hire more full-time counselors.
- Students participating in commencement will be surveyed to determine their understanding of certificate programs, associate degree, and requirements for transfer to a four-year college.
- Results will be collected and analyzed to determine the need for program changes.
- Counselors are also creating SLOs for their Learning Communities.
- SLOs have been created for the counseling curriculum.

6. Compliance

Student Eligibility

CITRUS COMMUNITY COLLEGE DISTRICT

BOARD POLICY

P-5010
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MATRICULATION

The District shall make matriculation services available to all students enrolled in credit courses. Matriculated students (students who are not exempt from matriculation activities) are required to express their educational intent upon admission, declare an educational goal within a reasonable period, participate in counseling or advisement, attend classes and complete assigned coursework, complete courses, and progress toward an educational goal.

Criteria for Exemption from Matriculation Activities

A student may be exempted from matriculation activities based on any of the following:

1. Completion of an Associate or higher degree.
2. Enrollment in fewer than five (5) units of coursework to advance in current job, to maintain a certificate or license, or for personal development.

Adopted 6/6/95

Credit Matriculation

Student Services

Admissions

- A. 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?**

A number of students at Citrus speak Spanish. We have Bilingual staff available to assist students with the on-line application although the materials are only available in English.

Orientation

- A. What modes of orientation are available to students?**

Citrus College offers on-line orientation as well as in-person orientation (New Student Workshops). Students from feeder high schools receive assessment and orientation through the college's Early Decision program. In addition, the college developed a DVD to describe student services. This is available on-line, as well as a student orientation handbook. Counselors also teach several orientation courses each fall.

- B. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.**

During orientation, students learn about student services and how the assessment qualifies them for courses. The sexual assault policy is also covered. A script is available for use at New Student Workshops (NSW) and Early Decision. The sexual assault policy is included in the new student handbook. Citrus College web address is: www.citruscollege.edu

- C. Are modified modes of orientation available for ethnic or language minority groups?**

On-line orientation is available in Spanish.

Assessment

- A. Are all validation studies for the college's assessment instruments up to date?**

Validation studies for credit programs will be completed fall 2007. The last study was completed in 2004. We recently discovered the chemistry department is using a homegrown chemistry diagnostic exam that was never submitted to the Chancellor's Office for approval. We have begun the process of seeking approval this fall 2007.

- B. Describe the multiple measures and how they are regularly used for placement.**

Multiple measures include high school transcripts or other evidence of a student's preparation for college level work. During the 2006-07 year the Matriculation and Assessment Committee worked with math, English and reading faculty to revise the multiple measure questions students' answer before taking the assessment. The answers are weighted and allow for an increase in half a placement level.

- C. Identify the test instruments used for placement.**

We use Accuplacer for English, math and reading. We recently adopted Accuplacer for ESL. We use a chemistry diagnostic exam for placement into advanced chemistry.

Credit Matriculation

Counseling and Advisement

A. How do we address the counseling needs of:

- **Students who speak languages other than English?**

Several counselors speak Spanish,

- **Evening and weekend students?**

All counseling offices have evening hours; the Counseling and Advisement Center is open Monday – Thursday until 7 p.m.

- **Students attending summer or inter-sessions?**

Counselors are available any time classes are in session.

- **Students who are only distance education students?**

We recently put in place enough courses to offer four on-line degrees. We schedule phone appointments if a student can not get to campus. We also return e-mail.

- **Other students who seek on-line counseling support?**

This year we plan to add a secure on-line counseling component.

B. Describe how paraprofessionals are used in the provision of counseling/advisement?

Educational Advisors provide pre-enrollment services and are assigned to our feeder high schools one day a week. In addition, they provide visits to basic skills courses, encouraging students to make a counseling appointment and to develop a SEP. Educational Advisors see students seeking information about a degree or certificate and explain these processes during appointments as well as at New Student (NSW) and Early Decision Workshops for high school seniors.

C. Describe the activities associated with developing Student Educational Plans (SEPs).

- **At what point in the counseling/advisement process is the SEP initiated?**

The process begins with a one semester course plan (not a formal SEP) initiated at a New Student or Early Decision workshop. Once a student completes an application for admission and assessment a formal SEP is completed during an appointment. An SEP is a requirement in orientation courses learning communities, some basic skills classes, and some vocational courses (automotive).

- **How many SEPs are written by counselors or advisors each term?**

We do not have exact numbers. We use SARs data to track our services and 4,030 SEPs are recorded for 2005-06.

- **How often are SEPs updated?**

We encourage students to update the SEP each term or whenever their plans change.

- **Are SEPs available in an electronic format?**

No.

Credit Matriculation

Student Follow-Up

A. Describe follow-up services the college provides for students who are in probation or dismissal status, in basic skills classes, or undecided?

- **How are students selected for follow-up?**

Students enrolled in basic skills, undecided, or on probation or dismissal status are selected for follow-up. Students receive a letter urging them to seek counseling. Educational Advisors and Counselors visit basic skills courses to tell students about services. The college recently appointed a College Success counselor who implemented a pilot project consisting of an expanded orientation for 30 sections of basic skills classes. An orientation guidebook was developed to assist students in their understanding of the college culture, various methods of time management; it includes a blank SEP for them to take to a counseling appointment. Probationary students cannot register until they attend a workshop or see a counselor. Students returning from dismissal status must see a counselor and develop an SEP before they are reinstated.

- **How does instructional faculty participate in follow-up?**

Instructional faculty participates in our Early Alert program by submitting a form letting us know who is experiencing early academic difficulty. These students receive a letter urging them to see a counselor or attend a workshop. Counselors often visit courses with the cooperation of our faculty, who also participate in surveys that validate our cut scores for Accuplacer.

- **Does the college utilize an Early Alert program?**

Yes, the Early Alert program is described above.

Program Requirements

Coordination and Training

A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.

- Admissions- the dean of admissions and records, Lois Papner
- Assessment- Assessment supervisor, Marcy Morris
- Orientation- the dean of counseling programs and services, Lucinda Over
- Counseling- the dean of counseling programs and services, Lucinda Over
- Follow-up- the dean of counseling programs and services, Lucinda Over
- Coordination and Training-the dean of counseling programs and services, Lucinda Over
- Research and Evaluation- Director of institutional research, Lan Hao
- Prerequisites, Co-requisites, and Advisories on Recommended Preparation-the dean of counseling programs and services, Lucinda Over.

B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities etc.)?

The dean of counseling programs and services works with the Academic Senate to co-chair a Matriculation/Assessment Committee comprised of faculty, classified staff and administrators. The committee had been inactive but was reformed in 2005, and meets monthly. We trained the team during a January 2007 Flex Day activity and held training sessions on pre-requisites for Senate representatives.

Credit Matriculation

Research and Evaluation

A. Describe the resources available and committed for matriculation research.

The college hires a research consultant to validate cut scores for assessment. We recently adopted Accuplacer ESL and began work to get the chemistry diagnostic exam on the Chancellor's office approved list of tests.

B. Describe the research agenda supporting matriculation and what studies have been completed.

After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

Prerequisites, Co-requisites and Advisories on Recommended Preparation

A. Are there local board-adopted policies governing prerequisites?

Yes, see attached.

B. Have all prerequisites been approved by the curriculum committee?

Yes.

C. Does the college follow the Model District Policy?

Yes.

Funding, Expenditures and Accountability

A. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocations? Would you like technical assistance in this area?

The directors recently attended training in Sacramento, but a refresher is always welcome.

B. How do you ensure Matriculation funds are only used to pay allowable expenses?

The matriculation officer is familiar with the regulations and approves expenditures. Our accounting office is also very well versed in categorical funding.

C. Describe the process for developing and approving a Matriculation Budget and Expenditures.

The dean of counseling prepares and approves expenditures for matriculation.

D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end accounting program.

The Fiscal Services office works with the dean of counseling to prepare the year-end report.

Other:

A. With which other departments or areas on campus do you coordinate to provide services to students? Non-Credit Matriculation

Credit Matriculation

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

- Learning communities that pair counseling courses with basic skills classes.
- Locating the College Success/Basic Skills counselor near the testing center so students are able to see her shortly after assessment testing.
- Locating the counselor for student athletes near coaches and adding the Scholar Baller Program to reward athletes for academic success. A new study hall for athletes in basic skills courses is supervised by the athletic counselor.
- Visits to Basic Skills courses reach many students who may not seek help otherwise.
- Early Alert program reaches students experiencing academic difficulty and involves both instructors and counselors in student success.
- The Matriculation/Assessment Committee meets monthly to discuss issues related to student success.

B. What areas need to be addressed more effectively?

- Data collection for matriculation needs attention. The dean of counseling will work with the research office and TeC Services to develop an interface between the stand-alone systems and MIS databases to accurately collect and report data to the Chancellor's Office.
- The college needs to implement on-line counseling.
- More counselors are needed in the Counseling and Advisement Center, especially during peak periods.
- The college will implement a Welcome Day and focus on orientation to student services.

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

- Learning communities that pair counseling courses with basic skills courses
- The college success counselor conducts orientations in selected courses and completes an SEP with these students.

D. Any successful pilot projects implemented by your program.

- The projects above began as pilot projects and we will continue to offer these programs.

V. Planning Agenda

New Plans- Accurate data collection for each element of matriculation.

- Timelines - spring 2008
- Resources needed- Director of TeC Services and the dean of counseling will work together to link SARs scheduling data to MIS reporting elements. Counselors will receive training for SARs reporting.
- Persons responsible- Dean of counseling and director, TeC Services

New Plans- Review of Orientation

- Timelines- spring 2008
- Resources needed- Assign a counselor to review and update orientation.
- Person Responsible- Dean of Counseling

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- MIS staff from the Chancellor's Office visited us two years ago, another visit would be helpful.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- No.

Non-Credit Matriculation

I. Introduction

Non-Credit Matriculation provides matriculation services to non-credit students and the broader community who are building the basic skills levels needed for personal and professional growth. Although there are many reasons to enroll in non-credit classes, a few reasons include; preparation for the college placement test (Accuplacer); the high school equivalency diploma (GED), or The California High School Exit Exam (CAHSEE); strengthening skills for employment and college; acquiring learning tools for college success; continuing the learning support received during students' credit college programs. An orientation is required prior to enrollment in the College Success Lab, English as a Second Language (ESL), short-term vocational programs, and selected counseling services. The Non-Credit Counseling Department provides the guidance needed to assist students in establishing their goals, and in effectively planning their educational experience. Students make an orientation/intake appointment to meet with a knowledgeable and friendly counselor to learn more about the following services:

- Academic, personal and career counseling
- Career assessment and guidance
- Preparation for the college placement test (Accuplacer)
- Student Educational Plan (SEP) development
- GED or CAHSEE exam preparation
- Orientation with personalized enrollment assistance
- Transition assistance to degree/certificate programs
- Support and parenting skills groups
- Academic, career and personal enrichment workshops

The Non-Credit Counseling Department is located in the Lifelong Learning Center and shares workspace with the Community Education, Non-Credit Education and CalWORKs offices. The Lifelong Learning Center also provides a clerical area for the Community Education, Non-Credit Education, CalWORKs, and Non-Credit Matriculation staff; four counseling offices (CalWORKs and Non-Credit Matriculation); the Dean of Continuing and Contract Education's office, the Non-Credit Matriculation Coordinator's office; five classrooms; and a student waiting area. Immediately outside of the building are tables with shading for the students to sit and relax. The Non-Credit Matriculation staff consists of the following:

#	Non-Credit Matriculation Positions	Hours Week	Funding Source	
			Non-Credit Matriculation	Other
1	Full-Time Counselor/Coordinator	35	100%	
1	Full-Time Faculty	35	100%	
1	Part-Time Adjunct Faculty	17.5	100%	
1	Part-Time Adjunct Faculty	17.5	50%	50%
1	Secretary	40	40%	60%
1	Part-Time Administrative Clerk II	20	50%	50%
1	Part-Time Student Services Assistant	20	50%	50%
1	Part-Time Student Aide	20	100%	

During the 2006-07 fiscal year, the department provided Non-Credit counseling services to 805 students. Since the development of the 2001-02 Campus Program Review document, Non-Credit Matriculation has addressed a few of the stated needs identified in the review:

A. Providing more conversation/tutor groups.

Small-sized workshops resembling small group tutoring sessions have been implemented addressing reading, writing, and math. In addition, tutoring has been periodically implemented throughout the last few years; however, lack of space continues to be an issue.

B. The need for two full-time counselors. At the 2001-02 review, one full-time counselor/director and one part-time counselor existed.

Currently, the program consists of a full-time counselor/coordinator, a full-time counselor and two part-time counselors.

Non-Credit Matriculation

- C. The need for expanded counseling office space. Two counseling offices existed at the time of the review; however, expanding counseling services meant additional office space.**

There are still two counseling offices dedicated to the Non-Credit Counseling Department, one designated to each full-time counselor. The two part-time counselors share an office with the part-time CalWORKs counselors and they use classrooms to provide counseling, when needed. However, the use of classrooms for counseling sessions provides for an inappropriate environment due to a lack of materials, and the SARS software used to document student notes and access scheduling information is unavailable. So, although an additional part time office has been secured, space continues to be an issue.

- D. The need for additional clerical staff office space.**

In spring 2007, the clerical staff area had been altered to more efficiently create two full work stations and a receptionist area. Previously, there was one full work station and receptionist area. The clerical office space issue still remains because it is a shared space with the CalWORKs staff. Non-Credit Counseling would like to hire additional clerical and/or full-time staff, but do not have dedicated working areas for them.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

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

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

- B. How do student services work with instruction, institutional research and the management information systems (MIS)?**

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

Non-Credit Matriculation

C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

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

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

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.”*

1. 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 for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

Non-Credit Matriculation

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Prior to 2006, categorical directors had limited involvement in the review of MIS data. As of spring 2006, all categorical directors are included in a campus wide MIS working group, whose goal is to ensure that the program directors understand and take ownership of their data. The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions.

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

Although non-credit instruction enrollment information is available on the MIS report, the non-credit matriculation data is not available. Also, the manner in which the data was collected from year-to-year within the department was not uniform; therefore, data matching is not possible. During the school years in which the data is being reviewed (2003-04, 2004-05 & 2005-06) three different coordinators were assigned to the non-credit matriculation program before the current coordinator began. Another ongoing challenge is inability to assign one student identification number to undocumented non-credit students. The new Banner system will allow student identification number assignments to be more consistent in reporting and tracking the students. Now that the problem is identified the solution includes assigning one student ID number and ensuring SARS and MIS reporting databases interface, resulting in proper reporting.

C. 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.

The report data shows total enrollment for the non-credit instruction program, but does not show any data regarding non-credit matriculation. Non-credit students who receive services are enrolled in designated non-credit course categories that do not apply to the entire population of students. The TeC Services director and the Non-Credit Matriculation coordinator are working together to ensure the data elements needed for reporting are recorded in SARS and interface with MIS reporting elements. Banner will also allow the assignment of student identification numbers to be more consistent in reporting and tracking the students.

2. 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.

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

(The data applied to this question was generated from in-house department data from the 2004-05 school year. The in-house data does not include the full spectrum of demographic data elements that is listed on the MIS data reports.) Access for gender and, ethnicity, and ESL class enrollment regarding non-credit matriculation versus the college population is as follows:

Gender Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
Male	278	35%	10,526	41.74%
Female	492	62%	14,279	56.62%
Unknown	24	3%	416	1.65%
Total	794	100%	25,221	100%

* Percentages are approximate

Non-Credit Matriculation

Ethnicity Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
African American	36	4%	1,448	5.74%
Asian	101	13%	2,303	9.13%
Filipino	12	2%	808	3.2%
Hispanic	450	57%	8,750	34.69%
Native American	2	0%	175	1%
Other Non-White	32	4%	599	2.38%
Pacific Islander	0	0%	0	0%
White	76	9%	8,748	34.69%
Unknown	85	11%	2,390	9.48%
Total	794	100%	25,221	100%

* Percentages are approximate

ESL Class Enrollment Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
ESL	1,013	11%	316	1%

* Percentages are approximate

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

At this time, there are no concerns for access according to the available yet limited in-house data.

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

Although access does not seem to be an issue according to the available yet limited, in-house data, there is always improvement for access. An access improvement activity may include further pre-enrollment services to the community, local high school districts, and campus community in an effort to inform these groups of programs and services available to assist them in obtaining their goals.

D. iv. What programs and services do you feel specifically contribute to student access at your college? Why?

The non-credit matriculation program participates in pre-enrollment activities such as community events, high school transition nights and partnerships with local high school districts (i.e. – CAHSEE Preparation Grant). This contributes to student access by informing potential students of the availability of Non-Credit classes and services available to assist students in obtaining their goals. Many individuals are unaware of the existing non-credit matriculation programs and services. Also, the clerical staff and counselors' contribution to student access can be measured by the quality of information delivered and the availability of counselors and support staff. Therefore, constant training combined with conference and workshop attendance is important in enhancing the quality of the staff and the information they deliver to students. The non-credit students are primarily returning students, nontraditional-aged college students, and basic skills students which equates to a more "fragile" population. Extra care and attention is needed to guide the student in pursuing their educational path, as well as to help calm their fears of returning to school.

Non-Credit Matriculation

3. 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.

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

Limited in-house program data is available. Non-credit classes are not assigned grades; however, the non-credit ESL students, along with a few other non-credit classes, are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the total college population of students achieved course completion for credit ESL classes. In regards to academic and progress dismissal data, this does not affect non-credit counseling students, since they are allowed to enroll in classes multiple times and enrollment is open-entry. One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assignment of one student identification number per student in order to be more consistent in reporting and tracking students.

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

One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has also made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assigning of one student identification number per student in order to be more consistent in reporting and tracking of the students. Tracking students will help monitor students' progress through an established follow-up program currently in development.

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

The non-credit student population represents a variety of ethnic and cultural backgrounds with different personal, educational, and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities that are placed before college such as their jobs, financial obligations, and childcare responsibilities. Therefore, offering non-credit matriculation services is imperative in order to support the attainment of their varied goals in a holistic and individualized manner. The department feels that optimal use of non-credit counseling services will help the student to apply supportive "tools" to assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; plus support groups, parenting programs, individualized campus tours, tutoring, and a College Life course.

4. 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.

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

Program data concerning the number of non-credit students transferring to credit programs and the achievement of their non-credit educational goals has neither been tracked nor monitored by non-credit matriculation. Therefore, comparison of the limited in-house department data in relation to the MIS data is not possible. Non-credit classes are not assigned grades; however, the non-credit ESL students along with a few other non-credit classes are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of the total number of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the Citrus student population achieved course completion for credit ESL classes. Defining and measuring non-credit students' success in attaining their educational goals is challenging, as these goals are varied and diverse. The new MIS director and the new researcher, along with the new Banner system, will help the non-credit matriculation department define and measure its success by enabling them to collect accurate data. The new identification numbers assigned by Banner will facilitate more consistent reporting and tracking of student progress.

Non-Credit Matriculation

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

One concern for student success is the difficulty in tracking students. In the past, undocumented students were issued a temporary student identification number (NCR), which changed every semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. Another concern is defining "success" in non-credit where student goals are extremely diverse, and in many cases, are intermixed with personal priorities (i.e. – AA degree vs. helping daughter with homework). With the help of the MIS director, researcher, and the Banner system, the non-credit matriculation department will begin to define and measure success by collecting accurate data. Banner will also allow the assignment of identification numbers to be more consistent in reporting and tracking the students. Tracking students will contribute to monitoring students' success through an established follow-up program, which is currently in development.

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

The non-credit student population consists of a variety of ethnic and cultural backgrounds, and types of personal, educational and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities they place before college such as their jobs, financial obligations and childcare responsibilities. Therefore, offering non-credit matriculation services in a holistic and individualized manner is imperative to their educational success. The department feels that optimal use of non-credit counseling services will help the student apply supportive "tools" that will assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; support groups; parenting programs; individualized campus tours; tutoring, and a College Life course.

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

A. What are the SLOs for the program?

Outcome Domain 1

Non-Credit ESL students will acquire the knowledge and/or skills to make advancements towards their goals with the use of Non-Credit Counseling services as explained during the orientation process.

SLO 1.1 Non-Credit ESL students will be able to identify at least two Non-Credit Counseling services.

SLO 1.2 Non-Credit ESL students will participate in at least two Non-Credit Counseling services.

SLO 1.3 Non-Credit ESL students will be able to implement Non-Credit Counseling services into the attainment of their goals.

B. What process was used (or is planned to use) to develop these outcomes?

- Two of the full-time non-credit counselors attended Citrus College SLO training; discussions regarding SLOs were held during counseling program and coordinators/director meetings; the non-credit counselors met to develop the department SLOs; and the department coordinator attended a workshop on SLOs at the All Directors Training sponsored by the Chancellor's Office.

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

During initial orientation/intake sessions with a non-credit counselor, students are given verbal and written information regarding the following non-credit counseling services, which they are encouraged to utilize:

- Academic, career, parenting, and personal development workshops
- Support group
- Individual counseling (academic, career, and personal)
- On and off campus referrals
- Campus tours
- Non-credit Counseling 860 Class: College Life
- Parenting class (STEP)
- POWER Math
- Tutoring
- CAHSEE Preparation

Non-Credit Matriculation

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

For SLOs 1.1 and 1.2; at the end of the spring 2007 semester, the non-credit ESL instructors were asked to survey their students using a paper survey provided by the Non-Credit Matriculation Department. The instructors could elect to administer it on their own or ask a non-credit counselor to administer it during their class sessions. Surveys for SLOs 1.1 and 1.2 will be administered every semester (mid to end) to determine if students are able to identify and are participating in Non-Credit counseling services. For SLO 1.3, a focus group will be formed every semester (mid to end) to discuss and determine if students are implementing non-credit counseling services in order to help them make advancements towards their goals.

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

The Non-Credit Matriculation Department counselors reviewed the survey results and made suggestions to improve the orientation process. These suggestions are for immediate and long-term implementation.

Suggestions for immediate implementation include:

- Combine/streamline Intake and SEP forms so that counselors have sufficient time to complete a SEP during the intake/orientation session (first appointment). Students may be more committed to their educational goal if a plan is in place from the beginning.
- Update all flyers, non-credit matriculation website, orientation folders, and classroom bulletin boards in a timely manner. Rotate these duties among counselors.
- Encourage students during the intake/orientation appointment to make a follow-up appointment (2-3 weeks later). If they do not make an appointment, have the student fill out the "appointment reminder card" before they leave. The department will then mail it in 2-3 weeks reminding the student to make a follow-up counseling appointment.
- Put non-credit matriculation PowerPoint orientation on the web.
- Counselors will visit ESL classes to update students about non-credit matriculation services during the fall and spring semesters.
- List non-credit matriculation services in student planners and give one to each student during the intake/orientation session.
- Offer short College Life (Non-Credit Counseling 860) class as students who participate may become more committed to their goals, knowledgeable of services and demonstrate improved persistence.

A few of the long-term implementation suggestions include:

- Placing a glass display case outside of the Lifelong Learning Center with non-credit matriculation services information. Students would be encouraged to periodically check the case for updated information and would have the opportunity to answer a riddle in order to participate in a raffle.
- Change orientation/intake appointments to 1 hour to effectively cover all necessary information, enroll in classes/workshops, complete a SEP, answer questions, tour Lifelong Learning Center, etc.
- Create a non-credit matriculation calendar for classroom and hallway bulletin boards.

In addition, the department identified target survey goals to work towards (in comparison to the actual spring 2007 survey results), which will be assessed during the administration of the Fall 07 survey. Also, recommendations have been made to the survey, along with its administration, which will be implemented during the fall 2007 semester.

6. Compliance

Student Eligibility

Although matriculation has a Board approved policy regarding exemptions, non-credit matriculation does not have a policy. If necessary a policy will be created.

Student Services

Admissions

A. 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?

In non-credit matriculation, a significant population of students speaks Spanish as a primary language. Currently, application materials are not available in Spanish, but will be available in the near future.

Non-Credit Matriculation

Orientation

A. What modes of orientation are available to students?

In non-credit matriculation, new students are provided with an individual orientation session during their initial counseling appointments. Also, a PowerPoint orientation presentation (English version only) is located on non-credit matriculation's webpage for students to preview at their leisure. (A Spanish version is available, but not on the department's website).

B. What topics are covered in orientation? Is there a script, PowerPoint presentation, or outline available? If yes, please provide a copy.

During the orientation, students are informed of non-credit matriculation services, non-credit instruction offerings, campus resources, and the sexual assault policy. Students then complete an intake form, are given an academic planner (contains non-credit matriculation services and college success skills information), and receive a tour of the Lifelong Learning Center where services and instruction are offered. There is no formal script; however, each student receives a folder containing standard information, which the counselors review with the student. The counselors also have the option of showing or offering a handout of the PowerPoint orientation presentation (English or Spanish versions) during the session.

C. Are modified modes of orientation available for ethnic or language minority groups?

The PowerPoint presentation is available in Spanish (only the English version is available on the webpage) and two of the counselors speak Spanish as well. Unfortunately the fliers regarding counseling services have not yet been translated into Spanish, but will be translated in the near future.

Assessment

A. Are all validation studies for the college's assessment instruments up to date?

A validation study for the non-credit ESL placement assessment instrument has not yet been completed, but is being pursued. The validation study process has been discussed with an assessment consultant to assist with the validation study, as well as, the instructional faculty.

B. Describe the multiple measures and how they are regularly used for placement.

Interview of students' educational, career, and personal experiences during the intake appointment, as well as, other evidence provided.

C. Identify the test instruments used for placement.

The non-credit ESL placement assessment (homegrown) is being utilized to determine the appropriateness of students placed specifically into the ESL Advanced (Academic ESL I) class.

Counseling and Advising

A. How do you address the counseling needs of:

- **Students who speak languages other than English?**

Two of the non-credit matriculation counselors speak Spanish.

- **Evening/weekend students?**

Every effort is made to schedule a non-credit matriculation counselor every evening, Monday through Thursday, until 7:00 pm. Applicable non-credit classes served by non-credit matriculation are not offered during the weekends; therefore, non-credit matriculation counselors are not scheduled during this time.

- **Students attending summer or inter-sessions?**

Non-credit matriculation counselors are available during the summer and inter-sessions.

Non-Credit Matriculation

- **Students who are only distance education students?**

Students are welcome to communicate with non-credit matriculation counselors by phone, e-mail and/or by making an in-person appointment.

- **Other students who seek on-line counseling support?**

Non-credit matriculation counselors are available for on-line counseling support.

B. Describe how paraprofessionals are used in providing counseling/advising services.

Non-credit matriculation does not utilize the services of paraprofessionals for counseling/advising.

C. Describe the activities associated with developing a Student Educational Plan (SEP). At what point in the counseling/advising process is the SEP initiated?

If appropriate, a student's initial counseling appointment includes: an orientation of non-credit matriculation counseling services, the completion of an intake form, registration assistance, and an SEP is developed. We began including SEPs in the intake process in September 2007.

D. How many SEPs are written by counselors or advisors in each term?

According to SARS, eleven SEPs were completed during 2006-07. This is an area that will be improved upon with the new intake appointment procedure which includes completion of an SEP during an appointment.

E. How often are the SEPs reviewed and updated?

If a SEP exists for a student, it is reviewed and updated at every counseling session unless the objective of the meeting is for a different reason. However, a reason code in the SARS database regarding updating SEPs has not yet been established and formally tracked. All related data has been tracked under one general heading which is "SEP." This is currently being modified to include a separate code to identify SEP update sessions.

F. Are SEPs available in an electronic format?

An electronic SEP form is not currently available.

Student Follow-Up

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

- **How are students selected for follow-up?**

During the intake/orientation counseling session, all students are encouraged to return to see a counselor for a follow-up session. Some students leave the first counseling appointment with an established follow-up appointment. A formal student follow-up procedure will be implemented during the 2007-08 school year.

- **How does instructional faculty participate in follow-up?**

If a student is experiencing difficulty with a course and/or has scheduling issues, the instructor is consulted in order to assist the student and counselor with planning efforts. Also, instructors seek the assistance of a counselor when students need academic and/or personal counseling.

- **Does the college utilize an Early Alert Program?**

Yes, however, it is only applied to credit students.

Non-Credit Matriculation

Coordination and Training

A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.

The non-credit matriculation coordinator, Kristie Shimokawa, is responsible for all components related to non-credit matriculation. Lan Hao, institutional research director, will assist with the research and evaluation components. The following activities are conducted to keep the non-credit staff up-to-date on matriculation requirements:

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)?

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

Research and Evaluation

A. Describe the resources available and committed for matriculation research.

In fall 2007 the researcher formed a committee to set priorities for research. The dean of counseling attends these meetings.

B. Describe the research agenda supporting matriculation and what studies have been completed.

After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

Prerequisites, Co-requisites and Advisories on Recommended Preparation

A. Are there local board-adopted policies governing prerequisites?

See attached policy.

B. Have all prerequisites been approved by the curriculum committee?

No.

C. Does the college follow the Model District Policy?

Yes.

Funding, Expenditures and Accountability

A. 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?

The Non-Credit Matriculation Coordinator is familiar with the funding formula, but technical assistance would be reinforcing and helpful.

B. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?

The Non-Credit Matriculation coordinator monitors expenditures in conjunction with the Title 5 Matriculation Regulations and other supportive documents (i.e. – Matriculation Services for Non-Credit Students Advisories 1 & 2, Non-Credit Matriculation Program Plan and Expenditures Allowed and Disallowed with Credit and Non-Credit Matriculation Funds). Also, the coordinator consults with the Fiscal Services Department.

Non-Credit Matriculation

C. Describe the process for developing and approving the Matriculation Budget and Expenditures.

The Non-Credit Matriculation coordinator manages and monitors the non-credit matriculation budget and expenditures. The Fiscal Services office is also instrumental in assisting in the development and monitoring of the budget, as well as, providing technical assistance. In regards to the budget, the budget is developed in accordance to the needs and regulations of the program. In regards to expenditures, the coordinator submits approved expenditures to the dean of counseling, which then is sent to the vice president of student services and finally to the director of purchasing for review and approval.

D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end program accounting.

Fiscal Services assists non-credit matriculation with the year-end report. If questions arise, the two departments work together to resolve and correct any remaining issues. It is a check and balance, as well as a technically supportive relationship.

Other

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

- Continuing Education Office
- Math Department (Non-Credit Matriculation Programs: POWER Math, Summer Math)
- College Success Program
- All student services programs as needed (DSP&S, EOP&S/CARE, Financial Aid, etc.)
- Office of School Relations
- External Relations

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

- The non-credit matriculation staff shares the same focus to find the most effective way of meeting the needs of its students. The counselors are conscious of the fact that non-credit students possess highly individualized needs requiring flexibility and creativity in helping them plan their educational paths. The clerical staff provides outstanding support to the department, staff and students. Overall, the department staff is communicative, works well together, is supportive of one another's ideas, puts students first, and truly exemplifies the definition of team.
- The composition of the staff is highly diverse. Counselors have specialties in Marriage & Family Therapy, Career Development, Social Work, and are bilingual in Spanish.
- Basic skills workshops and tutoring sessions provide additional support to non-credit students. Workshop facilitators are well-qualified and are experienced in their related fields of study. The basic skills workshops and tutoring sessions offer the personal attention that students need to succeed.
- Non-credit matriculation has an adequate budget to meet the growing needs of its programs. There are ample supplies, classroom materials, and equipment.
- The department offers a wide variety of personal, career, and academic workshops such as resume writing, preparing for exams, and time management. This facilitates supporting the non-credit students while pursuing their goals.
- The department worked hard in the 2006-07 school year to plan and implement new projects, including receiving two CAHSEE preparation grants (Class of 2006 and Class of 2007), creating and obtaining approval for the Non-Credit Counseling 860 Course (College Life). The department was also instrumental in offering the POWER Math program.
- Non-credit matriculation developed partnerships with five local school districts (Duarte, Monrovia, Glendora, Azusa, and Charter Oak) due to the implementation of two CAHSEE preparation grants. Through these partnerships, students have enrolled in non-credit classes.
- The department's communication tools; brochures, flyers, PowerPoint orientation presentation, and web site have been updated/improved.

B. What areas need to be addressed more effectively?

- The request to hire a full-time secretary dedicated to the non-credit matriculation program was recently denied. The department's clerical support staff currently consists of a 40% secretary, a part-time administrative assistant, and a student worker. It has been a challenge to deliver the complex requirements with efficiency and continuity; provide efficient coverage; disseminate Non-credit Matriculation and CAHSEE program information in a timely manner; and expand the department's programs.

Non-Credit Matriculation

- The CalWORKs, Non-credit Matriculation, and the two CAHSEE programs share the adjunct office space. Therefore, at times problems arise regarding office availability for the non-credit adjunct counselors. The lack of office space creates difficulty in scheduling counseling appointments and department events, so planning for the department is a constant challenge. CalWORKs has priority using the adjunct offices.
- Non-credit matriculation collects data from several sources including SARS, both manually and by self-created Excel spreadsheets. Extracting data for reporting purposes (MIS and otherwise) can be inaccurate and unnecessarily time consuming. The department meets with undocumented students who until recently were not issued a Citrus College identification number making it difficult to accurately identify, track and report this population of students. The non-credit matriculation program is unable to report accurate information.
- The department's name, Non-Credit Matriculation, is deceiving and may discourage students from using its services. For example, changing "non-credit" to another word such as "lifelong learning" may be more inviting. The term "non-credit" would still be used for in-house and reporting purposes to the Chancellor's Office.
- Additional pre-enrollment and promotion of the department would be beneficial to potential students. Program visibility is a priority.
- The department's Non-Credit ESL Placement assessment instrument has not undergone the appropriate validation process. The Non-Credit Matriculation coordinator and the Dean of Counseling Programs and Services, worked together to attain this approval; however, they have met resistance from other departments, which has brought the process to a standstill.
- The department does not utilize a follow-up process to further support and retain its students in order to persist towards their goals.
- The department's brochures and flyers are not translated into any other language; translation is vital to the program. Many students who are from other countries inquire about the program.
- The department would like to explore the unique needs of the ADD population in the acquisition of basic skills and possibly develop a small program to address their needs and learning styles.

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

- During a first-time counseling appointment, students receive intake and orientation information, an SEP is completed, and students are assisted with registration. If time allows, students are personally guided to their classrooms and/or the College Success Lab. The non-credit student population needs individualized attention due to many factors such as the anxiety of returning to school as an older adult and the many outside responsibilities that non-credit students face. The hope is to increase the students' retention and persistence toward meeting their goals.
- Counselors visit non-credit ESL classes and Basic Skills Workshops every fall and spring to share updates and Non-Credit counseling services information with the non-credit students. The department feels that with more use of counseling services, retention, and persistence will take place in order for students to achieve their goals.
- The department conducted its third annual Let's Connect Luncheon, which brought together individuals who work with non-credit students (i.e. – non-credit ESL instructors, the dean of continuing education, the college success counselor, basic skills workshops facilitators, and CAHSEE grant partners). The purpose of the luncheon was to increase communication with departments who work with non-credit students and to inform them of the non-credit matriculation services available to students.

Non-credit matriculation services provided to students include:

- Academic, Personal and Career Counseling
- Basic Skills Workshops (reading, writing and math)
- Support Group
- Parenting Program (STEP)
- College Success, Personal Enrichment and Career Development Workshops
- Tours
- Rewards System
- CAHSEE Preparation Grants
- Tutoring
- College Life Course
- POWER Math
- Assessment Preparation

D. Any successful pilot projects implemented by your program.

Non-credit matriculation provides student support services to students enrolled in the Introduction to High School Math I class offered by the non-credit instruction department. This unique program is called POWER Math. The 2007 POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consists of the use of ALEKS software, class lectures, small group tutoring, counseling, and college success workshops (improving study skills, test taking skills and test anxiety) in a fun and supportive environment. By successfully participating in POWER Math, students are given the opportunity to retake the math portion of the college's math placement test.

Additionally, it prepares students for their first math class. By potentially obtaining a higher math placement score, students are able to save extra time from taking additional math classes, and save hundreds of dollars in tuition, supplies, and textbook expenses. Participating students made a progress gain between 18%-66%; and 86% of the students who retook the math placement test improved their placements by one or two levels.

Non-Credit Matriculation

V. Planning Agenda

- New Plans - Accurate collection and reporting of MIS data
Timelines - spring 2008
Resources Needed - Meet with institutional researcher and TeC Services director; to gain understanding of Banner software reporting tools
Person Responsible - Non-credit matriculation coordinator, institutional researcher and TeC Services director
- New Plans - Develop follow-up process to include tracking of students
Timelines - spring 2008
Resources Needed - N/A
Person Responsible - Non-credit matriculation coordinator and counselors
- New Plans - Validate Non-Credit ESL Placement assessment
Timelines - fall 2008
Resources Needed - Credit faculty to assist in process & formulate validation timeline with consultant
Person Responsible - Non-credit matriculation coordinator
- New Plans - Develop services for students with special needs who require special accommodations, along with establishing a policy, process or procedure
Timelines - Spring 2008
Resources Needed - Meet with Non-Credit faculty and counselors to discuss accommodation possibilities along with needed materials and/or equipment
Person Responsible - Non-credit matriculation coordinator and counselors

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- MIS data collecting and reporting.
- How to effectively assist non-credit students who need special accommodations, but do not have access to credit DSP&S services.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- The language in Title 5 needs to address non-credit services and programs in greater detail. (We are aware that Title 5 is currently being revised to include more language regarding non-credit.)
- In light of open access, special accommodations, and the repeatability of non-credit classes, makes it challenging to work with students who are not proving to benefit from non-credit instruction.

EOP&S/CARE

I. Introduction

The mission of EOP&S/CARE at Citrus College is to compassionately help fulfill the needs of participant students through encouragement and support. Therefore, EOP&S/CARE staff members become ambassadors for the institution, functioning as liaisons between students, the college, and the community. The goal of EOP&S/CARE is to instill tools necessary for students to become empowered individuals, who are able to overcome barriers and actualize their academic and career goals.

EOP&S/CARE is located in the Educational Development (ED) building which is centrally located and also houses the financial aid office, DSP&S, the Testing Center and other student services programs. EOP&S/CARE is under the leadership of one (65%) director who reports to the dean of counseling.

The EOP&S/CARE staff consists of the following:

#	EOP&S/CARE Positions	Hours Week	Funding Source	
			EOP&S/ CARE/ CARE	Other
1	Director (EOP&S/CARE)	40	65%	35%
2	Full-Time Faculty	35	100%	
4	Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisor	40	80%	20%
1	Full-Time Administrative Secretary I	40	100%	
1	Administrative Clerk II	40	100%	
2	Student Service Specialists	40	100%	
4	Student Service Assistants	16	100%	
4	Peer Advisors	20	75%	25%

During the 2006-07 academic year EOP&S/CARE at Citrus College served a total of 1022 students, (unduplicated) of which 121 were CARE students. Over the past three years, the steady increase of EOP&S/CARE students has been managed in order to ensure that adequate services are provided to eligible students based on the annual allocation of funds. The CARE student population has declined from 2004-05 to 2006-07 by 12% for various reasons: the pressures placed on CARE students from The Los Angeles County Department of Social Services to go to work instead of attending school, a lack of support at home and the family demands single parents generally experience.

The last EOP&S/CARE Operational Program Review took place October 8-11, 2002. The following are the thirteen (13) recommendations made by the team and the current status on each:

(1) The Vice President of Student Services, the Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor were to collaborate to develop proper coordination and communication between the EOP&S/CARE program and other campus programs to facilitate providing "over and above" services to EOP&S/CARE eligible students. Meetings are scheduled with Financial Aid, the bookstore, and CalWORKs. In 2004 the EOP&S/CARE and CalWORKs programs were reorganized under one director. This merger facilitated the collaboration process and fostered collaboration efforts such as outreach and recruitment for CalWORKs and CARE eligible students, as well as a combined annual recognition ceremony for EOP&S/CARE and CalWORKs students.

(2) The EOP&S/CARE Director/Counselor and staff conduct an immediate student transcript audit to identify any student in excess of 70 units or 6 consecutive semesters. Following this thorough assessment, appropriate exit notification must be provided to each student determined ineligible due to limitation monitoring as specified by Title 5. In fall 2004, a new EOP&S/CARE database was developed to assist with tracking of student's units and semesters completed. In addition, the 70 unit/six semester eligibility form and process was revised to include a final review by the director in order to ensure checks and balances.

Students receive notices of eligibility beginning the completion of 40 units and three semesters. Finally students are mailed an exit notification upon completion of 70 units or six semesters.)

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(3) The Vice President of Student Services, Dean of Counseling Programs and Services, and EOP&S/CARE Director/Counselor identify EOP&S/CARE computer program needs in order to produce an effective student tracking system by accessing the campus data currently available and by providing staff with the training to ensure accurate EOP&S/CARE MIS student data reports. In fall 2004, a new EOP&S/CARE data base was implemented to address this recommendation. In addition, during fall 2006, the district invested in the Banner program, which was implemented summer 2007. The Banner program promises better accessibility to campus student data.

(4) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor clearly define the role and time assigned to the EOP&S/CARE Director/Counselor and, if necessary, submits a waiver to the Chancellor's Office requesting a less than full-time director based on the waiver criteria established. It is also recommended that the EOP&S/CARE Director/Counselor clearly define the job duties, document them on the Summary of Personnel 2.2 forms, and train each staff member to implement these job duties and responsibilities as required by Title 5.

In spring 2004 the college reorganized the EOP&S/CARE Director/Counselor position from a counseling faculty position to a management position to include leadership over the CalWORKs program. In summer 2004 a new EOP&S/CARE and CalWORKs director was hired. As the new director position is not full-time, in spring 2005 the new director submitted a request for waiver and for a new EOP&S/CARE Supervisor/Coordinator position that was 100% dedicated to EOP&S/CARE. The request for waiver was approved. In addition, annual staff development activities and training have been held to train staff to understand roles and responsibilities.

(5) The EOP&S/CARE Director/Counselor works with the EOP&S/CARE staff and The Recruiter/Outreach Assistant to develop a strategic and coordinated outreach plan focusing exclusively on EOP&S/CARE "over and above" outreach and recruitment. This plan should include a method that effectively tracks contacts with potential students in order to verify their enrollment and provide information about the strategies that yield an increase in the number of EOP&S/CARE students currently served. In 2004-05, outreach and recruitment master calendars were developed to track outreach and recruitment activities. Staff utilized contact cards at these activities to collect information from students interested in Citrus College and EOP&S/CARE, and Summer Bridge. In January 2006, an outreach database was created and implemented to better track and follow up with potential students. Since fall 2004, the EOP&S/CARE Educational Advisor has visited local feeder high schools on a weekly basis to assist potential students with college and program applications. EOP&S/CARE will continue to participate in campus recruiting events such as The Youth Conference, Parent Night, Independence City, and Early Decision.

(6) The EOP&S/CARE Director immediately submits a basic skills waiver request that meets the conditions and standards established by the approved waiver criteria. The team also recommends that either an efficient system to track the participation and effectiveness of tutoring services to EOP&S/CARE students by the college tutorial center be developed or that an alternative method of providing tutoring services to EOP&S/CARE students be created. A waiver request was submitted for the absence of EOP&S/CARE basic skills offerings in the 2005-06 Program Plan and was approved. After tracking participation over a three-year period of EOP&S/CARE students utilizing the college's tutoring services, it was discovered that very few students utilized the extra hour of tutoring provided by EOP&S/CARE. As a result, EOP&S/CARE is working on developing an alternative method to provide tutorial services to EOP&S/CARE students that go "above and beyond" what the college offers.

(7) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor ensure that any counselor conducting EOP&S/CARE counseling meets the EOP&S/CARE minimum counselor qualifications and has had proper training regarding Title 5 regulations. The practice of using non-qualified counselors to meet one of the two EOP&S/CARE required meetings with a counselor must be discontinued immediately. This practice has been discontinued and all counselors are carefully screened for EOP&S/CARE minimum counselor qualifications.

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(8) The EOP&S/CARE Director/Counselor collaborates with the Dean of Counseling Programs and Services to review the current counseling loads and to develop a plan to ensure that EOP&S/CARE students are being served with their required counseling contact time. One additional full-time counselor was hired during the 2005-06 academic year and one additional adjunct counselor was hired during 2006-07 for a total of two full-time counselors and two adjunct part-time counselors. Additionally, two full-time counselors from the Center for Teacher Excellence and General Counseling contribute additional hours for appointment availability during the evening office hours; thereby four part-time counselors in addition to two full-time counselors are available to assist EOP&S/CARE students in completing their required contacts.

(9) The EOP&S/CARE Director/Counselor ensures a Student Educational Plan (SEP) is in each student file, and Student Educational Plan (SEP) include long-range mapping of courses required to lead a student toward his or her educational goal. The nature of the three required contacts should be clearly defined and documented in the file and a counselor comment sheet implemented to record student advisement information in order to comply with Title 5 Student Educational Plan (SEP) and counselor contact requirements. Student Services Assistants continually review files to ensure all documents, including the SEP, are on file for each student. Students lacking an SEP are immediately called to schedule an appointment with a counselor. A "Student Summary Sheet" has been placed in each file to track counselor contacts and an interview sheet is utilized by the counselors and educational advisors to record detailed notes for each meeting.

(10) The EOP&S/CARE Director/Counselor trains staff on implementation of the EOP&S/CARE program's probation/dismissal policy. This policy is outlined in the student handbooks.

(11) The counseling staff provides probation counseling "above and beyond" the services provided by the college at large to ensure that students maintain academic progress and achieve their educational goals. EOP&S/CARE is continuously working with the Early Alert Program and in fall 2006, EOP&S/CARE counselors began conducting "Understanding Academic Probation" workshops.

(12) The EOP&S/CARE Director and staff formalize a tracking system for the ACT program and Career/Transfer Center referrals. In addition, the EOP&S/CARE Director/Counselor must submit a waiver to the State Chancellor's Office to ensure Title 5 compliance regarding mandatory transition services due to lack of "over and above" job placement services offered to EOP&S/CARE students. EOP&S/CARE staff assigned to coordinate ACT work closely with the Career/Transfer Center to identify and track transferring EOP&S/CARE students. A waiver request for job placement services was submitted with the 2005-06 Program Plan and was approved by the Chancellor's Office.

(13) The Vice-President of Student Services, Dean of Counseling Programs and Services, and the Financial Aid and EOP&S/CARE directors effectively coordinate their services and share information about mutual needs and timelines in a manner that ensures students' financial aid awards are not adversely affected. Designated EOP&S/CARE staff is granted access to Financial Aid's PowerFails software program, which allows the staff to more efficiently process EOP&S/CARE applications. Additionally, the EOP&S/CARE Supervisor and other staff work closely with Financial Aid staff to share information on book awards, CARE grants and other services that directly affect a student's unmet financial need. A timeline was developed to share information and avoid any adverse results that may affect a student's financial aid awards.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

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

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students

at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

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B. How do student services work with instruction, institutional research and the management information systems (MIS)?

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

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D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

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

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

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. Students 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.”*

1. 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 for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

The Director of EOP&S/CARE and CalWORKs reviews MIS data before it is submitted to the State Chancellor's Office. If the data is incorrect, the director and designated staff investigate the reasons why students are not being counted towards the total unduplicated count for the year. Once the EOP&S/CARE and CalWORKs director and the TeC Services (MIS) department have fully evaluated the data, it is submitted to the State Chancellor's Office.

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

MIS data provided by the Chancellor's office appears to be fairly accurate. However, there are some instances when data from the state and in-house data does not match (i.e. transfer students, certificates awarded). An effort is being made to determine why these students' data are not being included.

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- C. 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.

Some of the more common reasons as to why the numbers of students in the MIS report may not match our program records include: lack of a basic student records, or a possibility the student is not properly coded for DSP&S or coded as a special major. When there is a discrepancy, we immediately contact TeC Services who works closely with us to identify the students who are not being counted and to determine the reason(s).

2. 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.

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

Although the total number of unduplicated students at Citrus College declined from 2003 through 2006, the EOP&S/CARE program at Citrus College continued to steadily grow during the last three years, serving on average approximately 4% of the total college population. Below are some common trends noted when comparing EOP&S/CARE students to the general college population:

- 69% of EOP&S/CARE participants for the last three years have been female; females make up 57% of the total college population.
- As a result of increased recruitment efforts at the local high schools, EOP&S/CARE recently experienced an increase in students who are less than 20 years of age. This age group made up 29% of the program participants in 2005-06 compared to 31% of the total college population.
- Similar to the general college population, most of the students who participate in EOP&S/CARE fall within the 20-24 age range.
- 57% of EOP&S/CARE students are Latino; 34% of the total college population is Latino.
- Latinos make up the largest minority group served by EOP&S/CARE at Citrus College.
- 13% of EOP&S/CARE students are African-American; 5.5% of the total college population is African-American.
- African-Americans make up the second largest minority group served by EOP&S/CARE at Citrus College.
- Based on data we received from the Chancellor's office, EOP&S/CARE participants are younger than the overall student body (70% compared to 61% are less than 25 years of age), tend to be minorities (82% average compared to 55% campus wide), and are more likely to be female.

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

Some of the areas of concern with regards to access include:

- The need to reach out to re-entry/non-traditional students over the age of 35. In comparison to the college general population, 21% of students are over the age of 35 years old compared to 13% of students in EOP&S/CARE.
- The student body at Citrus College is 57% female and 43% male; EOP&S/CARE students are 69% female and 31% male. As a result of this disproportion, there needs to be more outreach to the male population. A likely cause of this disproportion is the fact that our CARE program is comprised of nearly 100% females. CARE students make up approximately 16% of our total EOP&S/CARE population.
- Citrus College's total student population is 30% white, while white students comprise 15% of the EOP&S program population. This percentage has been consistent over the last three years. EOP&S/CARE realizes there needs to be a push to recruit more non-minority students who are EOP&S/CARE eligible to better reflect the demographic population EOP&S/CARE serves.

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- The CARE program at Citrus College experienced subsequent declines in student participation during the last three years. This trend seems to mirror trends at other community colleges statewide and is likely linked to restrictive welfare-to-work policies imposed by the Department of Social Services.

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

Plans to improve access in these areas include:

- Working with departments on campus such as Non-credit Matriculation, CalWORKs and vocational education programs to reach out to and identify re-entry students who would be potentially eligible for EOP&S/CARE.
- Furthering our working relationship with financial aid and identifying all BOG A and B students, as the number of students receiving financial aid at Citrus College has steadily increased over the last three years (19% to 25%). We hope to capture more of these students that fall within the demographics not generally associated with EOP&S/CARE at Citrus College: non-minorities, 35 years of age and over, and males.
- Developing a collaborative relationship between the CARE and CalWORKs program staff on campus. The CARE staff has fostered new working relationships with local community-based organizations that provide services to TANF/CalWORKs participants. We anticipate these reinforced recruitment efforts and strategies will increase student participation in CARE.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

EOP&S/CARE has consistently increased the number of students it serves each year. Some of the programs and services that contribute to student access at Citrus College include:

- Collaborative efforts with other on-campus programs such as Financial Aid, CalWORKs, DSP&S, the Career/Transfer Center, and External Relations have been very effective in increasing student access. These key programs and departments have also helped improve EOP&S/CARE' exposure to the campus community.
- Ongoing working relationships with college faculty, specifically faculty who teach basic skills level courses and counseling courses, to help identify potential EOP&S/CARE students.
- Assigning educational advisors, including two EOP&S/CARE educational advisors, to local high schools where they visit with potential students every week throughout the year. These visits include assistance with student education plans, completing EOP&S/CARE and financial aid applications, as well as an admissions application to the college. Additionally, more classroom presentations are being conducted at local feeder high schools thereby informing more students about the support services EOP&S/CARE provide.
- The EOP&S/CARE Summer Bridge Program increased participation over the last three consecutive years. As a result, we have experienced a 4% increase of students age 20 and under in EOP&S/CARE.
- The EOP&S/CARE Advisory Committee is a key factor in improving access. Committee members who represent local community organizations and other educational institutions recognize the valuable services we provide and often refer students who could benefit from the programs.

EOP&S/CARE

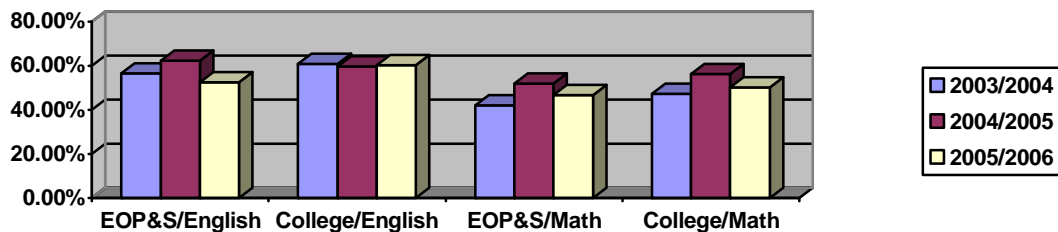
3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

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

Data submitted by the Chancellor's Office indicate that the persistence rates for EOP&S/CARE students are higher than those of the general college population for the last three years. 86.23% of EOP&S/CARE students persisted from fall to spring during the last three academic years, in comparison to 61% of Citrus College students.

Additionally, the majority of EOP&S/CARE students at Citrus College are accepted under the criterion that demonstrates an educational disadvantage based on placement in remedial, non-degree applicable courses in math and/or English. Data for the last three years demonstrate that EOP&S/CARE students successfully complete basic skills courses in math and English at a lesser rate than the general college population.

**Success Rates of EOP&S Students vs. The General Population
In Basic Skills Courses**



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

One significant area of concern for our students' progress is the low success rate in completion of basic skills courses. This accents the need to develop an effective tutorial services program in EOP&S/CARE to assist students in successfully moving towards completing basic skills English and math sequences that will lead to graduation and/or transfer. EOP&S/CARE would also like to improve our students' success rates of degree applicable unit completion. Again, an effective tutorial services program within EOP&S/CARE would assist in developing student academic success.

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

EOP&S/CARE has consistently managed to maintain stronger persistence rates from fall to spring for the last three academic years compared to the total college population. Some of the programs and services that contribute to student progress at Citrus College include:

- Personalized academic and career counseling appointments, which have been very effective in keeping students on track towards completing their educational goal.
- Peer mentors and staff who consistently remind students of their appointments and reinforce requirements of the student's mutual responsibility contract that will enable the student to remain in good standing with the program.
- Mid-term progress reports are an important key to assisting students who are experiencing academic difficulties. Students complete progress reports early in the semester allowing EOP&S/CARE counselors to intervene and find solutions that will help the student improve academic performance in classes where they are struggling. Such solutions include referrals to the college's tutorial services or referrals to specialized workshops that focus on developing study skills.

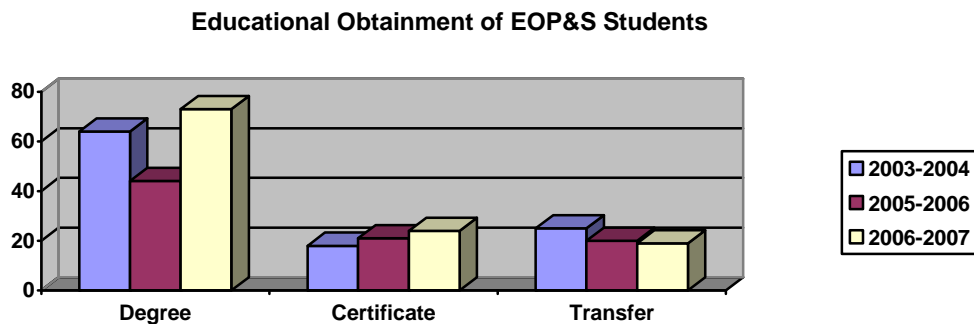
EOP&S/CARE

- Citrus College's Counseling & Advisement Center also coordinates the Early Alert Program. College instructors provide information to the Early Alert coordinator about students who may be experiencing significant problems in their classes. Many of these students are EOP&S/CARE students who are eventually expected to see an EOP&S/CARE counselor to discuss ways to improve the student's progress in class.

4. 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.

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

MIS data provided by the Chancellor's Office is inconsistent with in-house data; the reasons for inconsistencies are being examined. According to in-house data, EOP&S/CARE students perform at a rate of success comparable to the general college population. The following graph reflects in-house data reported on the last three annual EOP&S/CARE Program Plans.



When in-house data is compared to overall college success, both the college and EOP&S/CARE saw an increase in the number of students who completed an educational goal in 2004-05 from 2003-04. However, after the 2005-06 academic year, both the EOP&S/CARE program and the college experienced a decrease in the number of students who graduated, transferred or completed a certificate program. In addition, both the program and the college experienced a decline in the number of students who are either transfer-directed or transfer-prepared.

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

The recent decline in the number of EOP&S/CARE students who transferred to a four-year institution is an area of concern for EOP&S/CARE. We are currently exploring methods to improve transfer success rates among EOP&S/CARE students.

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

The programs and services we feel specifically contribute to the success of students at Citrus College are:

- Consistent academic counseling and advising help students stay on track toward completing an educational goal. EOP&S/CARE advisors and counselors stay well informed of all graduation and transfer requirements. Furthermore, advisors and counselors attend annual UC and CSU counselor conferences where their knowledge of transfer requirements is updated.
- The Career/Transfer Center has been instrumental in successfully transferring EOP&S/CARE students. Opportunities to meet with university representatives, university tours, college fairs, application workshops and career assessment are just some of the services EOP&S/CARE students can utilize to improve upon their chances of success.

EOP&S/CARE

- Assisting Citrus transfer, ACT is a program within EOP&S/CARE that focuses on providing specialized support to transferring EOP&S/CARE students. ACT participants are assisted with completing admission applications and personal statements. ACT participants are also encouraged to attend college tours, college fairs and specialized workshops that prepare students for transfer.

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

A. What are the SLOs for the program?

Program Eligibility

SLO 1:

To further reinforce program requirements, EOP&S/CARE staff and faculty conduct ongoing communication with all students to reiterate program eligibility requirements (i.e. three required contacts, minimum 2.0 GPA requirements, and completion of minimum number of units per term). Communication includes, but is not limited to, reminder phone calls, flyers, newsletters, and personal contact within the office.

Persistence/Retention

SLO 2:

To promote persistence and educational goal attainment, EOP&S faculty and staff inform, educate, and encourage students to complete all courses required to complete educational goal requirements. Through academic counseling and progress checks, EOP&S counselors work to provide resources and referrals to support the students' educational, social, and personal needs.

Success

SLO 3:

To ensure successful completion of stated educational goals, EOP&S staff continually monitors the progress of each individual student's SEP. When it is determined the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S counselor for follow-up. The student then meets with a counselor to revise the SEP. This ensures the SEP is updated and the student is aware of courses needed to complete his/her educational goal.

Retention (Summer Bridge)

SLO 4:

In spring 2008, results will be evaluated to assess if current strategies, activities, and course material utilized in the Summer Bridge program promote enrollment and successful completion of the subsequent fall semester for Summer Bridge students.

Academic Self-Efficacy (CARE)

SLO 5:

A pre-survey was conducted in fall 2007 to assess new CARE student knowledge of Citrus College programs and services. A post-survey will be administered in summer 2008 to reassess knowledge and utilization of programs and services.

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

Staff and faculty attended a Region 8 staff development workshop on developing student learning outcomes. Discussions were held within the department to brainstorm department specific SLO's. SLO's were further developed and refined with the vice president of student services, dean of counseling, within EOP&S/CARE meetings and at coordinators/director meetings.

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

The following activities were conducted during the 2006 – 2007 academic year to ensure achievement of EOP&S/CARE SLO's:

EOP&S/CARE

- Conducted New Student Orientations where staff reviews mutual responsibility contract, mandated counselor contacts, mandated academic progress monitoring, EOP&S/CARE services, other campus student support services and program eligibility requirements.
- Counseling Contacts – Counselors developed and updated SEPs, mutual responsibility contracts, graduation requirements, transfer requirements, and program eligibility contacts.
- Students' academic progress was monitored through mid-semester progress reports by instructors.
- Peer mentoring and staff-student interaction emphasized and discussed program requirements, appointments, and referrals to other campus resources.
- An EOP&S/CARE newsletter was developed and distributed to all eligible students.
- Self-development workshops were offered to eligible program participants; topics included, time management, self-esteem, note-taking skills, and test anxiety.
- Counseling 160, Strategies for College Success (counseling classes for new CARE and summer bridge students) was established.
- CARE students received a reminder letter of program requirements.
- All EOP&S/CARE students received updated program flyers detailing requirements and services.

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

Program Eligibility

SLO 1:

Program eligibility is monitored through tracking student course load, GPA, and fulfillment of three EOP&S/CARE and/or CARE contacts. Review and monitoring of eligibility is maintained by Student Services Assistance through "Student Summary Sheets" and entering of information to EOP&S/CARE database.

Persistence/Retention

SLO 2:

Student services assistants will review student records and the database to identify students in compliance with meeting EOP&S/CARE requirements as it pertains to their educational responsibilities. In addition, Student services assistants monitor SEP and research the specific question: "Did the student follow his/her educational plan and complete 3 out of 4 courses planned?" EOP&S/CARE staff will also work to identify students in need of a comprehensive SEP (minimum 4-6 semester plan) to ensure a comprehensive road map to the student's educational goal.

Success

SLO 3:

EOP&S/CARE counselors will review the SEP during the mandated individual counseling sessions. At the end of each semester, EOP&S/CARE counselors will review eligible students' records to determine progress towards stated educational goal. Additionally, EOP&S/CARE counselors will check for degree, certificate and graduation completion as outlined in the SEP to determine the successful completion of the students' long-term educational goal(s).

Retention (Summer Bridge)

SLO 4:

Summer Bridge participants will be administered a post-test, College Readiness Survey, at the end of the fall 2007 semester. Transcripts will also be evaluated at the end of the fall 2007 semester to review GPA (Grade Point Average) and completion of academic courses.

Academic Self-Efficacy (CARE)

SLO 5:

Using the responses to the pre-survey, counselors and other CARE staff members will determine what information or knowledge new students have on resources for their academic success. By reviewing the pre-survey, staff will determine what CARE students need to ensure their academic self-efficacy. The desired effect is for CARE students to be able to identify other campus program services in addition to the EOP&S/CARE department.

EOP&S/CARE

E. How do you use the assessment information to improve services?

Program Eligibility

SLO 1:

EOP&S/CARE full-time staff conducts ongoing communication to all staff to reiterate program eligibility requirements (i.e. 3 required contacts, minimum 2.0 GPA requirement, complete required units per term) to EOP&S/CARE students when they visit the EOP&S/CARE office for assistance and resources. Flyers with key information were created to distribute to students regarding required contacts and program eligibility. Friendly reminder phone calls were made to ensure attendance to EOP&S/CARE events, student/ counselor appointments, conferences, and workshops.

Persistence/Retention

SLO 2:

EOP&S/CARE Counselors inform, educate and encourage students to complete all courses required to complete educational goal requirements, despite personal setbacks. EOP&S/CARE counselors will work to provide resources, referrals, and personal counseling to students who may have information that would make a difference in their educational career.

Success

SLO 3:

EOP&S/CARE staff continually monitors the progress of each individual student's SEP. When it is determined that the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S/CARE counselor for a follow-up. The student then meets with a counselor to revise/complete the SEP. This ensures that the SEP is complete and that the student is on track to successfully complete his/her stated educational goal.

Retention (Summer Bridge)

SLO 4:

In the spring 2008 semester, results will be evaluated to assess if current strategies, activities, and course material/text utilized in the Summer Bridge program are successful and/or in need of revisions and thorough program evaluation.

Academic Self-Efficacy (CARE)

SLO 5:

The administering of the post-survey has yet to be determined. It is certain that this post-survey will be administered near the end of the spring 2008 semester. This may be done during a CARE group activity, through appointments with the EOP&S/CARE supervisor, or during the third contact (exit interview) with an EOP&S/CARE counselor. Using the given responses to the post-survey, CARE counselors and staff will be able to determine what students have learned as a result of the CARE Counseling 160 class and Self-Development Workshops.

6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations,

Student Eligibility

Student eligibility for the EOP&S/CARE program is limited to those who meet specific criteria identified in Title 5. The program is responsible for determining and documenting the student's eligibility. The CARE program has additional eligibility requirements that must be reviewed and documented to accept students into the program. The programs must monitor student continued participation and maintain student files.

A. 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)

Applicants must meet one of the following eligibility criteria that demonstrate an educational disadvantage:

EOP&S/CARE

- Placement in a remedial, non-degree applicable math or English course
- Non-high school graduate
- Earn a grade point average of 2.5 or less in high school, verified by transcripts
- Previous completion of remedial courses, verified by transcripts
- Self-certification by student that he/she is a first generation college student
- Self-certification by student that his/her first language is not English
- Emancipated foster youth or ward of the court with supporting documentation

Although these factors are not specifically listed on our handouts, we indicate that students must demonstrate an educational disadvantage. Applicants are expected to answer all questions on our intake application and provide supporting documents to assist in determining program eligibility.

B. Describe the process used to monitor continued EOP&S/CARE eligibility (70 units/6 semesters). (Title 5 – 56226)

Our current database allows us to identify students who complete or are close to completing 40 units and/or participation in the program for 4 consecutive terms. These students are evaluated by counselors who determine remaining semesters the students can participate in the program. A letter is sent to the student where he/she is also notified of his/her tentative last term of services with the program.

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

Students are strongly encouraged to utilize their priority registration date in order to follow the SEP with ease. Furthermore, students are encouraged to plan ahead and make appointments with EOP&S/CARE counselors prior to the priority registration date, in the event the student must make revisions to the educational plan. Also, at a student's end of term/exit interview, counselors review the student's progress to ensure he/she is on track to successfully complete courses. Any necessary revisions to the SEP can also be made at this time.

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

Students must answer "yes" to the three questions on our EOP&S/CARE application indicating the student is a single parent, single head of household, has at least one child under the age of 14 and is actively receiving TANF. These students are given a separate CARE application asking for additional information about the student's current marital status, how long the student has been receiving cash-aid assistance, and the names, birthdates, gender and ages of all children in the household. Additionally, students are asked to provide a current notice of action or verification of benefits as proof of participation in TANF/CalWORKs.

Student Services

A. Does the EOP&S/CARE program offer all program services listed in Article 3 of Title 5? If not, which ones are not offered in EOP&S/CARE and why? (Title 5 – 56232 – 56240)

EOP&S/CARE at Citrus College does not provide the following services; waivers were submitted and approved by the Chancellor's Office for the 2006-07 school year:

- Assessments: EOP&S/CARE does not provide assessments; the college conducts general assessments for new students to the college.
- Basic Skills Instruction: EOP&S/CARE does not provide or pay for basic skills instruction. The college offers basic skills instruction that includes: 1) English as a Second Language (e.g. ESL 030, 035, 040), 2) Remedial/developmental English (ENG 030, 040), 3) Remedial/developmental mathematics (MATH 020, 029), and 4) Reading (READ 019, 040, 099). These are non-degree applicable courses designed to build the necessary skills to succeed in credit coursework. Citrus College's HSI Title V grant helps improve and increase basic skills instruction.
- Career Employment Services: EOP&S/CARE does not provide career employment services through job placement. The college provides job placement assistance to all

students through Student Employment Services. EOP&S/CARE provides career services through career test fee waivers for those students exploring career options.

EOP&S/CARE

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

Counselors record the date a student completes a counseling contact on the student summary sheet in the student's current semester file. The counselor also briefly documents minimal details about discussions during the meeting with the student. Furthermore, counselors utilize a special form for end of term/exit interviews, where the counselor details the student's status with the program the following term and the student's history with the program in terms of units completed and semesters served.

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

In order to assist eligible students in making their contacts, staff will:

- Distribute a flyer to students each semester that lists "Important Dates to Remember", such as deadline dates to complete counseling contacts.
- Provide students with an academic calendar/planner that lists deadline dates and includes our student handbook.
- Check files periodically and make reminder phone calls to students who have not scheduled or have missed appointments.
- Remind students of their responsibilities to the program when students pick up their progress report from the EOP&S/CARE office.

D. Describe the tutorial services for EOP&S/CARE that are over and above those available to the general students.

Currently, EOP&S/CARE at Citrus College does not provide tutorial services that go above and beyond the services available to the general student population. A few semesters ago, EOP&S/CARE paid for an extra hour of tutoring per week for EOP&S/CARE students who requested it. The college generally provides two hours of tutoring per week, per subject. After meeting with College Success Center staff, who oversees the college's tutorial services, it was determined EOP&S/CARE students were not utilizing the extra hour of tutoring. Additionally, there was not an effective system in place to track when EOP&S/CARE students utilized the third hour of tutoring. Eventually, this EOP&S/CARE service became obsolete and today, our students rely on the two hours the college provides. EOP&S/CARE is currently working on developing a new tutorial system that benefits EOP&S/CARE students and goes above and beyond what the college offers. A new student services building will be opened in approximately three years. In this new building, the EOP&S/CARE office will have more physical space to accommodate EOP&S/CARE tutors and their tutees.

E. What services are provided to CARE students and how are these over and above those provided to EOP&S students?

The CARE program at Citrus College provides eligible students with:

- An allocation that can be used towards the purchase of textbooks each semester in addition to the allocation provided by EOP&S. CARE students can use their allocations to purchase any optional textbooks.
- Meal tickets valued at \$5 each that can be redeemed in our cafeteria. This service is provided during the fall and spring semesters, and students can get up to 3 tickets per week.
- Transportation assistance that includes providing a monthly bus pass or a semester parking permit.
- Payment of any registration fees not covered by the Board of Governor's fee waiver. Such fees include parking permits, Student Health Center fee, laboratory fee and student service fee.
- A school supply package given to CARE students at the start of every semester, with ongoing availability of school supplies for students throughout the semester.

- Nursing uniforms for CARE students enrolled in the nursing program.
- CARE grants given at the end of each semester for CARE students who complete all program requirements.

EOP&S/CARE

Program Requirements

A. Title 5 regulations require the program to have a full-time EOP&S/CARE director. If the director is less than full-time in EOP&S/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 these criteria.

- The EOP&S/CARE director is currently less than full-time in EOP&S/CARE as this individual also
- Oversees the CalWORKs program. His time is divided 65% for EOP&S/CARE and 35% for CalWORKs.
- A copy of the letter granting a waiver for this criterion is attached. In order to meet compliance a 100%
- EOP&S Supervisor was hired.

B. Describe the role of the EOP&S/CARE or EOP&S/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 role of the EOP&S/CARE advisory committee at Citrus College is to provide valuable input to be applied by the EOP&S/CARE director towards administrative decisions regarding the implementation of the program and its policies and services.

This EOP&S/CARE advisory committee meets bi-annually, once during the fall semester and again during the spring semester. The last advisory committee meeting was held on April 7, 2007 and a copy of the last meeting minutes is attached.

The EOP&S/CARE Advisory Committee is composed of the following faculty, staff, and members of the local community:

- Jeanne Hamilton, vice president of student services, Citrus College
- Lucinda Over, dean of counseling, Citrus College
- Robert Melendez, director of EOP&S/CARE and CalWORKs, Citrus College
- Dorothy Jean Hays, EOP&S/CARE counselor, Citrus College
- Natalie Mendoza, EOP&S/CARE counselor, Citrus College
- Joanne Hinojosa, EOP&S/CARE supervisor, Citrus College
- Sylvia Pinedo, EOP&S/CARE educational advisor, Citrus College
- Eric Rutherford, EOP&S/CARE specialist, Citrus College
- Denise Zamora, EOP&S/CARE specialist, Citrus College
- Raul Sanchez, educational advisor, Career/Transfer Center, Citrus College
- Robert Gamboa, educational advisor, Career/Transfer Center, Citrus College
- Lilia Medina, financial aid director, Citrus College
- Barbara Salyer, assistant principal, Azusa High School
- Gina Hogan, faculty, Citrus College
- Sylvia Smythe, basic skills director, Citrus College
- Lilian Sass, Foster Kinship Program coordinator, Citrus College
- Toni Billiet, educational advisor, CalWORKs, Citrus College
- Karen Dixon, Independent Living Program
- Sylvia Chasco, Department of Social Services, El Monte
- Leticia Guzman-Scott, Cal Poly Pomona
- Patricia Davis, Re-Entry and Women's Resource Center, Cal Poly Pomona
- Julissa Gutierrez, Cal State Los Angeles
- Ana Fimbres-Rafferty, UC Berkeley
- Veronica Carmona, student representative, Citrus College

EOP&S/CARE

Funding, Expenditures and Accountability

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

- A. Understanding the EOP&S 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?**

EOP&S and CARE staff always welcome technical assistance relative to the EOP&S and CARE funding formulas. Key staff also attended technical training sessions at both the state and local levels. Another great tool is the Chancellor's website and the EOP&S and CARE coordinators at the Chancellor's Office are always accessible to answer questions or concerns we have.

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

All staff reported in our program plan are assigned 100% to EOP&S/CARE with the exception of the EOP&S/CARE and CalWORKs Director, who is assigned to EOP&S/CARE 65%. This waiver was submitted and approved.

- C. 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 EOP&S students?**

- EOP&S/CARE supervisor- Coordinates services for CARE students including meal tickets, CARE grants, transportation assistance, orientations and mini-conferences. Supervises and coordinates outreach to potential CARE students.
- EOP&S/CARE counselor- Provides academic, personal and career counseling for CARE students. Facilitates workshops specifically tailored to meet the needs of CARE students. Monitors continued eligibility for CARE students. Instructs CARE counseling class entitled "Strategies for College Success."
- Administrative clerk II- Provides clerical support for CARE staff in organizing workshops, orientations and other CARE related services and events.
- EOP&S/CARE specialist- Assists EOP&S/CARE supervisor in coordinating all support services for CARE students. Participates in on/off campus recruitment activities that target potential CARE students.
- CARE student services assistant- Provides assistance in monitoring continued student program eligibility for CARE in compliance with Title 5 regulations.
- Adjunct counselor (2 positions) - Provides academic, career, and personal counseling to CARE students.
- Student hourly CARE peer advisor- Provide peer advisement and referrals to CARE students. Assist with CARE student orientations and mini-conferences.

- D. How do you ensure that EOP&S and CARE funds are only used to pay for allowable services for EOP&S/CARE eligible students?**

The EOP&S and CARE budgets are constantly monitored by the director for allowable expenses to help ensure compliance with Title 5 guidelines. Written requests to purchase computers/printers/hardware/software are always submitted to the Chancellor's Office. Furthermore, the staff at the Chancellor's Office is contacted when there are any questions concerning allowable expenses. The business office staff are well-versed in EOP&S/CARE requirements and provide technical assistance when needed.

EOP&S/CARE

E. Describe the process for developing and approving the EOP&S/CARE and CARE Budgets and Expenditures.

The EOP&S and CARE budgets are developed by the director and supervisor with assistance from the administrative secretary.

The administrative secretary works closely with the categorical accounting technician to complete the District Contribution worksheet and make the best possible estimate of salaries and fringe benefits. Once salaries and fringe benefits are in place, the EOP&S/CARE director, in consultation with the EOP&S supervisor, determines the remainder of the budget. The administrative secretary then prepares and routes budget forms.

EOP&S and CARE expenditures are monitored regularly by the administrative secretary. The administrative secretary and categorical accounting technician meet monthly to reconcile accounts.

In 2006-07 Citrus College implemented a new purchasing system. All requisitions are now completed electronically and the director must approve requisitions before they can be processed and purchase orders issued. Invoices for routine purchases for office supplies are approved by the director or supervisor. Account codes for purchases are assigned by the Administrative Secretary.

F. Identify the process for completing the EOP&S and CARE Year-End Reports and relationship to the district's year-end program accounting.

The administrative secretary meets with the director and supervisor regularly to provide budget updates. Year-end accountability is considered all year long, but preparation begins in the spring with year-to-date reconciliations and projections for the remainder of the fiscal year. The administrative secretary works with the categorical accounting technician to ensure final internal figures match final District budgets. The administrative secretary then prepares the final budget forms for the director's approval.

Other

A. What other areas or departments on campus do you coordinate with to provide services to EOP&S and CARE students?

EOP&S/CARE works very closely with Financial Aid, Admissions and Records, CalWORKs, Career/Transfer Center, the Learning Center, DSP&S, Outreach and Recruitment, External Relations and the Owl Bookshop to coordinate and provide services to EOP&S and CARE students.

B. What other programs or agencies off-campus do you coordinate with to provide services to EOP&S and CARE students?

EOP&S/CARE works very closely with our local feeder high schools and continuation schools to assist identifying incoming high school freshmen who potentially qualify for EOP&S/CARE and also to recruit these students into our Summer Bridge Program every year. Recently, CARE staff developed new working relationships with local community-based agencies, Covina Development Center, Prototypes, and Pacific Clinics. These agencies deal with complex problems such as substance abuse, mental illness, HIV/AIDS, homelessness, domestic violence, other types of trauma, and the lack of basic life skills.

C. Is there any training that you believe would improve performance in the EOP&S/CARE program? Please describe training needs as you see them. Training needs at this time would include:

- More training opportunities relative to the recent Banner implementation at Citrus College.
- More in-service training opportunities where we learn more about the departments we coordinate efforts with and share information on how EOP&S/CARE works.

EOP&S/CARE

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

The following activities have been implemented and are working well for the program:

- *Improved working relationship with the financial aid office*- We are sharing information with financial aid regarding book awards, CARE grants and other services that directly affect a student's unmet financial need. Furthermore, EOP&S access to Powerfaids allows EOP&S to process EOP&S applications in a timelier manner.
- *Coordination of 3 programs under one director*- Since 2004-05, EOP&S/CARE and CalWORKs have been coordinated by one director. This reorganization allows for more efficient implementation and coordination of services for overlapping student populations.
- *Summer Bridge*- Since summer 2004, the Summer Bridge Program coordinated by EOP&S has grown steadily.
- *Successful outreach campaign*- Both Educational Advisors spend a minimum of one day a week at local high schools and they, along with the EOP&S/CARE supervisor and EOP&S/CARE specialists have engaged in more internal and external events. The results clearly indicate that EOP&S/CARE staff excel at recruiting for the program and for the college overall. The following figures are compared to figures from 2006:
 - a. The total number of contacts is up 16%
 - b. The number of contacts who subsequently turn in applications to the college is up 15%
 - c. The number of contacts who qualify for EOP&S is up 5%
- *Increased counselor availability*- In 2006-2007, a second adjunct counselor was added to the EOP&S/CARE staff. Students expressed to staff that they are extremely pleased with the increase in the number of appointments available. Additionally, one full-time counselor from general counseling and one from the Career Transfer Center are also available for EOP&S/CARE students on a limited basis.
- *Streamlined books services*- In spring 2007, staff streamlined one of the forms involved in the book services process. This relatively simple change has resulted in students receiving their books in a timelier manner. The staff is continuing to review and collaborate with the bookstore on ways to improve this service for students.

B. What areas need to be addressed more effectively?

- *Technology issues*- The EOP&S/CARE program is currently struggling with several technical challenges. In May 2007, Citrus implemented Banner, an integrated student systems solution. EOP&S/CARE is one of many programs experiencing the growing pains associated with such a project including lack of access to necessary information and limited training. Complicating matters is the need for the program to maintain its legacy system until Banner is able to fully meet all program needs.
- *ACT*- The purpose of Assisting Citrus Transfers (ACT) is to provide over and above transfer information and assistance to EOP&S students. In recent years participation in the ACT program has waned, partially as a result of the Career/Transfer Center's high level of student access and support. The EOP&S/CARE program is currently reviewing its ACT component to identify ways to re-invigorate it to where EOP&S is offering "above and beyond" services to transferring EOP&S students.
- *Staff development participation* – Student participation in self-development workshops offered by EOP&S and CARE is lower than expected. We are exploring ways to improve participation.

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

- *Summer Bridge* – EOP&S/CARE believe that, while not perfect, its Summer Bridge program is one of the most successful in the area. Reviews from students are consistently positive and the retention rate (students who complete the program and go on to enroll at Citrus the subsequent fall) is high. The curriculum, in addition to covering the usual "how to be a successful student" topics, includes components on cultural diversity and personal exploration.
- *Early Decision*- EOP&S collaborated with the high school relations coordinator and other departments during 2006/2007 to develop "Early Decision." Early Decision was a successful recruitment campaign launched in spring 2007 that targeted students from several district high

schools. EOP&S faculty and staff participated in the organization of the day-long visits and were given the opportunity to meet with many potential EOP&S students. Many of these students went on to participate in EOP&S Summer Bridge after graduation.

D. Any successful pilot projects implemented by your program.

- *CARE/CalWORKs Mini Conference* – In 2005, the CARE program implemented the mini-conference. This half day event, at the start of each semester, is a combination orientation and workshops. CARE students review their responsibilities as participants in the program, are exposed to educational speakers, and are given the opportunity to network with peers. In 2006-2007 the mini-conference was re-designed to include CalWORKs, as most CARE students are also CalWORKs students. This collaboration has been well-received by the students as it allows the opportunity for students to get answers to important questions relevant to the CARE/CalWORKs student.

EOP&S/CARE

V. Planning Agenda

New Plans – Evaluate current MIS collection and reporting to ensure proper documentation and submission of served students.

- *Timeline* – fall 2007
- *Resources Needed* – Banner student information system, EOP&S/CARE database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of TeC Services

New Plans – Develop and implement a recruitment strategy for re-entry/non-traditional students.

- *Timeline* – spring 2008
- *Resources Needed* – Development of a recruitment strategy that looks at potential areas and activities of recruitment of re-entry/non-traditional students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, Coordinator of High School Relations and Coordinator of External Relations

New Plans – Further our working relationship with financial aid and identify all BOG A and B students.

- *Timeline* – spring 2008
- *Resources Needed* – Collaboration and communication between EOP&S and the Financial Aid Department.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of Financial Aid

New Plans – Develop an effective tutorial services program for EOP&S/CARE students that goes above and beyond that of available tutorial services.

- *Timeline* – 2008 – 2009 academic year
- *Resources Needed* – Research in areas of possible tutorial needs of EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Coordinator of Tutorial Services

New Plans – Evaluate and implement strategies to improve transfer success rates among EOP&S students.

- *Timeline* – 2007 – 2008 school year
- *Resources Needed* – Research and surveys evaluating current transfer services. Research in areas of limitations in transfer services for EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor, counselors, education advisors and Coordinator of Career/Transfer Center.

New Plans – Develop and implement a formal verification procedure for CARE students' to ensure eligibility as "single head of household."

- *Timeline* – fall 2007

- *Resources Needed* – Communication and development of a form to be used by CARE and CalWORKs to be verified by the county listing the student's household status.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and CalWORKs staff/faculty.

EOP&S/CARE

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate imputing of MIS data
- Development of a database system that works with Banner to report MIS elements while allowing the department to enter needed information on students to make the office run more effectively.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Laws restricting EOP&S to service AB540 students. AB540 students are one of the most educationally and financial disadvantage population in the community college system and the inability of EOP&S to serve these students goes against the mission and purpose of EOP&S.

DSP&S

I. Introduction

The Disabled Students Programs & Services (DSP&S) serves as the college's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction, which assist students with disabilities to fully participate in activities, programs, and classes offered by the college.

Program activities and services provided by DSP&S include, but are not limited to: adapted testing accommodation (e.g., extending testing time, reader, scribe, adapted computer), alternate media (e.g., electronic textbooks, accessibility to websites, closed captioned videos), electronic text, Braille, Closed Captioning TV, computers and adaptive technology, deaf and hard of hearing services (e.g., sign language interpreting), equipment loan (e.g., recorders, spellcheckers, other adaptive equipment and software), DSP&S courses (i.e., Empowerment, Technical Assistance Lab, and Assessment of Learning Strengths and Weaknesses), learning disability assessment, shared notes on note taking paper (NCR paper), Telecommunication Device for the Deaf (TDD) public telephones, tutoring, the High Tech Center, instructor and community liaison, and specialized academic counseling. These services meet the needs as stated in the program mission by providing students with disabilities adapted educational accommodations. This affords them the opportunity to reach their academic goals and to participate in the full range of campus programs and activities despite limitations of their respective disabilities.

The DSP&S office is located on the second floor of the Educational Development (ED) building located southwest of the Administration (AD) building. This building houses the majority of student service offices, including Financial Aid, EOP&S/CARE and CalWORKs, and the Career/Transfer Center, making for easier access to other services on campus. The second floor location presents occasional access issues.

Fortunately, the new Student Services Building will house DSP&S on the first floor. DSP&S employs three full-time faculty (i.e., the DSP&S Coordinator/Counselor, one DSP&S Counselor, and one Learning Disability Specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). Additionally, DSP&S employs four full-time classified staff (i.e., one Educational Advisor with Alternate Media duties, one DSP&S Instructional Lab Technician II, one Interpreter Coordinator, and one DSP&S Specialist). DSP&S also employs one Student Services Assistant, one Student Aide I, one Student Aide II, and two Student Aide III. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

#	DSP&S Position	Hours Week	Funding Source	
			DSP&S	Other
1	Coordinator/Counselor	35	100%	
1	DSP&S Specialist (Department Secretary)	40	100%	
1	LD Specialist	35	100%	
1	DSP&S Counselor	35	100%	
1	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	Educational Advisor with Alternate Media Duties	40	100%	
1	Interpreter Specialist	30	100%	
22	On-Call Sign Language Interpreter	Flexible	100%	
1	DSP&S Counselor (Adjunct)	17.5	100%	
1	Student Services Assistant	Flexible	100%	
5	Student Aides	Flexible	100%	
1	Adapted Testing Technician	26	100%	
2	APE Instructors	35		100%
1	APE Instructional Assistant	24		100%

DSP&S

Total Headcount

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
DSP&S Headcount	545	521	584	575	555	535	603
Citrus Headcount	19,131	19,940	26,023	24,149	25,221	23,779	20,525
% of DSP&S Students	2.8	2.6	2.2	2.3	2.2	2.2	2.9

Categorical Headcount

Disability Category - Headcount	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Acquired Brain Injury	39	38	39	34	30	27	27
Developmentally Delayed Learner	26	26	32	30	25	19	21
Hearing Impaired	17	15	17	17	12	14	19
Learning Disabled	153	150	144	102	105	117	169
Mobility Impaired	59	64	74	87	84	73	68
Other Disability	178	166	210	223	225	200	205
Psychological Disability	56	45	56	65	61	65	75
Speech/Language Impaired	3	1	1	0	1	2	5
Visually Impaired	15	16	11	17	15	19	14
Not Disabled	18,585	19,419	25,439	18,688	21,316	20,942	19,922

Headcount by Ethnicity

Ethnicity	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
African-American	41	42	41	51	50	53
Asian	24	24	22	20	27	27
Hispanic	157	188	177	187	182	205
Unknown/Non-Respondent	33	36	34	30	29	46
White Non-Hispanic	244	273	272	250	218	256
Filipino	3	6	4	3	7	4
American Indian/Alaskan Native	10	8	15	9	8	10

2002 Operational Program Review (OPR) Compliance Issues/Recommendations:

Compliance Issues

Leadership/Administration

Adopt a policy to ensure that all college materials will be available in alternate formats and/or media for persons with disabilities.

The only formal policy regarding students with disabilities states, "The District will provide all reasonable accommodation necessary to ensure that students with disabilities are afforded equal access to college programs and services." The District has a formal regulation that addresses access to auxiliary aids for students with disabilities "including Braille and taped materials, sign language interpreters, assistive listening devices, readers, audio recordings, closed circuit television, and other assistive technologies."

DSP&S

Facilities/Physical Plant

The Transition Plan needs to show all the upgrading that has occurred since its inception, and include the following elements: a prioritization of projects, responsible parties, timelines, estimated costs, and completion date.

Although a Transition Plan could not be located, the Director of Facilities and Construction was able to provide a list of ADA upgrades that were implemented as well as a list of upgrades that will be completed in the future.

Recommendations

Leadership/Administration

Consideration should be given to extending the Director's contract to 12-months.

Although the number of students served and the legal mandates for compliance justify a year-round contract to ensure services to students with disabilities as well as reduce vulnerability to the Office of Civil Rights complaints and possible lawsuits, the District has not approved a 12-month contract for the Coordinator.

Training is needed for the Coordinator/Counselor to more effectively assume her role as the DSP&S Coordinator.

As of July 1, 2006, the new Coordinator/Counselor attended the New Director's Training provided by the California Community College Chancellor's Office. This training provided guidance on program administration and an opportunity to dialogue with colleagues from other California Community Colleges. More specifically, the training focused on campus procedures and requirements for program operation, documentation, and reporting, fiscal activity, MIS, overview of the LD Eligibility Model, and a Q&A panel discussion. The Coordinator participates in CAPED, Region 8, listservs, and enlists the advice and/or recommendations from other DSP&S Coordinators and/or Chancellor's Office experts for assistance.

A procedure related to funding current assistive technology purchases is needed and the Alternate Media Specialist needs to provide leadership for the installation, maintenance, and upgrading of all assistive software on campus.

An equipment and software replacement schedule was created for maintenance of the High Tech Center and other existing labs on campus in an attempt to fit the costs into our budget. DSP&S works closely with the director of TeC Services (MIS) to ensure the High Tech Center and other campus labs are appropriately maintained. For example, DSP&S conducts ongoing evaluations of assistive software which may result in recommendations to upgrade or install replacement software.

A formalized process needs to be developed whereby the Alternate Media Specialist will provide ongoing training to faculty in on-line course development and the use of accessibility tools such as Blackboard and other on-line distribution products.

The Educational Advisor with Alternate Media Duties and the Instructional Lab Tech II with Alternate Media Duties collaborate with the TeC Services, Distance Education, and Audio Visual areas to provide training to faculty and staff on accessibility issues and tools for students with disabilities.

Counselors within the Counseling Center need to provide some flexibility in scheduling and allow for adequate time with students who have disabilities, especially when developing Student Education Plans.

The coordinator of DSP&S informs the dean of counseling when students with disabilities need more appointment time and counselors' schedules are adjusted to meet this need.

When the college institutes on-line registration, they need to ensure access for students with disabilities.

The college created a new website which meets accessibility standards. The on-line registration is done via the college's website which meets accessibility standards. For example, a blind student successfully registered for the summer 2007 semester using assistive technology (i.e., JAWS).

DSP&S

Programs/Services

DSP&S needs to expand the availability of services for evening students.

Although very few students take advantage of evening hours, DSP&S is open until 7:00 p.m. on Mondays, and a DSP&S counselor is available for appointments to assist students with disabilities (e.g., Intakes, LD Assessments, Follow-ups, Registration Assistance, and Specialized Academic Counseling). Additionally, arrangements for evening students can include "by appointment."

Communication with the Advisory Committee Members needs to be strengthened and new membership explored.

The Advisory Committee met soon after the 2002-03 Program Review. When asked how often the committee should meet, the response from the high school representatives was once a semester due to obligations at their respective campuses. DSP&S strengthens new membership through the addition of representatives from the Department of Rehabilitation and the San Gabriel Valley Regional Center. In the past, the DSP&S office always extended an invitation to the Vice President of Student Services and the Dean of Counseling Programs and services, as well as Citrus College faculty to attend these meetings. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation and fifteen members from eleven surrounding high schools. An Annual Advisory Committee meeting is hosted by DSP&S every spring semester. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S educational advisor participates in off-campus Special Education Local Plan Area (SELPA) transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S Counselors participate in local high school transition events.

Students using Irlen Lens should be referred to appropriate medical resources, as necessary.

The Citrus College DSP&S office refers students to medical resources related to Irlen Lens since the 2002-03 recommendation.

A procedure related to maintaining currency of core assistive technology programs on all stations will assist the college.

In cooperation with TeC Services, DSP&S developed and implemented a schedule for maintaining and upgrading core assistive technology programs so that the High Tech Center remains current.

Currently, the computers in the High Tech Center are similarly equipped with adaptive software with the exception of two programs (i.e., JAWS and Dragon Naturally Speaking) that are not commonly used or in demand on our campus. Those programs are loaded on two of the six computers in the High Tech Center to meet the needs of students.

Furthermore, DSP&S agrees with the last program review's recommendations for student access to server space; however, creating that access is out of the purview of the DSP&S department.

It is necessary that e-text be provided in a timely manner and in a usable format.

DSP&S has explored and continues to utilize resources from ATPC, AMXDB, RFB&D, Long Beach City College's book scanning service, and Project Gutenberg. In addition, DSP&S acquired equipment and software that will allow us to produce e-text in-house. Furthermore, DSP&S hired three student workers with computer expertise to improve service, workflow, and efficiency. Moreover, an improved process, which includes editing, has been implemented for students who use e-text so that they gain understanding, provide input, and bear some of the responsibility in acquiring their e-text. This process also requires users of e-text to attend an individualized e-text orientation, training, and to complete an e-text satisfaction survey.

A formalized fitness assessment may assist students enrolled in Adapted PE (APE).

Currently, all Adapted P.E. and Adapted Aquatic Exercise classes provide both pre- and post-fitness assessments for all students. Blood pressure, resting heart rate and, when appropriate, body composition are measured at the beginning and at the end of the class. When appropriate, pre and post sub-maximal strength, flexibility, and cardiovascular endurance assessments are provided. The critical thinking

component is implemented after the pre-assessment when the students meet with the instructor and work up an appropriate personal exercise program to meet their predetermined goals.

DSP&S

Increased involvement and collaboration is needed between the APE program and DSP&S.

The DSP&S and the APE programs met twice during the 2006-07 academic year to discuss budget issues. Additionally, DSP&S and APE collaborate formally and informally to discuss special events (e.g., the APE Winter Party and the DSP&S Recognition Celebration Ceremony). Furthermore, DSP&S and APE collaborate regarding priority registration and medical verifications.

A policy on special course repeatability in accordance with Title 5, Section 56029 is needed.

Upon the Chancellor's Office recommendation, the Citrus College Board of Trustees voted to amend board policy regarding course repeatability including special courses. A form was developed verbatim from Title 5, Section 56029.

Closed captioning of videos need to be addressed.

Currently, DSP&S and the Library AV staff have made progress towards addressing the captioning issue. A representative from the HTCTU intervened to repair captioning equipment and provide training. DSP&S, AV, and TeC Services staff will continue to troubleshoot repairs in an effort to get the equipment run as quickly as possible. The Dean of Library and Information Services will not process orders for videos unless they are captioned. If the video is not captioned, the Library Media Technician II will research alternate, equivalent videos that are captioned and present those to the instructor requesting the uncaptioned video. If the alternate videos are unacceptable or no alternate videos with captioning are available, then the requesting department must pay for the video to be captioned if they still want to purchase it. However, campus-wide support is lacking. So far, attempts to educate the campus on the significance of the captioning issue have not met with an entirely gratifying level of success.

Ongoing training on disability issues and alternate learning strategies needs to be incorporated into the peer tutoring training program.

The Tutoring Center and DSP&S collaborate to incorporate specialized training to their tutors and adapted testing assistants on how to more effectively work with students with disabilities. Non-Credit Counseling and DSP&S also collaborate to provide workshops to their tutors on effectively working with students with disabilities.

Facilities/Physical Plant

The College should ensure that emergency evacuation procedures anticipate disability-related needs.

The college's emergency evacuation procedures address students with mobility impairments but do not address other types of disabilities, such as visual or hearing impairments.

Instructional furnishing purchases need to be evaluated for access and based upon universal design models. A standard practice at most colleges is to ensure that a reasonable percentage (at least 10%) of all purchased furniture and equipment are accessible by design.

The DSP&S office recommended a procedure to purchase instructional furnishings to the Physical Resources Committee. Additionally, with wheelchairs getting larger it has been our experience that current ADA requirements do not address the needs of all wheelchair users. Therefore, DSP&S recommends at least 10% of all purchased furniture include motorized adjustable workstations.

Accessible workstations need to be installed in the new library including software, hardware and furniture which will allow students with disabilities to access the computers and reference materials effectively.

DSP&S continues to work with the Dean of Library and Information Services to improve accessibility for students with disabilities.

An electronic door was installed into the APE locker facility in 2003.

DSP&S

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

A. *How do these four categorical programs work with each other and with other student services programs?*

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.

DSP&S

- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

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

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

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. Students 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.”*

1. 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 for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

DSP&S

- i. **How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

The DSP&S coordinator receives a report of the data from TeC Services and reviews it prior to sending it to the Chancellor's Office.

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

After a review of the data provided by the Chancellor's Office, it appears that the data looks close to being accurate to what DSP&S reported to TeC Services. However, the numbers are not exact. For example, in 2003-04, DSP&S reported 569 students to TeC Services but TeC Services reported 575 to the Chancellor's Office. In 2004-05, DSP&S reported 556 students to TeC Services but TeC Services reported 555 to the Chancellor's Office, and in 2005-06, DSP&S reported 534 students to TeC Services but TeC Services reported 535 to the Chancellor's Office.

- iii. **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.**

The numbers that TeC Services reported to the Chancellor's Office over the last three years have been one to six students more or less than what DSP&S reported to TeC Services. DSP&S does not know why this keeps happening. We will need to discuss this further with the TeC Services department.

2. 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.

- i. **How does the program compare with the total college demographic data?**

DSP&S served a higher percentage of African American, Native American, and white students and a lower percentage of Asian, Filipino, and unknown when compared to the overall campus demographics. DSP&S served approximately the percentage of Hispanic, other non-white, and Pacific Islanders as the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	7.8%	5.7%	9.2%	6.0%	9.2%
Asian	8.2%	4.1%	9.1%	3.9%	8.9%	5.1%
Filipino	2.8%	0.7%	3.2%	0.5%	3.1%	1.2%
Hispanic	32.0%	30.7%	34.7%	34.1%	36.6%	33.6%
Native American	0.7%	2.5%	0.7%	1.5%	0.7%	1.6%
Other Non-White	1.7%	1.7%	2.4%	1.2%	2.9%	2.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	46.8%	34.7%	44.0%	35.1%	40.9%
Unknown	18.8%	5.7%	9.5%	5.5%	6.7%	5.5%

DSP&S served a lower percentage of students less than 20 years old and those with unknown age, and a higher percentage of students age 25-29, 40-49, and over 50 years old when compared to the overall campus demographics. DSP&S served a similar percentage of student's age 20-24, 30-34, and 35-39 years old as the rest of the campus.

DSP&S

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	20.4%	31.3%	21.4%	31.4%	20.2%
20 – 24	27.9%	30.7%	29.2%	30.1%	30.3%	30.3%
25 – 29	9.1%	10.6%	9.0%	12.0%	9.5%	11.3%
30 – 34	5.1%	4.4%	4.9%	5.0%	5.0%	5.1%
35 – 39	4.0%	6.4%	3.9%	3.8%	4.1%	5.7%
40- 49	6.6%	11.1%	7.0%	12.3%	7.1%	12.7%
50 +	9.4%	16.0%	10.7%	15.2%	10.9%	14.5%
Unknown	4.2%	0.2%	4.1%	0.2%	1.7%	0.2%

The DSP&S male to female ratio has been similar to that of the overall campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	52.7%	56.6%	56.5%	56.8%	56.1%
Male	42.2%	47.3%	41.7%	43.5%	42.7%	43.9%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

Over two times as many DSP&S students received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	53.7%	76.3%	49.0%	74.6%	47.8%
Received	19.8%	46.3%	23.7%	51.0%	25.4%	52.2%
*BOG Waiver	19.7%	45.6%	23.5%	50.3%	25.1%	52.0%
*PELL Grant	9.8%	22.8%	9.6%	21.9%	10.4%	20.7%
*Other	5.0%	13.2%	6.4%	15.1%	7.0%	15.4%

Less than one percent of our students were ELL. We served a lower percentage of ELL students when compared to that of the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	0.0%	1.6%	0.3%

One hundred percent of our students were students with disabilities. Our students with disabilities represented approximately 2.3 percent of the Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	0.0%	97.7%	0.0%	97.6%	0.0%
Disabled	2.5%	100.0%	2.3%	100.0%	2.4%	100.0%

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

Typically, those with disabilities make up at least 20% of the general population; therefore, DSP&S ideally should be serving approximately 20% of the student population. However, DSP&S is only serving about 2% of the Citrus College population. This is of great concern to DSP&S and is due to the need for more DSP&S staff as well as the need to hire someone to perform ADD/ADHD evaluations as these students are a growing population who are unable to access outside resources and referrals for evaluation to due transportation and/or financial reasons. Additionally, we have a growing DSP&S population and not enough resources to keep up; therefore, there is an

ongoing minimum two-week waiting list for appointments. This is becoming more of an issue due to the newly implemented compressed calendar and being that we are almost continually seeing students for registration appointments.

DSP&S

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

DSP&S submitted a Faculty Needs Identification Committee (FNIC) request to hire one additional DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments. DSP&S also plans to hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology. Additionally, DSP&S is working on developing curriculum to provide a course on e-text, another course on assistive technology, and a course to provide ADD/ADHD evaluations (similar to DSP&S LD Assessment course).

iv. What programs and services do you feel specifically contribute to student access at your college? Why?

DSP&S requires assistance from all areas of the campus as a means to ensure access to students with disabilities. Some important programs and services include, but are not limited to, Financial Aid because most of our students are eligible for and in need of financial assistance; the Health Center, as many of our students do not have medical insurance and/or need psychological counseling; and EOP&S/CARE, as many of our students qualify as being "educationally disadvantaged" students.

3. 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.

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

DSP&S students had a higher overall degree applicable and Basic Skill ESL course success rate than that of the general Citrus College population. DSP&S students had a similar success rate for Basic Skills English courses as the rest of the campus. However, DSP&S students consistently had a lower success rate in Basic Skills Math courses than the general Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	61.4%	64.0%	66.5%	63.4%	66.8%
Basic Skill ESL	N/A	N/A	63.0%	N/A	68.9%	100.0%
Basic Skills English	60.9%	59.4%	59.8%	58.0%	60.4%	62.6%
Basic Skills Math	47.2%	40.5%	56.1%	44.3%	50.1%	40.6%

DSP&S has a consistent significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted from Fall to spring	58.6%	83.5%	65.6%	79.3%	59.7%	83.8%

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

DSP&S is always concerned with student progress, but our main area of concern is with student progress in math courses. This is especially critical given that the math standards will become more difficult in 2009. Eventually, DSP&S would like to offer math strategies courses to help students succeed in the math courses necessary for an associate's degree and/or transfer to a four-year college or university.

DSP&S

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

Many programs and services on campus specifically contribute to the progress of students with disabilities. Some important programs and services include, but are not limited to, Financial Aid, because most DSP&S students need financial assistance to purchase textbooks; EOP&S/CARE, as many of our students qualify for book vouchers; the College Success (Basic Skills) program, because many of our students place into one or more basic skills course; and Counseling and Advisement, because they provide the SEP for our students.

4. 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.

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

DSP&S students have consistently earned more degrees and are more transfer prepared than the general Citrus College population. DSP&S students tend to earn fewer certificates than the rest of the campus. Additionally, the data reveals a significant decrease in DSP&S students transferring to a 4-year college or university since 2004-05.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	4.7%	2.7%	4.8%	2.8%	6.2%
Certificate	1.5%	0.7%	1.7%	1.4%	1.8%	1.1%
Transferred to 4-Year	4.5%	5.6%	4.5%	3.8%	0.2%	0.0%
Transfer Prepared	5.4%	5.9%	6.0%	7.0%	6.2%	7.3%

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

DSP&S is very concerned with the alarming decline in the number of DSP&S students transferring to 4-year colleges and universities from 2003-04 to 2005-06 and will need to address why this has occurred, although, it does seem to have been the campus trend.

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

Many programs and services on campus specifically contribute to the success of students with disabilities. Some of these important programs and services include, but are not limited to, the Tutoring Center, which provides additional hours of tutoring to students with disabilities, and the Testing Center because many DSP&S students are eligible and utilize testing accommodations.

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

i. What are the SLOs for the program?

DSP&S adapted the version of the SLOs developed by Jerry Rudmann for the Region 8 Community College DSP&S programs. The SLOs are as follows:

SLO 1.1 Communication (Personal Expression and Information Acquisition):

- Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
- Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined

by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.

DSP&S

SLO 1.2 Community, Critical, and Analytical Thinking:

- Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.
- Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.
- Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges' Chancellor's Office and other campus resources to create success in the academic environment.

SLO 1.3 Creative, Critical, and Analytical Thinking:

- Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.

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

The process used to develop student outcomes for the region included three areas of consideration: the college's core competencies, learning outcomes of the college's student services department, and learning outcomes stipulated by the accreditation standards II.B.3.b and II.B.3.d.

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

DSP&S encourages ongoing informal feedback from its students and administers a DSP&S Confidential Student Satisfaction Survey. Also, two DSP&S counselors teach courses aimed at teaching students with disabilities self-advocacy, including discussing and role-playing advocacy interactions, study skills, learning strategies, time management, coping with anxiety, positive self-talk, stress management, goal setting, short-, mid-, and long-term planning, accessing resources, physiological states, and more. Additionally, DSP&S faculty and staff use positive feedback, encouragement, and focus on successful academic experiences (not just negative academic experiences) with their students. Furthermore, DSP&S faculty and staff strive to be positive role models for their students.

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

DSP&S is involved in a DSP&S Region 8 SLO study headed by Jerry Rudmann, Supervisor of Research at Coastline College. The study is designed to ascertain whether particular measures are appropriate for measuring student service departments' contributions to student learning. The study uses various measures (e.g., academic self-efficacy, goal clarity, academic hope, self-regulated learning, optimism, and self-esteem). In addition to the regional study, DSP&S plans to develop and implement its own measures and rubrics for its student learning outcomes.

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

Informal student feedback as well as results from the DSP&S Confidential Student Survey has been used to increase program quality and effectiveness (e.g., improved flow and effectiveness of e-text). Furthermore, DSP&S plans to use updated results from the Region 8 SLO study and from its future developed measures to improve the quality and efficiency of its programs and services.

DSP&S

6. Compliance

Student Eligibility

Students wishing to receive services for a disability must provide documentation from appropriate agencies or certified or licensed professionals outside of DSP&S (see Appendix A for Verification of Disability form). A “student with a disability” is a person enrolled in the college who has a verified impairment, which limits one or more major life activities, and which imposes an educational limitation. If students do not have past documentation, an assessment of learning strengths and weaknesses can be administered to determine if the student qualifies for learning disability services or services for developmentally delayed learners. In some cases, professional observation can be used to verify a disability (e.g., mobility). In other cases, appropriate campus and/or community referrals are given to students who are experiencing a disabling condition (e.g., psychological) requiring verification outside of DSP&S.

Once the students are determined eligible for disability support services, they complete a student educational contract with a DSP&S Counselor. Then appropriate educational accommodations are prescribed based upon the students' educational limitations. Additionally, DSP&S eligible students are encouraged to enroll in DSP&S special courses, as is appropriate. The best way to receive the full benefit of the many services offered is to make an appointment with a counselor in DSP&S. Each semester, the student and counselor review the student's needs and agree on the services and accommodations that DSP&S will provide. This agreement is placed in the student's file and is carefully followed.

Student Services

Services include but are not limited to: [adaptive technology](#), adapted testing, alternate media, Braille, deaf and hard-of-hearing services, equipment loan, e-text, instructor liaison, lab or classroom assistant, note taking supplies, phonic ear, priority registration, reader services, sign language interpreting, specialized academic counseling, student orientation, and tutoring. DSP&S offers several course options. There is the DSP&S 075 Individualized Assessment of Learning Strengths and Weaknesses (1 unit; credit/no credit) for students wishing to participate in the learning disability assessment process. DSP&S also offers a DSP&S 090 Empowerment class (2 units) which is designed to teach students with disabilities what their rights are as students with disabilities and how to advocate for themselves in and outside of the classroom. Furthermore, there is a DSP&S 103L Technical Assistance Lab course (1 unit) designed to help student's access assistive technology in the High Tech Center. This course is also offered as a non-credit class for students who do not require assistance and need to access the High Tech Center on a regular basis. DSP&S also offers a COUN 160 Strategies for College Success course (3 units; CSU/UC Transferable) that is recommended for students with disabilities. All DSP&S special classes are offered each semester.

Regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions, and administrative directives are incorporated into the DSP&S program operations and service delivery via Region 8 meetings, conferences (e.g., CAPED), listserv memberships, DSP&S staff meetings, Counseling Division Counselor and Educational Advisor meetings and workgroups, Students complete a Student Educational Contract (SEC) during their initial appointment with a DSP&S counselor. Once the student is determined to be eligible for DSP&S services, the Counselor signs off on the SEC and initials all the recommended educational accommodations. Prior to registration, students meet with a DSP&S Counselor or the Educational Advisor to complete a Semester Planning Guide. This is a one-semester student educational plan. Students must bring a current Student Educational Plan (SEP) to this appointment. DSP&S students must meet with a DSP&S Counselor annually to update their SECs.

DSP&S

Program Requirements

DSP&S hosts an annual Advisory Committee meeting in the spring. A letter is sent out to all the members requesting agenda items so that the meetings include relevant issues and information affecting DSP&S. In the past, the DSP&S office has always extended an invitation to the vice president of student services and the dean of counseling, as well as Citrus College faculty to attend. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation, one from the San Gabriel Valley Regional Center, and fifteen members from eleven surrounding high schools. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S Educational Advisor participates in off-campus SELPA transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S counselors participate in local high school transition events.

The DSP&S Coordinator possesses a master's degree in psychology with more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the position were exclusively for persons with disabilities.

DSP&S funds three full-time faculty (i.e., the DSP&S coordinator/counselor, one DSP&S counselor, and one learning disability specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). The full-time DSP&S counselor and LD specialist both possess masters-level degrees in related fields of study and the adjunct DSP&S Counselor possesses a doctorate in psychology. All DSP&S faculty have earned more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the positions were exclusively for persons with disabilities. All DSP&S Counselors and the LD Specialist meet the Title 5 minimum qualifications for employment. Additionally, DSP&S employs 4 full-time classified staff (i.e., one educational advisor with Alternate Media duties, one DSP&S instructional lab technician ii, one interpreter coordinator, and one DSP&S specialist). DSP&S also employs one student services assistant, one student aide I, one student aide II, and two student aide IIIs. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

DSP&S

Staffing Patterns – Fall 2007					
#	FTE	Faculty Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	Coordinator/Counselor (M.S. in Psychology; ABD for a dual doctorate in Clinical Psychology and Industrial-Organizational Psychology)	35	100%	
1	1.00	LD Specialist (M.A. in Special Education)	35	100%	
1	1.00	DSP&S Counselor (M.F.T. in Marriage & Family Therapy)	35	100%	
1	.50	DSP&S Counselor, Adjunct (Psy.D. in Clinical Psychology)	17.5	100%	
#	FTE	Classified Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	DSP&S Specialist (Department Secretary)	40	100%	
1	1.00	Educational Advisor with Alternate Media Duties (M.S. in Counseling)	40	100%	
1	1.00	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	.75	Interpreter Specialist	30	100%	
22		On-Call Sign Language Interpreter	Flexible	100%	
1	.50	DSP&S Counselor (Adjunct)	17.5	100%	
1		Student Services Assistant	Flexible	100%	
4		Student Aides	Flexible	100%	
1	.79	Adapted Testing Technician	26	40%	40%
2	1.00	APE Instructors	35		100% College
1	.60	APE Instructional Assistant	24		100% College
0		Alternate Media Specialist (vacant)			

Funding, Expenditures, and Accountability

DSP&S uses its funding to provide support services and instruction to students with disabilities. The type of service(s) and number of contacts provided to each DSP&S student is documented in each student file.

The DSP&S Coordinator's salary is 100% funded by the department's categorical funds. Revenue from DSP&S Special Classes is used for providing support services to students with disabilities.

Each year, the accountant sends a tentative version of the upcoming fiscal year's budget (based on the previous year's ending budget and expenditures) to the DSP&S coordinator. The coordinator reviews the proposed budget and is able to redistribute particular funding categories as deemed appropriate and necessary. The DSP&S coordinator will meet with the accountant regarding redistribution of DSP&S funds.

The DSP&S coordinator prints the End-of-the-Year Report forms from the Chancellor's Office website and completes the DHH Expenditures and the Special Class FTES. Next, the DSP&S Coordinator meets with the accountant in Fiscal Services to complete the DSP&S Expenditures and Other Program Income portions of the report. Next, the DSP&S supervising administrator (dean of counseling) reviews and signs the report. Then, the report goes to the district business manager (V.P. of finance and administrative services) and to the superintendent/president of the college for review and signatures.

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The process for documenting and tracking the DHH allocation funds expenditures and the required college match is documented by the budget code that is used.

DSP&S uses the *Access to Print and Electronic Information* allocation as well as other categorical monies to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities by only purchasing technology that will ensure access to students with disabilities.

Each time a DSP&S counselor, educational advisor, or LD specialist meets with a student, it is recorded on the student contact log in the student file, in the SARS scheduling program, and on the Student Educational Contract (SEC). Then, the DSP&S specialist records each student contact and is able to track which students have met their minimum of four service contacts per year required to receive funding. She then reports this information to MIS (TeC Services). MIS will provide a report to DSP&S and we will review the report to verify if it looks correct.

A clear and concise explanation of the funding formula is highly desirable. It would be nice to have this written explanation available on the Chancellor's Office website.

Other

Other campus departments that DSP&S coordinates with include, but are not limited to: the Counseling and Advisement Center, EOP&S/CARE, CalWORKs, Financial Aid, the Learning Center, the Tutoring Center, the Health Center, Student Affairs, TeC Services (MIS), Security/Campus Police, Admissions, Bookstore, Career/Transfer Center, Cashier, Continuing Education, External Relations, Distance Education, Facilities, Adapted P.E., and Audio Visual. Additionally, DSP&S coordinates with various instructional areas (e.g., math, science, and English). Training on curriculum development for new special courses (e.g., e-text class, assistive technology class, memory strategies class, etc.) would be incredibly helpful in creating more guidance and training for students with disabilities.

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

After the alternate media specialist left DSP&S, the duties of the position were split and distributed among two positions: the 49% educational advisor position was increased to 100% and some of the alternate media specialist position duties were added to the reorganized position. Additionally, the current instructional lab technician II position was reorganized to include the more technical aspects of the alternate media specialist position. The reorganization of the alternate media specialist position has greatly improved student satisfaction with assistive technology (e.g., e-text and Braille) because of the individual contact and follow-up. The reorganization allows for the coordination of production of alternate media with student contact which elicits feedback about the how, when, where, and what in the use of electronic text works.

The DSP&S 075 Individual Assessment of Learning Strengths and Weaknesses course has provided an opportunity to capture funding for students who are assessed but do not qualify for services.

B. What areas need to be addressed more effectively?

Educating faculty on the process for accommodating students with disabilities is critical to ensure students receive classroom accommodations in a timely and efficient manner. In the past, DSP&S has provided Flex Day workshops to address such issues. However, these workshops did not generate much attendance.

DSP&S is in dire need for another DSP&S counselor who not only can provide LD assessments but also provide ADD/ADHD assessments. We are continually referring students out to the community for ADD/ADHD assessment and they almost never return because it is too costly and most of our students do not have insurance. These students are left unassisted to continue suffering academically and personally.

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We are also in critical need of an instructor to teach students how to use assistive technology. There is a tremendous need for the students to have a user friendly, instructional setting in which to explore solutions to their personal learning shortcomings while at the same time learning all of the options available to them.

The Technical Assistance Lab (DSP&S 103L) needs to revamp its curriculum in order to truly benefit students new to assistive technology and for those needing to learn updated assistive technology. Additionally, DSP&S plans to create a DSP&S 085 Basic E-text course and to develop a transferable DSP&S 105 Assistive Technology course that trains students how to use a wide variety of assistive technology (e.g. adaptive software, hardware, and equipment).

Even though the furniture in the campus computer labs is compliant with ADA standards, DSP&S receives numerous complaints from wheelchair-bound students who cannot access monitors and computer keyboards.

The effectiveness and efficiency of DSP&S would be improved if there were weekly meetings between the DSP&S counselors and the educational advisor to discuss students who have a multitude of needs due to their disability(ies).

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

As a result of the aforementioned reorganization of the alternate media specialist position, our in-house system for providing e-text and Braille has developed into a timely and efficient process.

D. Any successful pilot projects implemented by your program

N/A

V. Planning Agenda

New Plans – Evaluate why there are discrepancies in reporting from what DSP&S reports to Tec Services and what Tec Services reports to the Chancellor's Office.

- *Timeline* – Spring 2008
- *Resources Needed* – Banner student information system and collaboration and communication with the Director of TeC Services
- *Person Responsible* – Coordinator of DSP&S and Director of TeC Services

New Plans – Get approval from FNIC to hire one additional full-time DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from faculty outside of DSP&S as well as administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology and to improve student success.

- *Timeline* – Fall 2009
- *Resources Needed* – Approval from administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a Math Strategies course for students with disabilities to improve Basic Skills Math course success rates.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs who offer such a course
- *Person Responsible* – Coordinator of DSP&S in collaboration with the LD Specialists

DSP&S

New Plans – Develop a course on how to use e-text to improve students' effectiveness and success with its use.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course on how to use various type of assistive technology that will be a degree applicable/transferable course to increase awareness and knowledge of assistive technology and its use.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs as well as input from the Computer Science and Information Systems department
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course for providing ADD/ADHD assessments (similar to the course for providing LD assessments)

- *Timeline* – Spring 2008
- *Resources Needed* – Input from other DSP&S programs
- *Person Responsible* – Coordinator of DSP&S

New Plans – Have DSP&S included in the New Faculty Orientations/Workshops to educate faculty on the process for effectively and efficiently accommodating students with disabilities.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from Administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Revamp the curriculum for DSP&S 103L Technical Assistance Lab so that students with disabilities in order to truly benefit students with disabilities that are new to assistive technology and for those needing to learn updated assistive technology.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the TAL Instructor, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Implement weekly meetings between the DSP&S counselors and the DSP&S educational advisor to discuss students who have a multitude of needs due to their disability(ies).

- *Timeline* – Spring 2008
- *Resources Needed* – An agreed upon day and time to maximize attendance and for the DSP&S Specialist to schedule these meetings a semester out.
- *Person Responsible* – Coordinator of DSP&S and DSP&S Specialist

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Finding someone who can come on campus to fix our captioning equipment would be very helpful.
- It would be helpful to have employees from the Audio-Visual, Distance Education (DE) and the TeC Services departments attend training at the High Tech Center Training Unit (HTCTU). This could help bring the campus together to address institutional-wide dilemmas regarding Section 508 compliance.
- DSP&S would like technical assistance from Paul McKinley, the adaptive computer lab instructor/coordinator at Fullerton College. We would like him to assist and help

us to implement appropriate coursework for our Technical Assistance Lab (DSP&S 103L).

DSP&S

B. Are there any laws, regulations, or other requirements that you find problematic in implementing any of these categorical programs to your college?

- N/A

CalWORKs

I. Introduction

The California Work Opportunities and Responsibilities to Kids (CalWORKs) program at Citrus College is responsible for providing support services to students who are recipients of Temporary Assistance to Needy Families (TANF). A primary goal of CalWORKs is to provide students with the educational training necessary to acquire job skills which lead to self sufficiency. CalWORKs provides services such as academic, personal, and career counseling. Students also benefit from case management, on and off campus referrals, child care assistance, work study assistance, job development, and general matriculation guidance. CalWORKs staff also assists students with their GAIN and Department of Social Services paperwork and advocates for students by acting as a liaison between those departments.

To date, 213 students participate in the CalWORKs program at Citrus College. The program is housed in the Lifelong Learning Center, which is also occupied by Non-Credit Matriculation, classrooms, and the Dean of Continuing Education's office. The CalWORKs counselors and educational advisor occupy three offices. The front office space is shared with Non-Credit Matriculation. The CalWORKs staff is comprised of the director of EOP&S/CARE, and CalWORKs, two adjunct counselors, one educational advisor, one secretary, one child development technician, and one student worker. The director of EOP&S/CARE, and CalWORKs, reports to the dean of counseling.

#	CalWORKs Position	Hours Week	Funding Source	
			CalWORKs	Other
1	Director EOP&S/CARE & CalWORKs	40	35%	65%
2	Part-time Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisors	40	100%	
1	Child Development Technician	40	15%	85%
1	Secretary	40	60%	40%
1	Administrative Clerk II	19.5	100%	
1	Student Aide	20	100%	

The CalWORKs department was reorganized in 2004-05 and moved to Counseling Programs & Services under the direction of the director of EOP&S/CARE, and CalWORKs. The new position is dedicated 35% to CalWORKs and 65% to EOP&S/CARE.

CalWORKs has not had a fiscal review.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

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

Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who

successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

CalWORKs

B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

CalWORKs

D. How effective are the programs in enabling success for under-prepared and under-represented students?

Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

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

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

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. Students 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.”*

1. 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 for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Since the 2005-06 school year the CalWORKs director has worked to correct and review all aspects of MIS reporting. Currently, the director works at the initial data input level to correctly report MIS elements. The data is then compiled and prepared by TeC Services and a draft report is created. The director then reviews the draft report with the information that is derived from the CalWORKs database to double check the accuracy of the information to be sent to the Chancellor's Office.

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

Unfortunately, the data sent from the state does not match the in-house CalWORKs data. For the 2005-06 school year, state MIS data shows 280 unduplicated students were served through CalWORKs. This is in contrast to the in-house MIS data which shows 257 students were served during the 2005-06 academic year. For the 2004-05 and 2003-04 school years, Chancellor's Office data shows no students were served. The lack of TeC Services reported students was due to a number of reasons that have since been resolved or are currently being altered to reflect the true number of students served by CalWORKs.

CalWORKs

- C. **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.**

At this point in time, MIS data related to CalWORKs is not accurate. However, since the 2005-06 school year, progress has been made to correct the errors in MIS reporting. One of the first steps was the hiring of Linda Welz, director of information technology, in the fall of 2005 with the directive of identifying and correcting errors to the MIS data that was being sent to the Chancellor's Office. One of her first tasks was to organize an onsite visit by the Chancellor's Office MIS Department. Through training and evaluation a number of issues were identified and a plan of action was established.

In addition, during the 2005-06 academic year the CalWORKs director conducted a thorough evaluation of the database and issues surrounding the reporting of MIS elements to TeC Services. Through these processes the MIS data and reporting has improved immensely. This is evident from the data reported back from the Chancellor's Office beginning with the 2005-06 academic year. The number of participants reported from the Chancellor's Office is just slightly higher than that for the number counted by the Chancellor's Office. As the numbers reported from the state are still not completely accurate, the CalWORKs director will continue to work with the TeC Services Department to correct issues. In addition, continued improvement and evaluation will continue as the college moves from a legacy student information system to a third party system. Implementation of the new student information system began in summer of 2007 and meetings between the director of CalWORKs and the director of TeC Services have continued to identify any potential issues that may arise as the college prepares MIS reporting for 2007-08 academic year.

2. **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.**

- A. **How does the program compare with the total college demographic data?**

Demographic information shows that CalWORKs continues to assist a population that is underrepresented and not considered a "traditional" college student. Data shows that the typical CalWORKs students is over the age of 25, is female, and is receiving both federal and state financial aid. For the 2005-06 academic year, CalWORKs demographics were significantly higher in a number of key areas:

- 71.7% of CalWORKs students were over the age of 25, as compared to 38.3% for the college overall.
- CalWORKs serves a significantly higher proportion of minority students than college overall (82.1% vs. 64.9%)
- CalWORKs serves a significantly higher proportion of female students than the college overall (95.4% vs. 66.4%)
- CalWORKs students received financial aid at a significantly higher rate than the college overall:
 - Received some type of financial aid: CalWORKs, 89.3% vs. the college overall, 35%
 - Received BOG Waiver: CalWORKs, 88.9% vs. the college overall, 35%
 - Received PELL Grant: CalWORKs, 51.8% vs. the college overall, 14%

For years prior to 2005-06 MIS data is unavailable due to errors in reporting that have since been corrected.

CalWORKs

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

An area of major concern pertaining to access of potential CalWORKs students is the philosophy at the state and county level to push welfare recipients directly into employment as opposed to an educational institution. County social workers are encouraged and often rewarded for the number of welfare recipients they send directly into the workforce, as opposed to an educational institution. Unfortunately, this leads to a decrease in referrals from the county level and has a negative impact on potential CalWORKs students having access to obtaining a college degree.

An additional area of concern is recruitment in the community. Due to a limited number of full-time staff, recruitment is negatively impacted. The inability to have a fully-developed and staffed recruitment effort has led to the reliance of the program on referrals from the county level, which is currently in decline.

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

The following initiatives will be developed in the coming year to help improve student access:

- Advocate for potential CalWORKs students with the county to stress the importance and benefit of obtaining a college education before entering the workforce.
- Work to identify current Citrus College students before they are appraised by the county welfare departments Self-Initiated Plan (SIPs) to ensure they are able to continue their educational plan.
- Develop a comprehensive recruitment plan to address improvement of access, promotion of education and collaboration with community organizations.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

The ability of the CalWORKs program to collaborate with EOP&S/CARE on recruitment efforts have helped in dealing with the staffing limitations within the CalWORKs program. EOP&S/CARE staff have established contacts with schools and the community that CalWORKs is able to utilize in an effort to educate the community about its program specific services. The collaborative effort helps to offset decreasing referrals from the county welfare office.

3. 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.

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

MIS data received from the Chancellor's Office indicates CalWORKs students had a lower persistence rate from fall 2005 to spring 2006 when compared to Citrus College students overall. Students within the CalWORKs program had a persistence rate of 50.7% vs. Citrus College students overall who had a persistence rate of 59.7%.

For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

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

Persistence rates of CalWORKs students are a major concern to the overall effectiveness of the program. According to data received from the Chancellor's Office, student progress is only at 50%.

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

Several programs and services are believed to be instrumental in the progress of CalWORKs students. Each program/service is highlighted below:

- Counseling services – CalWORKs students are mandated to have progress and eligibility forms checked off and reviewed each semester by a college counselor. These counseling contacts serve as a way for counselors to work with each student to check on the progress of their educational goal and any difficulties the student is having. The counselor is then able to

refer students who need social, academic, and personal support services to ensure the completion of their educational goal.

- **Intrusive support** – Progress checks are conducted three times a semester to monitor and detect any academic difficulties. Students who report substandard grades are then required to meet with a counselor to discuss difficulties and possible interventions.
- **Child care** – The ability of the CalWORKs program to provide child care for students is a major contributor to student progress. Many CalWORKs students do not have the support at home or the money needed to obtain child care outside of the college. The ability to go to school while their children are being cared for in a state of the art child care facility lessens the student's stress, and contributes to their ability to meet the demands of a college education.

CalWORKs

4. 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.

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

Data received from the Chancellor's Office 2005-06 academic year, shows CalWORKs students were as successful in core basic skills courses (math, English, ESL) as the college population overall. However, CalWORKs students were less likely to be successful in degree applicable courses than the college population overall. Because our students are so disadvantaged, keeping pace with the general student population is a measure of success. For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

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

The majority of CalWORKs students enter Citrus College educationally unprepared. This is evident by the assessment test scores and placement of most CalWORKs students into basic skills courses. The major concern for these students is the successful completion of the basic skills (non-degree applicable) courses to move them into degree applicable coursework. The inability to succeed in these courses may be detrimental a student with fragile self-confidence about their education.

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

Support services such as EOP&S/CARE, DSP&S, Financial Aid, the Learning Center (tutorial services), Counseling and Advisement, and the Career/Transfer Center are integral parts that contribute to the success of CalWORKs students. The ability of CalWORKs faculty and staff to collaborate and refer students to these programs leads to greater student success in academic achievement.

5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families (CalWORKs/TANF) program at the college.

A. What are the SLOs for the program?

In spring 2007, the CalWORKs program developed the following student learning outcome:

- Upon successfully completing the New Student Orientation, students will demonstrate the fulfillment of county requirements and CalWORKs program requirements, resulting in successful compliance of the student contract.

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

The CalWORKs director and counselor attended an SLO writing workshop at the CalWORKs Partnership Summit in November 2006. In addition, the CalWORKs counselor has participated in training and has previous experience in writing SLO's. The process for developing the SLO involved identifying the major components of the CalWORKs program and then selecting the area that needed immediate attention. The CalWORKs department found there was a need to clarify what a student is expected to complete throughout the semester. An orientation was created to instruct/inform students

of the semester requirements; as a result, a new draft of the student contract was produced. The CalWORKs program intends to continue writing and assessing additional SLOs.

CalWORKs

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

New student orientations are held at the beginning of each semester. They are held on different days of the week; one in the morning, and one in the afternoon. The intent is to make them as accessible to students as possible. If a student misses a group orientation, they can reschedule if there are still orientations scheduled. If there are no more group orientations available, students are required to complete a one-on-one orientation with a CalWORKs counselor or educational advisor.

A letter is mailed to the student informing them of the orientation dates and times. They are instructed to call the office to sign-up for an orientation. Phone calls are made to students who have not responded to the letter. Students who come into the office are signed-up for the orientation and given a reminder.

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

Each student has a semester checklist in their file that tracks all of the required contacts and the date the contact was completed. This checklist directly correlates with the student contract. At the end of the semester, the files of the students who attended orientation are pulled and reviewed to determine if the student fulfilled their contract requirements. A completion percentage was determined.

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

It is clear that consistent reminders of contract requirements are needed. A new checklist has been created for the student's use. On the checklist, each required appointment is listed and there are columns indicating whether the contact has been completed, in progress, or needed. This is a form that the student will keep and be reminded about at each visit.

Efforts will be made to have each requirement on the contract assigned to a set time on the semester calendar. In other words, completing SEPs, in the second month of the semester may ensure that more students will be checked for completion. They can be called to set up an appointment. E-mail addresses will be added to student contact information in order to address the problem of not being able to contact our students due to disconnected or wrong phone numbers and frequently address changes.

CalWORKs, EOP&S/CARE are managed by the same director. Several CalWORKs students qualify for EOP&S/CARE; for this reason staff from both programs are working to establish ways to streamline requirements for CARE and CalWORKs participants. Not only does this ensure that there is not a duplication of services, it also services these students more efficiently. The intent is to minimize the amount of appointments and paper work students from both programs must complete and submit. The first CARE/CalWORKs mini conference was held in August 2007.

6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations

Student Eligibility

A. 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.

Students are referred to CalWORKs by the Department of Public Social Services (DPSS). Students also come to CalWORKs as a self-referral. There is consistent communication between CalWORKs staff and service workers through phone calls and faxes. Once eligibility has been determined, academic counseling services such as course selection and development of a SEP is completed in accordance with the student's welfare-to-work plan. The CalWORKs department requires monthly progress reports to ensure that the student is successful. If the student is encountering difficulty, appropriate interventions are offered. The CalWORKs progress report is an effective tool used in

completing the GAIN progress report. Communication with local Department of Social Services case workers is continuous during students' tenure at Citrus College.

CalWORKs

B. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?

Eligibility is determined by receiving a Notice of Action (NOA), a Verification of Benefit (VOB), or a welfare-to-work plan. E-mail or written documentation by the student's GAIN service worker is also acceptable. The documentation must state the amount of cash aid the student receives and must be dated no earlier than two weeks prior to the start of the semester. New students that furnish a welfare-to-work plan must provide a NOA or VOB the following semester. The eligibility document is kept in the student's file and flagged for easy identification.

C. 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.

Students are referred to the Child Care Technician located at the Child Development Center. The Child Care Technician explains the process and assists with completing the necessary forms. The Child Care Technician also maintains a list of child care providers in the area as a referral for students. Due to the limited number of spaces in the Child Development Center, students are placed on a waiting list until space becomes available. Once space is available, the Child Care Technician contacts CalWORKs to verify eligibility and contacts the student to process the appropriate forms. If the student is new to the program, an "intake" appointment is scheduled with CalWORKs to determine eligibility and assess student need. Students with eligibility problems are placed on hold until the issues are resolved. There are no vouchers provided to students. The Child Care Technician and CalWORKs staff track students utilizing the services, complete billing, and maintain copies of eligibility forms. Payment of child care services is not approved until eligibility is approved by the CalWORKs department staff.

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

Student Services

A. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented. (State Budget Act; Education Code)

Case Management:

There are two adjunct counselors and one educational advisor employed in the CalWORKs program. Students receive academic, personal, vocational, and career counseling. Counseling services such as academic probation intervention, study skills, and course planning are provided to the student. The counselors and educational advisor also conduct orientation sessions, assist the student with completion of county paperwork, and provide referrals to on and off campus services that may help the student. Case notes are documented in the student file summarizing what was discussed in the appointment. A checklist in the file also tracks the services the student received.

Work Study:

The CalWORKs team recruits students and assists in finding employment (if eligible) through informative presentations on campus. CalWORKs staff outreaches and collaborates with different departments on campus, such as Financial Aid, Student Employment, and the Child Development Center, to identify students eligible for work study. Work study opportunities are coordinated through the Financial Aid Office and the Student Employment Office. Federal Work Study reimburses 75% of the student's salary on campus and CalWORKs reimburses 25% except in cases where CalWORKs students are not eligible for work study. In those cases, CalWORKs funds 75% of the salary and the particular department the student works for will fund 25%. Work study students are monitored by the administrative clerk. Information such as pay rate, hours

worked, hire date, and end date are entered into Banner, the student management database. A checklist that tracks this information is also in the student's file.

CalWORKs

Job Development:

The CalWORKs job developer/counselor collaborates with other departments on campus to recruit employers to hire CalWORKs students. The job developer outreaches to both employers and potential CalWORKs employees through informative presentations, networking, and advertisements to departments on campus. CalWORKs students also participate in an informal interview by the job developer to provide appropriate job placement based on employment skills and interests. Employers also interview CalWORKs students for employment positions. Job placement is monitored by the job developer to evaluate student's progress and success within the position they obtain. Progress reports are sent to the employer to monitor job performance and professionalism.

Job development workshops such as resume writing and interview techniques will be developed and offered to students. The job developer will coordinate with the Career/Transfer Center and Non-credit Matriculation departments in creating these workshops. Case notes are documented in the student file as well as on a checklist that tracks the services the student received.

B. Describe your college's process for providing case management services. (State Budget Act CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)

Case management is provided by academic counselors. Educational advisors assist with CalWORKs students' case management, when no academic counselor is available. The CalWORKs department conducts an "intake" session to determine eligibility and develop a SEP. Follow-up appointments are conducted to track continuing eligibility, determine student needs, conduct assessments, update the SEP, assist with county and program forms, and provide referrals on and off campus. Academic counselors and educational advisors work collaboratively in tracking student progress by obtaining student's educational history, monitoring progress through the collection of progress reports, conducting follow-up sessions, documenting student files, communicating with county personnel, and updating the database.

Program Requirements

A. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated? (CalWORKs Handbook, Essential Program Elements (g); Organization Section)

The CalWORKs department is under the management of the Director of EOP&S/CARE and CalWORKs. The director reports to the dean of counseling, who is under the leadership of the vice president of student services. Thirty-five percent (35%) of the director position is assigned to CalWORKs.

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

Continued student eligibility is determined each semester by collecting county documents (i.e.: Self-Initiated Plan, Vocational/Post Employment forms, Notice of Action, or Verification of Benefits). The Notice of Action and Verification of Benefits must be dated no earlier than two weeks prior to the start of the semester. In an effort to improve our process, an "eligibility" check form was created and implemented. This form is a work in progress and helps facilitate the eligibility documentation and case management provided to the student. It has also assisted with the collection of MIS data. The CalWORKs counselor meets with the student to develop a SEP in accordance with their welfare-to-work plan. The county sends a "Stop Action" form once the student is no longer eligible to receive benefits. The CalWORKs office coordinates services with the county welfare department by maintaining a cooperative relationship with GAIN and maintaining contact with county representatives. In addition, the CalWORKs department works collaboratively with the Department of Public Social Services (DPSS) by attending monthly meetings to share and

exchange information. Representatives from DPSS and GAIN are invited to attend the monthly LAC-5 meetings, which are hosted by local colleges. Since fall 2006, a representative from GAIN has been available in the CalWORKs department to meet with students on an appointment and drop-in basis.

CalWORKs

Funding, Expenditures and Accountability

A. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students? (*State Budget Act, Education Code, CalWORKs Handbook*)

A continuous effort is made to ensure all students participating in the CalWORKs program are eligible participants receiving cash aid. Appointments are rescheduled if the student has not submitted the proper eligibility document to the CalWORKs department. The Chancellor's Office has strict guidelines for how CalWORKs funds may be spent; for this reason, reference is made to the CalWORKs handbook if there is a question about how the funds may be used. Further clarification is available by speaking directly to the Chancellor's Office staff. In addition, the CalWORKs budget and expenditures are outlined in the yearly program plan, which is reviewed by the Chancellor's Office for final approval.

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

Reference is made to the CalWORKs handbook issued by the Chancellor's Office for permissible matching funds. Also, the Chancellor's Office staff is available for clarification of what may be used for matching funds.

C. Describe the process for developing and approving the CalWORKs Budget and Expenditures.

The Chancellor's Office sends a tentative budget, which is finalized once MIS numbers are reviewed and approved. A final budget is sent and divided into the following areas: CalWORKs program funds, childcare funds, and TANF funds. Monies from these areas are earmarked for certain expenses. Final figures and budget plans are sent to the Chancellor's Office by way of the CalWORKs program plan for the academic year.

D. Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year-end program accounting.

The Year-End Report is compiled by the EOP&S/CARE and CalWORKs director in conjunction with the Citrus College Fiscal Services.

Other:

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

The EOP&S/CARE and CalWORKs departments are under the guidance of the same director. As a result, CalWORKs works closely with EOP&S/CARE in implementing procedures for servicing students participating in both programs. Required forms such as progress reports and SEPs are frequently exchanged between programs, with the student's consent, so that completion of program requirements may be facilitated. Weekly meetings were held in preparation for the first CARE/CalWORKs mini-conference; these meetings will now be held monthly. In addition, the CalWORKs department holds monthly meetings with the director of EOP&S/CARE and CalWORKs. Monthly meetings are held for all staff of EOP&S/CARE and CalWORKs departments throughout the entire year.

As previously mentioned, CalWORKs staff work with the Child Development Center, Financial Aid, and the Student Employment Office in providing services to CalWORKs students. CalWORKs collaborated with the non-credit matriculation in providing basic skills training, job placement information, and study skills resources to CalWORKs students. CalWORKs frequently makes

referrals to other campus offices such as the assessment center for English, reading and math placement; the Disabled Student Programs and Services (DSP&S) for learning disability testing and/or accommodations for students with other types of disabilities; and general counseling for filing various college petitions.

CalWORKs

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

The CalWORKs department has undergone major revisions within the last year that have led to the improvement of the program's structure. Policies and procedures were reviewed, rewritten, and assembled into a manual. The manual is effectively used for training new staff. A specific policy mandates all new students attend an orientation where program and county requirements are discussed. New forms were created to assist students and staff in keeping track of the semester requirements that will be completed. Modified outreach efforts are in place to address the concern of a reduction in student participants. With implementation of the new outreach methods, CalWORKs is experiencing an increase in new students this semester.

The CalWORKs work study component was recently reassigned to a new staff member. This has resulted in the review and improvement of the practices that were currently being used. To date, there are twenty-four CalWORKs students currently employed on campus in a work study position. The target number for the academic year is fifty. The success of this component is largely attributed to the fact that the program is now more visible on campus and departments are aware of the opportunity to participate in hiring work study students. Monthly meetings are scheduled to ensure the lines of communication are open and to address any concerns that may arise. Students are committed to the job and are following up with CalWORKs staff.

B. What areas need to be addressed more effectively?

There is a lack of consistency regarding the information that GAIN service workers tell students concerning the services they may receive while attending school. The overarching problem is that the Department of Public Social Services and GAIN are insisting that students work as opposed to receive an education. Students believe that they must work while attending school so that they may receive the supportive services that GAIN provides. Students are entitled to receive an education and not work as long as they are within their 60-month time limit and are completing their 32-35 hour weekly requirement. CalWORKs endorses academic training to earn a certificate or degree and pursue a career so the student can become self-sufficient. GAIN prefers short-term training that leads to acquiring an entry-level job. There is a cooperative relationship with DPSS and GAIN, but the turnover rate is so large within those departments that long standing relationships are hard to maintain. Furthermore, students are frequently transferred to various GAIN service workers, resulting in an inability to develop a mutual understanding of what each department is trying to accomplish.

There are internal problems within the program that need to be addressed. The most critical at this time is the tracking of data. An ongoing discussion is the review of data collection methods. As changes initiated by the Chancellor's Office are implemented, the CalWORKs database is less capable of capturing the information that is needed. The college recently began using Banner, a new student data management system. CalWORKs is collaborating with TeC Services to ensure that mandatory reporting is accurate and that Banner provides the capabilities that CalWORKs needs.

Once the data tracking ability is resolved, CalWORKs can focus on the retention of students. Evaluations need to be created to pinpoint improvements that may be made so students are fully participating in the program and utilizing all the services available. CalWORKs faces an ongoing challenge: students tend to only request services when they need to turn in documents to their GAIN service worker. Improvements have been made; however; this is a continuous process that needs further attention.

CalWORKs

Many CalWORKs students participate in other programs on campus and may become overwhelmed by the requirements of each program. Considering the nature of the population CalWORKs serves, these students have limited time and find that it is easier not to fully participate in CalWORKs because, at this point, there are no tangible repercussions in place. In an attempt to address this issue, CalWORKs staff is communicating with EOP&S/CARE staff to streamline the services students in both programs receive. The objective is to ease the process of completing program requirements.

Lastly, staffing and space are problematic within the CalWORKs program. CalWORKs currently shares office space with non-credit matriculation. In addition, there is only one full-time staff member working for the program. These two issues affect the services students receive because of the limitations they create.

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

Due to limited staffing and a reliance on part-time staff/faculty in the CalWORKs office, Citrus College has been limited in exploring and initiating innovative practices and services within the program. However, in the coming year the program will be evaluating the effectiveness of its services and will begin to explore possible practices and services that can better assist our students.

D. Any successful pilot projects implemented by your program.

CalWORKs requires that students complete monthly progress reports; this has been in place for over a year. There is discussion in GAIN that would require all CalWORKs programs to adopt this procedure. CalWORKs at Citrus College has been at the forefront with this practice and sees the benefits of requesting this information in the set time frame. Opportunities to intervene sooner are there if a student is experiencing difficulty in a course, which ensures course completion and goal attainment in a timely manner.

In summer 2007, CalWORKs partnered with EOP&S/CARE to offer the first CARE/CalWORKs mini-conference. The mini-conference offered both program orientations, campus speakers, and a workshop on resume writing. There were approximately 70 participants. This was the first step in collaborating with CARE in addressing the needs of students participating in both programs. The second joint conference is scheduled for January 2008.

CalWORKs is developing a system where a student's log of the lab hours they have completed on campus can be printed. This function will greatly improve the tracking of the student's 32-35 hour weekly requirement.

V. Planning Agenda

New Plans – Review current outreach and recruitment strategies and make improvements.

- *Timeline* – spring 2008
- *Resources Needed* – Communication and collaboration between county GAIN workers, community agencies, local high schools, one-stop centers and employment agencies.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, GAIN social workers, Coordinator of High School Relations and Coordinator of External Relations.

New Plans – Develop a student survey to identify the effectiveness of the program and identify student needs.

- *Timeline* – spring 2008
- *Resources Needed* – Development of survey questions that are valid and accurately measure CalWORKs program and services.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Institutional Researcher.

CalWORKs

New Plans – Evaluate the data collection process to ensure accurate MIS reporting and program effectiveness.

- *Timeline* – spring 2008
- *Resources Needed* – Banner student information system, CalWORKs database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Director of TeC Services

New Plans – Increase the number of work-study students and positions.

- *Timeline* – spring 2008
- *Resources Needed* – Development of on/off-campus work-study positions and streamlining of work-study paperwork with Financial Aid Department and Student Employment Office.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors, Director of Financial Aid, Coordinator of Student Employment Office.

New Plans – Collaborate with CARE program to provide efficient services to students participating in both programs.

- *Timeline* – fall 2007
- *Resources Needed* – Development of coordinated events, meetings and communication.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and EOP&S/CARE Coordinator

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate inputting of MIS data
- Training in development of off-site work-study positions
- Further clarification and training in needed documentation of particular MIS elements that are unclear and/or undefined

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Federal regulations mandating 30% of CalWORKs students are participating in work activities. Regulations have led to the State and county to push CalWORKs participants to work activities as opposed to educational attainment.

VII. Supplemental Information (attached)

Please provide copies of the following documents with your self-evaluation.

A. Collegewide Information

1. College Application is only available on-line at:
www.citruscollege.edu/wingspan
2. College Catalog
3. Class Schedule
4. Student Handbook
5. Student Equity Plan
6. Student Services SLOs

B. Credit and Non-Credit Matriculation

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

C. EOP&S/CARE

1. List of what is maintained in an EOP&S and CARE student file
2. Examples of typical counselor entries
3. List of special majors exceeding the 70 unit limit
4. Forms used in EOP&S (i.e. EOP&S application, SEP, and mutual responsibility contract, student eligibility determination, progress monitoring, notifications to students that apply to the EOP&S and CARE programs)
5. EOP&S 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, SEP, student class schedule, CalWORKs progress review, workability agreements)
5. CalWORKs SLOs