

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 is 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

EOPS/CARE

Name of Division

Student Services

Name of Person Preparing this Report

Maria Del Carmen Rodriguez

Extension

8592

Names of Department Members Consulted

Jo Alice Hunter, Rosemary Chavez, Tamala Clark, Rosita Moncada and Treesa Oliver

Name of Reviewers

Joel Lamore and David Smith

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		02/18/14

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 (Interim Director)		
Faculty		4	
Classified Staff	4		
Total	5	4	

EOPS DEPARTMENT

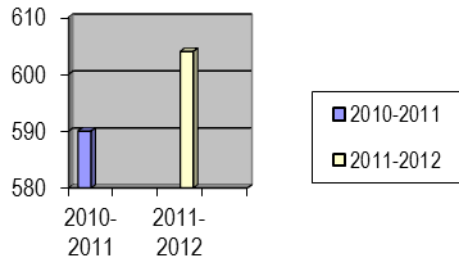


Figure 1: Student Participants

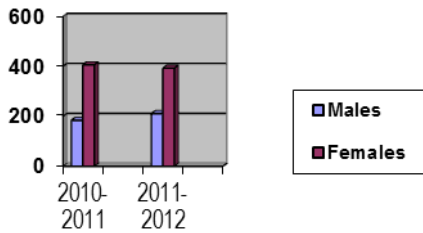


Figure 2: Gender Breakdown

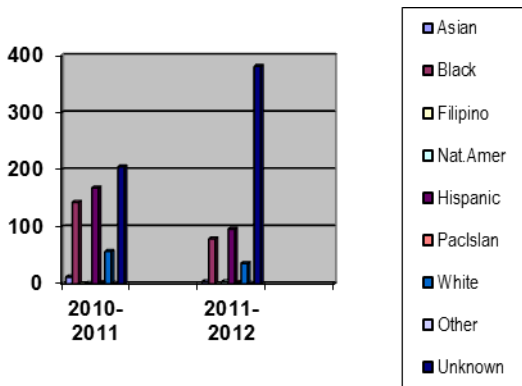


Figure 3: Ethnicity Breakdown

Description

EOPS is a state funded program designed to encourage the enrollment, retention and transfer of students challenged by language, social, economic, and educational disadvantages. Program also facilitates the successful completion of their goals and objectives in college. Students are eligible on the following factors: a) income level; b) maintain full-time status; c) less than 70-degree applicable units; d) have California residency and e) be educationally disadvantaged.

Assessment

EOPS participation has grown by 50 students within a year. Our male population increased by 28 students and females have dropped by 12. Our expected 490 cap has exceeded by 285 students. Our Hispanic, Black and White population has decreased. Unfortunately, many of our participants' do not indicate ethnicity and our unknown population is exceeding our known populations. A survey will be created to include ethnicity to better track the ethnicity of our students.

Program Goals

Increase retention and persistence, transfer rates to four-year institutions. Furthermore, increase awareness of the importance of obtaining an Associate Degree and continue to a four-year university. Facilitate the successful completion of goals and objectives in college. Our goal is to provide services, which are over, above, and in addition to those provided to the general college population.

Challenges and Opportunities

- Students completing the requirements for semester basis
- Students not maintaining 12 units per semester
- Students grade point average is falling below the standard average 2.0 grade point average per semester.
- Many students are interested in program; however due to staffing issues we are permitted to limit our participation
- Implement workshops in time-management; stress management; learning styles and note-taking workshops
- There is no full-time counselor available to provide the utmost service to students.

Action Plan

Hire a permanent Director and a Full-time Counselor to serve our students. Enhance our partnerships with different departments to provide more access to students. The department incorporated workshops and announcements through Blackboard and many students are taking advantage of this opportunity. In the future, more services will be accessible to our student population. Recruit students in general and advertise our program to become more diverse and have more participation in males and whites.

CARE DEPARTMENT

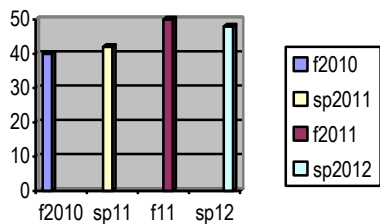


Figure 4- Student Participants

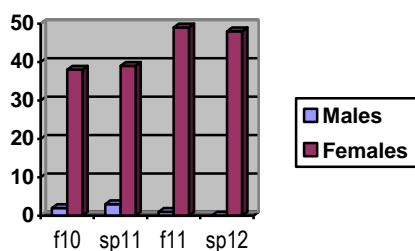


Figure 5 - Gender Breakdown

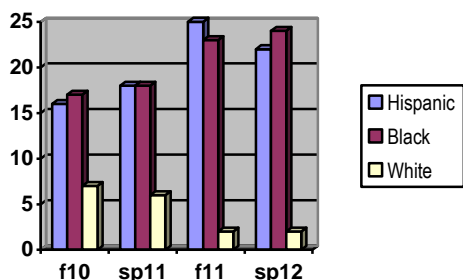


Figure 6- Ethnicity Breakdown

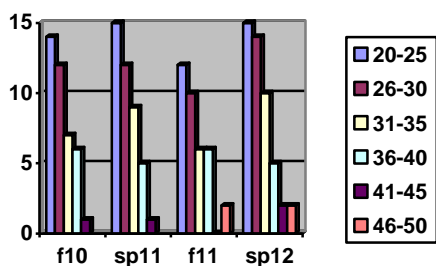


Figure 7- Age Breakdown

DESCRIPTION

Cooperative Agencies Resources for Education (CARE) is a sub-program to EOPS and encourages the women and men participating in the program to believe that they and their children are important, that they are capable, and with proper support, they can break the cycle of welfare dependency and become self-sufficient. This is a state funded program in which it assists EOPS students who are single parents on Transitional Assistance for Needy Families (TANF) and receiving Cash Aid with a child under the age of 14. Students must be EOPS eligible and single head of household

ASSESSMENT

Our CARE population is comparable to participation within our Region 9 area. The majority of participants are females. We have only served 6 male students in the program within the 2 years indicated. As you can see in figure 3 our ethnicity table indicates that the majority and current participation are Hispanics, blacks and white. Age distribution is between the ages of 20 - 50 years and our majority age groups are between 20 - 30 years old

PROGRAM GOALS

Increase retention and persistence, transfer rates to four-year institutions. Furthermore, increase awareness of the importance of obtaining an Associate Degree and continue to a four-year university. Increase resources available to the students such as childcare services, workshops to include county policies and TANF updates. Offer educational support services as they acquire the education, training, and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency.

CHALLENGES AND OPPORTUNITIES

One of the challenges we face is recruitment to the program. It has been consistent throughout the years; however, we believe more students qualify for program and will benefit from the program resources. Students in the beginning are interested but follow-through is lacking and needs improvement. Students have difficulty obtaining TANF forms from county to sign in a timely manner. Enhance our participation with not only the community, but also our local high schools and the county.

ACTION PLAN:

To enhance our working partnerships with Financial Aid and Cal-WORKS departments and share lists of students who may be receiving TANF services.

Provide presentations on campus to classrooms and organizations for recruitment purposes.

Create a partnership with Children Development Center in which student participants may have the opportunity to place their children in center and make it more accessible for students to continue and complete their goals in a timely manner.

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
Part I: Access		
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: EOPS	Demographics Fall 2009 – Fall 2012	Campus
2.3%	Asian	6.2%
21.5%	African-American	20.3%
65.0%	Hispanic	48.6%
0.6%	Native American	1.0%
0.5%	Pacific Islander	0.7%
9.2%	White	21.0%
0.9%	Other/Unknown	2.1%
61.7%	Female	54.6%
38.3%	Male	45.2%
6.3%	Disability	5.4%
Min: 17	Age	Min: 15
Max: 79		Max: 88
Avg: 23.61		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.

As we look at the table provided, we are comparable to the campus population in many areas. Our top population and exceeds campus population is Hispanic and Afro-American. As shown, we have 1.2% more Afro-American student participation and approximately 16% in Hispanic participants. Our lowest group with a 12% difference would be our White population. The program is in average with other ethnicities and age groups. Our female participants exceed the campus population with a 7% difference. We are servicing more students with disability compared to the campus population.

The table below is from San Bernardino City Census – 2010 which is comparable to what our program services. The Hispanic population in San Bernardino is about 22.4% higher than California population. This is one reason that the program has a high population within the Hispanic population.

California's population is 37,683,933 and San Bernardino's is made up of 213,012. As shown below the ethnicity breakdown is as follows:

White 45.6%	American Indian 1.3%	Pacific Islanders 0.3%
Black 15%	Asian 4%	Hispanic 60%

Our Hispanic population mirrors our community demographics; therefore this is why the program has a 16% participation of Hispanic students.

Overall, I believe that EOPS/CARE is targeting all ethnicities within 2009-2012 academic years. The two areas in which we need to recruit are the male and white population. The department needs to extend recruitment services into the classroom and community by advertising our program to these targeted populations. The department will target different faculty members in which we can present and enhance awareness to general population. The department needs to work collaboratively with the Outreach Coordinator to recruit at local high schools; churches and community organizations. EOPS would ask for referrals from other Student Services Departments and other programs on campus such as the Science and Math departments, collaboratively we could design tactics in creating more awareness to general student population. The department will be creative and work with Student Life to promote the program and club organizations and Student Government.

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.

Our department hours are Monday, Thursday and Fridays 8:00 – 4:30 p.m. Tuesdays and Wednesdays we are open from 8:00 – 7:00 p.m. In having our office open until 7:00 p.m. we are able to serve our evening and working students. Students are able to meet with counselors prior to semester beginning. However, Title 5 policy states that EOPS students are required to meet with counselors three times a semester and in order to comply with counseling requirements must begin no sooner than two weeks prior to semester. We also provide announcements and workshops through Blackboard. Currently this semester we are servicing 519 students in which 51 students have not used Blackboard. Therefore, more than 90% use this technology to access communication about upcoming events; workshops and other important dates.

Students set up appointments with counselors between 8:30 – 4:30 p.m. (M, TH, and F) and 8:30 – 6:30 p.m. (T, W) and counselors will see students without an appointment on a walk-in basis as their schedule permits. Students are aware of their responsibilities, therefore our busiest days are Tuesdays,

Wednesdays and Thursdays. During peak times, i.e. registration, midterm, finals week and application process everyday is busy with students from 8:00 – closing.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
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.

Data received from our Research and Planning department the following indicates the progress of our EOPS participants from 2010-2011 to 2011-2012 academic years.

2010 – 2011 The tables below show grades earned by 590 participants. EOPS students are doing well academically, however there still needs to be some intervention to lower the Withdrawals. When students meet with counselors they indicate why they are withdrawing. Factors that cause the W's could include, but not limited to: family obligations, course readiness; not attending classes regularly, work obligations, illness. The program has a high percentage in retention and persistence.

A's	B's	C's	D's	F's	W's
1357	900	672	277	396	559
33%	22%	16%	7%	10%	13%

Retention	Persistence
87%	75%

2011-2012 The tables below show grades earned by 603 participants. Compared to 2010-2011, the participants completed the year with better grades and raised 3% in A's; 1% in B's and decreased in the lower grades. It was an improvement. Retention grew by 2%; however persistence decreased 2%.

A's	B's	C's	D's	F's	W's
1563	1033	701	257	373	470
36%	23%	16%	6%	8%	11%

Retention	Persistence
89%	73%

EOPS is a program designed to enable low income, educationally disadvantaged students' affected by language, social and economic handicaps to achieve a college education. The program has continuously provided guidance, motivation, support services and resources to help students complete their educational goals, including vocational certificates, associate degrees and transfer to four-year institutions. Services are specifically designed to offer educational support services to address the specific needs of at-risk students, including but not limited to:

- A) Priority Registration – students in the program have priority registration, which allows students to enroll and complete courses in a timely manner and transfer to a university.
- B) Individualized counseling and support – each student is required to meet with an EOPS counselor three times a semester. Counselors work with students to develop a concise and a multi-term education plan to complete their educational goals.
- C) Academic progress monitoring – students are required to submit a progress report with instructor/professor signatures indicating their progress in each class per term. If a student is not achieving C grades, better; not attending class, or not participating in classes, counselors refer students to appropriate supportive services to successfully complete classes and educational goals.
- D) EOPS Textbook Services Program – program provides grants or vouchers to participants each term so their required textbooks are available to them in time for the first class meeting.
- E) EOPS Textbook Loan program- students may borrow EOPS owned books in addition to their book voucher.
- F) Specialized transition services – when students plan to transfer and fee waivers are declined; EOPS provides waivers for their school of interest.
- G) Workshops – tailored to meet the special educational needs of EOPS students, workshops, such as study skills, time-management, money management, maintaining a healthy lifestyle and many more.
- H) When students complete their degree objective, the program provides them with their cap and gown.

CARE is a sub program within EOPS and it is designed to assist single parent, head of household students acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency. In addition to the core supportive services provided by the EOPS program, CARE students may be awarded supplemental grants, services and allowances to pay for educationally-related expenses (such as child care, transportation, textbooks and supplies) not offered by other resources to strengthen their retention, persistence, graduation and transfer rates, such as:

- A) Parking permit provided each semester.
- B) Supplemental counseling and advisement from counselors
- C) Laptop computer loan services
- D) Personal development workshops which incorporate the following: County TANF policies and procedures
- E) The program provides resources, information and referrals to campus and off campus community-based services or public agencies.

By providing the aforementioned services, it allows students to concentrate in their academics and complete their educational endeavors in a timely manner.

There were 40 EOPS graduates in 2011-2012 who earned their Associate of Arts/Science degree and transferred to four year institutions and the Commencement Student Speaker was an EOPS participant. In 2012-13, 55 students graduated and transferred to four year institutions, such as UC Berkeley, UC Irvine, UCLA, Chico State and many transferred to Cal State San Bernardino.

Students are graduating from San Bernardino Valley College and transferring to the four year institutions.

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](#)

Strategic Initiative – Student Success – Committed to helping students succeed in their educational and career goals.

SAO #1 - Core Competency – Information Competency: Critical and Creative thinking:

Outcome: EOPS participants will learn and understand the primary function of EOPS.

Opportunity – students will participate in mandatory orientation and meet with counselor

Assessment tool – Orientation and pre and post surveys completed by students.

Many students are referred to our department to submit an application, inquire of deadlines and know the program as a book service program and not aware of the other services provided. Therefore, this year, we developed a pre-survey, completed prior to starting orientation and post-survey at end of orientation. The following tables include the four orientation groups conducted for prospective spring applicants. As one can see, students were more knowledgeable of program's primary function after attending the orientations.

Group 1:

Amount questions missed	Students Missing that amount	
	Pre-Test	Post-Test
0 - 3	15	38
4 - 8	37	15
9 - 12	2	1
Total	54	54

	Percentage	
	Pre-Test	Post Test
0-3 = Proficient	28	70
4-8 = Basic	69	28
9-12 = Below Basic	4	2

Group 2:

Amount questions missed	Pre-Test		Post-Test	
0 - 3	17		28	
4 - 8	22		14	
9 - 12	3		0	
Total	42		42	

	Percentage	
	Pre-Test	Post Test
0-3 = Proficient	40	67
4-8 = Basic	52	33
9-12 = Below Basic	7	0

Group 3:

Students Missing that amount

		Pre-Test	Post-Test
Amount questions missed			
	0 - 3	28	29
	4 - 8	26	27
	9 - 12	4	1
Total		58	57

Percentage

	Pre-Test	Post Test
0-3 = Proficient	48	51
4-8 = Basic	45	47
9-12 = Below Basic	7	2

Group 4:

Students Missing that amount

		Pre-Test	Post-Test
Amount questions missed			
	0 - 3	40	81
	4 - 8	79	78
	9 - 12	2	3
Total		121	162

Percentage

	Pre-Test	Post Test
0-3 = Proficient	33	50
4-8 = Basic	65	48
9-12 = Below Basic	2	2

As one can see students improved in the post survey and learned more about the resources available to students other than book service. In group 4, 121 students submitted the pre-survey and 162 submitted the post survey a difference of 41 submissions. There are two factors that may have caused this difference: students were late to orientation and did not receive the pre-survey and second factor students just did not submit the survey.

Goal 5.1 – To foster a learning college – EOPS participants learn how to work toward their objective such as completing the requirements for a certificate, associate degree or transfer. Students complete this by meeting with counselors on a monthly basis and developing their education plan. Students work collaboratively with the counselors to follow education plan and make any changes to meet their needs.

PROGRAM SAO #2 – Core Competency – Information Competency: Critical and Creative thinking:

Program Objective: Student will synthesize information to progress and/or reach their educational goal

Outcome: Student will be able to read and understand their Education Plan and enroll in appropriate courses while utilizing the college catalog and schedule of classes.

Opportunity – students will participate in counseling appointments on a monthly basis

Assessment Tool – Counselors will meet with students on a monthly basis and encourage them to register during priority registration and for classes indicated on their education plan. Education plans are inputted in their web advisor accounts.

- 1) Students have access to their web advisor accounts and view their educational plans as many times they choose to.
- 2) Students meet with counselors on a monthly basis to discuss their academic progress
- 3) In one session counselors will alert the student participants of their registration dates
- 4) An announcement is placed on blackboard for participants to be aware of the dates for registration.
- 5) Students will access their educational plan and verify with counselor to confirm courses to register for each subsequent semester.
- 6) Students participating in EOPS are under first priority and therefore should be able to register for appropriate courses with no difficulty.
- 7) After registration dates, counselor and student meet to verify courses and following education plan.

There are approximately 600 plus students in program and approximately 400 register for classes during first priority registration.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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>
--	--	---

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?

EOPS/CARE mission is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and education. Provide services that are over, above and in addition to those provided to the general college population.

How does this purpose relate to the college mission?

SBVC's mission is to provide quality education and services to diverse community of learners. EOPS mirrors the college's mission and enhances the services to students. SBVC and EOPS are providing a quality education and services to individuals to become active learners in the institution and within their community.

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

Since 2008, EOPS has been working with one full-time counselor/faculty and one adjunct counselor to serve more than 700 students. The department has been creative in managing the student traffic, outreach and providing the utmost service to campus community and off campus community.

The following tables include student contact for the following academic years – 2010-2011 and 2011 – 2012

In the year 2010 -2011, we provided bus passes to students and parking permits to our CARE students. Per Title 5:

EOPS counseling can begin two weeks prior to the beginning of each semester. Therefore, the table does indicate 0 contacts for the month of July. The department worked with one full-time counselor and one adjunct counselor. In the fall 2010 semester we serviced 444 students, 280 were new to the program and the rest were continuing students. Unfortunately, 172 students did not comply with requirements, which included their three counseling contacts. During the spring 2011 semester we serviced 380 totally 824 students within the year. We had 423 new students and 401 were continuing which constituted a 51% of our student population. Prior years, the program provided more services to students; however, the program is contingent on funding each year. Bus passes were the most popular service students took advantage. It is important that students have transportation to complete their courses. When the Omni Trans initiative passed and students allowed riding the bus free, the program eliminated this service. The other services are for students to complete their educational needs. Copy cards were exhausted and not offered anymore. Students at times are having difficulties with access to a calculator or computer; students allowed to borrow either a calculator or laptop however, there are only eight laptops and are outdated with program software. Parking permits provided to all students, again, due to budget constraints, it only provided to our CARE participants.

2010-2011

	July	Aug	Sept	Oct	Nov	Dec	Fall Totals	Jan	Feb	March	April	May	June	Spring Totals	Annual Totals
EOPS/CARE Services															
Bus Passes	0	10	9	5	5	0	29	11	17	9	6	0	0	43	72
Calculator Loan	0	0	0	0	2	0	2	0	3	2	1	0	0	6	8
Copy Cards	0	988	60	20	9	0	1077	40	20	0	0	0	0	60	1137
Laptop Loan	0	0	0	2	0	0	2	1	1	0	0	0	0	2	4
Parking Permits	0	21	0	0	0	0	21	20	6	0	0	0	0	26	47
Counseling															
Appointments Attended	0	195	259	261	244	197	1156	164	207	228	253	200	19	1071	2227
Counseling Contact Hours	0	117	138.5	130	123	98.5	607	95	109.5	114.5	200.5	127	9.5	656	1263
Appointments Not Attended	8	31	63	94	45	40	281	31	65	71	77	32	4	280	561
Appointments Cancelled	0	22	19	23	25	28	117	12	14	14	21	19	5	85	202
Workshops Attended	0	92	39	31	92	0	254	33	100	62	91	0	0	286	540
Counselor Break Down															
JoAlice Hunter	0	67	103	97	86	95	448	62	107	73	85	55	3	385	833
Carmen Rodriguez	0	128	156	161	148	94	687	98	77	119	141	135	16	586	1273

2011-2012

	July	Aug	Sept	Oct	Nov	Dec	Fall Totals	Jan	Feb	March	April	May	June	Spring Totals	Annual Totals
EOPS/CARE Services															
Bus Passes	3	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Calculator Loan	0	2	2	4	1	1	10	1	2	6	3	0	0	12	22
Copy Cards	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptop Loan	2	1	1	1	1	0	6	0	0	0	0	0	0	0	6
Parking Permits	0	35	0	0	0	0	35	17	0	0	0	0	0	17	52

Counseling															
Appointments Attended	40	325	316	302	343	200	1526	207	274	322	310	255	23	1391	2917
Counseling Contact Hours	20.5	163	158	244.5	172	100	858	109.5	143	256	136.5	138	16.5	799.5	1657.5
Appointments Not Attended	6	46	80	76	48	32	288	28	58	50	57	35	7	235	523
Appointments Cancelled	2	16	34	40	34	35	161	8	20	28	41	20	3	120	281
Workshops Attended	0	39	73	91	54	0	257	52	19	0	9	34	0	114	371
Counselor Break Down															
JoAlice Hunter	2	123	19	70	98	62	374	76	92	118	101	0	0	387	761
Carmen Rodriguez	36	202	103	212	218	119	890	131	182	204	209	0	0	726	1616

In comparison with two other Region 9 Community Colleges – Chaffey College and Riverside Community College are comparable with participation in the EOPS/CARE program. The following data displays participation within the EOPS and CARE by gender and sub programs.

	Chaffey College		RCC		SBVC	
Fall 2010		Total %		Total %		Total %
Total Population	19,896	36.86%	20,062	37.16%	14,024	25.98%
CARE Participants	45	0.23%	41	0.20%	40	0.29%
EOPS Participants	702	3.53%	369	1.84%	405	2.89%
CARE Female	43	95.5%	39	95.12%	38	95%
CARE Males	2	4.4%	2	4.88%	2	5%
EOPS Females	496	70.66%	243	65.85%	272	67.12%
EOPS Males	191	27.21%	125	33.88%	132	32.59%
Unknown						

	Chaffey College		RCC		SBVC	
Spring 2011		Total %		Total %		Total %
Total Population	19,999		19,289		14,363	
CARE Participants	41	0.21%	26	0.13%	42	0.29%
EOPS Participants	558	2.79%	222	1.15%	336	2.34%
CARE Female	39	95.12%	25	96.15%	39	92.86%
CARE Males	2	4.88%	1	3.85%	3	7.14%
EOPS Females	398	71.33%	150	67.57%	223	66.37%
EOPS Males	151	27.06%	71	31.98%	113	33.63%
Unknown			1	.45%		

	Chaffey College		RCC		SBVC	
Fall 2011						
Total Population	19,494		18,320		12,542	
CARE Participants	46	0.24%	44	0.24%	50	0.40%

EOPS Participants	781	4.01%	354	1.93%	411	3.28%
CARE Female	45	97.8%	42	95.45%	49	98%
CARE Males	1	2.1%	2	4.55%	1	2%
EOPS Females	516	66.07%	225	63.5%	251	61.07%
EOPS Males	205	26.25%	126	35.5%	160	38.9%
Unknown	60	7.68%	3	.85%		

	Chaffey College		RCC		SBVC	
Spring 2012						
Total Population	18,520		18,050		12,529	
CARE Participants	32	0.17%	46	.25%	49	0.39%
EOPS Participants	635	3.43%	348	1.93%	387	3.09%
CARE Female	31	96.88%	42	91.3%	49	100%
CARE Males	1	3.13%	4	8.7%	0	
EOPS Females	424	66.7%	228	65.52%	240	62.02%
EOPS Males	155	24.4%	117	33.6%	147	37.98%
Unknown	56	8.8%	3	.86%		

As the tables above indicate, Chaffey, RCC and SBVC are going through the same influx of student participants. Participants are required to complete the following requirements each semester and if they do not comply they are subject to dismissal for following semester

- a) Maintain 12 units per semester b) Earn a grade point average (semester) of 2.0 or higher
- a) Complete three counseling appointments (per semester)
- b) Seventy (70) - applicable unit limit and 6 semesters in program.
- c) Not completing the workshop requirements of two per semester

SBVC student population is 2% less than RCC and Chaffey; however has a higher percentile of student participants than RCC. As seen above each campus has shown growth in the fall semester, but in spring semester, it has dropped. A number of factors contribute to this drop: not complying with program requirements; transferring to other schools; and the major one – family or work obligations. All three campuses have a small group of students taking part in the CARE program even though many students may qualify for program. Male participation is low in all three campuses and need to recruit more males in the near future. The program continuously creates new tactics to assist students in complying with all requirements. The staff calls each student to remind them of their counseling appointments, counselors recommend and referral students to the tutoring centers for assistance. The department provides flyers and updates to students reminding the participants of their responsibilities.

Relevance and Currency, Articulation of Curriculum

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

The EOPS department requires students to participate in two workshops per semester. Counselors and staff facilitate the workshops. We collaborated with the Math and English departments to provide workshops for our students. The following indicates how many workshops per semester offered to students and how many attended the workshops. The intent of providing workshops is to create another resource for the students to obtain and learn techniques to better enhance their skills of becoming a successful student.

In the fall 2010, we offered 19 workshops which included the following topics not limited to:

- 1) Blackboard Training – students learned how to navigate this new technology and had hands on training with Professor Powell. – 37 students attended this workshop
- 2) I am graduating, what do I need to do – students received information regarding the paperwork and

- process of submitting a petition to graduate – 23 students attended
- 3) Memory Strategies – facilitator provided campus resources and techniques on how to study more effectively – 32 attended the workshop
 - 4) Secret of an “A” Student – 30 students received information about how they can become better students
 - 5) Learning Styles and Note Taking Strategies – 39 students participated in exercises of how to take better notes

As students participate in the workshops, they learn techniques and skills to use not only at SBVC, however in their everyday life. The math and English department provided workshops on how to grasp the respective subjects.

After fall 2010, it became difficult to provide as many in class workshops due to shortage of staff and schedule conflicts. We continued to offer workshops in larger settings; however, we found out that it works best to have a class between 30-40 participants to be more effective.

In the fall of 2011, the department incorporated Blackboard opportunities. We placed similar workshops on Blackboard and alerted the participants they had the opportunity to complete the workshop requirements on-line. Students are required to read the power point and then complete a quiz to earn credit. Students who worked more than 20 hours a week; had family obligations took advantage of this opportunity and completed the workshops on-line. Since its inception, we have had 90% of students complete their workshops on-line. This has been a very effective tool for our students because they can complete this on their own time. The department places one or two workshops a month until the deadline.

The department has not eliminated in class workshops, especially when several students still enjoy the opportunity to listen to someone and have the chance to ask questions.

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.

EOPS does not offer any courses for their student population.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
Not applicable.		

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

Not applicable.

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?

The information written in the 2012-2013 SBVC Catalog is accurate. It describes our program and provides contact information.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning – Rubric		
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?

Trends that have or will affect the program are as follows but not limited to:

- a) Priority Registration: Through the Student Success Initiative Section 58108 will adopt procedures for registration and standards of enrollment. First priority will include Veterans, Foster Youth, and then other groups. EOPS has priority registration along with DSPS. It needs to continue so our student participants

can enroll and complete the courses needed for their degree objectives.

- b) Class reductions: Due to budget constraints, the reduction of class offerings will make it more difficult for students to earn their degrees if courses are not offered especially sequential courses. When students accepted into the EOPS program, their first appointment is the development of their education plan. Counselors will modify their plans as needed, however if classes continue to be reduced it will be more unrealistic for students to complete their requirements for transfer within two years.
- c) Budget cuts and staffing: EOPS programs received a 42% cut in 2008 – 2009 in which affected the program in providing services such as meal vouchers and parking permits. The program serviced approximately 800 students prior to the cuts presently serve between 550 – 600 students. The department dealt without a director for approximately two years and recently has an Interim Director with no full-time counselor. If positions were filled, program would be able to serve more students. More students would benefit from program; however, with staff issues we are limited in accepting so many students.
- d) Re-training and follow-through skills: Many students are returning for re-training due to losing jobs because of economy. Students range from 18 to 55 years old and many come in without the basic skills. Students are interested in program, but many do not follow through the process because of misunderstanding or not interested in the program other than the book voucher and priority registration services. The program has developed parameters that students must comply and follow-through.

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 EOPS Department provides numerous services to past, current and prospective students at San Bernardino Valley College. The department has always strived to do the best of delivery of services to students and other constituents on campus and off campus. The staff is energetic and personally connecting students to the right direction. The staff has facilitated the orientation for students so students are aware of whom they will be working with as they participate in the program.

Even though, we had only one full-time counselor and one adjunct counselor, it never has been a barrier for counselors to accomplish the goals of the program – serve the student “above and beyond and in addition to” has been the EOPS’ motto. Since the 2012 academic year, the department has been working with an Interim Director and four adjunct counselors and servicing more than 600 students.

During the months of October to January of each academic year, the SBVC on-line scholarship period is open to all students. EOPS students are provided the information and given a form to complete for their recommendation letters from faculty. We always encourage our students to apply for the online scholarship opportunities and there have been numerous EOPS students receive scholarships varying from \$200.00 to \$1,000 and be recognized at the scholarship recognition event.

Each year the EOPS/CARE sends a message to EOPS participants via Blackboard and Counseling sessions, indicating to let the office know if they were graduating. By sending the message, students come in and complete their petition for graduation to submit to Admissions and Records Office. Students are also encouraged to complete a form to place them on a list of graduates. The list in turn is given to the bookstore to waive their cap and gown costs. Therefore, the department at the end of each spring semester recognizes students who will graduate in May of the respective year. We host a luncheon and students may bring a guest with them to celebrate with other students. We have had over 40 students each year participate in this luncheon, however there are more than 100 students that have participated

in the program and graduate from SBVC and continue their education at a four year institution. Unfortunately, since students are not eligible to be part of the program after completing 6 semesters or completing 70-degree applicable units, they complete their degree objectives without coming to our office and making us aware.

The Director/Interim Director works closely with the California Community College State Chancellor's Office and the District to determine budget and book voucher amount is determined. Even with budget cuts, EOPS department still offers book vouchers at \$200.00 for each EOPS student and \$250.00 for CARE students. In addition to the \$250.00, CARE students were able to receive an additional grant of almost \$200.00 for other expenses needed to reach their goals. They may use this grant for childcare expenses.

When working with the budget it is very important to be cognizant of amount provided by the State Chancellor's office and verify that monies are used appropriately. Given the amount, the department will determine if there is monies to purchase supplies which may include backpacks, writing instruments, paper, binders and etc. EOPS provides supplies for students at the beginning of the semester and during finals week. It is important that students are prepared for their classes and finals with supplies. This alleviates worries and expenses for them.

In 2009 a group of male EOPS participants founded a club in which their purpose was to give back to other students. They called the organization – Voices for Success. The group created incentives to continue enhancing services provided by the department. Voices for Success – EOPS based organization was able to award \$300.00 in scholarships to current EOPS students. The organization advertised the scholarship opportunity to students and more than 50 students participated...

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?

- a) Priority Registration: Through the Student Success Initiative Section 58108 will adopt procedures for registration and standards of enrollment. First priority will include Veterans, Foster Youth, and then other groups. EOPS has priority registration along with DSPS. It needs to continue so our student participants can enroll and complete the courses needed for their degree objectives.

Plan: The planning that needs to take place is to be advocate for the students in making sure that they do not lose the priority registration status. Work collaboratively with Admissions, Records, and other entities on campus to demonstrate that students need priority registration.

- b) Class reductions: Due to budget constraints, the reduction of class offerings and will make it more difficult for students to earn their degrees if courses are not offered especially sequential courses. When students accepted into the EOPS program, their first appointment is the development of their education plan. Counselors will modify their plans as needed, however if classes continue to be reduced it will be more unrealistic for students to complete their requirements for transfer within two years.

Plan: The department needs to work closely with Office of Instruction and Deans in Instruction to see if department can better understand how classes are determined in their offering of semesters. For example, it will be beneficial for counselors to be aware of which courses offered during the fall and in the spring. Which courses no longer offered to earn a degree or certificate would be another benefit for counselors to be aware. This will assist counselors to inform the students to register for courses appropriately so they may complete their educational goals in a timely manner.

c) Budget cuts and staffing: EOPS programs received a 42% cut in 2008 – 2009 which eliminated services such as meal voucher and parking permits. The program serviced approximately 800 students prior to the cuts presently serve between 550 – 600 students. The department dealt without a director for approximately two years and recently has an Interim Director with no full-time counselor. If positions were, filled program would be able to serve more students. More students would benefit from program; however, with staff issues we are limited in accepting so many students.

Plan: To hire a Director and a Full-time counselor to better serve the students in the program. At this time the department does have four adjunct counselors assisting, however they have limited hours per week to serve our population.

d) Re-training and follow-through skills: Many students are returning for re-training due to losing jobs because of economy. Students range from 18 to 55 years old and many come in without the basic skills. Students are interested in program, but many do not follow through the process because of misunderstanding or not interested in the program other than the book voucher and priority registration services. The program has developed parameters that students must comply and follow-through with their responsibilities.

Plan: The department strives to provide the utmost service to our students and have done so to those who follow-through the program. Unfortunately, we have had students interested in the program because of priority registration or book assistance. They apply, attend the mandatory orientation and submit paperwork for acceptance into program; however, they do not comply with any of the requirements – counseling; workshops or submit progress report. We are creating new ideas on how to make sure students remember their obligations. The department does not like to dismiss students because of miscommunication; however, staff is allowing students to become more responsible. EOPS has called students to set up first appointment and remind them of their responsibilities. This has helped our retention. The staff is looking at not providing their book voucher until they have completed their first appointment, however shortage of counselors, may cause a delay for students to prepare for classes because they cannot use their book voucher. This is an area where it will need attention and modified as issues come through.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		

	<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?

Technology: In implementing the Blackboard portal for our students, it has created an opportunity for our students to discuss any issues not only with staff but also with their peers in the program. Students are able to access workshops, important announcements, not only for program but campus information as well. Counselors have facilitated workshops using power point to provide information. Computer Information Technology instructor has worked with our students in providing more information on how to use Blackboard efficiently. 90% of our students use this vehicle as tool to complete their requirements in a timely manner. For example, we asked our students to nominate instructors who have inspired them and explain why they have nominated these individuals. Within a day, the department received six nominations. It does indicate they are using technology. On line, counseling is another tool we use with technology. Students at times have additional questions after meeting with counselors or need additional direction. Counselors and staff are able to answer their concerns in a timely manner. In addition, to counseling, department provides a laptop loan program in which a laptop is loaned out to a student who cannot make it to the library and has no access to a computer at home. This allows the student to take laptop home and complete their assignments. As a department, we emphasize to students to read their emails for important information from professors, departments and future university personnel. The department updates campus website regarding application deadlines and program requirements. It also emphasizes department's hours and location.

Campus Climate: A club formed with EOPS students to create a bond and cohort in which they are helping with giving back to other students. Their fundraisers are to give back to students in grants and provide to those in need. As students and staff walk into our office, the staff is ready to provide the utmost delivery of services. We provide a safe environment for all who participate in program.

Partnerships: The EOPS program works closely with the following entities which include on-campus and off campus, but not limited to the following:

- a) SBVC Instruction – students are required to submit a progress report on a semester basis. Instructors have become more familiar with the form that needs their signature. Instructors/Professors have become more involved in alerting the counselors when there is a student that needs more direction and/or follow-up.
- b) Student Success Center – students are referred to the center for additional assistance in their Math and Science courses. As students meet with counselors and discuss they are having difficulty in classes, counselors direct them to the center for additional assistance. Math instructors have collaborated with the EOPS department to provide workshops for our students to understand the subject.

- c) Writing Center – counselors provide each student the description of center and location so they may get assistance in their writing assignments. Students know the service is not only for English classes, but also for any subject that is required to complete a research paper. English and Reading Instructors have facilitated workshops to our student population to better enhance their understanding and writing skills.
- d) Transfer and Career Center – counselors' direct students to this center to use the Career Assessments tools provided at Center to better understand or gain information about careers and job outlooks. They also visit this center to speak to four-year representatives regarding programs and services offered at their institution and admission requirements.
- e) Financial Aid offices both at SBVC and CSUSB (in particular) – students are directed to staff members at both institutions for information regarding their financial aid status. If students are having a little difficulty explaining their situation, we will take the initiative to speak to someone on their behalf.
- f) Cal State San Bernardino – EOP program - students are referred to the EOP program at CSUSB and directed to meet with their staff. The Admissions Counselor from CSUSB EOP program has also facilitated a workshop each fall and spring semester to inform the students about deadlines and services they offer at the university level.
- g) San Bernardino City Unified School District; Colton Unified School District; Rialto School District and continuation school districts – SBVC EOPS program provides informational sessions for students and parents within these school districts. Presentations have been given to special targeted populations such as DELAC (Spanish speaking parents), Superintendents, Special Education Teachers regarding the program and requirements. This is part of our recruitment and outreach efforts.
- h) SBVC Admissions and Records – the department depends on the Admissions and Records office to provide transcript evaluations and graduation petitions.
- i) SBVC Disabled Student Programs (DSPS) - department works collaboratively providing letters of course reduction for students within the DSPS program. The department allows students to be enrolled in less than 12 units per semester with proper documentation provided by DSPS Personnel.
- j) SBVC Bookstore – each semester the two departments EOPS and Bookstore work together to streamline the distribution of book vouchers and verify that students are purchasing the correct books.

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.

Program Efficacy Document submitted in November 2011. Unfortunately, the department received Probation as an overall recommendation. There were areas in which no data or insufficient information was provided:

Part 1: Initiative: Access - on pages 5 and 6 has been addressed

Part II: Initiative: Student Success - on pages 7 – 8

Part III: Institutional Effectiveness – Productivity, Relevance, Currency and Articulation - pages 10 – 15 readers will see that these areas have been addressed

Part V: Planning – Trends, Accomplishments or Challenges – pages 16 – 18 have been addressed

Program Efficacy Document submitted in Spring 2013 received conditional as an overall recommendation. There were areas in which no data or insufficient information was provided. Below are the areas and has been remedied as follows:

Part II: Student success – writer addressed the changes on pages 7 – 9 of this document

Student Learning Outcomes – addressed the changes on pages 9 - 11

Part IV: Accomplishments – has been remedied on pages 17 - 18

Part VI: Categories – Does not Meet – this area has been remedied by statements above.