

**Institutional Program Review—2017-2018**  
**Program Efficacy Phase: Student Services**  
**DUE: Monday, March 18, 2019 by NOON**

**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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**  
**Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**  
**Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at [pferri@sbccd.cc.ca.us](mailto:pferri@sbccd.cc.ca.us) and Wallace Johnson at [wjohnson@sbccd.cc.ca.us](mailto:wjohnson@sbccd.cc.ca.us)) by **NOON on Monday, March 18, 2019.**

**SUBMISSION FORMAT:**

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at [cgabriel@sbccd.cc.ca.us](mailto:cgabriel@sbccd.cc.ca.us) by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

## Program Efficacy 2018– 2019

**Program Being Evaluated**

Cal Works

**Name of Division**

CalWORKs & Workforce Development

**Name of Person Preparing this Report**

Shalita Tillman

**Extension**

8659

**Names of Department Members Consulted**

Paula Ferri-Milligan

**Name of Reviewers**

Program Review Committee

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	<b>by NOON on March 18</b>

**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		4
<b>Total</b>	5		5

**Part I: Questions Related to Strategic Initiative: Increase Access**

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.  The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.  The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>

**Demographics:**

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.

Contact Christie Gabriel, Research Analyst, at [cgabriel@sbccd.cc.ca.us](mailto:cgabriel@sbccd.cc.ca.us) asap for data and insert here.

CalWORKs Demographics	2015-16	2016-17	2017-18	2017-18 Campus-Wide
African-American	24%	26%	27%	12%
Asian	2%	1%	1%	6%
Hispanic	54%	55%	58%	66%
Two or More Races	6%	5%	5%	4%
White Non-Hispanic	13%	12%	10%	13%
Female	88%	87%	88%	57%
Male	12%	13%	12%	42%
Total Enrolled Students	490	431	424	19,290

Economic stability is a challenge for the community surrounding San Bernardino Valley College. Top service area zip code data retrieved from SBVC 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 (TAD) 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 majority of the students that enroll in the CalWORKs Program are single parent households consisting of the mother and child/children. San Bernardino County TAD has a high percentage of young single mothers who apply for services with their agency.

Females and males that are CalWORKs eligible enroll in the SBVC CalWORKs Program however they may not enroll in SBVC courses. This creates a wide percentage margin of females and males enrolled in the program and the campus. This can also contribute to the wide percentage margin between the African-American and enrollment between the program and the campus. This could be a retention issue for this ethnic group. There are a number of variables that could contribute to low enrollment to the program from other ethnicity groups. This is not as high as African-Americans and Hispanics (ex. Zip zones served by the campus have a greater African-American and Hispanic population; Other services and resources may be available to assist students with educational expenses such as Tribal TANF, The Indian Consortium, and family support ).

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. Data collected will be used to target underserved areas. This method will assist in how the department disseminates information and literature about the services that are available to the community who “qualifies” for program services. The collected data will also be used to identify low retention.

**Pattern of Service:**

Describe how 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. Office hours are Monday through Thursday from 8:00am to 5:00pm and Friday from 8:00am to 4:30pm (Office closes at 2:00pm to the public). Community members, students and potential students are able to access our office during regular business hours either in person, by phone, email or fax. Office team members attend various community

events or organizations to share program information. This could be in the form of facilitating a presentation or setting up a table at a much larger venue.

Individuals that are eligible for services are invited to enroll in the program within the office. Academic appointments are scheduled in advance for students to meet with a CalWORKs Counselor. Student also have an option to see a counselor during walk-ins sessions. The counseling structure allows for appointments and walk-ins to take place each week. This affords students flexibility when they have the need to see a counselor. Appointments are also scheduled for students to meet with the Job Developer or other team members in the department depending on the students need. Students with appointments receive a courtesy call the evening prior to their appointment to confirm, reschedule or cancel their appointment.

As office team members continue to contact students by phone, we also reach out to students by email or fax, depending on the need. In turn, students can also reach the department by phone, email or fax. Example or need to fax: Students are required to submit certain documentation to remain eligible for services. If a student is unable to deliver the document(s) in person they have the option of emailing or faxing the document to our office. The team has found these methods to be very convenient for the student and it allows us to expedite services for the student. For the convenience of the student, students have an option to submit documentation in this fashion.

Supportive services are disseminated two days a week every week (Tuesday's and Thursday's from 9:00am to 11:00am and 1:00pm to 3:00pm). Students that have a need for supportive services, they can complete a Supportive Service Request Form and submit it to one of the team members in the department. Once the request is approved, the student can receive supportive services during the days and times designated. In the event a student is unable to attend a supportive service day, accommodations can be made for the student(s). Example, students that have class during that time period, students that are employed, etc.

The department provides supportive services to eligible students on the first Saturday the week school session begins for the Fall and Spring sessions. The department coordinates with the bookstore who is also open on the first Saturday the week the session begins to align hours for students to obtain books.

Electronic delivery of program services is disseminated directly to San Bernardino County TAD Transitional Assistance Department 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.

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.

## Part II: Questions Related to Strategic Initiative: Promote Student Success

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of</b>	Program <b>does not provide an adequate analysis</b> of the data	Program <b>provides an analysis</b> of the data which	In addition to the meets criteria, the program <b>uses the achievement data</b> in concrete

<b>instructional or service success</b>	provided with respect to relevant program data.	indicates progress on departmental goals.	planning and <b>demonstrates</b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes</b>	<p>Program <b>has not demonstrated</b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b>missing or incomplete</b>.</p>	Program <b>has demonstrated</b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <b>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</b>

**Student Success:**

Explain how the services in the program promote 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.

Students face many challenges with the rising cost of educational expenses along with the rising cost of living expenses. To assist with offsetting these challenges, the program covers the full cost of books and supplies required for a student's course(s). Arco gas cards in the amount of \$50.00 are given to eligible students monthly. Semester parking permits are purchased for students. Those requiring child care assistance can select a child care provider of their choice and once approved the full cost of child care services is absorbed by program funding. During office hours and at the student's convenience, students can use the small computer lab for typing papers, resumes, job search, completing an online assignment, etc. Printing is at no cost to the student. Department counselors are available for students to meet with in person, over the phone or by email to discuss academic progress. Required progress reports, monthly attendance and two contacts during the semester are requested to monitor student's academic progress. Students that show signs of being overwhelmed are encouraged to work more closely with the department counselors to develop an intervention plan.

CalWORKs work-study is a paid employment opportunity 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.

This year the CalWORKs Program was awarded college work-study funds from the San Bernardino County Transitional Assistance Department in the amount of \$75,000. Student's wages will be covered at 100% and employers will be reimbursed at 100%. Thus, allowing for more employment opportunities and partnership with local employers.

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/emails/phone contact from public and private sector
2. One-Stop Employment Services (WIOA/EDD)
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
10. Local Job Fairs
11. College Central Network Employment Website:

<https://www.collegecentral.com/valleycollege/>

Due to students being more likely to be hired by an off-campus employer, students are encouraged to partake in off-campus work-study placements or they are referred for direct hire (unsubsidized).

The program provides students with professional apparel which are donations from employees and community members.

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.

**INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE.** Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at [chuston@valleycollege.edu](mailto:chuston@valleycollege.edu) if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

**Service Area Outcomes/Student Learning Outcomes:**

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.



## Program SAO Summary Evaluation Form

Division/Program: CalWORKs Semester(s) Evaluated: Fiscal year 2015-2016, 2016-2017 and 2017-2018 (July 1 – June 30) Next Evaluation: July 15, 2019	<b>Lead Evaluator: Shalita Tillman</b>  <b>Participants: Bonnie Cruz, Anita Hernandez, Patricia Valenzuela</b>								
<b>Service Area Outcome Statement</b>	<b><i>CalWORKs students who meet with the CalWORKs Job Developer to gain employability skills may increase their opportunity of obtaining employment.</i></b>								
<b>Strategic Initiatives aligned with the SAO.</b>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability								
<b>SAO Assessment Tool</b>	Internal department data (Spreadsheet); Datatel data.								
<b>Criteria – What is “good enough”? Rubric</b>	There is always room for improvements to continue job development and job placement growth.								
What are the results of the assessment? Are the results satisfactory?	<div style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <h3 style="margin: 0;">SBVC CalWORKs Student Job Placement</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>30%</td> </tr> <tr> <td>2016-2017</td> <td>42%</td> </tr> <tr> <td>2017-2018</td> <td>28%</td> </tr> </tbody> </table> </div> <p style="font-size: small; margin-top: 10px;">       SBVC CalWORKs work-study placement data comparison for 2015-2016 (79 placements), 2016-2017 (111 placements) and 2017-2018 (76 placements) show a decrease in CalWORKs work-study placements. Results are satisfactory in the aspect that the program was able to assist students in achieving meaningful employment to obtain transferrable workforce skills. However, the number of placements for fiscal year 2017-2018 declined by 35.     </p>	Year	Percentage	2015-2016	30%	2016-2017	42%	2017-2018	28%
Year	Percentage								
2015-2016	30%								
2016-2017	42%								
2017-2018	28%								
Were trends evident in the outcomes? Are there gaps?	<p>The team’s discussion brought about a number of theories that may have contributed to the trends in CalWORKs work-study placements over the last 3 years.</p> <ol style="list-style-type: none"> <li>1. Increased wages which absorbed more work-study funding for reimbursement allowing for fewer work-study placements.</li> <li>2. Students obtaining full-time positions (ex. Amazon fulfillment centers and other logistic distribution centers in the Inland Empire).</li> <li>3. Receiving additional college work-study funding for FY 2016-2017 in the amount of \$150,000 from San Bernardino County Transitional Assistance Department which allowed for more work-study placements.</li> <li>4. Providing employers with 100% wage reimbursement increased employer participation</li> </ol>								

	with the CalWORKs work-study program. 5. San Bernardino County Transitional Assistance Department did not offer college work-study funds for FY 2017-2018. This funding in past years increased the work-study placements and employer participation. Because the funding was not available, a reduction in CalWORKs work-study placements were evident and a reduction with employer participation due to employers not being able to receive 100% work-study reimbursement. 6. Are students obtaining permanent sustainable employment to meet their livelihood needs?
What content, structure, strategies might improve outcomes?	1. Seek additional funding to assist with more CalWORKs work-study placements. 2. Develop more unsubsidized employment opportunities for CalWORKs students. 3. Increase follow-up and tracking methods regarding student's employment status.
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): September 2018 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates	The program <b>identifies</b> data that demonstrates	In addition to the meets criteria, the program <b>describes</b> plans for extending communication with college and

	communication with college and community.	communication with college and community.	community and provides data or research that <b>demonstrates</b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.

**Communication, Culture & Climate:**

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

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 department continues to provide CalWORKs Program opportunities by way of in-reach and outreach. Visit and presentations are conducted by a CalWORKs team member(s) to various organizations on-campus and within the community throughout the month. Information, literature and brochures is shared by attending events during regular business, after business hours and on the weekends. Brochures and promotional items are disseminated on and off campus.

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 Transitional Assistance Department 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.

Describe how your program seeks to enhance the culture and climate of the college.

In order to enhance the culture and climate of the college, needs for all stakeholders (students, employees, community members, partners, etc.) must be evaluated. Obtain informal and formal feedback from all stakeholders in the form of meetings (group or one-on-one), electronic, phone, etc. One example is students that have shared they have food insecurities. The Dean of Counseling and Matriculation provided the program with food vouchers in the amount of \$10.00 to give to students that inform the program of the need.

Describe one or more external/internal partnerships.

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 Department of Rehabilitation, EOPS/CARE, DSPS, Financial Aid, On-Campus Tutoring Center and local WIOA/EDD One-Stop Centers 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 Inland Empire Disabilities Collaborative Meetings.* Beginning in January 2017 to present, the SBVC CalWORKs & Workforce Development Department began hosting the Inland Empire Disabilities Collaborative meeting. These meetings at one time were held at the Inland Regional Center prior to the tragic shooting in 2015. The Inland Empire Disabilities Collaborative meetings have not been held since. Each month, more than 60 partners from the Southern and Northern areas of California attend the collaborative meeting. The purpose of the meetings is to network, share updates on current trends, laws, policies and resources to better serve the disabled population. The meetings take place in Business 100 between 9:30am to 11:30am - on the 3<sup>rd</sup> Tuesday of each month.

The CalWORKs & Workforce Development Department in collaboration with San Bernardino County and Public Health hosted the annual Black Breastfeeding event on Saturday, August 26, 2017. There were refreshments, giveaways, vendors available to share resources and a wealth of knowledge for families regarding the benefits of breastfeeding. This was a free event and open to students and the community.

SBCCD in collaboration with CalWORKs & Workforce Development Department and community partners hosted a Block Party that was held at the San Bernardino Community College District (SBCCD) on Friday, May 11, 2018 from 3pm to 6pm. Approximately 73 vendors were participated. Some vendor resources consisted of employment opportunities, free haircuts, nutrition services, hygiene services and activities for children just to name a few. There was entertainment and food for all attendees. There were more than 300 people that attended. This is a no cost event to vendors and community members.

Monthly recruitment fairs were hosted by the CalWORKs & Workforce Development Department. The following employers BBSI, Ontrac, Think Together and FedEx were on campus and seeking qualified candidates. The employers setup a table once or even twice a month – in front of the library between 10:00am to 2:00pm. An average 200 students would visit the employers. SBVC students were able to submit resumes/cover letters directly to employers as well as apply for employment at the link provided by each employer. **Type of Jobs:** Logistics, Administrative, IT, Accounting, HR, Risk Management and other in demand occupations.

All City Management (crossing guard) utilized Campus Center 222 (Conference Room) each Wednesday between 10-11:00am to provide orientations to students interested in the crossing guard position for the following School Districts: San Bernardino Unified, Colton, Grand Terrance and Rialto. After the orientation, each student gets a hiring packet. They average anywhere between 5-9 students each time.

All City Management (crossing guard) utilized the Library Viewing Room May 2018 to have an end of the year employee celebration. Over 50 of their employees attended.

CalWORKs & Workforce Development hosted the annual Job Fair held February 2018 in Business 100. There were more than 30 employers seeking qualified candidates. An estimate of 250 job seekers (students and community members) attended. **Type of Jobs:** Logistics, Administrative, IT, Accounting, HR, Law Enforcement, Green Jobs (Solar Panel installation), Retail, Food Service and other in demand occupations.

The CalWORKs & Workforce Development Department in collaboration with Golden State Opportunity Foundation hosted the California Earned Income Tax Credit (CalEITC) Taco & Taxes event on Saturday, February 3, 2018 from 10am to 2pm in the grass area which is located in the center of Business, Campus Center and Library Buildings. Refund amounts resulted in \$143,016. The event and services were free and was open to students, employees and the community. Appointments were preferred but walk-ins were also welcomed.

The CalWORKs & Workforce Development Department in collaboration with the San Bernardino County Transitional Assistance Volunteer Income Tax Assistance (VITA) Program hosted a series of free tax preparation services for 5 days beginning Thursday, February 8, 2018 from 1:30pm to 8:00pm in Computer Technology Services Room 106. Refund amounts resulted in \$270,587. The event and services were free

and was open to students, employees and the community. Appointments were preferred but walk-ins were also welcomed.

The CalWORKs & Workforce Development Department and the Transfer Career Center have worked collaboratively in launching the College Central Network site for SBVC. This site will provide employment and transfer information and opportunities to SBVC students and alumni's.



What plans does your program have to further implement any of these initiatives?

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 and develop an online CalWORKs enrollment document to assist in meeting the needs of the community.

#### IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

**Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

#### Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Team members attend a number of workshops, conferences and technical training on and off campus. Below are a few of the conference, workshops, trainings, etc. that team members for the CalWORKs Program attend. Updates and current information relevant to the program is shared electronically and verbally.

1. Annual CalWORKs Training Institute

2. Professional Development Workshops
3. Technology trainings (STARFISH, WEBNOW, CANVAS, etc.)
4. CalOHSA
5. AB705
6. Self-Well Being trainings
7. Office Retreat
8. Campus/District Meetings
9. Collaborative meetings with San Bernardino County Transitional Assistance Department

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Below are some to the organizations team members belong to.

1. Association of California Community College Administrators
2. California State Employee Association
3. California Teachers Association
4. Valley Hills Credit Union Board Member
5. Inland Empire Job Corps Industry Advisory Council

3. Discuss specific ways staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Team members facilitate information during presentations at meetings on and off campus and during recruitment efforts in the community. Professional development has impacted the program by increasing employee motivation. Team members feel empowered when they have the knowledge needed to perform daily task.

## V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
<b>Relevance, Currency, Articulation</b>	The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.	The program <b>provides</b> evidence that the curriculum review process is up to date. Courses are relevant and current	In addition to the meets criteria, the program <b>discusses plans</b> to enhance current offerings that link to student/community needs and positions the program for growth.

	Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	to the mission of the program.  Appropriate courses <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.	
<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.

**Mission and Purpose:**

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose 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. Job Development and Placement Services prepares students to attain lifelong career success as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure meaningful employment.

How does this mission or 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

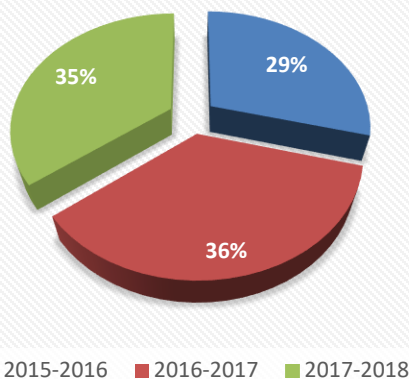
Satisfaction and productivity is defined by being able to monitor the results of progress. Achievement status for CalWORKs students is tracked by monitoring the degree/certificate/transfer status by utilizing the California Community Colleges Chancellor's Office Data Mart software. This is done on a three year cycle and is an ongoing effort.

California Community Colleges Chancellor's Office  
 Special Population/Group Program Awards Summary Report

		Annual 2015-2016	Annual 2016-2017	Annual 2017-2018
San Bernardino				
	CalWORKs - California Work Opportunity & Responsibility to Kids Total	41	50	50
	Associate in Science for Transfer (A.S.-T) Degree	3	4	9
	Associate in Arts for Transfer (A.A.-T) Degree	1	11	6
	Associate of Science (A.S.) degree	2	3	1
	Associate of Arts (A.A.) degree	19	20	20
	Certificate requiring 30 to < 60 semester units	13	7	8
	Certificate requiring 18 to < 30 semester units	2	5	3
	Certificate requiring 6 to < 18 semester units	1		3



## SBVC CalWORKs Degree/Certificate/Transfer Status



Over the last 5 years the programs allocation continues to receive growth. (See chart below).

Reference allocation at website below

<http://extranet.cccco.edu/Divisions/StudentServices/CalWORKs/Allocations.aspx>

FY	<u>Program Funds</u>	<u>Child Care</u>	<u>Work-Study</u>	<u>TANF</u>	<u>Total Allocation for Each Fiscal Year</u>
2018-2019	\$ 456,172.00	\$ 111,229.00	\$ 79,544.00	\$ 109,281.00	\$ <b>756,226.00</b>
2017-2018	\$ 445,170.00	\$ 112,735.00	\$ 81,320.00	\$ 111,189.00	\$ <b>750,414.00</b>
2016-2017	\$ 433,944.00	\$ 112,745.00	\$ 81,332.00	\$ 111,203.00	\$ <b>739,224.00</b>
2015-2016	\$ 286,733.00	\$ 112,663.00	\$ 80,389.00	\$ 110,578.00	\$ <b>590,363.00</b>
2014-2015	\$ 252,511.00	\$ 103,816.00	\$ 69,346.00	\$ 98,987.00	\$ <b>524,660.00</b>

### Relevance and Currency, Articulation of Curriculum:

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

The information presented in the catalog for the CalWORKs Program is current and correct.

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

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.

Just this fiscal year a pilot Skills (Self-Care/Stress Management) Workshop was implemented and each semester consist of three workshops. The workshops are facilitated by the department's adjunct counselor to all CalWORKs work-study students. These workshops assist CalWORKs students with balancing their personal life, professional life and education. Ten to fifteen CalWORKs work-study students attend each workshop. We are slowly growing the workshop to incorporate a more robust CalWORKs audience.

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: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

**INSERT CURRICUNET REPORT (If applicable):**

**Articulation and Transfer**

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC

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

**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? If applicable, list the courses that are no longer 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 presented in the catalog for the CalWORKs Program is current and correct.

**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?

Continue to track gradation completion rate.

Ongoing effort to increase educational goal achievement.

Ongoing effort to seek collaborative community partnerships for adequate resources for CalWORKs population.

Ongoing collaboration with community employers to identify employment opportunities for students.

Ongoing effort to increase program enrollment.

Provide access to program opportunities and resources that assist in removing barriers.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The CalWORKs & Workforce Development Department is located in the Campus Center room 208. The workspace is adequate for employees however during high peak times the entrance area, small computer lab area, and the open space becomes over crowded with students and/or community members (see photos below).

A small computer lab is available for CalWORKs student to access educational and employment related documents at no cost to the student. Printing services are also available to students at no cost. 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, type a paper, access online courses, etc. The computer lab is located in the CalWORKs Office in the Campus Center Room 208. The Dean of Counseling and Matriculation provided 20 laptops for students to use, however students cannot print from the laptops and space is still an issue for students to use the laptops. Students also have to wait to use a computer to print. Being able to have more space for a computer lab will allow for the program to add more computers as well as space for laptop use and allow students to print. This will reduce the wait time for students needing to use the computer and have access to free printing services.

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.

After a number of failed request to get assistance in purchasing very much needed furniture for the CalWORKs & Workforce Development Department, the office team members turned to Associated Student Government. After the Associated Student Government Officers of 2017-2018 visited the department to view the furniture and reviewed our proposal, the department was approved for \$7,869.92. The furniture was installed during spring break of 2018. The format of the office is more functional and looks much more professional. The CalWORKs team appreciates Associated Student Government's generosity!!!

The team members do share concerns of the position of the entrance and exit of the office in the event there is an emergency (see photos below). These concerns have been shared with upper administration in the past few years.







## VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**Cal Works provided a remediation report for the spring 2013 full efficacy review. The department remediated all of the deficiencies in spring 2014 conditional reporting and received continuation at that time.**