

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



MONTEREY PENINSULA COLLEGE

Summary Report

April 3 - 4, 2008

Monterey Peninsula College

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This report represents the findings of the team
that visited Monterey Peninsula College on April 3-4, 2008.

Monterey Peninsula College
Student Services Program Review and Technical Assistance Site Visit
April 3 – 4, 2008

REPORT FROM THE SITE VISIT TEAM

OVERVIEW

The Self-Evaluation prepared by Monterey Peninsula College (MPC) was complete and gave an excellent perspective of both the overall college information as well as the categorical programs.

The campus is in a state of flux with numerous construction projects underway. In November 2002 a local bond measure was approved by the voters to fund \$145 million for improvements to the college. Included in the plans is the construction of a new Student Services building sized to consolidate all the Student Services programs under one roof.

The college serves about 14,000 credit students and 8,500 non-credit students. The student population at Monterey Peninsula College has a greater percent of non-credit students (38% in spring 2006) and part-time students (50%) than the California Community College system. Only 12% of the students at Monterey Peninsula College attend full-time. Approximately 25% of the college's credit students already have a bachelor's degree. Students are served at the Monterey campus, the MPC Education Center at Marina, the MPC Public Safety Training Center at Seaside, or one of the many off-campus locations throughout the district.

The Student Services Program Review Site Visit team consisted of six members and visited the campus April 3 – 4, 2008. The categorical programs visited included California Work Opportunities and Responsibility for Kids (CaWORKs), Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE), and Matriculation (credit and non-credit).

When the team arrived on campus, they met with the Vice President of Student Services, the program directors and a number of other campus staff. The college staff was very accommodating and willing to meet all of the requests for information and interviews. Interviews with key individuals both from the programs as well as others on campus were conducted to obtain further insight as to the integration of the programs on campus.

MPC is very proud of their graduates. Each student who graduates is invited to write a few words to be announced at commencement as they walk across stage. This is usually gratitude to family and faculty/staff.

The college provides a tram service, operated by Security. The tram service has a scheduled route that provides all students with assistance getting around campus. This is a great integration of a service that benefits more than just students with disabilities.

Commendation:

The team commends the college for:

- The tram service that is available to all students.

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

CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITY FOR KIDS (CalWORKs)

The Monterey Peninsula College CalWORKs program serves as the college's single point of entry for all new and continuing CalWORKs students and is currently housed in the Job Center (located in the Student Center). The program staff consists of the Associate Dean of Student Services (10% - who is also responsible for the oversight of the EOPS/CARE and TRIO Programs), an adjunct CalWORKs Counselor, and a part-time Program Specialist/Child Development Center specialist (15%). The program serves between 85-90 students each year, with a current active caseload of 50 students. The program serves a culturally diverse student population and the percentage of Hispanic and African American students is significantly higher than the overall student population. However, the highest percentage of the students served is white non-Hispanic.

The CalWORKs program staff is a highly dedicated group of individuals that extend themselves in order to ensure that students' support services needs are met. This was made quite obvious based on the student feedback that was received. Collaborative efforts with other student support services programs will be enhanced when the program is relocated to the new Student Services building. In addition, this will provide a private office space for the CalWORKs Counselor, thus improving the ability to maintain student confidentiality, which is critical in serving this student population.

STUDENT ACCESS

In addition to her on-site counseling/case management responsibilities, the CalWORKs Counselor provides recruitment/outreach services at the local county's CalWORKs Employment Services (CWES) One-Stop Career Center on a weekly basis, thus increasing student access to the MPC CalWORKs program.

The current CalWORKs brochure and information on MPC's web site does not clearly articulate the CalWORKs supportive services that are available through MPC, as well as their welfare-to-work rights as a CalWORKs recipient.

Commendation:

The team commends the college and CalWORKs program for:

- The Counselor's outreach efforts to increase student access, as well as contributing to collaboration/coordination efforts with CWES staff.

Recommendation:

The team recommends that the college and CalWORKs program:

- Expand the brochure and web site information in order to more effectively communicate services and responsibilities (e.g., the county will pay the required health fee, provide bus pass or mileage reimbursement, pay both on and off-campus child care, etc.).

STUDENT PROGRESS

Opportunities for improvement identified in the Self-Evaluation included increasing student retention and course completion. The CalWORKs Counselor identified student contacts and collaboration with EOPS/CARE staff as methods used for tracking student progress.

The team found that CWES requires CalWORKs students to have each instructor verify attendance/progress via the CWES 123 WTW Activity Verification Record. Students are also

required to record their weekly hours of participation on this form, which must be completed on a monthly basis and submitted to the student's CWES case worker. If the students submitted a copy of the CWES 123 form to the college CalWORKs program, the CalWORKs Counselor could more effectively track/monitor students' progress, thus functioning as a type of "Early Alert System." This would enable the CalWORKs Counselor to provide early interventions/referrals as necessary in order to optimize student retention and success. In addition, this would also allow the CalWORKs Counselor to identify if a student is not meeting CWES required hours of participation, and thus enable the CalWORKs counselor to intervene so that the student is not at risk of being sanctioned.

Recommendation:

The team recommends that the college and CalWORKs program:

- Require that students submit a copy of their CWES 123 form to the college CalWORKs office on a monthly basis.

STUDENT SERVICES

A key component of the community college CalWORKs program is coordination and collaboration with both on and off-campus service providers (e.g., the county welfare department, One Stops, and on-campus programs). The CalWORKs program has established a collaborative and highly effective partnership with both CWES and on-campus programs, including EOPS/CARE, TRIO, DSPS and Women's Re-entry. In addition, the CalWORKs Counselor and CARE Coordinator facilitate weekly workshops for shared student populations that are focused on developing life skills.

The MPC CalWORKs program serves as an exemplary model of program coordination and collaboration at the campus level and community-based level, with both on and off-campus service providers. For example, by utilizing/sharing the same forms, this streamlines the process for students and improves student service delivery (e.g., Agency Certification Form; Application/Intake form). In addition, the weekly life skills group which is co-facilitated by the CalWORKs Counselor and CARE Coordinator is a highly valued program component, based on feedback given by students that were interviewed. The fact that the CARE Coordinator is a licensed clinician is also an asset to their combined efforts.

In addition to providing counseling services, the CalWORKs Counselor is responsible for MIS data entry. Student appointments are made either by the CalWORKs Counselor or program specialist.

The CWES does not provide the MPC CalWORKs program with a copy of the student's SAGE Assessment, which is an evaluation that identifies the student's educational background, learning disabilities, work history and any potential barriers to student success.

The team found that although the CalWORKs Counselor does eventually identify potential barriers to student's success as part of the matriculation process, it could happen earlier. The current Application/Intake Form is used by multiple student services programs, which facilitates the paperwork process for students and sharing of information between programs, but does not provide an adequate initial needs assessment for CalWORKs students.

A psychosocial screening tool may allow potential barriers to be identified in the initial intake process, thus expediting the program's ability to make appropriate referrals as necessary. Areas covered could include basic needs (e.g., housing, food, transportation) and screening for learning and physical disabilities, etc. In addition, identifying if student has a history of legal

problems may assist the CaWORKs Counselor in assessing if the student's educational/career goal is feasible (e.g., Child Development or Administration of Justice majors).

An orientation is provided for CaWORKs and CARE students at the beginning of each semester. In the orientation process, students are made aware of both on and off-campus resources. Students who do not attend the orientation are made aware of these services via individual contact with CaWORKs program staff.

Commendations:

The team commends the college and CaWORKs program for:

- Serving as an exemplary model of program coordination and collaboration with both on and off-campus service providers.
- The joint attendance by the CaWORKs Counselor and CARE Coordinator attending the CaWORKs Region 3 and Region 4 meetings. The fact that the CARE coordinator also attends enhances student service delivery as she is kept informed with regard to CaWORKs regulations, issues, etc., and how they impact students.
- The exemplary job of the CaWORKs Counselor. She provides excellent case management services to the students despite the limited clerical support and less than ideal office conditions.

Recommendations:

The team recommends that the college and CaWORKs program:

- Consider increasing CaWORKs counseling and program specialist staff hours (as funds become available) to improve program service delivery (e.g., increase availability/accessibility of CaWORKs counselor and staff for CaWORKs students). This would also allow expansion of office hours.
- Incorporate a psychosocial screening tool into MPC's Application/Intake process as a way of assessing student needs.
- Provide students with an orientation packet that includes materials (brochures, flyers, etc.) of on and off-campus resources and students' welfare-to-work rights to take with them from orientation. In addition, a reference list of off-campus emergency resources could be included in this packet (listing housing, shelters, legal aid, utility assistance, etc.).

The contact notes in the students' files do not adequately document students' case status (e.g., needs assessment, referrals to on and off-campus providers, tracking of student progress and compliance issues, contact with CWES staff regarding student issues, and follow-up conducted). Based on the CaWORKs Counselor's current caseload and limited schedule, it is understandable that the case notes are not detail-oriented. However, if the program expands, and as more staff is added, sufficient detail/documentation with regard to case management services would be important for effective tracking of student case management needs.

FUNDING, EXPENDITURES AND ACCOUNTABILITY

The team member reviewed the CaWORKs budget and found that CaWORKs funds are being used to pay for a Financial Aid Advisor (10%), Work Study Coordinator (15%), and Child Development Specialist (15%) positions. After discussing this finding with the Associate Dean of Student Services, it was clarified that these positions do not provide any CaWORKs services to students. This is against System Office CaWORKs program funding guidelines.

In addition, CalWORKs/CARE students are currently given a CARE grant to cover additional child care expenses that are not covered through CWES. This includes study-time for CalWORKs students.

Recommendations:

The team recommends that the college and CalWORKs program:

- Adjust the current year (2007-08) CalWORKs budget to remove the three positions identified above in order to comply with System Office CalWORKs program funding guidelines. **(compliance)**
- Re-evaluate the CalWORKs child care funds and use these funds to cover the additional child care expenses instead of using CARE grants. This would allow the CalWORKs child care funds to be fully utilized and the CARE funds could be utilized to meet other student needs.

**SUPPORTIVE SERVICES AND INSTRUCTION
(DISABLED STUDENT PROGRAMS AND SERVICES)**

This is a strong program. There is demonstrated interest by the Associate Dean, faculty, and staff to review new needs, try various outreach and community collaborations, and continually seek improvement in services. On a campus that is undergoing major development and revitalization, there are many opportunities to consider access and efficiency of services. Likewise, during such physical changes, there are many physical challenges for students as they navigate their way into new spaces and temporary buildings.

The program offers support classes for students in business, math, English, as well as a Self Advocacy class, and disability-specific classes such as the Thinking and Reasoning Strategies Lab for ABI, the Auditory Processing Strategies Lab, and Strategies for Success for Attention Deficit Disorder. Students in basic computer classes are encouraged to use the High Tech Center for their support. Likewise, students taking regular English and math classes use the reading, writing and math support classes taught by Supportive Services faculty to increase their levels of success. Students enjoy adapted PE classes and are supported to transition into regular PE classes as their skills increase. There are many referrals from Stanford Medical Center and Mercy Hospital for people with spinal cord injuries to use adapted PE classes. The High Tech Center faculty works closely with the business and IT departments. All the adapted software programs are on the network so license usage is fully integrated throughout the campus.

The faculty and staff in Supportive Services are very knowledgeable, enthusiastic, and respected. The Associate Dean of Student Services, Susan Osorio, is noted to be a visionary leader and an advocate for students, accommodations and services. She follows through and gets things done.

Communication both amongst the Supportive Services staff and between Supportive Services and the rest of the campus is strong and continuous. Integration of Supportive Services faculty throughout campus committees brings high visibility and awareness to accommodation needs and access.

The college supports general mental health needs of students through the Health Services on campus. Recently the program employed a Marriage & Family Therapist counselor to work 16

hours a week with students using Supportive Services. These services are different from those provided to students through the Health Center. The counseling is directly related to disabilities and to strategies that support staying in college.

Supportive Services faculty organizes and provides scholarships for Supportive Services students at the annual Scholarship ceremony. The college's Board of Trustees, president and vice president attend the ceremonies.

The program recently hired an Accommodations Specialist who has added credibility to the process of providing accommodations to students. The general faculty seems to feel there is greater integrity with the process of accommodations with this specifically assigned staff member.

Tutoring is fully integrated, with Supportive Services students using the same tutors as other students on campus, but eligible for extra tutoring if necessary.

Title 5 section 56026 states that test taking facilitation is an approved support service for students with disabilities. Section 504 and Title II of the ADA state, "...benefits and services, to be equally effective...must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs." Proctored testing is an accommodation provided to students who need extra time on tests, a distraction-reduced environment, a location where they may need to use readers or scribes, or a place where they may need to stand to take short breaks etc. It is through this accommodation that students are afforded "equal opportunity to obtain the same result." It is imperative that students who are eligible and require extra time on tests and/or a distraction-reduced environment be provided the necessary space and accommodation. A single room is not usually sufficient as, especially during mid terms and finals, many students require this service. Additionally, students who may require readers or scribes need private rooms so they are not disturbing other students who are using the proctored testing services. A stable and reliable space is important for students during this stressful time.

Section 504 (5) notes that, "A program cannot be considered accessible unless the essential needs of the disabled are met in the facility, e.g., accessible rest rooms, drinking fountains, handicapped designated parking provisions, doors that open with ease, etc." MPC students in wheelchairs cannot easily access the temporary building where Supportive Services has been re-located, nor access the closest available bathroom which is in the gym across the way. This temporary building will be in use for Supportive Services for the next 3-5 years while the new Student Service building is being constructed. Students in wheelchairs cannot access the door because there is no button and it is very heavy; in addition, the door opens outward to the small ramp platform. Once inside the building, turning a large wheelchair around is a challenge and there is only a single office at the back that is large enough for a wheelchair to access. This building is out of compliance with the Americans with Disabilities Act.

Confidentiality in the temporary quarters is difficult. Title 5, section 56008, Student Rights to Privacy states that, "all records maintained by DSPS personnel pertaining to students with disabilities shall be protected from disclosure...." The temporary quarters for Supportive Services do not provide the necessary confidentiality as students meet with their counselors or are tested for learning disabilities. The walls are not sound proof. All LD testing, mental health counseling and support service/disability-related counseling can be heard clearly through the walls. Such lack of privacy for vulnerable students is not acceptable.

Currently LD testing has a waiting list, and it might take up to a semester from the point of identification of a student needing testing to completion of testing. There are only 1.5 counselors available for almost 600 students. There is also a concern as to how these services will be provided (including proctored testing) at the new Marina center.

Commendations:

The team commends the college and Supportive Services (DSPS) program for:

- Providing the mental health counselor assigned to Supportive Services
- Providing scholarship awards for students using Supportive Services
- Hiring of the Accommodations Specialist

Recommendations:

The team recommends that the college and Supportive Services:

- Identify a stable and reliable space for proctored testing.
- Review and make necessary adjustments to provide wheelchair access to Supportive Services offices and to the bathrooms in the gym across from the temporary offices of the Supportive Services. *Government Code 11135(b) (compliance)*
- Review the lack of confidentiality in the current office space for Supportive Services and identify and implement strategies to ensure that students' confidentiality is assured during testing and counseling sessions, etc. until the new Student Services building is completed. *Title 5 section 56008 (compliance)*
- Review the workload and consider hiring additional counselors and LD evaluators.

**EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)**

The EOPS program at Monterey Peninsula College (MPC) served 722 students during 2006-07. The organizational structure indicates that the Associate Dean of Student Services serves as the EOPS Director and also oversees CalWORKs and TRIO. A waiver has been granted for a less than full-time director due to MPC having a full-time EOPS Coordinator/Counselor who is responsible for day-to-day program oversight and operations. There are eleven positions included in Element 2.2 of the EOPS program plan.

The CARE program at MPC served 68 students during 2006-07. Organizationally, there is a CARE Coordinator/EOPS Counselor specifically responsible for CARE program activities and who interfaces on a regular basis with the CalWORKs part-time counselor. There are no positions paid for by the CARE budget.

The EOPS and CARE programs are located in the Humanities Building on the second floor. The office area is extremely small and there is not sufficient room to provide confidential counseling space for all the full-time and hourly counselors. The location of the office is fairly centralized on campus and makes the programs accessible to students and staff on campus.

The MPC EOPS/CARE programs underwent a System Office Operational Program Review in 2003. During that review, the programs received six (6) recommendations to address. Based on information review and interviews by the team, it appears that four of the recommendations

have been sufficiently addressed. There remain two areas that are in continued need of review and remedy. They are as follows:

Recommendation #3: "The team recommends that the EOPS Director and appropriate staff reassess EOPS students' need for "over and above" tutoring services and if the need is verified, develop tutoring services and a system to formally track the participation and effectiveness of its service."

The EOPS program still lacks a structured tracking mechanism for students who are not enrolled in their credit learning center course. Without this tracking, it is still unclear if tutoring services are needed.

Recommendation #5: "The team recommends that the EOPS Director, in coordination with the college faculty and the EOPS staff, implement a progress monitoring system to provide timely and effective intervention for academically at-risk students."

The EOPS program has not developed a progress report monitoring system and has not structured a process to formally identify students at-risk of academic probation during the semester. The "Response to the Recommendation" indicated that the program was going to adopt the College Early Assistance Request process but this has not been found to be successful with early identification of students that are experiencing difficulty.

Recommendation:

The team recommends that the college and EOPS program:

- Review the prior recommendations listed above and re-assess the needs.

COLLEGE-WIDE STUDENT SERVICES INTEGRATION AND COORDINATION

Categorical and student services programs are located throughout the campus and are not in close proximity. This serves as a barrier to service acquisition; lacks ease of access, and can cause poor integration between the service delivery structures. However, many of the programs cross-refer students to the various resources and work to keep lines of communication open; this effort is commendable. EOPS and CARE are doing an outstanding job reaching out to other student support programs to integrate student support services despite the fragmentation of the physical space.

EOPS/CARE and CalWORKs have established weekly meetings to coordinate referral processes, discuss student-related issues, reduce duplicative efforts, and coordinate resource distribution. In addition, the CARE Coordinator and the CalWORKs Counselor are developing better communication with the local county services agency to advocate for CalWORKs/CARE students and have educated the case workers regarding the need to be more flexible and supportive of longer term education goal development and completion. This coordination is exemplary.

The EOPS/CARE programs work very collaboratively and efficiently with the Financial Aid Office. To better serve students, the Financial Aid Director has granted the EOPS/CARE staff access to the financial aid screens so that they are able to provide students with on-the-spot information regarding their financial aid status and questions. In addition, the programs work very closely to avoid over-awarding and reduce the loans taken out by students.

CARE, CalWORKs, and Financial Aid all collaborated on developing a joint form that documents TANF/CalWORKs eligibility for students to submit to county social services. This Agency

Certification Form shows great coordination between programs to meet the needs of both the programs and the students.

The EOPS program plan includes an Element 2.2 form that must be completed for all staff and students who are providing above and beyond services to EOPS/CARE students. The 2007-08 EOPS program plan submitted by MPC includes a 2.2 form for the Financial Aid Director reflecting district contribution. During the course of the review, the team determined that the Financial Aid Director does not currently conduct any activity or support that is 'over and above' for EOPS students. What originally was a unique over and above activity for EOPS by the Financial Aid Director is now available to the general campus population. Therefore, the Financial Aid Director's time is no longer permitted to serve as district contribution towards the EOPS program.

Recommendation:

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

- Remove the Financial Aid Director position from the current year (2007-08) EOPS program plan and budget and submit revisions to the Systems Office for review and approval. (**compliance**)

STUDENT ACCESS

EOPS served 722 students during 2006-07 or about 550 unduplicated students per semester. EOPS has a rolling enrollment process and begins serving students when found eligible; therefore, there is no wait period for students to be accepted into the program. The students served per semester comprise a significant percentage of the full-time student population on campus (which fluctuates between 1200-1400 students).

While enrollment has declined over the past three years for MPC overall, the EOPS headcount has consistently increased. The program is serving above the student cap set by the System Office of 659. In addition, EOPS data indicates that EOPS and CARE serve very diverse student populations and that the percentages of African American and Hispanic students participating in both programs are dramatically higher than the overall student population.

This is extremely commendable; however, the program is located in an extremely small area for the number of students it serves and the comprehensive services it provides. The tight quarters and the volume of students going through the office have led some students to seek counseling support elsewhere. The Associate Dean indicated that there were plans for a new student services building that will house EOPS/CARE along with other student support programs.

The EOPS program also has a "Services Only" category within their structure through which they continue to serve students who are one semester away from graduation or completion although they have met or exceeded the limitations for the program (completed six consecutive semesters without term to term interruption and/or have completed 70 degree applicable units—Title 5, section 56226). The only exception to this limitation is for students who are enrolled in high unit majors as identified by the college EOPS program. After review of the college's program documents and handbook, it appears that the above limitations are not clearly publicized for students.

Students who are no longer eligible for EOPS are still receiving limited services facilitated through the EOPS program and staff. Although it is understandable that the program would like to continue working with students until they have completed their community college goal, the

practice of serving timed-out EOPS students is not permissible and is out of compliance with the EOPS regulations.

MPC has one part-time general counselor, one non-credit ESL counselor, and one EOPS counselor to serve Spanish-speaking students or those with limited English speaking students. This creates a situation on campus in which Spanish-speaking students who may not be EOPS eligible come to the EOPS office causing a strain on already limited resources. Based upon the number of Spanish-speaking students at MPC, it appears that additional resources, including counselors, are needed to sufficiently serve this population. Additional bilingual staff resources would assist the college in achieving its outreach and recruitment goals in the outlying areas and the Latino community. It would also directly facilitate the retention, persistence, and success of these students.

Commendation:

The team commends the college and EOPS program for:

- Continually growing its program in light of declining college numbers. In addition, the EOPS program serves more students than its designated System Office student cap. This demonstrates a commitment by EOPS to serve the target population without any additional funding.

Recommendations:

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

- Participate in reviewing the formulas for program space to account for an increase in the number of students served by the EOPS/CARE program when the allocation of space is conducted. This is especially critical in light of the recruitment efforts focused on local geographical areas and the Latino community.
- Continually evaluate when growth may place the program at risk for not being able to extend the level of support and depth of resources that have contributed to student retention and success of EOPS participants.
- Improve the visibility of the EOPS program limitations and immediately cease the practice of "services only" to timed-out students. (**compliance**)
- Engage in a strategic human resources plan that could lead to the recruitment of staff and faculty with Spanish-speaking capabilities.

STUDENT PROGRESS

EOPS/CARE students unanimously stated that they feel welcomed every time they come into the office. They describe the entire staff to be warm, nurturing, and extremely supportive. In addition, students indicated that they come in and see counselors far beyond the mandatory three counseling contacts. This is due to the counseling staff who students feel are highly available, helpful, inspirational, and encouraging.

Monterey Peninsula College has had a TRIO program on campus for over 20 years providing an array of resources and supports to first-generation and low-income students. This federal grant program has been used to expand the services available to EOPS/CARE students. The TRIO Learning Center, the TRIO Instructional Services and the TRIO College Readiness Program Services have all been blended with EOPS services and have contributed to student success for first-generation college and disadvantaged students. The boundaries with regards to service delivery are quite fluid depending upon the students utilizing the programs.

However, EOPS Title 5 minimum program standards require that the EOPS program specifically provide certain services. Although the services of EOPS and TRIO are blended and EOPS students comprise the highest percentage using TRIO services, the separation of EOPS and TRIO based services must be clearly delineated. Per Title 5, Article 3, Program Standards, EOPS must provide tutoring services, as mandated in section 56238. Although the TRIO program is the designated tutoring service for the EOPS program, the EOPS minimum program standards must still be met or a waiver requested.

The CARE program is required to provide over and above services to CARE students that are not provided to the EOPS general population. One such resource made available to the CARE participants is a meal plan. Students are allocated \$5 a day to use at the campus cafeteria which is operated by a private vendor. The vendor manually records the amount spent by each student by writing in the student meal plan expenditure sheet and "rounding up" to \$5. The actual amount of the student's goods is not tracked; however, the CARE program is reimbursing the full \$5 per transaction. Services, supplies, and resources that are paid for by EOPS/CARE funding must be based on actual costs and expenditures. Payment to this vendor should be based on actual purchases made by each student without rounding.

Commendations:

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

- The EOPS and CARE staffs' outstanding commitment to ensuring a safe, warm and friendly environment where students can receive support.
- The Associate Dean's extraordinary work blending services to maximize the benefit to students by creating a seamless service structure within the programs under his leadership – EOPS, CARE, CalWORKs, and TRIO.

Recommendations:

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

- Seek a waiver from the System Office for EOPS tutoring services since TRIO is providing tutoring to EOPS students. (**compliance**)
- Refrain from issuing payment to the cafeteria vendor utilizing the practice of rounding up to \$5. Payment to the vendor should be based on actual charges of goods purchased by the CARE students. (**compliance**)

STUDENT SUCCESS

EOPS student contacts are all one hour in length providing outstanding student face-to-face contact. It is obvious that the quality of staff, the structure of the contacts, and the duration of time for each contact has had a positive impact on EOPS/CARE students. Students interviewed were aware of the mandatory student contacts and could clearly delineate the activity that is conducted during each of the contacts. Students repeatedly indicated that the educational planning was key to keeping them on track and focused on their educational goals.

The *EOPS Implementing Guidelines* for Title 5 section 56236 indicate that the three mandatory counseling contacts must occur during the course of the semester. The semester begins the first day of classes and ends the last day of finals. The EOPS program conducts its first contact prior to the beginning of the semester primarily to disburse the book vouchers. The program cannot count this as a counseling contact. Therefore, the program is out of compliance.

(System Office note: At the time this site visit was conducted, this finding was a compliance issue. However, subsequent to the visit, the System Office issued guidance effective July 1, 2008, that allows a first counseling contact to occur within the two weeks prior to the beginning of the term. MPC is not required to respond to this issue, but should ensure that the contact that occurs prior to the beginning of the term fulfills the intent of a 'counseling' contact.)

Commendation:

The team commends the college and EOPS/CARE programs for:

- Working with students to ensure that they are well aware of their EOPS requirements and expectations and can identify the benefit of educational planning.

EXEMPLARY PRACTICES

The team would like to identify three commendations that stand out as exemplary practices:

- The interface, case management and service coordination demonstrated by the CARE program Coordinator and the CalWORKs part-time Counselor.
- The EOPS/CARE programs collaboration and efficient working relationships with the Financial Aid Office.
- Collaboration with CalWORKs and Financial Aid to develop the Agency Certification Form.

MATRICULATION

The Self-Evaluation states Matriculation served 13,295 students (duplicate headcount between all services) in 2005-06. The college staff state that even though "the numbers seem robust," they are looking more closely at "what the numbers represent and how this data is identified, collected and reported." Interviews indicated, and the college agrees, that the staff needs to revisit the importance of the Matriculation data elements and matriculation research to make informed planning decisions, and to standardize practices for collecting information to ensure the data is complete and representative.

MPC credit headcount is at about 14,000 students; however, only 2,000-3,000 students are identified as needing matriculation services. Many exemptions to matriculation are made directly from the education goal answers on the application for admission (which is also made available in Spanish). College staff believes that students may know how to answer questions so that their responses will allow them to get around the matriculation process. As a result, MPC is looking at modifying its exemption process to bring more students into the matriculation process.

The college clearly articulates the matriculation process to entering students by mailing a brochure that outlines the steps necessary. The process ensures that each matriculation step is completed before a student can move to the next step. All non-exempt students complete assessment, orientation, and meet with a counselor to file a Student Educational Plan (SEP) before moving to registration to enroll in classes. Students express a desire for more appointment times prior to the start of school.

The college has special matriculation events for concurrently enrolled high school students that include special orientation days at the high schools, and orientation events for MPC's four feeder high schools. High school students complete orientation at this event and register for

their classes in early summer prior to the fall semester and prior to new college student registration. This outreach strategy has been put into place to eliminate the negative impression of some parents and students that MPC is 'just' a community college. Literature is needed and strategies are being discussed to educate the community at large of the advantages, both educationally and economically, of attending MPC.

The college has recently updated its web site and continues to review it for content management and placement. The college's goal is to modify the web site so that students can find what they are looking for quickly and easily understand the information presented.

COLLEGE-WIDE STUDENT SERVICES INTEGRATION AND COORDINATION

Weekly meetings with all student services managers ensure joint problem solving, planning and working together that is a key component for coordinated success. There is a Matriculation Advisory Committee consisting of numerous members of Student Services that have a role in the matriculation process.

There is also a Student Services Advisory Group that includes student services managers and faculty. The purpose of this group is to look at college-wide initiatives and react to them from a student services perspective. The student services deans meet with the Vice President of Student Services regularly. All counselors meet together often (both categorical and general). The Basic Skills Initiative now provides a mechanism that will influence many matriculation components and is becoming a college-wide priority.

The team learned that the annual Student Services retreat, as described in the college's Self-Evaluation, is a wonderful way to build trust and respect for all members of the team, while pursuing college-wide goals.

Working with Instruction, Research & MIS

Student Services is working closely with individual faculty members through the use of Flex days, committees, and typical work week interaction. It is commendable that Student Services is represented throughout the shared governance structure of the college. Faculty members work closely with student services on multiple committees, such as the: Enrollment Advisory Committee, Matriculation Advisory Committee, Student Success Task Force and Basic Skills Assessment, hiring committees, etc.

Counselors are currently assigned to each instructional division and bring back information from the instructional side of the college to student services. The counselor becomes an expert in that division's offerings, and uses the information to assist in advising students and the interaction creates a dialogue between each division and student services.

Commendation:

The team commends the college and Matriculation program for:

- The collaboration and dialogue between instruction and student services.

MIS and Research departments are vital to the success of categorical programs. These two departments are willing to work with Matriculation as needed and are greatly appreciated by the Matriculation Coordinator, who understands the importance of mutual respect to their relationship.

MIS Data Reporting

The current Matriculation Coordinator was unaware of the matriculation data elements until recently. She has obtained a copy of the report being submitted by the college's MIS department to the System Office. She has asked for technical assistance to understand the source of the data elements that are being reported in the college's MIS system, what information should be verified, and how the data can be used to make informed matriculation planning decisions.

The Matriculation Coordinator is unsure if the data in the report is an accurate reflection of the current services being offered. In discussing the coordinator's concerns with Research and MIS staff, they were unaware until recently that the coordinator was unclear of the reporting data and process. Both departments are willing to assist in helping Matriculation staff understand what is being reported and how the data can be used in program planning. The college recognizes this is an area that needs improvement. The Matriculation Coordinator along with the Research and MIS departments are working to clarify data elements, identify data sources, and confirm existing data.

Focus should be made to make data-driven decisions to improve service to students. Attention to disproportionate impact studies can ensure the assessment process is placing students appropriately for them to complete classes and research on matriculation effectiveness re: student course completion, basic skills attainment, and student retention can inform the district-wide commitment to student retention and success.

The Research department asked for district assistance in prioritizing matriculation research needs along with the rest of the district's research priorities. All three areas (Matriculation, Research and MIS) felt that hiring of the new Matriculation Coordinator would help resolve this issue and that individual should be involved in the prioritization process.

Recommendations:

The team recommends that the college and Matriculation program:

- Request technical assistance from the System Office to understand the data elements and matriculation's role in verifying and using the data in planning additional matriculation activities.
- Make district priorities that would increase in-depth matriculation research that ensures matriculation services are assisting students to persist and succeed.
- Review its research agenda and consider hiring additional research staff to meet matriculation research needs.

INTEGRATION OF STUDENT EQUITY AND STRATEGIC PLANNING

The programs reviewed are clearly invested and involved in student equity and strategic planning by holding key roles on college-wide committees. The Matriculation Advisory Committee has representation from the other categorical programs as well as faculty members which will enhance institutional commitment towards coordinating programs for students by including clear stakeholders.

It appears MPC has made a strong commitment to student equity and is using research data to enhance service to underrepresented and underprepared students.

A student services task force has been meeting and recently completed a recommendation involving learning communities that the college is seriously considering adopting. Discussions

have taken place around beginning a "Freshman Year" program that identifies potential participants by reviewing student assessment scores.

STUDENT ACCESS

The proportion of students served by Matriculation are equal to or above those for the total college population in the areas of gender, ethnicity (except white, non-Hispanic and unknown), age (for students 18 to 29), and financial aid recipients. The Self-Evaluation indicates that great strides have been made in access for African American students.

MPC attributes their success in this area directly to the EOPS, Upward Bound and the TRIO programs, which reach out to all underrepresented students. The college is planning to use 'Student Ambassadors' to increase access for students. Student Ambassadors have been identified and are being trained. They will be used to assist with the pre-orientation program at local high schools and in orientation workshops.

A large segment of the college population is over 30 and has already attained a bachelor's degree or a graduate degree. Many are retirees coming back to school to take a few classes or complete a certificate program.

The college is looking at how it can repackage itself to attract populations with unique needs. It is working to better understand specific community needs and develop responses to those needs. Currently, the Enrollment Advisory Committee is working on four priorities:

- Increase the number of African American students
- Increase the number of Latino students
- Expand course offerings to meet the needs of the military and their dependents
- Increase training offered to meet workforce and employer needs

Matriculation is also asking for an outreach support position to support the expansion of the new MPC satellite center in the city of Marina.

Commendation:

The team commends the college and Matriculation program for:

- Providing a Spanish language translation of the application, matriculation information on the web site, the schedule of classes and the catalog, all of which provides material to the growing Latino population at MPC.

STUDENT PROGRESS

The Self-Evaluation contains tables that compare persistence rates for MPC students receiving matriculation services (as reported through MIS to the System Office) to those of the total student body; these data seem to indicate students using matriculation services persist better than MPC's general population. Course completion rates indicate virtually no difference between the general student population and MPC students using matriculation services. The "Getting Started" brochure, which outlines matriculation steps, is provided to all new students. There is discussion about restructuring the schedule of classes so that it mimics the steps to matriculation process to reinforce the concepts in written form.

The non-credit orientation program materials are exemplary and a non-credit ESL counselor has been hired to assist student success in non-credit courses. MPC assists students in academic difficulty by providing a number of programs and services. The Academic Support Center provides study skills support on an on-going basis. Students are also referred to appropriate

services through the use of Early Alert and counselors make class visits and promote counseling services throughout the year. The college is currently discussing strategies to improve follow-up with students and faculty members throughout the year.

STUDENT SUCCESS

It appears no research has been conducted at MPC to compare matriculated student outcomes to those of the general population. Degree, certificate and transfer numbers are displayed in the Self-Evaluation from data provided by the System Office. The numbers of matriculated students completing degrees, certificates and transfer goals are very low in comparison to general population based on the numbers shown. This could be due to the fact that many students come to the college after already completing a degree. When asked about inconsistency in the data, the college indicated that student success outcomes are "unclear until they can confirm the validity of the data."

Matriculation indicates that the college is concerned about students who are not engaged in the matriculation process because they are either not identified as a matriculating student, or are being lost "between steps." The Self-Evaluation states, "Students succeed for a variety of academic and personal reasons." Staff and faculty are said to motivate and support students.

Interviews revealed the college's commitment to balance the importance of the matriculation process and the students' sometimes inaccurate perception of matriculation as a barrier. Ensuring that the value of matriculation is understood by all students as well as making sure the process is clear and easy to navigate and is available in multiple modalities will help diminish this perception.

The college has used research to identify students in academic difficulty and refer these students to appropriate services. The questions surrounding student success and the ties to basic skills have started a college dialogue on why and how students succeed. A variety of programs, activities, resources and services will be developed to promote social and academic integration.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) have been a challenge for some Matriculation areas to complete and have not been fully developed for each component. The Student Services team has been working on them for its last two retreats. However, the only two areas that have written SLOs are Admissions & Records and counseling and they have yet to finish their first cycle. SLOs have not been created for assessment or orientation. There does not appear to be a consistent process or set of activities outlined to ensure that SLOs are created for all the Matriculation components.

Assessments for SLOs that are currently being discussed are student focus groups, surveys and data analysis. The college plans to look at behavioral outcomes, self-assessments, and qualitative data collection, in addition to quantitative assessments. The college indicates that it is not assessing outcomes at this time.

In addition, although the college has no clear written SLO in this area, data has shown that a small number of non-credit ESL students were moving into credit ESL classes. To address this problem, the college has created and implemented a non-credit ESL program and hired a non-credit ESL counselor.

Recommendation:

The team recommends that the college and Matriculation program:

- Establish Matriculation SLOs that are specific and tied to departmental goals, with clear outcomes identified and appropriate assessments applied to each. They should follow a regular cycle to address potential areas of concern.

COMPLIANCE***Student Eligibility***

Matriculation exemptions are clearly defined in MPC board policy 4145. Board policy 4145 complies with Title 3, section 55532. Matriculation exemptions appear in the 2007-08 college catalog on page 10.

Admissions

Instructions for admission and access to both the paper and on-line application are clear, both on the web site and in the college catalog. A section of the web site is dedicated to explaining admission to college in Spanish. The application for admission is also available in Spanish, as are the schedule of classes and the college catalog. The Spanish-speaking population has grown to 11% and MPC is attempting to meet that need.

Orientation

Orientation is available to students in person, by video, on-line and through the new student handbook. Orientation covers matriculation information (steps of matriculation called the STEP program), students' rights & responsibilities, FAQs, the importance of the catalog and schedule of classes, educational programs available, GE requirements for degree and transfer, student services available, registration information, and the importance of counseling.

Orientation is available in multiple modalities; however, MPC feels the "in-person" orientation is not well attended. Students feel they are in information overload after moving from assessment to orientation. The Matriculation Advisory Committee and the coordinator recognize the importance of in-person orientation and a review of current practices has begun.

Non-credit matriculation has created a wonderful process for its ESL students. Students receive one-on-one attention from application through registration. An orientation handbook that explains each step of the process has been created and is being used for non-credit matriculation. Once enrolled, students continue to receive support from counseling. A non-credit counselor has been hired. In one of the first ESL classes a presentation is made on career options. This is followed by an in-depth orientation and Student Education Plans (SEP) created for each student. Future plans include creation of Spanish versions of the new student handbook and moving their orientation session to occur directly after assessment so students have their SEP completed prior to registration. Students also meet ESL faculty early in the process.

Commendation:

The team commends the college and Matriculation program for:

- Its wonderful process for non-credit ESL students.

Recommendation:

The team recommends that the college and Matriculation program:

- Research other colleges' best orientation practices to strengthen its in-person orientation.

Assessment

As indicated by the Self-Evaluation, validation studies for English and ESL writing samples and the CTEP reading assessment instruments have been completed. The college uses assessment instruments from the System Office approved list. Disproportionate impact studies have recently been completed and the college has formed two committees to address recruitment and retention issues, particularly for minority students, as a result of these studies.

The Math department is moving away from its current self assessment process and is adopting a System Office approved assessment instrument (Compass). In addition, the college is moving towards a mandatory assessment process as internal studies have shown that high school and college curricula are not well connected.

MPC is using a number of multiple measures. Various questions are asked during the assessment process concerning each student's previous experience and confidence in taking classes. High school transcripts are reviewed for classes and grades and high school grade point averages are also considered. Finally, for English the college also uses a writing sample. Counselors sometimes administer these measures, but they are usually handled through the assessment process.

Counseling and Advisement

MPC has one general, one EOPS counselor, and one non-credit ESL counselor who speak Spanish. The college also has advisement information on-line in Spanish. Counselors are available four evenings each week and counseling is available during winter and summer. The counseling department assists on-line students using email to answer questions in a timely fashion. Student Educational Plans (SEP) are initiated during the first counseling session after an educational goal is identified, and every matriculated student receives an SEP prior to his/her first registration. General and program counselors meet every Monday to discuss current issues facing counselors, to share updates, changes to program requirements and practices, and to complete training. These meetings ensure that all students are receiving the same information, regardless of which counselor they see.

The college's "on-line advisement" component is terrific. There is a complete series of on-line instructions to complete an on-line SEP and file it with the counseling department. Counseling faculty members are using an electronic degree audit system for vocational certificate programs.

Student Follow-Up

Individual faculty members identify students that need assistance through the Early Alert Program. Computerized reports identify students on probation/dismissal status, undeclared educational goal or major, and an incomplete SEP. Students are given resource information when in academic difficulty and asked to make a counseling appointment.

Probation letters are sent to students once they reach their first level of academic difficulty. The letter informs students that they should consider making an appointment with a counselor to create an academic plan to move from probation to good standing. In addition, the Early Alert Program concentrates on finding students having difficulty early in the process.

Despite these actions, incomplete SEP follow-up is a problem for the college because it does not currently have a mechanism for tracking these students. Students self-identify when a full SEP has not been completed by coming back in subsequent terms for assistance. The college is concerned about the students that do not return for assistance.

Commendation:

The team commends the college and Matriculation program for:

- Taking action early when a student is headed into academic difficulty.

Recommendation:

The team recommends that the college and Matriculation program:

- Consider increasing the use of technology to assist students and staff. Also, consider finding a way to track SEPs in the student computer system. For instance, SARS has an upload process that might be considered that would automate data entry and provide data for state reporting. SARS can also upload other counseling contacts to the college MIS system.

PROGRAM REQUIREMENTS

Coordination & Training

General matriculation processes are discussed at various shared governance committee meetings. Faculty members receive a directory of services available to students annually and new faculty members are provided information regarding matriculation services at their orientation. The Counselor's handbook is a wonderful document that includes all areas of Matriculation, a full explanation of Matriculation's STEP program, a section that lists all student services support programs and services, a section pertinent to counseling needs, an FAQ listing, and all forms used by counselors. It is an outstanding resource and training document. Staff directs students to appropriate counselors and student services departments. Counselors meet weekly to share information and also attend regional transfer workshops and related conferences to stay abreast of the most current issues facing students.

When asked about training of staff, no consistent strategy appears to be used to maintain staff knowledge of matriculation requirements or changes in practice. In recent meetings, matriculation staff has requested a 'back to basics' review to ensure correct matriculation principals are being followed. Eleven staff members are attending the Student Services Conference being held April 9-11, 2008 to obtain a more global view of matriculation.

The current Matriculation plan has some information that seems to be out of date. For instance, the plan refers to a "Learning Inventory Testing Profile" that is used to identify and refer students with learning disabilities, and a reference to "Community Days." The Continuing Student Update form is no longer being used.

Commendation:

The team commends the college and Matriculation program for:

- Developing and maintaining the Counselor's handbook.

Recommendation:

The team recommends the college and Matriculation program:

- Consider updating the matriculation plan on an annual basis.

Research and Evaluation

The Self-Evaluation claims that Matriculation research is a small part of the overall research agenda for the college. The Research department provides access data (Student Equity Report) and retention data.

Recommendation:

As mentioned previously on page 14, the team recommends that the college and Matriculation program:

- Review its research agenda and consider hiring an additional research staff member dedicated to the Matriculation program so it can better meet its state reporting requirements, follow-up requirements, and enhance the opportunity of success for students.

Prerequisites, Co-requisites and Advisories

The local board policy (3015) explains all policies and procedures as they relate to prerequisites, co-requisites and advisories. The policy outlines the challenge process, the curriculum review process, and faculty members' agreement to teach the course as outlined. The college also provided a content review form. The college follows the model district policy outlined by the System Office.

FUNDING, EXPENDITURES AND ACCOUNTABILITY

Matriculation funds are kept separate from unrestricted district funds. The Matriculation budget is managed by the Dean of Student Services and a Business Office staff member is dedicated to categorical program budgets to monitor expenditures. Funding allocations are recommended by the Matriculation Advisory Committee. The college follows state guidelines in managing the budget for Matriculation.

The Matriculation spending plan is in place and updated regularly. Once approved, the plan is shared with the Matriculation Advisory Committee. The district only expends money from this budget as delineated in the Matriculation spending plan. The college is getting ready to work on updating their spending plan in the near future.

Auditors regularly review the Matriculation spending plan and budget expenditures and ensure the district is following State guidelines. The most recent audit showed no findings.

EFFECTIVE PRACTICES & OPPORTUNITIES FOR IMPROVEMENT

Matriculation staff members are dedicated individuals who care about students and provide a welcoming atmosphere for students to achieve their educational goals. Admissions & Records provides students with vital information regarding services in a timely fashion. Assessment and orientation services are coordinated with local high schools and offered at a variety of times and modalities to meet student needs. Counselors offer students their thorough understanding of program opportunities and paths to transfer, and students have many options to enroll in classes (on-line, in-person and by mail).

EXEMPLARY PRACTICES

The team would like to identify three commendations that stand out as exemplary practices:

- Counselors assigned to each division and bring back information from the instructional side of the college to student services. Individual faculty members often contact their counseling colleague for academic advice to assist students. The relationships created using this unique model build a strong bridge between and help integrate instruction and student services.
- The Spanish language translation of the application, matriculation information on the web site, schedule of classes and the catalog.
- The Counselor's handbook.

Successful Pilot Programs

- Non-credit matriculation's wonderful process for its ESL students. This program should be considered as a state model to be shared with other colleges.