



# DOCUMENT ANALYSIS AND WEB SCAN FOR EQUITY-MINDED AND CULTURALLY INCLUSIVE PRACTICES

By the Center for Urban Education

This document outlines the findings of the Center for Urban Education's Analysis of websites and documents, which were conducted by staff and doctoral students at the USC Rossier School of Education, Center for Urban Education in December 2013 and January 2014.



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### Ventura College 2 | Page

**A** 





## Contents Assessment of Financial Aid Website ......7 Summary of Strengths and Recommendations for Math Center Website ......7 Assessment of the Transfer Center Website ......7 Assessment of the Tutoring Center Website ......7 Assessment of Add/Drop......7

Summary of Strengths and Recommendations for Add/Drop ......7

Page | 3







# WHY CONDUCT WEB SCANS AND DOCUMENT ANALYSIS?

An institution's documents and website reflect the attitudes, assumptions, and expectations that are placed on students, as well as the learning environment that the institution strives to create for the members of their community. A web scan reviews websites using the lens of current students, particularly underrepresented Latino/a, African American, and Native American students, to understand their experience using the institution website to look up information about academics, student affairs, financial aid, and/or other administrative procedures or policies. Reviewing documents and websites students encounter while navigating the institution can help determine whether, and to what extent, their institution utilizes equity-minded and culturally inclusive practices that help underrepresented students succeed in college.

## INQUIRY

The diagram below presents a general overview of the work taking place at Ventura College. This work has the specific goal of improving the educational outcomes of underrepresented minority students, so that they are on par with students who are performing at the highest levels. At the Center for Urban Education (CUE), we call this work, "achieving equity."

Achieving equity is a vital goal for all educational institutions, but it is not one that is easily achieved without specific target areas, strategies and focused efforts. At Ventura College, several websites and documents were identified to be used for inquiry to better understand how students at Ventura College experience transfer and student support services on campus.

Thus, the questions that guided the overall inquiry process were:

- How do students experience transfer at Ventura College?
- How do students experience the support services at Ventura College?

#### METHODS

Process:

Our team of six researchers (including a Ventura College researcher) worked collaboratively using the following process:

1) Two to three researchers scanned each website and reviewed each document using a 'student's lens' as the frame of reference and the web scan and document review protocols as guides.





- 2) Next, the team discussed details they observed, their interpretations of the material, and recommendations for the site or document, along with the ideal presentation format.
- 3) Finally, the team compiled the information into a presentation, met as a team to share comments and feedback on the work, and made necessary adjustments to create the finished product.

### WEB SCAN CATEGORY DEFINITIONS

As the research team reviewed the College's websites, there were three aspects used to guide the analysis:

1) Functionality

Ventura College

**4** | Page

- 2) Information
- 3) Equity-mindedness

Below are questions used to guide the inquiry. For a full treatment of each category, please see the complete protocol.

### Functionality

#### Questions to Consider:

- How easy is it to find this webpage?
- How many tabs/links did you click to get to the page?
- Were links updated and current?
- Did links take you to the advertised information? Describe the functionality of the webpage design and layout.

### Information

### Questions to Consider:

- Was the information of the web page clearly explained?
- Was the information thorough enough?
- Was it easy to navigate the webpage & find answers to questions?
- Was any information missing?
- Was contact information provided in case a student had further questions?
- Was a "frequently asked question" section provided?
  - $\circ$  ~ If so, did it address questions students may have?

## Equity-Mindedness

### Questions to Consider:

Page | 5







Does the webpage show that the institution values:

- Racial-ethnic diversity
- Shared ancestry
- Language
- National heritage
- Religious beliefs
- Community norms

#### DOCUMENT ANALYSIS CATEGORY DEFINITION

As the research team reviewed the College's documents, there were two aspects used to guide the analysis:

- 1) Information
- 2) Equity-minded

Below are a few questions used to guide the inquiry process. For a full treatment of each category, please see the full protocol.

#### Information

#### Areas Addressed:

- Education starts from students' experiences and builds on those experiences to expand learning
- Learning engages with real-world problems that are situated in diverse communities
- Students are provided with the appropriate information and resources to meet these goals and expectations
- High educational goals and expectations for students

#### **Equity-Mindedness**

#### Areas Addressed:

- Diversity of student backgrounds (e.g. racial, ethnic, gender, socioeconomic, sexual orientation, immigration status, age, etc.) is valued and validated
- Experiences of marginalized racial and ethnic groups are recognized
- The institution fosters and engages in respectful discussions of discrimination, racism, and marginalization
- Differences in students' prior educational and life experiences are affirmed and engaged in positive ways





• Students will have opportunities to reflect on and share their cultural background and knowledge

# ANALYSIS OF WEBSITES AND DOCUMENTS

For each student service area reviewed there are three sections: (1) an overall assessment of the definition categories (described above); (2) a table that outlines the strengths and recommendations for each website and/or document; and (3) several examples of the strengths and recommendations for the area reviewed. Table 1 provides a summary of all the websites and documents reviewed and an assessment of how well they fit into the analysis categories (low, medium, high). Beginning on page 8, a full treatment of the websites and documents reviewed is provided. These examples are meant to serve as a way to initiate further conversation and are not meant to be inclusive of all the potential updates that might be made to the documents and websites to make them more culturally inclusive.

Webpages	1. Career Center	2. Financial Aid	3. Math Center	4. Online Orient- ation	5. Transfer Center	6. Tutoring Center
Functional- ity	Medium	Medium	Low	High	High	Low- medium
Information	Medium	High	Medium	Medium- High	Medium- High	High
Equity- mindedness	Low	Medium	Low	Low- Medium	Medium	Medium
Documents	7. Add/Drop	8. Early Alert	9. Financial Aid	10. Math & Tutoring Center Flyer	11. Welcome Center	12. Tutoring Center Flyers
Information	Low	Medium	Medium	Medium	Medium	Medium
Equity- mindedness	Low	Medium	Low- Medium	Low	Low	Medium

#### Table 1: Summary of All Websites and Documents Reviewed





# CAREER CENTER

## ASSESSMENT OF CAREER CENTER WEBSITE

Functionality	Information	Equity-Mindedness
Medium	Medium	Low

## SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR CAREER CENTER WEBSITE

Strengths	Recommendations
<u>Functionality</u> : The Career Center is accessible from the Online Orientation Career Center's website	<u>Information</u> : State the mission and purpose in the Online Orientation material related to the Career Center
<u>Functionality</u> : There are multiple ways to access the Career Center's website from the homepage.	<u>Information</u> : Provide the location of the Career Center on the website along with a link to the campus map.
Information: The purpose of the Career Center is stated and the hours of operation are listed	<u>Information</u> : State whether there are any requirements students must fulfill before visiting the Career Center
	<u>Information</u> : Match the Career Center's offerings with what is listed on the Online Orientation version of the Career Center.
	Information: Provide information about how students can access the Career Assessment resources
	Equity-mindedness: Offer the Career Center as a resource if students need assistance.





# <u>Strength</u>: There are multiple ways to access the Career Center's website from the homepage.



- The user can access the Career Center webpage by typing "Career Center" in the search field.
- The user can also access the Career Center webpage by selecting "Career Center" from the menu here.

Page | 9







# <u>Strength</u>: The Career Center is accessible from the Online Orientation's Career Center section



It is valuable to have the Career Center's website accessible within the Online Orientation.





# <u>Strength</u>: The purpose of the Career Center is stated and the hours of operation are listed



The purpose of the center is stated and the hours of operation and contact details are included.

Page | 11





<u>Recommendation</u>: Provide information about how students can access the Career Assessment resources



- The page offers students opportunities to learn about different interests, however it does not inform them about how they can access these resources.
- There are no links provided for the resources listed.
- It might be valuable to provide a short overview of Career Assessments that explains how these can be useful for students.
- These assessments can be useful, but cost might be prohibitive.



# Ventura College

**12** | Page



# <u>Recommendation</u>: Personalize the language when discussing external programs/resources.



- This text seems to be taken from external companies or programs rather than produced by VC. Students might feel this is impersonal, and wonder if resume assistance is offered at the center.
- No definition of a resume is provided.
- The Facebook link is only useful if students click on it. With the popularity of other social media, can you determine how many students use this resource?







# FINANCIAL AID

### ASSESSMENT OF FINANCIAL AID WEBSITE

Functionality	Information	Equity-Mindedness
Medium	High	Medium

### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR CAREER CENTER WEBSITE

Strengths	Recommendations
<u>Functionality</u> : Students can easily find and navigate the site	<u>Functionality</u> : Consider listing the links in the sidebar based on relevancy for students rather than alphabetically
<u>Functionality</u> : Language is written in an accessible and student-friendly tone	<u>Functionality</u> : Provide additional information as to what is necessary to fill out FAFSA, similar to Dream Act page
<u>Functionality</u> : Content communicates support for students throughout financial aid process	Information: Convey the affordability of Ventura College to students
Information: Providing sample budgets to understand true cost of attendance is helpful	Information: Highlight Ventura Promise, Text- Book Lending Program, and other distinct aid programs
Information: Website is detailed with dates, deadlines, and other information that can enhance students financial literacy	Equity-mindedness: Lack of students of color represented in the images and FAQ video section
Equity-mindedness: Sections address students who face additional barriers such as Dreamers and foster youth	Equity-mindedness: Include more information regarding socioeconomic status





# <u>Strength</u>: Financial Aid is easily accessible from links on the home page (but not from the search box).



- Selecting "Prospective Students" then, "Financial Aid"—takes user to the correct page.
- Financial Aid information can also be accessed through VC Foundation section Financial Aid located on home page, however, it is partially hidden by the graphic.
- If you enter "Financial Aid" in the Search box, however, this does not take the user to the correct page.

Page | 15



## Strength: Financial Aid is easily accessible



- For prospective and current students, the website is easy to find and navigate. Once students click on the link, they are taken to a different site, but it is unclear which forms are needed.
- Timely information is provided for students.
- Language is accessible, inviting, and student-centered language.
- Content communicates support for students throughout the financial aid process.





# <u>Strength</u>: Communicates support for students throughout financial aid process

Cost of Attendance					
Financial aid is awarded on the basis of financial need, except for some student loan programs. When you apply for federal student aid, the information you report is calculated using a formula established by Congress. The formula determines your Expected Family Contribution (EFC), an amount you and your family are expected to contribute toward your education (although this amount may not exactly match the amount you and your family end up contributing). If your EFC is below a certain amount, you may be eligible for a Federal Pell Grant, assuming you meet all other eligibility requirements.					
	imum EFC that defir uation to determine			programs. Instead,	your EFC is used
Cost of A	ttendance (COA)	- Estimated Fam	ily Contribution (	(EFC) = Financial	Need (FN)
We calculate your cost of attendance and subtract the amount you and your family is expected to contribute toward that cost. If there is anything left over, you are considered to have financial need. A financial aid package is put together for you that comes as close as possible to meeting your financial need. However, because funding is limited, the amount awarded to you may fall short of the amount of which you are eligible. Also, in determining your need for aid we must first consider other educational resources you are expected to receive during the school year.					
* California Residents pay the following fees:					
<ul> <li>Enrollment Fee \$46 per unit</li> <li>Health Fee \$38 per academic year</li> <li>Student Representation Fee \$2 per academic year</li> <li>Student Center Fee up to \$10 per academic year</li> </ul>					
Above enrollment fees are based on a 14 unit average per semester.					
Out-of-State residents pay tuition fee of \$230 per credit unit as well as the in-state Enrollment Fee of \$46 per unit and the Non-California Resident Capital Outlay Fee of \$14 per unit.					
ADDITIONAL EXPENSES – Specialized programs may incur additional expenses.					
Contact the Financial Aid Office for more information.					
Budgeted expenses are estimated for the purpose of calculating financial aid – actual costs may vary by individual					
	Vent	ura County Comm	nunity College Di	istrict	
2013-2014 Stu	dent College Bud	get (9 months)	2014-2015 Stu	dent College Bud	get (9 months
Budget Components	With Parents, Without	All Others	Budget Components	With Parents, Without	All Others

- It is valuable to highlight how Ventura College makes higher education affordable for students.
- The page covers a great amount of information and simplifies important aspects of the financial aid process, such as cost of attendance.
- Providing a budget helps students understand the true cost of attendance.

Page | 17



# <u>Strength:</u> Provides information that can enhance students financial literacy

Financial Aid	
The Financial Aid Office administers a variety of federal and state financial aid programs to assist students with Ventura College. To be considered for these programs, you must first complete the Free Application for Federal	
complete this application online at www.fafsa.ed.gov . The priority filing deadline is March 2 <sup>nd</sup> .	
Note: Additional forms are required for state aid programs. Adhering to the priority filing deadline and respond additional information from the Financial Aid Office is a critical component to receiving the most financial aid th	
When you complete the FAFSA you are applying for all of the financial aid programs at Ventura College. You may	y be eligible for:
Federal Aid	
Federal Pell Grant	+
Federal Supplemental Educational Opportunity Grant	
Federal Work Study (FWS)	÷
Federal Direct Loans	+
State Aid	
Board of Governor's Waiver (BOGW)	+
Cal Grant B and Cal Grant C	-
Scholarships	
Ventura College Foundation	
Additional Scholarships	+

For additional information regarding the types of financial aid programs that Ventura College participates in, and for important policies that affect financial aid recipients please visit the Financial Aid Office which is located in the Bookstore and Campus Services Building (BCS) or visit our website: www.venturacollege.edu/finaid. The Financial Aid Staff are eager to help you and we look forward to assisting you!

Visit the Financial Aid website now.

- Depending on the time of orientation, the deadline to apply for 2013-2014 may have passed. It would be useful to identify the different types of aid, especially in the expanded sections.
- The page uses student-friendly language.





# <u>Strength</u>: Language reflects the care and support that Ventura College has for their students

#### Recommendation: Make textbook program more clear



Is the textbook program limited to a few students? It would be better to highlight this on the main Financial Aid page.

Page | 19







# <u>Recommendation</u>: Consider listing the links in the sidebar based on relevancy for students rather than alphabetically

<u>Us</u>					
Attendance	Contact Financial Aid				
ement Information	Contract Internetion Alies				
013-2014	Support to the second se				
<u>/outh Success</u> <u>(FYSI)</u>					
n <u>t Dates</u>	CAMPUS WILL BE CLOSED DE	CEMBER 24TH - JANUARY 2ND.			
<u>nt Links</u>	FINANCIAL AID WILL BE OPE	N THEIR NORMAL HOURS ON JANUARY 2ND.			
<u>iscript Request</u>					
<u>tter</u>		Normal Office Hours			
of Study	The Financial Aid Office is located in the BCS	(Bookstore & Campus Services) building.			
o Title IV (R2T4)	Monday, Wednesday, Thursday	8:30 AM to 3:30 PM			
tory Academic	Tuesday	8:30 AM to 7:00 PM			
<u>s (SAP)</u>	Friday	Closed			
	Financial A	id Specialist at Santa Paula Center			
<u>tion</u>	Fall Semester	Hours: 2:30 PM - 7:00			
ops	August	3rd Thursday of the Month			
	September	1st and 3rd Thursday of the Month			
al Aid Programs	October	1st Thursday of the Month			
Dream Act	November	1st Thursday of the Month			
Enrollment Fee					
	Spring Semester	Hours: 2:30 PM - 7:00 PM			
Workstudy	January	3rd Thursday of the Month			
Loans	February	1st and 3rd Thursday of the Month			
<u>ships</u>	March	1st Thursday of the Month			
QUESTIONS?	April	1st Thursday of the Month			
ere ss Ideo	Summer Semester	ТВА			
		Mailing Address			
Financial Aid TV	Ventura College Financial Aid Office 4667 Te	legraph Road Ventura, CA 93003			
Net Price Calculator	Tele	Telephone/Fax/Email Address			
your	Telephone: (805) 289-6369 Fax: (805) 289-	6383 Email: <u>vcfinancialaid@vcccd.edu</u>			
D Debit Card	Information given over the phone or through email will be general information only. You must be able to provide your Student ID#. Please stop by our office for specific information regarding your financial aid file.				

- Is it best to list links in alphabetical order or by relevance? What do students search for on the financial aid website?
- It would be a useful to provide link to the VC map page. Is this center off campus? If yes, please provide a link to the site.



# Ventura College

20 | Page





Having financial aid workshops allows



# Financial Aid Workshops

students to ask questions about the process FAFSA and Dream Application hands-on assistance will be available in the Financial Aid and potentially improve the affordability of Computer Lab (BCS Building)

Wednesdays from	3:30am to 4:00pm	attending Ventura College. It is important to
Checklist for DEPENDENT Students Bring the following information	Checklist for DEPENDENT Students Bring the following information	
□ FAFSA PIN Number (if you have one)	□ FAFSA PIN Number (if you have one)	
Driver's License	□ Driver's License	
	□ Date of Birth	
□ Date of Birth	□ Social Security Number	
= Social Security Number	□ Permanent Resident # (if applicable)	Change text: For INDEPENDENT students?
= Permanent Resident # (if applicable)	□ Student's 2013 W2	
Mother's Social Security Number	□ Student's 2013 Taxes (if you filed)	
□ Mother's Date of Birth		
Father's Social Security Number	For the year 2013, did you receive:	
= Father's Date of Birth	Social Security	
= Parent's Marital Status	D JODAI Security	
□ Student's 2013 W2		
□ Parent's 2013 W2	□ Worker's Comp	
□ Student's 2013 Taxes (if you filed)	D WIC	tt Services + Financial Aid + Ab540
□ Parent's 2013 Taxes (if they filed)	□ Food Stamps	
	= Free or Reduced Price Lunch	
For the year 2013, did your parents receive:	Child Support paid or received	540 Dream Act
□ Social Security		
= TANE		California Dream Act of 2011
⊐ Worker's Comp		
= WIC		DreamAct
□ Food Stamps		
- Eros or Doduced Brice Lunch	Ine camornia pream	Act of z011, authorec by Assembly Member Gil Cedillo (Los Angeles), became law
	Satisfactory Academic through the passage of Progress (SAP)	two Assembly Bills, <u>AB 130</u> and <u>AB 131.</u>
	non-state funded schola	who meet AB 540 critera ( <u>California Education Code 68130.5(a))</u> to apply for and receive Inships for public colleges and universities.
	Verification AB 131 allows students Norkshops institutional grants, com	who meet AB 540 critera to apply for and receive state-funded financial aid such as munity college fee waivers, [Cal Grant and Chafee Grant.
	AB540 BOGW Application	n ( <u>2013-2014</u> )
	Financial Aid Programs Dream Act Information ( AB 540/Dream Act	<u>dick here</u> )
	BOGW Enrollment Fee Dream Act Online Applica	ation ( <u>dick here</u> )
	<u>Vaiver</u> Grants	CA Drea n App Workshops
	Federal Workstudy TBA Location: Financia	al Aid Office Computer Lab
	Chlorishios COT CUESTIONS? Click hare ta accing which allow A Privately i (available	a Dream Act of 201: was passed in 2 laws—AB 130 & AB 131 B 540 eligible students to apply for and receive funded scholarship: at public colleges & universities starting Jan 2012) nal financial aid like UC Grants, State University Grants,

It might be useful to include a page which provides information and support for AB540 students. It may be helpful to specifically list which documents are required.

fee waivers (available starting Jan 2013)

EOP and EOPS grants & fee Waivers, and community college BOG

Page | 21







# Foster Youth Success Initiativ

The Foster Youth Success Initiative (FYSI) is intended to provide support for students and foster parents/guardians related to becoming a student at Ventura College. Students placed in foster care by Dependency Court at any time since turning age 13 years of age may be entitled to benefits that will assis through the very important transition into college. Ventura College participates in the FYSI to assist conn these students with support services and financial aid they need to achieve their academic goals.

With the passage of Assembly Bill 12 (Extended Foster Care Benefits) and Assembly Bill 194 (Priority Regis current or former foster youth qualify for many additional resources to support their success.

If you are a current or former foster youth and would like more information about financial aid at Ventura please contact:

Danielle Rodriguez Financial Aid Specialist/Foster Youth Liaison Phone: (805) 289-6125 Email: danielle rodriguez2@vcccd.edu

The language here could be more engaging and student friendly – perhaps similar to the tone found on the Ventura Promise section. Providing a liaison with whom students can make a personal connection is helpful. It may be valuable to identify such individuals (such as in the AB540 section) for information about specialized financial aid programs.

How do students know the difference in position titles?

It would be helpful to provide email or contact information.

# **Financial Aid Staff**

Name	Position
Alma Rodriguez	Financial Aid Officer
Janeen Beard	Financial Aid Specialist
Cristobal Bohorquez	Financial Aid Specialist
Forrest Doud	Financial Aid Specialist
Eva Gallardo	Financial Aid Specialist
Danielle Rodriguez	Financial Aid Specialist
Janette Amador	Financial Aid Technician
Michelle Hamrick	Financial Aid Technician
Kay Snow	Financial Aid Technician



### Ventura College 22 | Page

2







After you click on scholarships from the main site, you then get the page listed below.

Ventura Promise should be highlighted on the main page. Also, these scholarships seem specific to certain populations and may need to be a separate section.

#### Scholarships are academic merit or need-based funds that do not require repayment.

- Ventura Promise
- Gates Millennium Scholarship
- Hispanic Scholarship Fund
- Latino College Dollars
- MALDEF (Mexican American Legal Defense and Education Fund)
  - <u>NAACP Scholarships</u>
     <u>United Negro College Fund</u>
- Bureau of Indian Education
- American Indian College Fund
- American Indian Science and Engineering Society

Check out the FREE scholarship database search sites at College Board, FastWeb & FASTaid ...

Please visit the Scholarships Office or Ventura College Foundation Office for further scholarship information.

Do the videos in the FAQ section reflect the campus demographics?



nttp://www.venturacollege.edu/departments/student\_services/financial\_ aid/scholarships.shtml







### From Online Orientation

#### Textbooks

The cost of textbooks varies depending on the class and how many classes you may be taking. Textbooks may be purchased at the campus bookstore. Other ways to negotiate the cost of textbooks is to rent or buy used textbooks-check with the instructor regarding the appropriate edition.

Depending on the class some books may be on reserve for check-out at the college library. Additionally, the Ventura College Foundation sponsors our book lending program-check the library for details.



- This page communicates that affordability is important to Ventura College and that there are programs available to assist students with the costs of textbooks.
- Do the images reflect the campus demographics?

# The first step in applying for financial aid is:

 $\ensuremath{\bigcirc}$  Contacting the financial aid office to set up a one-on-one appointment

- Completing the Free Application for Federal Student Aid (FAFSA)
- Seeking out private scholarships
- O Contacting the Federal Student Aid Commission (FSAC)



The assessment evaluates for knowledge of financial aid, but the question should be more specific to the financial aid process at Ventura.







# MATH CENTER (2013 PAGE)\*

### ASSESSMENT OF MATH CENTER WEBSITE

Functionality	Information	Equity-Mindedness
Low	Medium	Low

#### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR MATH CENTER WEBSITE

Strengths	Recommendations
Information: The web page is concise and easy to read	<u>Functionality</u> : Make the web page easier to access from the home page.
Information: Students are provided with steps to log-in	Information: Provide more information about the math courses that are supported with drop-in tutoring.
	Information: Provide the mission and goals for the Math Center.
	Equity-mindedness: Provide pictures of students of color who use the Math Center.

\*Note: The Math Center page was updated in 2014, therefore only the strengths of the 2013 page are highlighted here for inclusion into the new site.



Page | 25



### Strength: Provides a concise and clear explanation of services

The Math Tutoring Center web page is concise and welcoming. For example, the language used in this paragraph the Math Center is friendly and inviting.

It is clear how a student can log in at the Math Center.



http://academic.venturacollege.edu/mbowen/mathdept/MathCenter.shtml







# **ONLINE ORIENTATION**

## ASSESSMENT OF ONLINE ORIENTATION WEBSITE

Functionality	Information	Equity-Mindedness
High	Medium-High	Low-Medium

### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR ONLINE ORIENTATION WEBSITE

Strengths	Recommendations
<u>Functionality</u> : Online Orientation is easily accessible	<u>Functionality</u> : Address students' current ability to bypass orientation.
<u>Functionality</u> : Students can easily navigate to different sections of orientation	<u>Functionality</u> : Provide weblinks for users when resources are identified online
<u>Functionality</u> : Pre-assessment tool is valuable to determine students' strengths and areas for development	<u>Functionality</u> : Address students' ability to obtain certificate without learning the information in orientation
Information: Preview videos with staff and students are welcoming and inviting	Information: Create consistency regarding online and in-person orientation
<u>Information</u> : Description of orientation is clear and use of graphics assists with understanding purpose and processes	<u>Equity-mindedness</u> : Use of some language is not student-focused
<u>Equity-mindedness</u> : Photos of visibly-Latino students are present	<u>Equity-mindedness</u> : Include videos featuring African-American and visibly-Latino students

Page | 27



graphic.

# <u>Strength</u>: Online Orientation is easily accessible (but not through the search box)











## Strength: Online Orientation is easily accessible



It is useful that visitors to the site can complete the orientation (accessible for non-students).







# <u>Strength</u>: The pre-assessment tool (see below) is valuable to determine students' strengths and areas for development

COLLEGE Information Survey		
Short Informational Survey		
Please tell us: How Much you <u>Do Know</u> or perhaps <u>Don't Know</u> about Ventura College? Either way we want to know and don't know about Ventura College!	w what you	ı do
and don't know about ventura conege:	Part One o	fTwo
	Yes	No
Do you know the steps of the matriculation process?	0	0
Do you know what your education options are at Ventura College?	۲	0
Do you know what the requirements are for a certificate and an associate's degree?	0	0
Do you know what the requirements are for transferring to a CSU and a UC school?	0	0
Do you know what information can be found in the college catalog?	0	0
Do you know what a learning community course involves?	0	0
Do you know how to navigate the online schedule of classes?	0	0
Do you know how to register for classes?	0	0
Do you understand how your math and English assessment will affect your placement into the appropriate math and English classes?	0	0
	0	0



Ventura College 30 | Page





## Strength: Preview videos are welcoming and inviting



Page | 31







# <u>Strength</u>: Description of orientation is clear and use of graphics assists with understanding purpose and processes

Step 3: Complete an Orientation either Online or In-Person (you are here)



If you are viewing this online orientation, you most likely have completed the admission application (step one) and have been admitted to Ventura College. Coming to college is a big transition for most students and can sometimes be confusing. This online orientation is designed to help you make a smooth transition to college. The orientation will introduce you to the broad range of programs, services and opportunities that are available to you at Ventura College. What you will learn in this orientation will help you set your course toward success.



Ventura College 32 | Page



## Strength: Photos of visibly-Latino students are present







Page | 33



### Recommendation: Address students' current ability to bypass orientation

#### **Closing Informational Survey**

So after all that: How much do you know NOW (or perhaps still don't know) about Ventura College?

	Part Two of Two	
	Yes	No
Do you know about the number of financial assistance programs available at Ventura College?	0	۲
Do you know what services are offered at the EAC?	0	۲
Do you know if you qualify for services offered by EOPS/CARE?	0	۲
Do you know how many hours you should be studying for each class?	0	۲
Do you know the importance of good time management when planning your school schedule?	0	۲
Do you know the disciplinary actions for not maintaining good academic standing?	0	۲
Do you know what MESA stands for and how this program may help you?	0	۲
Do you know about student clubs and events at Ventura Colleze?	0	۲
<section-header></section-header>		

After responding 'No' to all post-orientation survey questions, the user receives a certificate. This certificate can be an affirmation for students who complete the orientation successfully, but confusing for those who do not successfully complete orientation.









# <u>Recommendation</u>: Provide web links for users when resources are identified online

#### **Transfer Components**



In these examples, it would be useful to link pages to the Transfer Center page and Online Class Schedule.



Page | 35







## **Recommendation:** Use student-centered language

	OLLEGE matriculation process		
S E	T YOUR COURSE		
Matrio	culation Process		
Matricula	tion is a partnership which results in an agreement between Ventura College and the student for the pur		
	ing the student's educational goal. This agreement includés responsibilities for both the College and the ement ultimately results in a Student Educational Plan. Selow are the matriculation steps you'll need to o		
			Help I
	COLLEGE Information Survey		
	SET YOUR COURSE		
	Short Informational Survey		
	Short Informational Survey Please tell us: How Much you <u>Do Know</u> or perhaps <u>Don't Know</u> about Ventura College? Either way we want to know and don't know about Ventura College!	w what you	ı do
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know	<b>w what you</b> Part One o	
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know	Part One o	
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know	Part One o	if Two *
	Please tell us: How Much you <u>Do Know</u> or perhaps <u>Don't Know</u> about Ventura College? Either way we want to know and don't know about Ventura College!	Part One o Yes	if Two * No
	Please tell us: How Much you <u>Do Know</u> or perhaps <u>Don't Know</u> about Ventura College? Either way we want to know and don't know about Ventura College! Do you know the steps of the matriculation process?	Part One o Yes	fTwo * No
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?	Part One o Yes	f Two * No
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?         Do you know what your education options are at Ventura College?         Do you know what the requirements are for a certificate and an associate's degree?	Part One o Yes	f Two * No O
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?         Do you know what the requirements are for a certificate and an associate's degree?         Do you know what the requirements are for transferring to a CSU and a UC school?	Part One o Yes O O O	fTwo * No O O O O O O O O O O O O O O O O O O
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?         Do you know what the requirements are for a certificate and an associate's degree?         Do you know what the requirements are for transferring to a CSU and a UC school?         Do you know what information can be found in the college catalog?	Part One o Yes	f Two * No O O O O O O O O O O O O O O O O O O
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?         Do you know what your education options are at Ventura College?         Do you know what the requirements are for a certificate and an associate's degree?         Do you know what the requirements are for transferring to a CSU and a UC school?         Do you know what information can be found in the college catalog?         Do you know what a learning community course involves?	Part One o Yes O O O O O O O	of Two * No O O O O O O O O O O O O O O O O O O
	Please tell us: How Much you Do Know or perhaps Don't Know about Ventura College? Either way we want to know and don't know about Ventura College!         Do you know the steps of the matriculation process?         Do you know what your education options are at Ventura College?         Do you know what the requirements are for a certificate and an associate's degree?         Do you know what the requirements are for a certificate and an associate's degree?         Do you know what the requirements are for transferring to a CSU and a UC school?         Do you know what information can be found in the college catalog?         Do you know what a learning community course involves?         Do you know how to navigate the online schedule of classes?	Part One o Yes 0 0 0 0 0 0 0 0 0	fTwo * No O O O O O O O O O O O O O O O O O O

It seems as though there is an expectation that students are already familiar with some institutional language—"matriculation."





# <u>Recommendation:</u> Create consistency regarding online and in-person orientation



These pages can result in confusion--although it says that students can complete orientation online or in person, when students call the college, they learn that only online orientation is typically provided for students--we learned this after calling the college and inquiring about orientation.






## **<u>Recommendation</u>**: Use student-focused language

VENTURA COLLEGE welc	ome - congratulations
	Sometimes, language encouraging. on of this
Probation and Dismissal Probation, dismissal, and readmission policies designed to assist students in making progress academic, career, and personal goals. Students placed on probation or dismissed for had something interfere with their academic result are no longer in "good standing." Once dismissal a student may be limited to a specie they are allowed to take until they are removy dismissal. Limiting the number of units is mer student success. However, it may also limit th a student expects to take for the upcoming set consistent with the college philosophy of prov to succeed. The entire statement of the polici District Board of Trustees on Probation, Dism Readmission of Students appears in the Appen college catalog.	s toward realistic om the college have success and as a on probation or fied number of units ed from probation or ant to assist with is number of classes imester. unit loads are riding an opportunity by adopted by the ssal, and
2. At other times, the language is less inviting/friendly.	P?     RST, try helping yourself. Did you try doing the homework? Did you work through the examples in the book?     Id you review your notes?     ECOND, try getting help from your instructor. Use office hours to clarify problems.     HIRD, use your supplemental instruction (S1) sessions if available.     COURTH, schedule your other commitments so that you have free time during office hours and S1 sessions.     IFTH, try help from the Tutoring Center in the Learning Resource Center (LRC).



Ventura College 38 | Page



# <u>Recommendation</u>: Include videos with African-American and visibly-Latino students











There are few photos of African-American students, with only one engaged academically.



Ventura College 40 | Page



# TRANSFER CENTER

#### ASSESSMENT OF THE TRANSFER CENTER WEBSITE

Functionality	Information	Equity-Mindedness
High	Medium-High	Medium

### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR THE TRANSFER CENTER WEBSITE

Strengths	Recommendations
<u>Functionality</u> : Transfer Center page is easy to find	<u>Functionality</u> : List menu links by relevancy or most-frequently used
<u>Functionality</u> : Page links are clearly listed and help students navigate the site	<u>Information</u> : Adjust language to be student friendly
<u>Functionality</u> : Language is student-friendly in certain sections	<u>Information</u> : Indicate how students can make appointments for assitance
Information: Mission statement and learning outcomes are clearly stated	<u>Information</u> : Indicate how students can make appointments for assitance
<u>Information</u> : Glossary of terms provides students with keywords to understand the transfer process	
<u>Equity-mindedness</u> : Sections of the site are affirming and supportive of students transfer goals	

Page | 41



Strength: Transfer Center is accessible and easy to navigate



www.venturacollege.edu/departments/student\_services/transfer\_center



# Ventura College

42 | Page







## Strength: Student friendly language is used



http://www.venturacollege.edu/departments/student\_services/transfer\_center/how\_to\_transfer.shtml

Reminds students that meeting with a college counselor is important in the transfer process.

Page | 43



#### Strength: Page provides students with key terms in the transfer process

#### **Glossary of Terms**

Academic Year: A period of time from the start of the Fall semester or quarter, usually in September, but occasionally in August or October, and continuing through the completion of the Spring semester or quarter, usually in May or June.

Accredited: A college or program that has been certified as fulfilling certain standards by a national and/or regional professional association.

Articulation Agreement: Agreements between community and four-year colleges that indicate the acceptability of courses in transfer toward meeting specific degree requirements.

Associate Degree (AA/AS): A degree granted by the community college to students who complete a specified program, usually totaling 60 units. Associate degrees are awarded in arts and sciences and are sometimes called two-year degrees, in contrast to the four-year or bachelor's degree awarded by a university.

Bachelor's ( Baccalaureate) Degree: A level of education marked by the completion of the equivalent of four or more years of full-time education (at least 124 semester units or 180 quarter units). Bachelor of Arts and Bachelor of Science degrees are offered by the California State University system, the University of California system, and many private colleges and universities.

California Articulation Number (CAN): The notation of CAN following the transfer credit statement designates a California Articulation Number. The CAN system provides a cross-reference number or course identification for courses which are acceptable "in lieu of" comparable courses at participating California colleges and universities. These courses will be acceptable as equivalent in content and scope to identically designated CAN courses at transfer institutions and will satisfy comparable degree requirements at all participating campuses in California.

Catalog Rights: A policy that allows, in certain circumstances, a college student to select the set of requirements he/she will follow to qualify for university graduation. Check the college catalog to determine the catalog right policy of a specific university.

**Certificate:** An award granted upon completion of a prescribed series of courses preparing students for employment in selected occupational/vocational fields which require training beyond high school. A certificate may be earned while preparing for an associate degree. Some four-year colleges also offer certificate programs.

Certification: An official notice, either on the transcript or on a certification form provided by a community college, verifying that a transfer student has completed courses satisfying all or a portion of the lower division general education requirement. Certification of CSU GE or IGETC is an important step in the transfer process.

Electives: Courses that are not used to meet specific major, general education, or graduation requirements, but can be used to complete the total units required for a degree.

**General Education:** A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences. Transfer students often take these classes while attending a community college. Completion of a general education program is required for a baccalaureate degree.

Grade Point Average (GPA): The average of all grades received. For transfer students, grade point average refers to the average grade received in transferable units. Also referred to as GPA and cumulative grade point average.

Graduate: Courses offered beyond the bachelor's degree level. Also, students who have received a bachelor's

http://www.venturacollege.edu/departments/student\_services/transfer\_center/glossary.shtml

This glossary serves as a resource page for students who are unaware of the transfer process and the specific terms used.



# Ventura College



Clearly states what students will need to

know before

transferring.

# <u>Strength</u>: Student friendly language and provides students key terms in the transfer process

Home > Departments > Student Services > Transfer Center > How To Transfer

# Steps to Transfer to a University or College

Informative content and conversational language used.

#### What does "Transfer" mean for community college students?

Transfer is the process of continuing your education at a university/college that confers baccalaureate degrees (commonly referred to as a Bachelor degree - BA). Students who begin their studies at community college may prepare to apply and gain acceptance to a university or college after completing required general education and major preparation course work. This preparation may be completed within two years at a community college, but sometimes may take additional time (i.e. one or two more years depending upon initial community college academic readiness and selected major). If planned correctly with the assistance of a community college counselor, the courses that you pass at community college will count towards requirements for your baccalaureate degree just as if they had been taken at university/college institution.

There are four basic transfer areas that students will focus on prior to transfer:

- General Education Requirements
- Preparation for Major Courses
- Minimum Required Transferable Units
- Minimum Required GPA

Specific requirements vary depending on the college/university and major. Check to make sure you know and meet ALL the deadlines.

#### **Three Important Steps to Transfer**

#### 1. Choosing a Major

A major is a field of study that you emphasize in your college education. It is what you "specialize" in with your degree. To narrow down the options, students often begin to select their major by one of the following techniques:

http://www.venturacollege.edu/departments/student\_services/transfer\_center/how\_to\_transfer.shtml







#### Transfering to California State University (CSU)



This page shares information about in-state public transfer process.

Page | 45

#### Getting to know the CSU System

#### www.calstate.edu

- 23 campuses
- Approximately 427,000 students
- The largest, the most diverse, and one of the most affordable university systems in the country
- Offers more than 1,800 bachelor's and master's degree programs in some 357 subject areas
- Practical focus, emphasizing teacher and workforce preparation
- Undergraduate and graduate instruction is offered in the liberal arts and sciences, the applied fields, and the professions
- Awards about half of the bachelor's degrees and a third of the master's degrees granted in California.

Learn more about the individual CSU campuses. Find a CSU campus that's right for you.

#### **Admission Requirements**

Transfer Requirements

Associate Degrees for Transfer



### Ventura College 46 | Page



These pages provide both text and visual images to

help students understand

the transfer process.



#### **Transfer Requirements**

#### **Major Requirements**

ASSIST (website)

The ASSIST website is the official California state-wide database listing a selection of campus-approved transfer agreements, general education requirements and information on UC and CSU transferable courses.

IMPORTANT: Students are advised to contact a Ventura College counselor for more information and for details regarding other transfer agreements and options not available for your transfer college choice on the ASSIST website. Stop by the Transfer & Career Center, in the Student Services Center (SSC) or phone (805) 289-6411 to schedule an appointment.

#### **General Education Requirements**

IGETC - for UC & CSU (PDF)

CSU General Education Requirements (PDF)

#### UC Answers for Transfers Page



sciences schools • Undergraduate and advanced graduate instruction is offered in sciences, the applied fields, and the professions

Learn more about the <u>individual UC campuses</u> and <u>take a virtual tour</u>. Find a UC campus that's right for you.

#### Admission Resources and Requirements

UC Academic planner: This online tool is designed to help prospective UC students transferring from California community colleges track and plan their course work. <u>https://uctap.universityofcalifornia.edu</u> <u>istudents/</u>

Transfer Requirements

UC Transfer Admission Guarantee







Con	tact	Us!

Location	Email	Phone Numbers	Hours
Student Services Center (SSC)	vctransfercenter@vcccd.edu	(805) 289-6411	Monday-Thursday 8am to 5pm





It is unclear whether there are any restrictions that students should address before using the transfer center. Are there any necessary requirements students must fulfill before visiting?



### Ventura College 48 | Page







<u>Recommendation</u>: Indicate how students can make appointment with a transfer counselor and review order of the links provided

	<u>Associate Degrees for</u> Transfer
	Assist.org
	Calendar of Events
Is it best to have links in	CSU Transfer Info
alphabetical order, by	<u>CSU GE 2013-2014</u>
relevancy, or most-	Financial Aid Resources
clicked links?	Frequently Asked Questions
Indicate how students	Glossary of Terms
can make appointments	Housing Information
for assistance at the	IGETC 2013-2014
center.	Online Resources
	News
	Services
Add a section with	Steps to Transfer
students'	UC Transfer Admission
experiences with	Guarantee (TAG)
transfer process as	UC Transfer Info
testimonials.	Transfer Day
	Transfer Requirements
	University Representatives
Add more pictures of students.	<u>Contact Us</u>

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## **<u>Recommendation</u>**: Adjust language to be student friendly

Be mindful of the dual message this statement can send to students.

Page | 49

Caution: The final responsibility for a successful transfer program rests with the student. This information changes frequently and can impact your admission to the university/college. It is highly advised that you meet periodically with counselors at Ventura College AND advisors at the prospective university/college to confirm your choice of classes and educational plan.

> Language used to communicate with students makes them responsible for their success. Is there another way to convey this idea?



#### Ventura College 50 | Page





# <u>Recommendation</u>: Provide students with key terms for the transfer process on the home page

#### **Glossary of Terms**

Academic Year: A period of time from the start of the Fall semester or quarter, usually in September, but occasionally in August or October, and continuing through the completion of the Spring semester or quarter, usually in May or June.

Accredited: A college or program that has been certified as fulfilling certain standards by a national and/or regional professional association.

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Bachelor's (Baccalaureate) Degree: A level of education marked by the completion of the equivalent of four or more years of full-time education (at least 124 semester units or 180 quarter units). Bachelor of Arts and Bachelor of Science degrees are offered by the California State University system, the University of California system, and many private colleges and universities.

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Catalog Rights: A policy that allows, in certain circumstances, a college student to select the set of requirements he/she will follow to qualify for university graduation. Check the college catalog to determine the catalog right policy of a specific university.

Certificate: An award granted upon completion of a prescribed series of courses preparing students for employment in selected occupational/vocational fields which require training beyond high school. A certificate may be earned while preparing for an associate degree. Some four-year colleges also offer certificate programs.

Certification: An official notice, either on the transcript or on a certification form provided by a community college, verifying that a transfer student has completed courses satisfying all or a portion of the lower division general education requirement. Certification of CSU GE or IGETC is an important step in the transfer process.

Electives: Courses that are not used to meet specific major, general education, or graduation requirements, but can be used to complete the total units required for a degree.

General Education: A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences. Transfer students often take these classes while attending a community college. Completion of a general education program is required for a baccalaureate degree.

Grade Point Average (GPA): The average of all grades received. For transfer students, grade point average refers to the average grade received in transferable units. Also referred to as GPA and cumulative grade point average.

Graduate: Courses offered beyond the bachelor's degree level. Also, students who have received a bachelor's

http://www.venturacollege.edu/departments/student\_services/transfer\_center/glossary.shtml

Maybe this page can be incorporated on the homepage to help students with understanding complex transfer language.

Page | 51







<u>Recommendation</u>: Change language to Transfer Center from "Counseling Services"



Students may misinterpret "Counseling Services" to be related to psychological or mental health issues. Explore titling the section "Academic Counseling" or "Transfer Counseling" to reflect the description of services.



#### Ventura College 52 | Page



# <u>Recommendation</u>: Provide more specific information and direct links to sections on website

#### Transfer



This information is important to share, but the section could have more links, particularly to the UC or CSU transfer info pages.

Page | 53







# <u>Recommendation</u>: Provide a direct link to the Transfer Center for students using online orientation

#### **Transfer Components**

#### General Education (GE) Requirements

General education courses cover a broad range of disciplines intended to introduce students to the variety of means through which people understand the world around them. Ventura College, the CSU and UC institutions have established general education course patterns that community college students can use to complete lower division general education requirements for a bachelor's degree while attending Ventura College. The CSU GE-Breadth and Intersegmental General Education Transfer Curriculum (IGETC) patterns are lists of approved courses designed for this purpose. In addition, some independent colleges and universities will accept IGETC and/or CSU GE as partially or completely fulfilling their own general education requirements. Please check with the respective independent



college you are interested in transferring to so to determine their general education requirements.

ower Division Transfer Major Requirements

Electives





# TUTORING CENTER

#### ASSESSMENT OF THE TUTORING CENTER WEBSITE

Functionality	Information	Equity-Mindedness
Medium	High	Low

#### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR THE TUTORING CENTER WEBSITE

Strengths	Recommendations
<u>Functionality</u> : Multiple ways to access the web page	<u>Functionality</u> : Restructure the links to access the different services provided to students.
<u>Functionality</u> : Easy to access different information through the links provided	<u>Information</u> : For clarity include descriptions for each tutoring option
Information: Provides information about what student should expect when using the tutoring center	<u>Information</u> : Provide statistical information about the benefits of using the tutoring services
Information: Offers flexible hours	<u>Equity-mindedness</u> : Communicate to students that the tutoring center is for everyone and not a service for struggling students







# Strength: Flexible hours

		LLEGE Search: J Goldentus in sitem
	Home + Departments + Stu	dent <u>Services</u> → Testing Center
ling <u>Center</u> e-up Testing toring <u>Service</u> uity <u>Resource</u>	Testing Center	r
	make-up exam and for em need examination services	es proctoring services for faculty and students who wish to schedule or take a ployers or distance education students from other colleges and universities who s. The Testing Center is a member of the <u>National College Testing Association</u> moorium of <u>College Testing Centers</u> .
	Phone: (805) 289-6093 Email: <u>vctesting@vcccd.ex</u> Location: Tutoring Center,	1u LRC-155 LRC Buildingfirst floorinside the BEACH computer lab
	Contacts:	
	Lynne Woods, Proctor MS, University of LaVerne <u>hyme_woods1@wcccd.edu</u> 805-289-6093	
	Sandy Hajas Learning Resources shajas@vcccd.edu 805-289-6179	es Supervisor MLIS, San Jose State University
	Hours:	
	FINALS WEEK 12/1213-12	2/10/13
	4:00 p.m8:00 p.m Thurs 10:00 a.m2:00 p.m Frida 10:00 a.m2:00 p.m Mond 4:00 p.m8:00 p.m Tueso 4:00 p.m8:00 p.m Wedn	day 12/12 , 12/13 ay, 12/16 lay, 12/17
	CLOSED 12/20/13-1/5/14	FOR WINTER BREAK
	2013-2014	
		HOURS OF OPERATION
	Monday	CLOSED
	Tuesday	4:00 p.m 8:00 p.m.
	Wednesday	4:00 p.m 8:00 p.m.
	Thursday	4:00 p.m 8:00 p.m.

http://www.venturacollege.edu/departments/student\_services/testing\_center/index.shtml

Hours of operation accommodate working students' availability.



#### Ventura College 56 | Page



### Strength: The web page is written in a student-centered manner



Page | 57



Strength: This is a well-organized web page with useful information



http://www.venturacollege.edu/departments/student\_services/tutoring/reading\_writing\_center/index.shtml



#### Ventura College 58 | Page



## Strength: Outlines what students should expect from this service

Home Departments Stud	ent Services  V Supplemental Instruction
Supplemental I	nstruction
Contacts: Sharon Oxford, Tutorial Specia Sandy Hajas, Learning Resourc Kathy Scott, Dean Communica	tes Supervisor
Phone: (805) 289-6233	
SI Schedules	SI Surveys
Spring 2013	Faculty SI request
Summer 2013	Beginning of term survey
Fall 2013	End of term survey
What is Supplementa	Instruction (SI)?
transferable or basic skills cour Goals of SI include (1) improvi courses; and (3) increasing the urged to attend SI sessions, an sessions are an opportunity for readings, ask questions, develo courses are provided an in-class	SI) model of student academic assistance helps students in historically difficult ses master content while they develop and integrate learning and study strategies. ng student grades in targeted courses; (2) reducing the attrition rate within those eventual graduation rates of students. All students in a targeted course are d students with varying ability levels and ethnicities participate. In addition, SI students to work together with other classmates to compare notes, discuss op organizational tools, and prepare for examinations. Students in targeted SI-Lite is tuder/SI-tutor to assist with the lab portion of classroom instruction, to assist ding, and to provide outside study sessions as deemed appropriate.
Key Elements	
	luntary, free-of-charge, and is open to all students in the course. ourse lectures for targeted students.

- The SI tutor is trained in group facilitation methods and general learning techniques. The program is only offered in classes in which the academic departments support SI.
- The SI tutor facilitates and encourages the group to process the material, rather than acting as an authority figure who lectures to participants
- The program builds confidence and teaches transferable learning and collaborative strategies. .

#### Who attends?

Supplemental Instruction is open to all students enrolled in the selected targeted courses. Students from all ability levels benefit from the SI program. Research indicates that colleges offering SI demonstrate that students who attend regularly do better than those students who do not.

http://www.venturacollege.edu/departments/student\_services/supplemental\_instruction/index.shtml

- SI appears to be a free service that is facilitated by qualified staff in a relaxed • setting.
- The language on the page encourages students to view SI as a resource.

Page | 59



## <u>Recommendation</u>: Restructure links from most to least used by students

HOME	COLLEGE INFORMATION	APPLY & ENROLL	DEPARTMENTS	SERVICES FOR STUDENTS	ONLINE SERVICES
籔	VENTUR	and the second	LEGE	Search: 🗾	GO Confact un 🗟 Stomer
	Home	Departments + Student	Services + Tutoring		
Tutoring O Testing Co Reading a Staff Conto Student Lo Outcomes	Tutor to Success plions writer ad Writing Center total instruction Plage First File Phone: Emails The Tut support The Tut	entura C Jutor or of library and Learning (SOS) 285-6026 Votoring Decide adu oring Center is decidated sucents ecuasional exe no individualized tuboring college students. oring Center is located on a festionate sublicing. The Ventura College students. The Ventura College students. The Ventura College students. The Ventura College students. The Ventura College students.	ollege ring Cer s Resource Building. The Granter's position of providing academics to the providing academics of a series a successful one are available free of a the first floor of the Line the past and present, w	utorial s to help . Drop-In harge to all	unity, to assist students
				tegles for effective study and exem p	
		HOURS	OF OPERATION (Fall	August 19th-December 17, 2013)	
	Monday	(1)		9:00 a.m 7:00 p.m.	54 H
	Tuesda	Y		9:00 a.m 7:00 p.m.	
	Wedne	sday		9:00 a.m 7:00 p.m.	
	Thursd	ev .		9:00 a.m 7:00 p.m.	
	Friday	and Saturday		9:00 a.m 1:00 p.m.	
		note that the Tutoring To Request Tuto		ed for all scheduled holidays	
	Student the staff tutoring	s seeking assistance must In the Center. The staff w	be enrolled at Ventura III review the form with	<ul> <li>College. Complete a Request For TL you and discuss your tutoring needs i be made to make an immediate ap</li> </ul>	and assign you to a

http://www.venturacollege.edu/departments/student\_services/tutoring/index.shtml

- It would be useful to provide either a link to the "Request for Tutor" form or to allow students to register for tutoring online \*\*ONLINE TUTORING IS A NEW ADDITION TO THE SITE AND HAS NOT BEEN REVIEWED.
- The links should be structured by level of importance for students.



#### Ventura College 60 | Page



## **Recommendation:** Put greater emphasis on student services



http://www.venturacollege.edu/departments/student\_services/tutoring/be\_a\_tutor.shtml

- Should there be a link focusing on recruiting students as tutors on the main page?
- Would be good to determine if having tutor recruitment as the second link on the web page will serve the students who need to use the services in the most efficient manner.

Page | 61







# <u>Recommendation</u>: Change the tone of the language from directive to more conversational



http://www.venturacollege.edu/departments/student\_services/tutoring/guidelines.shtml

- This page was last updated in 2009. Do these guidelines and objectives still apply?
- The page provides information about what students can expect when they attend the Tutoring Center, however, the language is directive and not friendly and inviting.
- It is unclear whether these guidelines apply for all types of tutoring (See Tutoring Options page via menu item)?







### **Recommendation:** Provide more descriptive information about the options

and the second		Search: <b>GO</b> GO Home (2) Contact us in Stemap
Tutoring Become a Tutor Guidelines for Success Tutoring Options Testing Center Reading and Writing Center Staff Contacts Student Learning Outcomes Supplemental instruction Resource Page	Home  Departments Mudent Services Mutoring Doportions  Drop-In Tutoring Dividualized Tutoring by Appointment Group Tutoring at designated times EDPS Tutoring Services EAC Tutoriel Assistance	/95

http://www.venturacollege.edu/departments/student\_services/tutoring/objectives.shtml

- For clarity, it would be valuable to include descriptions of each tutoring option.
- Are all of these tutoring options available to all students?
- What does "EAC" stand for?
- There does not appear to be information to notify students for which subjects students can obtain tutoring.









http://www.venturacollege.edu/departments/student\_services/tutoring/staff.shtml



Providing pictures creates an inviting environment; however might students expect that all staff will be tutors?

How are these staff members distinct from the ones shown above? This is not clear.

#### Ventura College 64 | Page



# <u>Recommendation</u>: Provide evidence about the effects of the tutoring services on academic outcomes

Is there recent statistical information to show the benefits of attending the Tutoring Center? This information may be valuable to add to this page.

Is there an updated version of the student learning outcomes?

#### Student Learning Outcomes The following student learning outcomes, goals, assessment methods and core competencies have been identified for the Ventura College Tutoring Center: Goals • To guide and assist students in understanding course subject matter. · To help students learn good study habits and become independent learners. Student Learning Outcomes: Students using the tutoring center will: • After tutoring sessions, the student will demonstrate improved understanding of their course subject matter · After tutoring sessions, the student will be able to apply learned study habits to independent school work. Assessment Method The Tutoring Center Survey Tutor input Data analysis by the Institutional Research Office **Core Competencies** • 2.1 Information Competency: Recognize the need for information and/or identify and clarify the question that needs to be answered. · 2.3 Information Competency: Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases • 3.3 Critical Thinking: Apply lessons from the past or learned knowledge and skills to new and varied situations • 6.6 Life Skills: Apply time management skills to complete a task. The Tutoring Center Department student learning outcomes were updated on 9//17/10.

http://www.venturacollege.edu/departments/student\_services/tutoring/slos.shtml

Page | 65



### **Recommendation:** Provide information about which courses participate in SI

The description may be too vague for students who do not know which courses are addressed by SI.

Supplemental 1	Instruction
Contacts: Sharon Oxford, Tutorial Spec Sandy Hajas, Learning Resou Kathy Scott, Dean Communic	
Phone: (805) 289-6233	
SI Schedules	SI Surveys
Spring 2013	Faculty SI request
Summer 2013	Beginning of term survey
Fall 2013	End of term survey
What is Supplementa	al Instruction (SI)?
transferable or basic skills cou Goals of SI include (1) improv	(SI) model of student academic assistance helps students in historically difficult rses master content while they develop and integrate learning and study strateg ing student grades in targeted courses; (2) reducing the attrition rate within the e eventual graduation rates of students. All students in a targeted course are

gies. courses; and (3) increasing the eventual graduation rates or students. All is tudents in a targeted course are urged to attend SI sessions, and students with varying ability levels and ethnicities participate. In addition, SI sessions are an opportunity for students to work together with other classmates to compare notes, discuss readings, ask questions, develop organizational tools, and prepare for examinations. Students in targeted SI-Lite courses are provided an in-class tudor/SI-Lutor to assist with the lab portion of classroom instruction, to assist with course content understanding, and to provide outside study sessions as deemed appropriate.

#### **Key Elements**

- Participation in SI is voluntary, free-of-charge, and is open to all students in the course.
   The SI tutor attends course lectures for targeted students.
   The SI tutor is trained in group facilitation methods and general learning techniques.
   The program is only offered in classes in which the academic departments support SI.
   The SI tutor facilitates and encourages the group to process the material, rather than acting as an authority fource upote locationarts.
- authority figure who lectures to participants The program builds confidence and teaches transferable learning and collaborative strategies. .

#### Who attends?

Supplemental Instruction is open to all students enrolled in the selected targeted courses. Students from all ability levels benefit from the SI program. Research indicates that colleges offering SI demonstrate that students who attend regularly do better than those students who do not.

http://www.venturacollege.edu/departments/student\_services/supplemental\_instruction/ind ex.shtml



# Ventura College

**66 |** Page









http://www.venturacollege.edu/departments/student\_services/tutoring/reading\_writing\_center/rwc\_campus\_resources.shtml

It is unclear how this page can be useful for students. Perhaps providing descriptions for each section would be valuable.







# ADD/DROP

ASSESSMENT OF ADD/DROP

Information	Equity-Mindedness
Low	Low

#### SUMMARY OF STRENGTHS AND RECOMMENDATIONS FOR ADD/DROP

Strengths	Recommendations
Information: The College Catalog contains information about add/drop.	Information: Create an online space (Counseling webpage) where information about add/drop can be accessed.
<u>Information</u> : The MyVCCCD portal provides student-centered information about how to add/drop a course through the portal	Information: Identify Counseling department as first point of contact for students contemplating an add/drop.
	Information: Include information about cost/benefit of adding/dropping a course.
	Equity-mindedness: Adapt the language of catalog and add/drop form to be more student-centered (i.e. less administrative and authoritative)



Ventura College 68 | Page







## Strength: Add/Drop information is in the catalog

#### ACADEMIC POLICIES

Attendance	22
Grading System and Practices	22
Units of Credit	22
Letter Grading Scale	22
Evaluative Symbols	
Non-Evaluative Symbols	
Scholastic Standing and Achievement	
Pass/No Pass Grading Option (formerly Credit/No Credit)	23
Remedial Coursework Limitations	24
Final Examinations	24
Grade Changes	24
Availability of Semester Grades	25
Auditing Classes	
Withdrawal from Class	25
Military Withdrawal	26
Withdrawal from College	25
Course Repetition: Limitation on Enrollments & Withdrawals	26
Academic Renewal Without Course Repetition	26
Probation, Dismissal, and Readmission	
Cheating or Plagiarism	26
Dean's List Graduation with Honors	27
Graduation with Honors	27
Use of Listening or Recording Devices	27
Use of the Internet	27

University of California Transfer Course Agreement (UC TCA
CREDIT BY EXAMINATION
Credit by Examination
COURSE INFORMATION How to Read the Course Descriptions/Course Information
ANNOUNCEMENT OF COURSES Course and Program Descriptions
GLOSSARY OF COLLEGE TERMS
APPENDICES
FACULTY, ADMINISTRATION & STAFF
INDEX

- There is a section with information in the catalog. However, the section is NOT titled "add/drop."
- The section is titled "Withdrawal from class" (might want to consider including both descriptors here).

Page | 69







#### Recommendation: Adapt to be more student-centered

Procedure requires that a student first request a grade change from the instructor. In cases where the student has filed a disorimination complaint, or if the instructor of record is not available, or where the district determines that there is a possibility of gross misconduct by the original instructor, provisions shall be made to allow another faculty member to substitute for the instructor of record.

faculty member to substitute for the instructor of record. Grade changes shall be requested by the student no more than three (3) years after the term in which the grade was awarded. Ecceptions to the time limit may be made if it is determined that the grade was awarded as a result of mistake, traud, bad faith or incompetence by the instructor. Students may be required to provide documentation to support the requested grade change that may include but is not imited to graded assignments and tests from the class in question or substantiation of verifiable extenuating circumstances.

In the case of traud, bud faith, or incompeting circumstances, concerning the removal or change of grade will be made by the Executive Vice President. In all cases, where means exist and when at all possible, the instructor who first awarded the grade will be given notice of the change.

Pass/No Pass "P")"NP", Credit/No Credit "C/NC" and Credit-by-Exam "CRE" grade designations, once applied to the transcript, cannot be changed to a letter grade.

When grade changes are made, the student's permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

#### Availability of Semester Grades

Grades for each semester are generally available within 24 hours of each instructor submitting his/her grades. Students may access their grades through their portal at my vecced edu. Students with outstanding lees and/or obligations will not be able to access their grades until they have cleared their free/holigations.

#### Auditing Classes

Auditing classes Auditing enables a student to attend a class without taking exams, receiving a grade or earning unit oredit. Students enrolled in ten units or more in Fall or Spring (or three or more unit in Summer) may, with instructor consert, be allowed to audit one lecture class per term without a fee. Students enrolled in less than ten units may, with instructor consert, audit one lecture class per term for a non-refundable fee of fitneen defiars (\$15.00) per unit per semester. Audit students are subject to change. Priority in class enrollment shall be given to students desiring to take the courses for credit toward a certificate, degree or transfer certification.

degree or transfer certification. Petitions to Audit are accepted on or after the last two days of program adjustment as specified in the registration calendar. Laboratory and activity classes are not normally eligible for audit. Students auditing a course shall not be permitted to change their enrollment in that course to receive credit for the course, nor are they permitted to challenge the course at a later date. Students auditing a course are not permitted to take exams in class, nor are they permitted to challenge the course by exam at a later date. Instructors are under no obligation to grade assignments of students auditing a course. Attendance requirements for students auditing courses are the same for all other students away stated in this Catalog. The Petition to Audit is available online at www. wenturacollege.edu/forms.

Ventura College - Academic Policies 2013 - 2014

#### Withdrawal from Class

Withdrawal from class Withdrawal from a class or from the college is primarily the responsibility of the student. Withdrawals may be done online or in person at the Records Office. It is the student's responsibility to understand how a withdrawal will affect their academic records, academic standing, ability to respect the course, eligibility for financial aid, athletic participation veterans' educational benefits and other programs, services or benefits. Instructors have a responsibility to drop students under certain circumstances as identified below. Deadline dones for withdrawalo from a class may be found on the

certain circumstances as identified below. Deadline dates for withdrawing from a class may be found on the student's Schedule/Bill and in the online searchable schedule of classes in the DRN notes – click on the DRN to view notes. Students who do not officially withdraw by the stude deadlines will receive an evaluative grade (A-F, P or NP). Withdrawal after the final deadline may be permitted in this determined that extensuating circumstances prevented a student from completing and withdrawing from a course. Extension grade of the required. Students should contact a courselor of the records official be required. Students should contact a courselor or the Records Office to initiate a Petition to Change a Grade to "W". A graded course that has been used to asity/ degree, certificate or transfer requirements will not be changed to a "W".

transfer requirements will not be changed to a "W". A grade of "W" is not calculated in the prade point average (GPA). Courses that receive "W" grades are counted as an enreliment attempt and will affect a student's ability to repeat the class. Students will be blocked from separating any course in which they have already received three "W", "0", "F" or "NP" grades in any combination. See Appendix XIV – Course Repetition for details. "W" grades are also counted in the determination of a student's academic standing, and excessive "W"s will be cause for placing students on progress probation. Students are encouraged to consult a counselor regarding the full impact of "W" grades.

The hall impact of in graves. Instructor-initiated drops: Instructors are required to drop by the census date any student who has never attended class or who has guit attending class. They may drop students who do not attend the first class meeting. The census date for each class is determined by the length of the class and may vary. Instructors may but are not consider the drop students after the carous class for processive absences. by the length of the class and may vary, instructors may out are not required to, drop students after the census data for excessive absences. Absence is generally considered excessive if a student misses 1/9 or more of the total number of classes (2 weeks of a full-semester classs), however, the nature of the class may require a strictler absence policy. Consult the class syllabus or instructor for more information.

Withdrawing from semaster-length classes: Students may withdraw from full semester-length classes through the end of the 14th week. A grade of "W" will be posted to the academic record for withdrawals that occur between the class census date and the end of the 14th week. No grade will be posted to the academic record for withdrawals that occur before the class census date. Students still enrolled after the end of the 14th week will receive a grade other than "W" on their academic record. academic record.

The census date for each class is determined by the length of the class and may vary. Consult the class syllabus or instructor for more information.

25

This section of catalog explains the "withdrawal" process. It refers the student to four places: 1. Records office (or online) to complete the withdrawal.

- 2. Counselor to determine the impact of a withdrawal
- 3. Class syllabus or course instructor to determine the "census date"
- 4. Admissions office for more information and deadline

To be more student-centered, consider identifying just counseling department as first point of contact. The language is somewhat authoritative in tone (Eg. "It is the student's responsibility;" "Students will be blocked;" and "excessive "W"s will be cause for placing students on progress probation"). Students may not know what the following items are communicating: "CRN notes" and "census date."







### <u>Recommendation</u>: Create an online space for information about add/drop



When "drop course" is entered into the search window of the VC home page, none of the options link to information about how to drop a course. All the results are all administrative-focused links.

Page | 71



<u>Recommendation</u>: Create an online space for information about add/drop

VENTUR,		Search: GO
<ul> <li>Current Students</li> <li>Prospective Students</li> <li>Faculty &amp; Staff</li> <li>Community</li> </ul>	Academic Calendar Academic Dishonesty reas of Study lookstore Jass Schedule Sollege Catalog Sore Competencies imergency Procedures aculty/Staff Websites aculty/Staff Directory inal Exam Schedule inancial Aid & Scholanshipa Sraduation Webcasts International Students ibrary Nine Classes arking	Current Students
	heréquisites landards of Student Conduct ltudent Life ltudent Support Services ltudent Voice (College Newspaper) lentura College Promise Program letura College Promise Program	Last Updated 10/12/12

http://www.venturacollege.edu/current\_students/index.shtml

When attempting to find information by navigating through the menu bar, and selecting "Current Students" from the VC home page...

"Add/drop" does not appear on the list of options.

If a student selects "College Catalog," This allows you to download of a pdf. file of the catalog.





## Recommendation: Create an online space for information about add/drop

	na. 122		
	Counseling		
4			
15		ter (SSC), the Ventura College Counseling Off by counseling. Our dynamic counselors can as	
lon	transfer, or personal counseling. Co	unseling Services provides a variety of resource	
dents	greatest possible benefit from your	college experience.	
	бау	Hours	1
	Monday	8:00am - 7:00pm	]
	Tuesday	8:00am - 7:00pm	
	Wednesday	8:00am - 7:00pm	]
	Thursday	8:00am - 7:00pm	
	Friday	8:00pm - 3:00pm	
	Hours subject to change Appointments		
	To schedule a counseling appointme Information Desk	ent, please call (805) 289-6448 or visit the St	udent Services Center (SSC)
		ent, please call (805) 289-6448 or visit the St	udent Services Center (SSC)
	Information Desk	ent, please call (805) 289-6448 or visit the St	<u>udent Services Center (SSC)</u>
	Information Desk	ent, please call (805) 289-6448 or visit the St	<u>udent Services Center (SSC)</u>

http://www.venturacollege.edu/departments/student\_services/counseling/index.shtml

When a student visits the Counseling webpage, there is no information about "add/drop" or "withdrawal." One positive aspect is that the information about location and office hours is readily available.

Page | 73



## **Recommendation:** Identify Counseling Department as first contact

Home + Departments + Student Services + Counseling

## Counseling

Counseling

Counseling Staff Frequently Asked Questions

Counseling Forms

**Distance Education** 

Prerequisites

International Students

Located in the <u>Student Services Center (SSC)</u>, the Ventura College Counseling Office is open days and evenings for counseling appointments and drop-by counseling. Our dynamic <u>counselors</u> can assist you with academic, career, transfer, or personal counseling. Counseling Services provides a variety of resources to help you achieve the greatest possible benefit from your college experience.

Day	Hours	
Monday	8:00am - 7:00pm	
Tuesday	8:00am - 7:00pm	
Wednesday	8:00am - 7:00pm	
Thursday	8:00am - 7:00pm	
Friday	8:00pm - 3:00pm	

Hours subject to change

#### Appointments

To schedule a counseling appointment, please call (805) 289-6448 or visit the Student Services Center (SSC) Information Desk

#### Fax Number

Our fax number is (805) 289-6334

#### **Counseling Workshops**

Call (805) 289-6448 for some informative workshops

http://www.venturacollege.edu/departments/student\_services/counseling/index.shtml



Ventura College 74 | Page



## <u>Recommendation</u>: Include information about cost/benefit of add/drop

ounseling	Encounter a description of
ounseling Staff	Frequently Asked Questions
requently Asked uestions	Transfer Center FAQs   New Student FAQs
ounseling Forms	
istance Education	1. I want to get started at Ventura College. What's my first step?
ternational Students	<ol><li>I'm a continuing student and I need to make an appointment with a counselor. How do I know who to see?</li></ol>
rerequisites	3. How long are the counseling appointments?
	4. When do I need a counseling appointment?
	5. I work a lot. What hours are counseling appointments available?
	<ol><li>Do I need an appointment for financial aid certification?</li></ol>
	<ol><li>I'm ready to graduate! How do I apply?</li></ol>
	<ol> <li>I don't need an appointment, but I have a few questions and I need to see a counselor now. What should I do?</li> </ol>
	<ol><li>I'm a middle school or high school student and I'd like to take a class at Ventura College. How do I get started?</li></ol>
	10. I'm considering changing my career or major. Do you have any tests I can take to tell me what career I
	might be suited for based on my interests?
	11. How do I obtain an official transcript?
	12. How much do transcripts cost and how long does it take to obtain one?
	<ol><li>How do I obtain an unofficial transcript and/or a list of classes I've taken and my grades?</li></ol>
	1. I want to get started at Ventura College. What's my first step?
	We encourage all students new to the college experience to visit our Welcome Center.
	In order to have a visit with a counselor, you must <u>apply for admission</u> to obtain an Student ID (900) number.

http://www.venturacollege.edu/departments/student\_services/counseling/faqs.shtml

When exploring the FAQ section of the Counseling page, there is no information about "add/drop."

Page | 75



## Recommendation: Adapt the Add/Drop form to be more student-

#### centered

THOULDAW CHANGE	ADDS •
	INSTRUCTOR'S SIGNATURE REQUIRED FOR ADMITTANCE TO CLOSED CLASS.
STUDENT'S NAME/PLEASE PRINT LAST	LIST SECTION NUMBER(S) COURSE NAME INST. SIG.
STODENT'S NAME/PLEASE PRINT LAST FIRST	41.
SOCIAL SECURITY NO.	#2.
DATE	#3.
IT IS THE STUDENTS RESPONSIBILITY TO DROP CLASSES IN THE RECORDS OFFICE BY THE DROP	#4.
DEADLINE.	N5.
PROGRAM CHANGE INITIATED BY:	DROPS
	LIST SECTION NUMBER(S) COURSE NAME
	#1
SIGNATURE DATE	#2
	#3
DATE	#4
RETURN THIS FORM TO THE ADMISSIONS OFFICE.	
RETAIN YOUR COPY UNTIL GRADES ARE RECEIVED.	DROP ALL CLASSES
Student	ENROLLMENT FEES RECEIVED

FORM# AR-3

- There are no directions for how to complete the form.
- No point of reference is provided in the case that the student has questions.

