

Yuba College

Student Services Review
2006 – 2007

Executive Summary

Disabled Students Programs and Services
Upward Bound
Veterans Affairs

Submitted 6/12/07

Yuba Community College District

**Yuba College
Student Services Review
2006 – 2007**

Executive Summary

Overview

Student Services Review is one of five components of the Yuba Community College District's (YCCD) Institutional Effectiveness Model. Student Services Reviews are periodic formal evaluations designed to bring about systematic improvements and enhancements in Student Services programs and services. The reviews are completed every four years.

Reviews involve the critical self-evaluation of the program or service as well as the use of appropriate internal and external data, including the use of student surveys, to support the evaluation, conclusions, and recommendations. The goal of the reviews is to provide administration and staff with information to help guide program and service decisions by assessing the following:

- Areas that need improvement;
- Curriculum needs, where such apply;
- Staffing needs;
- Priorities for addressing identified facility additions and/or modifications;
- Priorities for addressing identified equipment needs; and
- Student satisfaction with programs and services.

During 2006-2007, the following three (3) Yuba College (including the Clear Lake Campus and the Beale Air Force Base Outreach Operation) programs/services completed a Student Services Review:

- **Disabled Students Programs and Services**
- **Upward Bound**
- **Veterans Affairs**

All Yuba College programs/services completing a Student Services Review did a conscientious job in completing the review. Reviews generally provided relevant information and reasonable recommendations. There seemed to be some confusion as to the date by which these reviews should have been completed. This needs to be clarified in the future.

This Executive Summary, as presented on the following pages, includes a program/service description and current status statement for each program/service, the program's/service's strengths and areas of improvement/future direction, and the recommendations/specific actions that emerged from each review.

Disabled Students Programs and Services

Program Review Committee Members: Jan Ponticelli, Therese Hukill-DeRock
Dean of Program Area: David Farrell

Program Description and Current Status

Disabled Students Programs and Services (DSPS) is designed to equalize educational opportunities for students with disabilities through the provision of academic accommodations and access through auxiliary aids and services. DSPS offers student service support and Learning Disability (LD) assessment, as well as specialized course offerings in General Studies, Assistive Computer Technology (ACT), and Adapted Physical Education (APE).

At present, DSPS has assistance available to students at Yuba College, including the Clear Lake Campus, and at Woodland Community College (WCC). Yuba College has comprehensive services and DSPS regularly oversees and assists programming at Lake. Currently, DSPS is working with Woodland Community College in positioning the college to be self-sufficient in providing DSPS services as the college prepares for accreditation and full college status.

The Lake campus employs a .40 LD Specialist and a .48 classified Instructional Associate. WCC employs a .40 LD Specialist and a full-time Classified Student Services Assistant. Technical assistance is provided by Yuba College in the area of alternate format, sign language interpreting, and assistive technology. Yuba College DSPS manages budgets district-wide for everyday operations. The Yuba College DSPS Director provides oversight responsibility for the district-wide DSPS operation by working collaboratively with campus Deans.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - The program currently offers the following essential courses targeting four areas of DSPS service: learning disabilities evaluation, remediation/strategies for learning and mitigation of disabilities, assistive computer technology, and adapted physical education.
 - The program supports the Yuba College Mission Statement by offering coursework to special populations including students with disabilities. The courses' open enrollment policy acknowledges the marketability of instructional features that can benefit other populations such as ESL, at risk students, lifelong learners, and academically under prepared students.
 - An academic evaluation course is continuously offered at Yuba College, WCC, and the Clear Lake Campus. Program eligibility and determination of academic accommodations adheres to the CCCCO Learning Disabilities Eligibility Model.
 - The coursework under purview of General Studies includes use of progressive delivery of instruction such as lecture outlines, small group learning, technology in the classroom, enhancement via WebCT, and open entry format.

- DSPS has revised three outdated General Studies course outlines within the last year.
- The program collaborates well on an ongoing basis with other student support services.
- DSPS Student Learning Outcomes (SLOs) have been identified.
- **Areas for Improvement/Future Direction**
 - DSPS plans to expand its offering of General Studies coursework at Yuba College and WCC.
 - Plans are in place to continue revising outdated course outlines.
 - DSPS is assessing the need and feasibility of offering instruction in ACT at WCC and the Clear Lake Campus in the near future.
 - DSPS is planning to further develop SLO assessment.
 - DSPS currently is exploring the feasibility of better accuracy for tracking student use in District ACT labs to assist in the determination of future needs.

Staffing

- **Strengths**
 - DSPS faculty and staff work extremely well with each other and are committed to support students with disabilities.
 - DSPS staff is cross-trained to support programming with greater versatility.
 - Staff participates on key District committees.
 - Staff regularly seeks opportunities for continued learning.
- **Areas for Improvement/Future Direction**
 - Skeletal staffing limits services in relation to current student needs
 - District currently has one full-time LD Specialist. Other assignments are staffed by adjuncts, including LD Specialists, counselors, and instructors.
 - District must add full-time faculty at each campus as well as classified positions in technical areas.
 - Communication and coordination between DSPS and CalWORKS LD program, as well as DSPS and APE, need to be increased for improved technical and fiscal accountability.
 - The feasibility of release time to handle and/or assistance with the myriad of non-teaching responsibilities related to APE/DSPS coordination needs to be explored.

Equipment

- **Strengths**
 - The Marysville campus of Yuba College and WCC has small, well-established ACT labs with current versions of software and hardware.
 - APE has new exercise equipment located in Building 2000 on the Marysville campus.
 - The Marysville campus of Yuba College has two electric scooters and an adequate inventory of back support chairs for students with mobility limitations.
 - There is an adequate district-wide inventory of other auxiliary aids for student loan including the following: AlphaSmarts, tape recorders, Franklin Spellers,

personal sound amplification systems, and back-support chairs with ergonomic tables.

- Each campus has a “smart cart” for mobile use of assistive computer technology in classrooms as needed.

- **Areas for Improvement/Future Direction**

- Update computers in District ACT labs in keeping with the District’s Technology Plan recommendation for a three-year replacement cycle.
- Continue to update ACT software programs and hardware within DSPS labs.
- Evaluate space and need for ACT lab on the Clear Lake Campus.
- Coordinate with IT for district-wide accessibility of all computer labs.

Facilities

- **Strengths**

- Building 1800 at Yuba College provides space for test proctoring, a small ACT lab, assessment rooms, student study areas, and staff offices.
- The Adapted Physical Education building on the Marysville campus is new construction housing state-of-the-art exercise machinery in a large, airy classroom.
- ACT labs at Yuba College and Woodland Community College are adequate and efforts are made to keep the software/hardware up-to-date.
- Woodland Community College DSPS operations are located in a section of a newer, quiet building housed with other student support services. The open study/lab area provides a welcome environment for students with specifically constructed test proctoring rooms and office space.

- **Areas for Improvement/Future Direction**

- The DSPS program needs to continue working with IT to ensure accessibility for all computer labs on all campuses.
- Efforts need to be continued in staying current with newest versions of ACT software/hardware to insure accessibility.
- A storage area for mobility aids at Yuba College needs to be built to include security and easy access.
- The number of test proctoring rooms at Yuba College and WCC need to be increased.
- The Clear Lake Campus needs to create test proctoring space to include a distraction-reduced environment and use of ACT.
- Space for an ACT lab on the Clear Lake Campus needs to be identified.

Recommendations/Specific Actions

- Identify need for designated DSPS space for operations (staff offices, ACT lab, instruction, study area, test proctoring) on the Clear Lake Campus.
 - Action: Research viability and develop plan for DSPS expansion with campus Dean.
- Prioritize positions to be hired from both faculty and classified ranks across the District.

- Action: Develop and/or update job descriptions. Submit hiring requests to appropriate committee for approval and ranking. Consideration needs to be given to hiring a full-time LD Specialist/Coordinator at the Clear Lake Campus.
- Infuse DSPS into expansion of General Studies curriculum to address growing numbers of under prepared students as well as special populations.
 - Action: Coordinate with College Success Center (CSC), Academic Preparation and Retention Committee (APRC), and faculty to develop plan for expanding General Studies offerings. Revise outdated course outlines.
- Increase number of students served at the Clear Lake Campus and offer specialized courses for the generation of revenue to be used in building DSPS.
 - Action: Work with the Campus Dean to determine how to best meet the needs of an increased number of students.
- Expand LD Screening to include “at risk” students enrolled in lower level coursework and/or on Level 1 Probation.
 - Action: Coordinate with the Counseling Department for purposes of LD screening and academic accommodation support. Coordinate with College Success Center for LD in-service workshops and screenings.
- Continue self-evaluation per campus for programming and facilities needs to include space for ACT, test proctoring, instruction, and equipment storage for purposes of yearly program review updates and fiscal planning.
 - Action: Agendize this as discussion for district-wide staff meetings. Collaborate with the Office of Institutional Effectiveness for the further development/revision of a student satisfaction survey.
- Generate interest in revitalization of Advisory Committee for Yuba College (Yuba-Sutter).
 - Action: Contact participants of Disability Awareness Day (Fall 2006) with a request to complete a survey to determine interest. Compile results of survey and determine community and institutional needs/interest in developing plan for Advisory Committee meetings.
- Review and revise current DSPS policies and procedures for programming.
 - Action: Form a subcommittee of staff and faculty to review current status of existing policies and procedures. Research current student and faculty handbooks used in the field for best practices. Assign initial draft responsibilities by staff technical areas of expertise.
- Reorganize to place full-time APE instructor under the purview of DSPS for technical and fiscal accountability.
 - Action: Initiate discussion and review of current load of full time APE instructor with Dean of Health and Physical Education. Transition cost of full time APE faculty back to APE budget.
- Expand APE programming to generate additional revenue for operational costs.
 - Action: Work with appropriate administrators to achieve desired outcomes.

Upward Bound

Program Review Committee Members: Raminder Bains, Bobby Gosal, Rita Ordiway, Sandeep Pannu, Kristen VanSambeek, Melissa Xiong and Upward Bound Program Student Representatives (through surveys)

Director of Program Area: Yvette Santana-Soto

Dean of Program Area: Dr. Marisela Arce

Program Description and Current Status

Yuba College Upward Bound (UB) serves 70 participants selected from Wheatland High School, Sutter High School, East Nicholas High School, Live Oak High School, River Valley High School, Colusa High School, Williams High School, and Maxwell High School. As mandated by Congress, these 70 participants must have completed the 8th grade, be between the ages of 13 and 19, and have a need for academic support in order to pursue a program of postsecondary education. All of the 70 students must be either from low-income families or be potential first-generation college students. Congress also requires that two-thirds of the 70 participants be both low-income and potential first-generation college students. The remaining one-third must be either low-income or potential first-generation college students. Students are selected based on recommendations from local educators, social workers, clergy, or other interested parties.

UB provides participants with a six-week summer instructional component that is designed to simulate a college going experience, an academic year component, and a summer bridge component for those UB participants who have graduated from secondary school and intend to enroll in an institution of higher education in the fall term.

All three (3) UB components provide at least two (2) of the following services per week: academic instruction in laboratory sciences, composition, literature, foreign languages, and other subjects necessary for success in education beyond high school.

In addition, all three (3) UB components support weekly tutoring, counseling, mentoring, cultural enrichment, and work-study programs. Opportunities include academic, financial, or personal counseling; exposure to academic programs and cultural events; tutorial services; mentoring programs; information on postsecondary education opportunities; assistance in completing college entrance and financial aid applications; assistance in preparing for college entrance exams; and work-study positions to expose participants to careers requiring a postsecondary degree.

A full-time administrator oversees the operation of Upward Bound at Yuba College. The UB Program employs four (4) full-time employees (two of whom are part-time Upward Bound employees with the other part of their time being devoted to Student Support Services). Two full-time employees, the UB Specialist and UB Learning Specialist, provide participants with all the UB required program services that include attending high school open houses and college nights for purposes of disseminating UB information, participating in applicant interviews, administering and interpreting all assessment instruments, developing an Individual Educational Plan (IEP) with each participant within 30 days of admittance, reviewing that IEP with participants and their parents, discussing progress with each participant on a quarterly basis and making necessary plan modifications, producing monthly and summer lists of stipend recipients,

ensuring each participant receives services required to achieve IEP goals, designing and implementing the weekly tutoring sessions and workshops, coordinating and planning educational field trips, collecting and reviewing tutor logs and tutor progress reports on each participant, providing activities that assist parents of UB participants to understand the program and the requirements for successful school completion, collecting data, and maintaining complete participant files. They also assist in designing and implementing the three (3) UB academic components, including providing curriculum for weekly tutoring sessions and Saturday enrichment activities, monitoring workshops, and collecting quarterly high school grade reports for each participant and assisting in the planning, organizing, and conducting of activities that will increase the attendance of UB participants and parents. An additional duty that only the UB Learning Specialist performs is administering and monitoring the tutorial component. There is one (1) Secretary position and one (1) Accounting Assistant position. The Secretary conducts all general office duties. The Accounting Assistant manages the data tracking process, analyzes data, generates reports, presents results from reports, makes recommendations based on data analysis, and completes the accounting transactions for the budget.

Program Analysis

Program Direction

- **Strengths**
 - The program currently offers academic and educational support to assist educationally and economically disadvantaged high school students to graduate from high school, enroll in college, and develop the skills to graduate from college.
 - The program has a high secondary school graduation rate.
 - The program has high postsecondary enrollment rates for graduating seniors.
- **Areas of Improvement/Future Direction**
 - The program needs to have a stronger family component to elicit parental support for participant educational endeavors.
 - The program needs to focus more on the local high schools.

Staffing

- **Strengths**
 - The program employs personnel who are from similar backgrounds as program participants, as dictated by Congress in the federal regulations.
 - The program employs knowledgeable staff.
- **Areas of Improvement/Future Direction**
 - The program needs an Alumni Coordinator.
 - The program needs a Parent Coordinator.

Equipment

- **Strengths**
 - Each program staff has their own computer and printer.
 - The program has its own server to permit T Drive accessibility on shared files.

- The program has a Scantron to expedite the handling of and access to participant information.
- The program has a student computer lab.
- **Areas of Improvement/Future Direction**
 - Program staff that serve in the high schools should have a laptop and portable printer.

Facilities

- **Strengths**
 - Program staff have offices.
 - The program has a storage space.
 - The program has an office/area for participant use during the intensive Six-Week Summer Academic Program on campus
- **Areas of Improvement/Future Direction**
 - One full-time Program Specialist does not have an office, but sees program participants in the general office/receptionist area.
 - Program facilities for Upward Bound are shared with two (2) other programs, thus for each program, both the capacity and diversity of use are limited.

Recommendations/Specific Actions

- Develop a new course to address new technologies impacting the program. Upward Bound should concentrate program recruitment efforts on the local high schools in the Yuba-Sutter County area.
 - Action: Meet with local high school counseling staff and teachers. Participate in high school monthly staff meetings.
- The Upward Bound program should begin a concentrated effort to create a strong parent component to the program.
 - Action: In September of the Fall Semester, conduct a parent meeting at each of the high schools to introduce the program and its purpose/goals. After the September orientation, begin Parent Committees to solicit and encourage parental involvement in the program.
- Develop an online introductory course. Train and expose program participants and their parents on the benefits and successes of online courses.
 - Action: Offer this exposure at one of the monthly program parent workshops and participant workshops.
- Provide additional computer labs for student use.
 - Action: Working with administration, identify possibilities for additional lab space.

Veterans Affairs

Program Review Committee Members: Maureen Smith

Dean of Program Area: Dr. David Farrell

Program Description and Current Status

The YCCD Veterans Affairs Office (VAO) provides the mandated certification for qualified veterans and eligible dependents enrolled in YCCD classes. The VAO supports all sites within the District. Approximately 600 veterans/dependents are served each academic year. During the most recent three-year cycle (2004-2006) the total education benefits that were paid amounted to \$1,447,636. This is based on an enrollment into 28,428 total units, which generated \$609,620 in college funding based on FTES.

Additionally, the VAO assures that YCCD is in compliance with all Federal VA regulations to insure that the District does not incur fines or penalties. The program goes through an annual audit by the VA.

The program is staffed by a 32 hour per week Veterans Affairs Technician, supplemented by VA work-study students.

Program Analysis

Program Direction

- **Strengths**
 - The program is well organized.
 - The VA Technician is very knowledgeable of VA regulations.
 - The program routinely receives clean VA audits and complimentary remarks from auditors.

- **Areas for Improvement/Future Direction**
 - The program relies totally on VA work-study students at the Woodland and Lake campuses. For the most part, the VA work-study students are more mature and possess better work habits than the average work-study student. Additionally, there is no cost to the District. However, the VA support for work-study students has been steadily declining, and there is the real possibility that we could lose all funding in the near future. The current staffing situation limits any substantive outreach/recruitment efforts targeted at veterans and eligible dependents.
 - The most significant issue on the horizon is the pending end of the Iraq War, which will result in a significant number of veterans returning to the states and seeking educational opportunities. The potential workload could overwhelm staff.
 - VA students need Student Educational Plans (SEPS). These plans have to be absolutely correct if the VA student is to receive benefits. Typically, both new VA students and continuing students seek counseling support during the peak

advising periods for all other incoming students. This presents challenges for the Counseling department.

Staffing

- **Strengths**
 - The program employs a knowledgeable and experienced VA Technician.
- **Areas for Improvement/Future Direction**
 - VA students at Woodland Community College and the Clear Lake Campus do not get the same level of service that is provided at Yuba College in Marysville. When the number of VA-eligible students begin to increase significantly due to the wind down of the Iraq War, and/or when the VA funding support for work study-students declines or is eliminated all together, the District will have to provide staff support at Woodland and Lake, and increase the Marysville position to full-time.

Equipment

- **Strengths**
 - The program requires minimal equipment
- **Areas for Improvement/Future Direction**
 - Computer upgrades should be completed, as required.

Facilities

- **Strengths**
 - The VA Technician has a private office and access to other private offices in the DSPS building at Marysville. There is adequate room for confidential VA files.
- **Areas for Improvement/Future Direction**
 - Sharing the building with DSPS has presented some challenges. Relocating to Building 100B would be a preferable long-term solution, if suitable space could be identified. Minimal facilities are available at Woodland and Lake. Should staffing be increased at either site, adequate facilities would have to be provided.

Recommendations/Specific Actions

- Create at a minimum a half-time position, perhaps combined with a half-time position in another Student Service area at the Woodland campus to be “ahead of the curve” of returning Iraq War Vets, and to begin to do some aggressive outreach into the community. This would also free up the Marysville technician to be able to do more outreach.
 - Action: Work with Woodland administrators to include this position in the college’s future staffing plans.