

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



**CHABOT COLLEGE**

**Summary Report**

**February 28-29, 2008**

**Chabot College**  
**Student Services Program Review and Technical Assistance Site Visit**  
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**REPORT FROM THE SITE VISIT TEAM**

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Overview

A seven member Student Services review team visited Chabot College on February 28-29, 2008 to evaluate the college's student services categorical programs – CalWORKs (California Work Opportunities and Responsibility for Kids), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), Credit Matriculation, and Noncredit Matriculation as well as college-wide student services integration and coordination. ~~The team was greeted by the staff and administrators of the appropriate areas to be reviewed.~~

The site visit in general was a positive one. The college is undergoing changes in its facilities. The new Student Services and Community Services building is expected to open in 2009. The student services programs and services are scheduled to move into this new facility, with the exception of the Disabled Students Services and Program (DSP&S).

**Summary of General Commendations**

The team was impressed with a number of programs, activities and services observed during the site visit. The team wishes to commend Chabot College overall for the following:

1. Parts of the student services operation have the opportunity of a "one-stop" concept to better and more effectively serve students.
2. The college's Matriculation Plan is openly visible and posted for students to have access to and read for understanding of the process. It is located in the student services building in a large display case near the Counseling and Matriculation offices.
3. The college provides a Quick Access Counselor booth, as you enter the Counseling Center, for students needing quick questions answered.
4. The college provides outside peer advising in the campus quad area.
5. The Student Services staff works well together as a team and the administrative staff represents a long history of student services background.

Within the body of the site visit report, commendations specific to each categorical program are clearly identified and acknowledged in its respective section.

The CalWORKs students are typically referred to the campus by the Alameda County Social Services Agency. The CalWORKs program is part of a partnership group with other local community colleges and the Alameda County Social Service Agency. The other community colleges in the partnership include Chabot's sister college, Las Positas College, and the four colleges in the Peralta Community College District: College of Alameda, Berkeley City College, Laney College and Merritt College. In addition, the CalWORKs program has a great working relationship with the Hayward Social Service Agency.

The CalWORKs files are organized and meet all of the requirements for eligibility and more. The files reviewed included a Welfare-to-Work (WTW) Plan or Notice of Action as acceptable eligibility documentation. The files also included printouts of the CalWIN screens; however, these screens do not indicate that the parent and child are receiving cash-aid. The program has created a new "Student Eligibility Update" form to be used for the first time this semester to verify eligibility. According to the college's CalWORKs program plan and its self-evaluation this form will be used in addition to several other forms to verify eligibility.

The team observed several effective practices in the CalWORKs program at Chabot College.

**Commendations:**

1. The team commends the CalWORKs program for their involvement in the partnership group coordinated with the local community colleges and the Alameda County Social Services Agency.
2. The team commends the CalWORKs program for the eligibility form to verify cash-aid that they have developed with the other colleges and the Alameda County Social Services Agency.
3. The team commends the CalWORKs Program for working with the Hayward Social Service Agency to have a representative from the agency come, pick up and return the students' eligibility forms.
4. The team commends the CalWORKs Academic Follow-up Report. The report clearly shows how many units students are enrolled in, completed, their cumulative GPA, Student Academic Progress, Academic Standing, and forms received for the student files.
5. The team commends the CalWORKs program for their work-study program which is well organized and a model program.

**General Comments**

The CalWORKs Coordinator also oversees EOPS and CARE. As she works with all three programs, she is cognizant of her time and maintains records for how she spends her time in each of the program areas. She has a specific day and time dedicated to CalWORKs. However, there are concerns about how she uses this time and whether this is effective. For instance, if she works on CalWORKs issues at some other time during the week other than her specified CalWORKs time, she subtracts that time from her dedicated day of activity for CalWORKs to work on EOPS/CARE issues. It was also noted that none of the staff in the CalWORKs program is full-time.

## DSP&S

The role and function of Disabled Student Programs and Services (DSP&S) at all community college campuses is to fulfill Title 5 Guidelines and regulations in equalizing the educational opportunities for disabled students. Chabot College has not only met that obligation but has exceeded the requirements on behalf of their students. The Director of the program attends twice monthly meetings with the Dean of Special Programs and other coordinators of categorical programs and other support services. These meetings provide strong connections that benefit students in their accessing all student services. All DSP&S staff and students interviewed commented on the connectedness of student support services at Chabot College.

The Director/Counselor of the DSP&S program works closely with the referral agencies to recruit new students and coordinate the student's college plan with the agency plan for their client. These strong working relationships are enhanced by the DSP&S Advisory Committee, which meets each semester. Student retention is a major staff concern and is addressed collectively.

The DSP&S program at Chabot College utilizes the eligibility model found in Title 5, section 56006. The team reviewed random student files and found them to be accurate, up-to-date and meeting the requirements of the regulations. One staff person has as part of her assignment the responsibility of incorporating all materials from counselors and verifying agencies into the student files using this model.

The team found no compliance concerns either in services provided, record keeping or budget management. The Director/Counselor has implemented the regulations and guidelines for the DSP&S program in an efficient practical manner.

The first contact made in the DSP&S Center is the receptionist who greets visitors. She is also a disabled student. The program uses student workers with disabilities in this position to provide them work training but also to enhance the message to other students with disabilities that "this is your center". The responsibility for training the students is clearly defined and structured.

The DSP&S Center is open from 8:00 a.m. to 7:45 p.m., with a counselor available until 7:00 p.m., Monday, Tuesday and Wednesday. This provides evening students with the opportunity to arrange services when they are on campus. This is an excellent practice.

The materials provided by DSP&S on long term planning and the existing policies coincide with information gained in interviewing students and staff. No gaps or inconsistencies were found.

The physical accessibility of the Chabot campus is another recruitment tool. The flat campus laid out in a circular fashion with the DSP&S building centrally located delivers a welcoming message to students.

Chabot College served over 700 disabled students during the 2006-07 year. This is a reflection of the DSP&S staff supporting an environment where students believe they will have the opportunity to be supported in their efforts to be successful.

## EOPS/CARE

The team member assigned to reviewing the EOPS/CARE Program at Chabot interviewed EOPS and CARE students and staff (Dean of Students/EOPS Director, EOPS Coordinator, EOPS Counselors, Counselor Assistant II, Student Services Assistant, and the Clerk III.

The programs are well served by committed and dedicated staff and faculty. Two of the classified staff have worked in EOPS for well over 15 years and have become proficient and extremely skillful in meeting the needs of the program, providing accurate and appropriate record keeping, and meeting the ongoing needs of the students and the college. The sole clerical support staff for the programs has assumed a major role in facilitating the intake for CARE students and seeing that records are maintained properly.

The EOPS/CARE programs have been centralized under the management efforts of the Dean of Special Programs/EOPS Director who assumes the responsibility of the programs and supervises the staff. He also has a number of other significant programs within his responsibility. The day-to-day oversight and coordination of all program components and determination of compliance is provided by a full-time faculty coordinator who also provides 10 hours per week of hourly EOPS counseling as an overload assignment. However, with the current union contracts, this faculty/coordinator position is unable to formally supervise classified and/or faculty (instruction or counselor) staff.

The Coordinator has developed many of the procedures and processes that are currently in effect to meet the Title 5 requirements, such as developing and implementing recordkeeping for files and records, and committing to developing comprehensive counseling activities and support services. She is also very involved with budget development, record maintenance, and resolving fiscal accounting issues.

Program staff keep extremely detailed student records, utilizing the Banner system with amendments that provide a thorough summary of each student's progress, units completed, GPA, and more. The MIS reporting is comprehensive and accurate. The EOPS Counselor Assistant II has assumed the responsibility for monitoring and maintaining accurate records maintaining updates of counseling contacts, and follows up with students as necessary for retention.

The Student Services Assistant is responsible for seeing that student records are properly maintained, assisting students with class selection, following up with student Mutual Responsibility Contracts, distributing book vouchers, monitoring satisfactory progress, and implementing EOPS orientation and retention services. He is also the primary recruiter for the EOPS program and facilitates the annual Summer Readiness Program.

The College Clerk III has assumed the responsibility for seeing that counseling appointments are scheduled through the Student Accountability and Record System (SARS) program, counseling records are kept up-to-date and students are followed up with as necessary. In addition, she assumes a major role of collecting the documentation for CARE students including welfare benefits and eligibility, and assisting with various workshops.

Students apply for the program on an ongoing basis and are accepted as the program has vacancies. There have been efforts to maintain the student numbers within the "cap" as determined by the state System office. Outreach is provided in local feeder high schools, community based agencies, and the County Department of Social Services.

Chabot Response  
due end of August

Recommendations:

- 6. The team recommends that the college update the EOPS Program Plan to accurately reflect the time assignment of the EOPS Director and that the amount of district contribution reported at year end reflect this lower percentage. (Compliance)
- 7. The team recommends that the program oversight, supervision, and budget issues be reviewed and staffing adjustments be made to provide additional appropriate management level personnel to supervise and enhance support program efforts, as well as additional classified staff for accounting functions.
- 8. The team recommends that the EOPS program be included in college discussions for the use of the Basic Skills funds.
- 9. The team recommends that the CARE program be evaluated for additional needs and services to support students with exceptional needs, over and above what is currently provided for all EOPS and CalWORKs students. (Compliance)

Team meeting  
2014  
end of month

~~DD~~

Report 2 weeks  
Sarah

visible and easily approachable on campus, students would immediately recognize them from a previous high school visit.

The following practices related to matriculation appear to be positive, innovative and effective: Early Decision, spring Mega-Day Program, pre-fall Gladiator Day, use of counselors at the front desk, IT practices, and Accuplacer.

The planning ideas related to matriculation appear to be thoughtful and promising: technology advances related to online orientation (e.g. use of flash and video), systematic training of staff regarding matriculation data gathering and reporting, and overall understanding.

**Commendations:**

- 13. The team commends the program for their dedicated staff.
- 14. The team commends the collaboration between Counseling, Student Services IT staff and the Research Office.
- 15. The team commends the college for continuing to support and empower the efforts of the Research Office, as well as find new and creative ways to inform the campus community of what the office has to offer.
- 16. The team commends the college and matriculation program for the Peer Advisors.

**General Comments**

Yes  
While the addition of Intervention Advisors appears to be responsive to student needs, the organizational alignment of these positions (Counseling vs. Admissions and Records) is questionable in relation to the implementation of the online retention forms (which go to Intervention Advisors) and online midterm progress reports (which go to Counseling). While student follow-up efforts have been enhanced in recent years (e.g. Intervention Advisors), it continues to be important to study and assess the organizational alignment and effectiveness of all retention efforts.

The team found it refreshing to listen to and interact with Puente and Daraja faculty and coordinators. They have the creative insight to continue to serve as the model programs for the state. The team recommends that the college continue to support both Puente and Daraja especially in curriculum development.

Springboard and Integrated Math Sciences (IMS) is a great program for students. The college should find a way to get faculty buy-in across the curriculum to enhance knowledge and interest in learning communities. Data shows that learning communities increase student success "retention" and persistence.

It appears that the college is still in the process of fine-tuning its student learning outcomes for matriculation.

As the campus moves towards mandatory assessment, there will be a greater need for additional staff in the Assessment Center. The college could cross train several student service personnel and allocate a small percentage of their work schedule towards assessment and give them specific hours to work in the center. Counseling could continue to review their student

from faculty and students. The college may want to consider having an instructional faculty chair this committee.

While the College is moving forward in filling the leadership void in Student Life, it will be important to have the necessary conversations about the critical role that student development has at Chabot.

**Recommendations:**

10. The team recommends that the College fund a full-time, permanent matriculation coordinator and a budget to provide necessary leadership, coordination, alignment and development of an ongoing research agenda related to matriculation given changing organizational, accountability and institutional climate and ever-changing student make-up.
11. The team recommends that the College develop systems and procedures to check the accuracy of non-credit data.
12. The team recommends that the College continues to work on student learning outcomes for matriculation. In addition, the college should consider developing separate on-line and on-site student learning outcomes.
13. The team recommends that the College consider providing extensive MIS staff training for matriculation areas and coordinate one central location to enter information, and consider a master schedule and coordination of policies and procedures regarding matriculation and data collection, entry and reporting.