

# INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

## Program Efficacy Phase: Student Services

### Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

## Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

### Program Being Evaluated

CalWORKs

### Name of Division

Student Services

### Name of Person Preparing this Report

Shalita Tillman

### Extension

8659

### Names of Department Members Consulted

### Name of Reviewers

Geoff Schroder and Rose King

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

### Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	1		1
Classified Staff	3		
<b>Total</b>	5		1

## Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Cal WORKs	Demographics Spring 2011 – Fall 2012	Campus
2.8%	Asian	6.2%
35.5%	African-American	20.3%
46.1%	Hispanic	48.6%
0.4%	Native American	1.0%
0.7%	Pacific Islander	0.7%
13.5%	White	21.0%
1.1%	Other/Unknown	2.1%
70.2%	Female	54.6%
29.8%	Male	45.2%
8.2%	Disability	5.4%
Min: 18	Age	Min: 15
Max: 64		Max: 88
Avg: 28.02		Avg: 29.47

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Economic stability is a challenge for the community surrounding San Bernardino Valley College. Top service area zip code data retrieved from SVBC open database network reflects an estimated average that 25.2% of the students served from the top 11 zip zone areas live below poverty level. On an individual basis, of the 11 top service area zip codes that SBVC serves, the two zip code areas with the highest poverty level percentage is 92404 at 56.1% and 92410 at 42.8%. The impact of the economic challenge has increased the number of families utilizing San Bernardino County Transitional Assistance Department CalWORKs services. Community members with an interest to further their education by way of San Bernardino Valley College are referred by the San Bernardino County Transitional Assistance Department to the campus CalWORKs Program.

The surrounding community reflects a higher population of Hispanics and females (SBVC open database network). As a result the SBVC CalWORKs Program has a higher enrollment of Hispanic students and female students.

The department has recently engaged with the Research and Planning Department to begin collecting and tracking data to ensure data will be made available for future assessments.

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The CalWORKs department pattern of service serves the needs of the community with various methods: scheduled appointments, email, telephone, as well as walk-in availability. Office hours are Monday through Friday from 8am to 4:30pm. During semester peak registration time, the office provides extended hours one day a week; 8am to 7pm. The department also works in collaboration with the SBVC Marketing Director to post events and department information on the SBVC Website, SBVC Facebook Page, and SBVC Twitter Account.

Electronic delivery of program services is disseminated directly to San Bernardino County TAD Welfare-to-Work workers and community partners. Agencies forward information to students and potential students. Students may then be referred to the program by San Bernardino County or other partnering agencies to enroll. Some CalWORKs students are self-referred.

**Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success - Rubric</b>		

Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

Chapter IV of the Comprehensive Guide to Welfare for California Families states that required supportive services for each participant in welfare-to-work activities include: Ancillary expenses, including the cost of books, tools, clothing specifically required for a job, fees, transportation, and other necessary costs; education related supplies and materials, such as backpacks, textbooks, workbooks and parking permits that a student may need to allow them to attend class and pursue their educational goals.

CalWORKs work-study is paid work opportunities that will enable CalWORKs students to meet CalWORKs work requirements while pursuing an educational program, to provide students with work experience that will make them more marketable when they finish their educational program, and to provide them with an additional source of income within the requirements of the CalWORKs program.

Student employment opportunities are identified after students are deemed eligible for the CalWORKs Program. The student is given an appointment (same if possible) to meet with a member of the job development staff. Each eligible student is given a pre-screening interview that includes; work history, student's employment goal and area of study, hours of availability and any other job related information that may be needed for placement. Each eligible student completes a master application. Each student submits a resume. If the student does not have a current resume they are encouraged to attend one of the weekly workshops to develop one. The staff starts a work-study file and places all relevant information into the file. Job Developer contacts on and off campus employers that relates to the student's field of study. Employer contacts the office to inform job developer if they are interested in hiring the CalWORKs student. If the student is not successful in gaining employment, the student continues to work with the job developer and receives employment services until a suitable position is found. The job developer works with the counselor to ensure that job placement reflects certificate or degree program. The CalWORKs Program usually covers 75% of the student's work-study wages.

The Financial Aid Office provides the CalWORKs Office with a list of students that have been awarded Federal Work-Study for the academic year. The availability of FWS funds combined with CalWORKs work-study funds allows for a better work-study opportunities on-campus. Some on-campus departments have the ability to cover 25% of the student's wages. Others will need to rely on the student being eligible to Federal Work-Study funds. The Financial Aid Office and the CalWORKs Office have joint meetings to discuss concerns and issues that may arise. There is also an assigned liaison in the Financial Aid Office that can answer questions related to the Federal Work-Study process works.

Student employment opportunities are identified in several ways:

1. Job announcements from public and private sector
2. One-Stop Employment Services
3. Cold calling
4. Internet
5. Community organizations
6. District Human Resources

- 7. Placement requests from on-campus departments & divisions
- 8. Financial Aid work-study
- 9. Local job development meetings

Child care is a critical component to ensuring the success of CalWORKs students while they are enrolled in the community college and participating in qualifying work activities. CalWORKs students must have access to child care that meets their individual family needs including services to children of various ages and those with special needs, and the provision of child care during weekends and evenings. The child care service provides services for child(ren) birth to 12 years of age. Students have the option of selecting a child care provider of their choice however students are encouraged to utilize a licensed child care provider. Students are also referred to the SBVC Child Development Center for child care needs.

The department best practices efforts are to engage participants in programs and services that will enable them to transition off welfare and into a career path that offers the chance of advancement and future economic stability.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

There is no past data available to make a comparable assessment at this time. The department has recently engaged with the Research and Planning Department to begin collecting and tracking data to ensure data will be made available for future assessments to demonstrate program SAO's.

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.

<p>Relevance, Currency, Articulation</p>	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>
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**Mission and Purpose**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

The objective of the CalWORKs Program is to provide educational opportunities that will result in career preparation for individuals who are currently receiving welfare, transitioning off welfare, unemployed or under-employed to achieve economic stability.

How does this purpose relate to the college mission?

It mirrors the college’s mission by extending and broadening the mission of recruiting and supporting a segment of the community that is not only diverse in ethnicity and culture, but also age, education and economically disadvantaged. It does this by doing aggressive recruitment, development of website and community organizations informing general public of the programs and its services.

**Productivity**

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
  - i. staffing levels
  - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The program graduation percentage rate for a three year period was used in a comparison model to measure

productivity of the program.

Graduation data for CalWORKs students reflecting a cohort for 2008-2009 and 2009-2010 was obtained from the SBVC database network. A comparison study done over a three year period resulted in the following findings: cohort 2008-2009 had 77 CalWORKs students graduate at a 12% rate; and cohort 2009-2010 had 89 CalWORKs students graduate at a 14% rate. Based on the difference between the cohort's graduates and percentage rate, the program shows graduation productivity. The program will continue to follow and measure the graduation rate for the next three year period.

A department user satisfaction survey has been developed to capture data for future assessments.

### Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

CalWORKs offers online orientations to students as well as one-on-one orientations. The orientation covers program eligibility requirements, support services; and expectations of the student as well as what the student can expect of the CalWORKs Program.

Employment workshops are available to CalWORKs students. The purpose of the workshops is to inform students of current workforce and hiring trends; resume development, interview techniques; job search, job fairs, and other employment related trends that will lead to meaningful employment.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Note: Content Review Summary not applicable for this program.

### Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
<u>Note: Content Review Summary not applicable for this program.</u>		




Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Note: Content Review Summary not applicable for this program.

### **Currency**

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Note: Content Review Summary not applicable for this program.

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Internal records show 289 students enrolled in the CalWORKs Program for the 2012-2013 year whereas data retrieved from the CCCCO website for the 2011-2012 year show 378 students enrolled in the CalWORKs Program. The trend of statewide budget cuts (resulting in reduction of program funds) program support services have become limited or have been abolished. Therefore the economic trend has impacted the program with a decrease in student enrollment. The decreasing number of students can impact the program with additional budget reductions.

### Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program has accomplished collaborated efforts with the Transitional Assistance Department for placement of a Welfare-to-Work worker on-site in the department (contract board approved until June 30, 2016). This collaboration will allow for more detailed monitoring of CalWORKs student's progress and supportive services provided to students from both agencies. This collaboration serves as an additional resource for students to obtain the educational and employment related assistance needed. Efforts from both agencies can increase student enrollment to the program and produce a more vigorous best practices model for student success.

Internal records show 38 CalWORKs students have been placed at various work-study sites on and off campus. Employment hours for students range from 20 to 32 hours per week with a salary range from \$8.00 per hour to \$12.00 per hour. This data is also captured in Datatel and reported to the CCCCO CalWORKs data department.

The program continues to identify resources internally and externally to strengthen program services and accomplish the programs mission: The purpose of the CalWORKs Program is to provide educational opportunities that will result in career preparation for individuals who are currently receiving welfare,

transitioning off welfare, unemployed or under-employed to achieve economic stability.

### **Challenges**

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The trend of statewide budget cuts creates financial challenges for the program thus requiring additional resources to assist with the success of CalWORKs students. Department to engage in more professional development opportunities as a cohort group as it relates to the CalWORKs Program (Statewide CalWORKs trainings, collaborative meetings with San Bernardino County TAD, visit other community college CalWORKs Programs, etc.) Developing on-going collaboration with partnering agencies and CalWORKs Programs the department will be able to obtain trends that can strengthen the program and provide outside resource to accommodate the needs of the CalWORKs students and community.

## V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Each student is electronically tracked upon entering the office for services. Each student's service is captured in SARS Trak. This technology provides a more accurate count of students being served and the type of services that are provided.

CalWORKs student county CalWORKs status and SBVC CalWORKs supportive services are entered in Datatel and captured in MIS which is reported to the CCCCO each semester by District Computing Services.

Students have the opportunity to connect with staff members via email to review, discuss or resolve matters. This communication tool has improved contact with students and serves as a time management tool.

A small computer lab (includes printer) is available for CalWORKs student to access educational and employment related documents at no cost to the student. Students have the capability to access WebAdvisor, complete or update the FASFA application; register, add or drop courses, access online course work, apply for employment, etc. The computer lab is located in the CalWORKs Office in the Campus Center Room 208.

Eligible CalWORKs students are informed of other support service programs that may assist them with educational, employment, and mental/physical health needs. SBVC CalWORKs staff collaborates with CWD, EOPS/CARE, DSPS, Financial Aid, On-Campus Tutoring Center, local WDD One-Stop Centers, and Southern California Goodwill Services Employment Resource Center to provide above and beyond services to CalWORKs students. Students that require additional support are referred to the support service program that meets their needs. Counselors and staff members follow up with each student referred and follow up with the support service program(s) representative to monitor the student's outcome. There is an open line of communication among the collaborating programs to share ideas, questions, and concerns to develop strategies for student success.

The program will continue to work closely with current partners as well as identify new partners (on and off campus) and resources as they relate to the CalWORKs Program. Future plans are to integrate online counseling sessions to assist in meeting the needs of the community. As technology continues to evolve, staff will take advantage of professional development training related to the latest technology trends.

## **VI: Previous Does Not Meets Categories**

Reference your most recent Program Efficacy document, and list below those areas which previously received “Does Not Meet.” Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

The most recent Program Efficacy document was submitted Spring 2011. Spring 2011 Program Efficacy document listed many areas of “Does Not Meet”. Reference the Spring 2011 Program Efficacy document to review deficiencies. The current Program Efficacy document provides remedies for deficiencies.