

**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:

**Program Efficacy  
2018– 2019**

**Program Being Evaluated**

Middle College High School Program

**Name of Division**

Academic Success & Learning Services

**Name of Person Preparing this Report**

Kimberly Wingson

**Extension**

X4442

**Names of Department Members Consulted**

Kimberly Wingson, Charnell Ellis, Susan Gasca, Sharon Zerbel, Patricia Quach

**Name of Reviewers**

Todd Heibel, Girija Raghavan, Abena Wahab

<b>Work Flow</b>	<b>Date Submitted</b>
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.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	1		
Faculty	1		2
Classified Staff	1*		
<b>Total</b>	2		2

**Faculty:** Currently the program reports to one manager, Dean of Academic Success and Learning Services. The program consist of one full-time temporary counselor, and two part-time counselors (One of the part-time counselor was the previous coordinator and is in the process of retiring. Her hours are very limited for the spring semester).

\*One full-time classified staff who supports the program but is the Administrative Secretary for the entire Academic Success & Learning Services division.

**MIDDLE COLLEGE HIGH SCHOOL— 2017 - 2018**

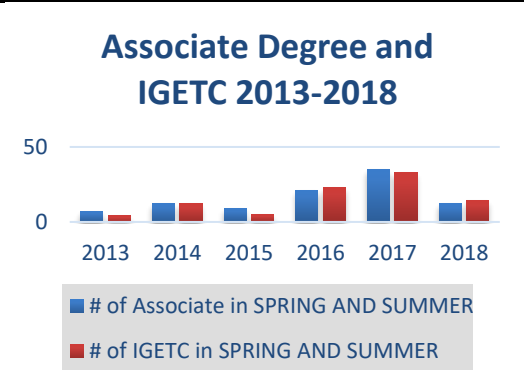
**Description:** (Provide an updated overview of your program/area. 225 Words Max)

The Middle College High School Program supports and collaborates with the Middle College High School (MCHS) whose student population consists of 80% high potential (GPA ranging from a minimum of 1.8 to a 3.49) and 20% high potential (GPA of 3.5 or higher). Acceptance to MCHS is based on a combination of factors including: overall academic performance, standardized test scores, attendance and discipline, family college completion, and other socio-economic factors.

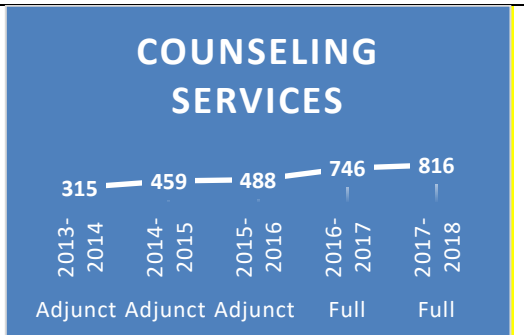
Our population consists of grades 9<sup>th</sup> through 12<sup>th</sup>, totaling approximately 280 students. Grades 10<sup>th</sup> through 12<sup>th</sup> are mandated to enroll in a minimum of two college courses, no less than four units. The 9<sup>th</sup> grade students register for one course per semester during their first year as they undergo a transition period of adapting to both academic settings. On average, our students may graduate with approximately 50 degree applicable units. In addition, about 45% of graduates complete a partial IGETC, and approximately 20% receive a full IGETC certification. Approximately 20% of seniors receive an associate degree in addition to their high school diploma.

The SBVC and MCHS work in collaboration to provide a professional and supportive environment that allows students to thrive. The goals of our program are dedicated towards helping students receive significant college credit and obtain acceptance to a four-year institution. We aim for students to develop 21<sup>st</sup> century skills including personal, academic and social responsibility.

Demographics	2015-16	2016-17	2017-18	2017-18 Campus
Asian	2.99%	4.00%	3.83%	4.58%
African American	4.48%	4.36%	6.27%	12.24%
Hispanic	78.61%	78.91%	84.32%	66.01%
White	6.47%	6.18%	3.83%	12.80%
Pac.Isl./Nat.Amer.	0.50%	0.73%	0.35%	0.41%
Unknown	6.97%	3.96%	1.39%	0.36%
Male	40.30%	40.73%	40.06%	42.23%
Female	59.20%	56.00%	56.10%	57.47%
Disability	0.50%	0.36%	0.00%	4.25%



Academic Yr. Enrolled	2014-15	2015-16	2016-17	2017-18
# of Combined Units	244	434	771	873
# of Transferable Units	244	405	696	815
Success Rate	97.0%	95.0%	96.7%	91.6%
Retention Rate	99.2%	100.0%	98.9%	99.3%



**Assessment:** (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

- 2016 was the first graduating class that had a designated college counselor, showing a large increase in completion of IGETC, associate degrees, along with degree applicable and transferable units.
- 2017 there was an increase in the number of associate degrees and IGETC certifications, we believe that this may be due to several factors: during recruitment of this specific class, an error was made in accepting a large number of students considering possibility of attrition. However, this group of students excelled academically and therefore kept majority of its graduating class. This class was the first 9<sup>th</sup> grade academy, and were also exposed a college class (ACAD 001) in their spring semester of their freshman year.

- 2015-16 seemed to have a large number of students that identified as “unknown” in the area of demographics, this could be due to individual self-identification.
- There is a consistent trend that shows MCHS students have a high success and retention rate.
- Reviewing the demographics, we can see that our African American and White population are lower in comparison to the campus general population.
- Our Hispanic population is much larger in percentage compared to our SBVC community.
- Our male and female ratios mirror that of the general campus population.
- With the transition from having two adjunct counselor to having one full-time temporary counselor and one adjunct, increase in counseling sessions is evident. This does not include class presentations, orientations, and workshops.

**Progress from Last Year’s Action Plan:** (Provide an update on the progress made from last year’s Action Plan. 225 Words Max)

This will be our first time completing an EMP, and therefore we do not have any specific data to report in comparison of a last years action plan.

**SAOs/SLOs/PLOs:** (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

The Middle College Program plans to continuously assess SAO’s and enhance services to meet student’s needs. Please note that this will be our first time generating SAO’s for our program. Previously, our main evaluation was completed through the use the chancellor’s grant, which required specific objectives and standards to be met. We have constructed two SAO’s specific to the program. The first being, MCHS students will meet with a counselor a minimum of once a semester to evaluate their progress towards goal. The second, MCHS program will collaborate with Middle College High School to develop and integrate support services. These specific standards have influenced our goals in that each of these are vital to increasing student success. Previous data has shown that counseling services greatly affect the student completion of goals. In addition, the collaboration process amongst both stakeholders, college and high school, are needed to run the program efficiently. Overall, the focus is dedicated towards enhancing the student support services and assisting students towards completion of college.

**Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

**Departmental/Program Goals:**

- Increase retention and persistence for the senior population, specifically in spring semester.
- Increase completion of partial or full IGETC certification, along with increasing number of associate degrees.
- Increase preparation for college for both 9<sup>th</sup> and new 10<sup>th</sup> grade.
- Increase services and retention to assist new 10<sup>th</sup> grade students with transitioning into their first year.
- Facilitate the successful completion of goals and objectives at SBVC.
- Increase awareness of support services, specifically related to Student Success Center and Writing Center, to increase student success rates.

**Challenges & Opportunities:** (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

**Challenge:**

- Students balancing both college and high school workload.
- Specifically addressing areas of stress, and possibly implementing workshops for time-management and stress management.
- Students, specifically 12<sup>th</sup> grade population, have shown a decrease in grades in their spring semester. Work to increase motivational levels particularly in the last year to prevent burn out.
- Increase awareness of the importance of associate degree and IGETC, help students to develop autonomy towards understanding their goal and reading the education plan in order to stay on track towards goal.

**Faculty and staffing:**

- Advocate for one full time tenure counselor along with Secretary II position.
- With the expansion of the program to include 9<sup>th</sup> grade, along with additional duties such as teaching and coordinating, the limited staff can make it difficult to service students to the best of our abilities.

**Opportunities:**

- Use of the Chancellors grant has helped to staff a part time counselor, and increase program services and professional development opportunities.
- Use of SSSP funds permitted one temporary full time counselor position, this allowed for an increase in student services and addressing main program functions including but not limited to updating grant, MOU, handbook and other program functions.

**Action Plan: (Describe the top priorities reflected in the Program goals and provide specific steps to reach these goals.)**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Recommend to seniors possible internships or vocational courses related to career goals to help increase senior motivation	Goal 1	Collaborations with special programs and MCHS coordinator	May 2020
Increasing transfer readiness workshops at MCHS in order to enhance IGETC and AA knowledge	Goal 2	Opportunity to go into classrooms and time for completion	May 2020
Improve awareness of support services through SDEV 102 course and mandated contracts for at-risk students.	Goal 3	Collaboration with MCHS administration to ensure students are knowledgeable of resources	May 2020
Create a survey for quality of services, transferable knowledge and available resources	Goal 4	Time and survey feedback	May 2021

**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](#)**

	Does Not Meet	Meets	Exceeds
<b>Demographics</b>	The program <b>does not provide</b> an appropriate analysis regarding identified differences in the program's population compared to	The program <b>provides an analysis</b> of the demographic data and provides an interpretation in response to any identified variance.	In addition to the meets criteria, the program's analysis and plan <b>demonstrates a need</b> for increased resources.

	that of the general population.	The program <b>discusses the plans or activities</b> that are in place to recruit and retain underserved populations as appropriate.	
<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.

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Middle College High School	Campus- wide
Asian	3.6%	4.8%
African-American	5.0%	12.4%
Hispanic	79.8%	65.3%
Native American	0.3%	0.2%
Pacific Islander	0.2%	0.2%
White	5.8%	13.2%
Unknown	5.3%	3.9%
Female	57.6%	57.5%
Male	40.0%	42.5%
Disability	0.3%	5.4%
Age 19 or Less	100.0%	22.5%
Age 20 to 24	0.0%	34.7%
Age 25 to 29	0.0%	17.7%
Age 30 to 34	0.0%	9.3%
Age 35 to 39	0.0%	5.5%
Age 40 to 49	0.0%	6.2%
Age 50+	0.0%	4.1%

	2016-2017	2017-2018
Socioeconomically Disadvantaged	79.5%	84.3%
Foster	0.3%	0.4%

Middle College High School (MCHS) first opened in August 2001 with its first cohort of 75 students starting in the 10<sup>th</sup> grade. Seventy-five new 10<sup>th</sup> grade students were added each year. Currently, the population has grown to approximately 260 students from grades 9<sup>th</sup> through 12<sup>th</sup>. In 2013-2014 school year, MCHS introduced the first 9<sup>th</sup> grade academy to be inclusive of all grade levels. Each year the high school accepts 60 new 9<sup>th</sup> grade students, along with 15 new 10<sup>th</sup> grade students each year. Grades 10<sup>th</sup> through 12<sup>th</sup> are mandated to enroll in a minimum of two college courses, no less than four units. Whereas, 9<sup>th</sup> grade students register for one course per semester during their first year as they undergo a transition period of adapting to both academic settings.

All students are enrolled in the school-wide Advancement via Individual Determination (AVID) program every year. Majority of the students enroll in a five-period high school day and use the afternoon, evenings and possible weekends to enroll in college courses here at San Bernardino Valley College.

As we look at the tables above, we notice that Middle College High School (MCHS) is somewhat comparable to the campus population in many areas. Our largest population is Hispanic, which exceeds the campus population. Our lowest groups compared to campus include African-American and White both at 7.4% below college population. This is largely due to the population recruited.

All students accepted to MCHS must live within the San Bernardino City Unified School District (SBCUSD) boundaries. In comparison to Ed Data, the demographics for SBCUSD specifically for include 74% Hispanic or Latino, 5% White and 12% African-American students. This shows that our Hispanic and White population closely mirrors that of the SBCUSD district; however, there is still a distinct divide when it comes to African-American students. We are continuing to explore ways to address the gap in demographics, in order to encourage more African-American students to apply to our program.

MCHS continues to promote recruitment to all students. However, since we have such a large number of applicants, the students are placed into a lottery for selection. Prior to the lottery, students are screened by completing an application along with a personal essay and an interview. Admission decisions are made based on a combination of factors including: overall academic performance, standardized test scores, attendance and discipline record, family college completion, and other socio-economic factors. Each of these are used to determine if the student is a good match for the Middle College High School and SBVC's MCHS Program. In addition, listed in our memorandum of understanding (MOU), we also have a designated target population in which majority of our students are selected:

**Targeted Population:** Entering students are selected from a targeted population:

- 80% high potential, under-performing, and/or under-represented students, with grade point averages ranging from not less than 1.80 (non-weighted) for all credits attempted up to and including 3.49 (non-weighted). Every effort will be made by SBCUSD to ensure that there is broad representation across grade point averages.
- 20% high potential, high performing, students with grade point averages above 3.5 (non-weighted).

The other piece of data to view is that we have many students that are defined as socioeconomically disadvantaged. Thus with 84.3% of our students meeting this criterion, the district was able to provide free and reduced lunch to the entire student population.

Overall, we have a large number of students come from all ethnicities and are encouraged by their middle school and high school counselors to apply. The high school recruitment and counseling visit the SBCUSD high schools

and middle schools to present on the MCHS Program and to encourage many of those high potential students to apply.

**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 department hours are as follows:

Monday	12:00 p.m.-6:00 p.m.	Thursday	12:00 p.m.-6:00 p.m.
Tuesday	7:30 a.m.-5:00 p.m.	Friday	8:00 a.m.-2:30 pm
Wednesday	12:00 p.m.-6:00 p.m.		

**Counseling Services**—Students are mandated by the program to meet with an SBVC MCHS Program Counselor once a semester to review progress towards academic goal. Students who wish to schedule follow-up appointments for the semester are encouraged to email or call the counselor directly. Counseling services are generally offered by appointment; however, if schedules permit, the SBVC MCHS Program Counselor will meet with students on a walk-in basis.

Due to the high school schedule, SBVC MCHS Program Counselor appointments are scheduled typically during the hours of 12:30 p.m.-6:00 p.m. (M-TH) & 12:30 p.m.-2:30 p.m. (F). Counseling appointments are prioritized by grade level, meeting with the seniors first and continuing through freshman.

**Advising Appointments**—the SBVC MCHS Program Counselors meet with students each semester to review education plans specific to individual goals. Students primarily focus on the following goals: IGETC certification, associate degree, and or major prerequisites needed for high unit majors. Additional advising can address questions specific to registration, transfer process, along with additional referral of services.

**High School Collaboration** –The SBVC MCHS Program Counselors work with the high school liaison to schedule appointments for education plans by providing a sign-up sheet to the AVID teachers. The high school serves as a contact and resource in scenarios where a student may fail to attend. The high school works with the student to ensure that all student obligations are carried out.

**Workshops**—during the additional morning hours, there are select days during the semester in which workshops will be held for students. Topics include: Academic Success (Probation Level I) workshop, completing college forms (concurrent enrollment petition and health form), and new student orientation in the summer.

**College Knowledge Hour**—the SBVC MCHS Program Counselors visit the high school campus twice a month, for one hour. This allows for an informal setting in which students ask questions and build a rapport with their SBVC MCHS Program Counselors. This serves as a resource for the students to build a safe environment and encourage students to communicate their academic goals.

**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</b>	Program <b>does not provide an adequate</b>	Program <b>provides an analysis</b> of the data which	In addition to the meets criteria, the program <b>uses the</b>



<b>achievement of instructional or service success</b>	<u>analysis</u> of the data provided with respect to relevant program data.	indicates progress on departmental goals.	<u>achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes</b>	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.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b>missing or incomplete</b> .	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.

The Middle College High School Program is designed for high potential but underperforming high school students. Its purpose is to offer these students an opportunity to achieve their academic and career goals through a program providing high school classes combined with college classes in a challenging, supportive and motivating college setting. The program has continuously provided guidance, motivation, support services and resources to help students complete their educational goals, including graduating from high school, acceptance to a four-year university, obtaining a partial or full IGETC certification, completion of an associate degree, or obtaining a minimum of 30 transferable units.

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 B Registration** – students in the program have priority registration, which allows students to enroll and complete courses in a timely manner and complete ample amount of college credit which can be used once they transfer to a university.
- B) **Individualized counseling and support** – each student is required to meet with a MCHS Program counselor once a semester. Counselors work with students to develop a concise and a multi-term education plan to complete their educational endeavors.
- 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 satisfactory marks in academics, demeanor or attendance, the college counselor will notify the high school in order to set more interventions to track student progress in course for remaining semester.
- D) **Probation Services**— All probation levels are clearly articulated in our college handbook which students receive each academic school year. Students who receive substandard grades (including “D, F, W, I”) are placed on an appropriate level of academic probation along with a contract for that semester. The contract mandates that the students limit the number of courses for the semester and require the student to engage in regular follow-up services with the counselor. Mandatory tutoring at the Student Success Center and Writing Center may be required depending on the student’s status and courses enrolled. First level

probation students are mandated to attend a student success workshop which reviews handbook regulations and strategizes ways to improve academic performance and awareness of resources.

E) **Student Development (SDEV 102)**—the SBVC MCHS Program Counselors teach the 9<sup>th</sup> grade students this course during their first semester in high school. When teaching the Student Development course, the counselors follow the guidelines and SLO’s designated by San Bernardino Valley College. As a part of their teaching techniques, each counselor incorporates an interactive and nurturing learning environment for the students. The counselors aim to incorporate a level of respect and cultural sensitivity/acceptance in all classrooms and counseling sessions. The goal is to increase the level of academic performance and develop a better awareness of the college culture. This will further assist the MCHS students in a successful transition from high school to college life.

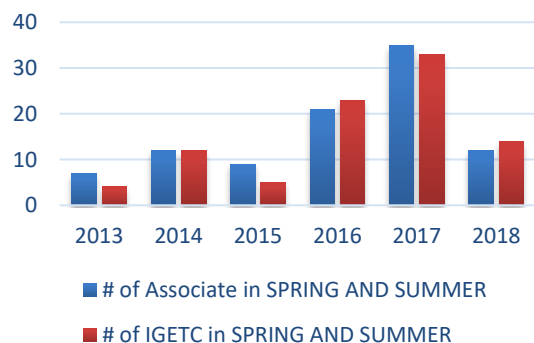
**Associate Degree and IGETC Completion**

Year	# of Associate in SPRING AND SUMMER	# of IGETC in SPRING AND SUMMER
2013	7	4
2014	12	12
2015	9	5
2016	21	23
2017	35	33
2018	12	14

**Percentage by Population**

Year	Population of Graduates	# of Associate in SPRING AND SUMMER	# of IGETC in SPRING AND SUMMER
2013	44	15.91%	9.09%
2014	47	25.53%	25.53%
2015	51	17.65%	9.80%
2016	54	38.89%	42.59%
2017	79	44.30%	41.77%
2018	65	18.46%	21.54%

**Associate Degree and IGETC 2013-2018**



By providing the aforementioned services, the students are able to concentrate on completing their academic goals within the four-year time frame of high school completion. Middle College High School has a 100% graduation rate, 96% are completing high school A-G requirements, along with a 95% acceptance rate to 4-year college. In addition, the data shows that several of these students exceed expectations in also obtaining IGETC certification, Associate degree and a significant number of transferable units. On average, about 45% of graduates complete a partial IGETC, and more than 20% receive a full IGETC certification and about 20% of seniors receive an associate degree in addition to their high school diploma.

Our greatest barrier for our students has been the assessment test. Many of our students were unable to test out of basic skills courses. This could be partly related to testing anxiety and other stress factors that may influence student results. Unfortunately, per our MOU, our students are not permitted to take courses below ENGL 015 & MATH 095. With the new changes for AB 705, we predict we will be able see a change in completion of academic goals. This will allow many of our students who have completed equivalent courses of college level math at the high school to enter into transferable courses rather than taking basic skills sequences that are not needed for degree completion. For example, we have seniors at the high school who have completed precalculus or are taking calculus/statistics and planning on entering a STEM major. This will allow for the student bypass lower level math courses to reduce the sequence of courses needed for prerequisites to a major. As far as completion of goals, it is predicted that since the assessment will be removed students will now be able to take college level English or math which are needed for completion for IGETC certification along with associate degree requirements.

Our goal for the MCHS Program is to increase the percentage of students completing Partial and Full IGETC certifications along with increasing the number transferable units obtained by the graduates. We expect to see an increase in degree and IGETC certificate completions due to AB 705 changes along with those students who have taken SDEV 102 with the program counselor in their freshman year fall semester. This will have been the second year of completion for SDEV 102. However, with this course we hope that students will have developed strong skills and habits as a college student. In addition, the student would have received three transferable units that could be applied to their degree. These two classes for freshman would have than received six-degree applicable units as opposed to past classes that only receive 4 units or less.

In 2016, there was a 21% increase in completion of an associate’s degree and a 32% increase in IGETC certification. In 2017, data shows that there was an increase in the number of associate degrees and IGETC certifications. We believe that this may be due to several factors:

- **Increased enrollment:** During recruitment of the 2014 9<sup>th</sup> grade students, the program attempted to account for attrition by admitting 90 students compared to only 60 students in all the other cohorts.
- **SBVC MCHS Program Counselors:** This cohort was the first cohort who received SBVC MCHS Program counseling services. At this time students were mandated to meet with the SBVC MCHS Program counselor once a year. The last three years, SSSP has allowed for funds for a full-time temporary counselor which has allowed for the counselor to meet more frequently with the students increasing meetings to a minimum of once each semester. In addition, more workshops, and follow-up services have been added for students identified as at risk based on academic probation standards.
- **ACAD 001:** This class was the first 9<sup>th</sup> grade academy and were also exposed a college class (ACAD 001) in their spring semester of their freshman year.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE.

[SAO Assessment Data Collection Sheet](#)

*(Due to the Division Office each semester by Final Grade Submission Date every semester)*

Division: Academic Success & Learning Services  
 Division  
 Semester Assessed:  
 Lead Evaluator:

Program: Middle College High School Program  
 Next Assessment:  
 Participants:

Service Area Outcome Statement	1. MCHS students will meet with a counselor a minimum of once a semester to evaluate their progress towards goal.
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Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Facilities <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	MCHS Program reviews data regularly specifically focusing the on the following items: <ul style="list-style-type: none"> <li>Grades-completion of the class with a C or higher, along with semester and cumulative GPA</li> <li>Senior Data-completion of associate degree, partial or full IGETC certification, along with the average number of units completed by high school graduation.</li> </ul>
Criteria—What is “good enough”? Rubric	<ul style="list-style-type: none"> <li>Meetings: 100% of students will meet with a counselor once a semester to review educational goals.</li> <li>Grades: Obtaining a 90% academic success rate—meaning 90% of MCHS students will pass their courses with a C or better each semester.</li> <li>Senior Data: <ul style="list-style-type: none"> <li>Associate degree (AA): Aim to have approximately 20% of seniors to complete their associate degree requirements by the summer after they graduate.</li> <li>Full IGETC: Aim to have approximately 20% of seniors to complete their associate degree requirements by the summer after they graduate.</li> <li>Complete an average of approximately 45 degree applicable units, about 40 transferable units by graduation day.</li> </ul> </li> </ul>
What are the results of the assessment? Are the results satisfactory?	From the most recent data review, it appears that we should have 13 students earning their AA’s and/or IGETC requirements by Spring 2019. There are additional students that may be added during the summer of 2019, currently projected to add approximately 11 students depending on completion of courses. We have found that focusing on the IGETC certification places the students in the most advantageous position when entering college. This data supports the success of the services provided by the MCHS Program college counselor. Based on our previous graduates from 2017-2018 school year, 24% of seniors completed their associate degree and 21% completed IGETC certification. We are very satisfied with the results due to the fact that our goals was to have 20% of seniors graduate with their A.A. and/or IGETC.
Were trends evident in the outcomes? Are there gaps?	We have found that students are more likely to follow their educational plan when the counselor explains the courses required for both IGETC certification and their associate degree. In addition, we have found that students are more opt to follow their educational plan when their courses are uploaded on Web Advisor and when they are provided with a highlighted hard copy of their courses required for their IGETC and/or A.A. degree.
What content, structure, strategies might improve outcomes?	In order to improve the success rate and overall outcome of the program, we plan to provide incentives through events and programs such as: Generation Go (paid internships), mentorships, and Inspire Luncheons (specific to our 3.5 GPA and above population), and Crossing the Finish Line (specific to our students completing AA and IGETC). We expect that these will serve as factors to increase motivation to complete educational goals, specifically related towards IGETC, associate degree and number of transferable units. Our department will continue to implement new strategies in order to improve the success of our students.
Will you change evaluation/assessment method or criteria?	As of Spring 2019, we do not plan to change the evaluation/assessment tools. We will continue to gauge student success based on the number of seniors graduating with their A.A. and/or IGETC Certification and feedback from our students and parents.

Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply			
	<input type="checkbox"/> E-mail Discussions with	<input type="checkbox"/> FT Faculty	<input type="checkbox"/> Adjunct Faculty	<input type="checkbox"/> Staff
	Date(s):			
	<input type="checkbox"/> Department Meetings. Date(s):		<input type="checkbox"/> Division Meetings. Date(s):	
	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum, Academic Senate; Accreditation & SLOs)			
	SLO Dialogue focused on:			
Will you rewrite the SAOs?	Middle College High School has just recently implemented SAO's in the Spring 2019 semester. Currently, we do not plan to change the current model, however, the department plans to continually make changes in an effort to increase the level of knowledge on both the MCHS and SBVC side, as well as to properly assess the needs of our students.			

### SAO Assessment Data Collection Sheet

*(Due to the Division Office each semester by Final Grade Submission Date every semester)*

Division: Academic Success & Learning Services  
 Division  
 Semester Assessed:  
 Lead Evaluator:

Program: Middle College High School Program  
 Next Assessment:  
 Participants:

Service Area Outcome Statement	2. MCHS program will collaborate with Middle College High School to develop and integrate support services.
Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	The Committee (both the SBVC staff and MCHS administration) will meet every three years in order to review MOU agreement. The Committee will also meet once a month to collaborate on updates within the program, policy changes and will collaborate on items such as the revision of handbook, new student orientation, probation meetings, etc. The purpose is maintain communication with both parties to ensure overall support services are in place to increase retention and success rate for MCHS population.
Criteria—What is “good enough”? Rubric	The department and MCHS Administrators believe that reviewing MOU agreement and Handbook requirements as a committee will increase the levels of success and awareness, not only for our students, but for SBVC staff and MCHS administration. Collaboration on a regular basis should result in awareness for both stakeholders, allowing for support services to be addressed in a timely fashion.
What are the results of the assessment? Are the results satisfactory?	<p>Some of the gaps that we are currently facing is the fact that we would like to improve collaboration process with high school teachers/staff and MCHS program college counselors. It would be important to educate all staff on the high school level, not just the administrative staff about the college policies and goals specifically for the students.</p> <p>As of Spring 2019, we have greatly improved the level of communication between the MCHS administration and SBVC team. Currently we are making improvements on communication with additional MCHS staff. We are looking to implement professional development during the Fall 2019 semester.</p>

Were trends evident in the outcomes? Are there gaps?	When it comes to educating the staff, we will plan to make time for the MCHS program college counselors to attend the high school professional development and staff meetings and take time to inform teachers of the college information. If the high school teachers support the process they are more likely to increase the student motivational levels to complete educational goals.								
What content, structure, strategies might improve outcomes?	As a department we believe that improving the knowledge regarding SBVC's requirements and expectations for MCHS's high school staff and teachers will greatly improve the overall student success outcomes. With the staff learning such expectations, the students will benefit by being well informed by both institutions. Therefore, decreases and/or eliminating possibly levels of uncertainty. In addition, the department will also continue to find new and inventive ways to keep the students motivated and eager to reach graduation and transfer goals.								
Will you change evaluation/assessment method or criteria?	As of Spring 2019 we be implementing new student and parent surveys. At this time we believe that these surveys will provide the department with more qualitative data concerning the satisfaction and knowledge of our students and parents. We plan to continue assessing the needs of our students and parents through the feedback provided with each survey.								
Evidence of Dialogue (Attach representative samples of evidence)	<p>Check any that apply</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> E-mail</td> <td><input type="checkbox"/> FT Faculty</td> <td><input type="checkbox"/> Adjunct Faculty</td> <td><input type="checkbox"/> Staff</td> </tr> </table> <p>Discussions with department: Kimberly Wingson, Charnel Ellis, Patty Quach, Susan Gasca</p> <p>Date(s):</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> Department Meetings. Date(s): 2/5/19</td> <td><input type="checkbox"/> Division Meetings. Date(s):</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum, Academic Senate; Accreditation &amp; SLOs)</td> </tr> </table> <p>SLO Dialogue focused on: creating SAO's, what were the goals of the program, what outcomes did we expect from the program, how does our data show that we have carried out the SAO.</p>	<input checked="" type="checkbox"/> E-mail	<input type="checkbox"/> FT Faculty	<input type="checkbox"/> Adjunct Faculty	<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> Department Meetings. Date(s): 2/5/19	<input type="checkbox"/> Division Meetings. Date(s):	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum, Academic Senate; Accreditation & SLOs)	
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<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum, Academic Senate; Accreditation & SLOs)									
Will you rewrite the SAOs?	Middle College High School has just recently implemented SAO's in the Spring 2019 semester. Currently, we do not plan to change the current model, however, the department plans to continually make changes in an effort to increase the level of knowledge on both the MCHS and SBVC side, as well as to properly assess the needs of our students.								

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.

The Middle College Program plans to continuously assess SAO's and enhance services to meet students needs. Please note that this will be our first time generating SAO's for our program. Previously, our main evaluation was completed through the use the chancellors grant, which required specific objectives and standards to be

met. When creating our SAO's, we have used much of the information previously applicable to our grant data. We do plan to conduct a survey in Spring 2019 to receive more information that can be applied towards the assessment of our SAO's.

**SAO#1:** MCHS students will meet with a counselor a minimum of once a semester to evaluate their progress towards goal.

**Outcome:** Students met with a SBVC MCHS College Program counselor once a semester and will review and create comprehensive education plan to meet their targeted educational goals.

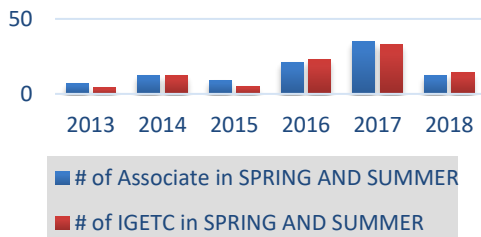
**Opportunity:** MCHS students are required per the MCHS Program handbook, to meet with the college counselor once a semester. Students are also required to choose from an approved list of courses on the back of the concurrent enrollment, which are specifically applicable to the IGETC certification.

**Assessment Tool:** MCHS Program reviews data regularly specifically focusing the on the following items:

- Track sheet-College counselor maintains an excel list of all MCHS students to monitor if students has completed education plan for the semester.
- Grades-completion of the class with a C or higher, along with semester and cumulative GPA
- Senior Data-completion of associate degree, partial or full IGETC certification, along with the average number of units completed by high school graduation.

Academic Yr. Enrolled	2014-15	2015-16	2016-17	2017-18
# of Combined Units	244	434	771	873
# of Transferable Units	244	405	696	815
Success Rate	97.0%	95.0%	96.7%	91.6%
Retention Rate	99.2%	100.0%	98.9%	99.3%

### Associate Degree and IGETC 2013-2018



**Evaluation:** 100% of students have met standards to meet with SBVC MCHS Program counselor each semester. Viewing the data, it is evident that MCHS students show that they have met criteria for success and retention. Furthermore, it is evident that the use of counseling services have helped for students to remain on track towards their goals. The data shown in 2016-2017, for number of transferable units, along with number of Associate degree and IGETC certifications completed, we can see that the use of counseling services helped tremendously. With the class starting in 2014, being the first class that received college counseling services a spike in completion was shown. At this time students were mandated to meet with the counselor once a year. The last three years, SSSP has allowed for funds for a full-time temporary counselor which has allowed for the counselor to meet more frequently with the students increasing meetings to a minimum of once each semester. In addition, more workshops, and follow-up services have been added for students identified as at risk based on academic probation standards.

We have found that the more exposure the students have to college counseling services the more aware the students are when it comes to their individual goal. The students are able to learn more skills to track their academic progress and develop more incentives when they are able to connect their college courses towards their future goals. We have met this goal and will continue the practices, and we will continue to assess each year.

SAO #2: MCHS program will collaborate with Middle College High School to develop and integrate support services.

Outcome: SBVC MCHS Program personnel will meet regularly with Middle College High School personnel to plan and coordinate the programs activities and events and to assess and improve the program as needed.

Opportunity: Both Middle College High School and MCHS Program will work together to maintain a successful program that allows MCHS students to thrive. Both stakeholders will make time to collaborate with each other to better serve the needs the students which includes but is not limited to: recruitment, orientation, annual handbook review, review MOU, academic probation meetings and standing monthly meetings.

Assessment tool: The Committee (both the SBVC staff and MCHS administration) will meet every three years in order to review MOU agreement. The Committee will also meet once a month to collaborate on updates within the program, policy changes and will collaborate on items such as the revision of handbook, new student orientation, recruitment, probation meetings, etc. The purpose is maintain communication with both parties to ensure overall support services are in place to increase retention and success rate for MCHS population.

Evaluation: The two parties have met regularly and have met targeted goals; they will continue to maintain this process. The program has found that there is a strong collaborative process set in place. The systems to review items such as the MOU, handbook and other policy changes have been effective. When meetings are scheduled to review such items, the members of the committee come together to evaluate the success of the program.

Some of the gaps that we are currently facing is the fact that we would like to improve collaboration process with high school teachers/staff and MCHS program college counselors. It would be important to educate all staff on the high school level, not just the administrative staff about the college policies and goals specifically for the students.

As of Spring 2019, we have greatly improved the level of communication between the MCHS administration and SBVC team. Currently we are making improvements on communication with additional MCHS staff. We are looking to implement professional development during the Fall 2019 semester.

As of Spring 2019 we be creating a new student and parent surveys and hope to implement no later than Spring 2021. At this time we believe that these surveys will provide the department with more qualitative data concerning the satisfaction and knowledge of our students and parents. We plan to continue assessing the needs of our students and parents through the feedback provided with each survey.

**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 communication with college and community.	In addition to the meets criteria, the program <b>describes</b> plans for extending communication with college and community and provides data or research



	communication with college and community.		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.).

The college counselors work in collaboration with the high school to engage in various activities in order to promote our program.

**Recruitment**-Each year, the MCHS high school administration engages in a recruitment process to encourage new incoming 9<sup>th</sup> and 10<sup>th</sup> graders to apply. The nearby middle schools and high schools are notified of the recruitment dates. In addition, the high school counselor and outreach specialist visit the nearby campuses to answer questions and provide brief presentations about MCHS.

The high school also coordinates two recruitment meetings on the MCHS campus, in which the college counselors are in attendance. Recently, a survey was developed to determine parent and student understanding of material delivered at the recruitment meetings showing that 100% of parents found the material helpful to them.

Once students have completed the application process, they are then reviewed to determine eligibility for an interview. The college counselors along with other SBVC faculty participate in the interview process for new students. This allows the SBVC faculty to be a part of selection process and to develop a better understanding of our student population.

**Parent Workshops**-during spring semester, the college counselor will provide a parent workshop to better inform parents on student goals and to review resources that the students have access to. The goal is to empower the parents to be informed and to hold their students accountable in areas that need improvement.

All new MCHS parents are invited to a presentation during new student orientation in June. The presentation covers expectations of the Middle College program, boundaries and limitations as a parent, along other useful resources to help the parent and student on the college campus.

**Crossing the Finish Line**-this event is specifically to acknowledge our Middle College seniors who are on track for completion of IGETC and/or associate degree by end of spring term. During this breakfast, the SBVC president and deans are invited to acknowledge the students' hard work. The college counselors provide a brief presentation on resources and remind the students to finish their last semester strong. Students often begin to experience academic burnout in their last semester, therefore the meeting seeks to address this concept and strategize ways to assist the students towards completion.

**Inspire Success Brunch**-at the Inspire Success Brunch, students are paired with SBVC faculty and/or professionals, who teach or have experience in a subject similar to the students major. Students are able to ask questions to faculty/professionals pertaining to their education, previous related jobs, etc. This brunch is held each spring, and students who earn a 3.5 GPA with at least 6 college units are invited to attend. This allows for our faculty to acknowledge the academic achievement of our students along with building rapport and the formation of a network that will serve as mentors or guides to our students in the future.

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

Data has shown that Middle College High School (MCHS) have performed nearly 20% better on college-level coursework at SBVC compared to all other students enrolled. Therefore, SBVC instructors have shown much confidence in our student's academic excellence and have even offered to increase the number of enrollment per course to exceed the original contracted number of 7 students (when agreed to by specific instructors). For example, spring 2018 three math instructors permitted an additional 3 MCHS students, bringing it to 10 students to enroll in the specified courses. With the collaboration and support of our faculty and staff we are able to increase services and opportunities for our students.

In addition, faculty from the English Department have been involved with including the high school students on presentations and training in using the Writing Center and the Student Success Center. Individual college instructors have begun a collaborative effort for increased student readiness for college writing. In 2016-2017, the English Department has been the first to collaborate, based on their English 015 and 101 courses, where they invited the high school English teachers to participate in their grading/norming sessions for English composition.

During the 2018-2019 school year, the Middle College Program partnered with an organization on the San Bernardino Valley College campus called GenerationGo! This program was offered to a total of 30 students, 18 of whom moved on to the internship phase. In Summer 2018, Middle College students were provided the opportunity to earn a paid internship. In addition, 18 MCHS students completed a series of classes in preparation for the internship, and in spring 2019 the students will be placed at individual sites. This program was initially offered to 341 students throughout the San Bernardino Unified School District, one of two districts in San Bernardino County invited to participate in this pilot program. Our students are extremely excited to have the opportunity to be placed in locations similar to their expressed career interests and to increase their transferable skills to use within future positions.

SBVC MCHS Program works to invite campus and community to events the many events held on the college. These include: Inspire Success Brunch, Crossing the Finish Line, MCHS graduation, senior lunch, MCHS Senior Crossing Awards ceremony and much more. The SBVC MCHS program aims to build awareness to SBVC college faculty and staff, in order to build stronger relationships with the college and high school.

Describe one or more external/internal partnerships.

The Middle College Program works closely with the following entities which include on-campus and off-campus, but not limited to the following:

- a) **Bookstore** – each semester the two departments MCHS and the Bookstore works collaboratively to streamline the distribution of book vouchers and verify that students are purchasing the correct books.
- b) **San Bernardino City Unified School District** – Middle College High School – SBVC Middle college program work in collaboration with the high school liaison to coordinate various tasks and events throughout the school year. Regular meetings take place with the MCHS Administration to maintain up-to-date information related to the program.
- c) **SBVC Admissions**—students are required to submit all concurrent enrollment documents to the admissions office by set deadlines in order to participate in the dual enrollment program. All documentation must be completed and updated each semester.
- d) **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 provide helpful feedback which is used to later follow-up with the student and to increase use of resources.
- e) **Student Success Center**- as students meet with counselors and discuss academic difficulties, the Middle College counselors direct them to the center for additional assistance. Students who are on

academic probation with the program are then required to complete mandated tutoring specific to their courses.

- f) **Starfish**-is an early alert tool that is used to help track student progress within their classrooms and is used to inform counselors of students identified by their instructors as at risk. MCHS program counselors use this tool during academic probation meetings to check-in with the student and to inquire about areas that the student may improve in.
- g) **Transfer and Career Center** – Middle College counselors direct students to the center to use the career assessment tools to better understand or gain information about careers and job outlooks. They also visit the center to meet with representatives from the four-year universities.
- h) **Writing Center**-- as students meet with counselors and discuss academic difficulties, the Middle College counselors direct them to the center for additional assistance. Students who are on academic probation with the program are then required to complete mandated tutoring specific to their courses. Students are also encouraged or mandated to attend writing workshops depending on student academic contracts.

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

The program will meet to discuss the following and enhance not only the program but its counseling professionals.

1. **Increase access**—it is our responsibility to maintain partnerships with community organizations and high school. Continue to work the Middle College High School to assist in recruitment. Provide workshops to promote awareness of transfer process and requirements needed for graduation.
2. **Promote student success**—we will encourage our students to continue to aspire towards their goals. MCHS has a high retention rate, but for those who are identified under a level of academic probation we hope to implement more forms of interventions such as requiring the use of the Success Center, Writing Center and Library. Students will continue to engage in follow-up contracted meetings during the semester. Counselors will use Starfish as an additional tool to review early alerts for students.
3. **Improve communication, culture & climate**—Continue to build strong relationships with various SBVC departments, and ensure exceptional customer service to all students. The college continues to collaborate with Middle College High School.
4. **Maintain leaders & promote professional development**—Counselors receive on-going training by attending conferences specific to the program.
5. **Effective evaluation & accountability**—continue to evaluate the program through program efficacy, EMP, Chancellor’s Grant, review of handbook, and MOU.
6. **Provide exceptional facilities**—Continue to collaborate with MCHS to determine best use of facilities for the program.

**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>
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<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.
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**Professional Development:**

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

1. Counselors attend conferences sponsored by University of California and California State University to gain up-to-date information regarding admission requirements, changes in programs and services offered to students.
2. Attend California Coalition of Early and Middle Colleges (CCEMC) Annual Dual Enrollment Summit—the purpose of the conference is to receive information that impacts dual enrollment. The program includes leaders who share about their existing successes with dual enrollment and early/middle college models. This also gives the MCHS program to network with colleagues state-wide who are part of similar programs.
3. Attend Middle College National Consortium (MCNC) Winter Leadership Conference—this conference brings together school leaders in order to build community and networks of mutual support. The programs share best practices, establish peer networks with like-minded educators from across the nation, develop leadership skills, analyze data and develop school improvement plans.
4. On Course National Conference-this conference focuses on the use of the curriculum and textbook entitled “On Course,” by Skip Downing. This specific textbook is used in our SDEV 102 course for our 9<sup>th</sup> students in their first semester of college. The conference allows educators to exchange and celebrate their best practices in student’s success. The conference offers new strategies from educators and provides new innovative ideas to implement into the classroom.
5. Counseling assessment tools as funding allows—each year counselors are able to receive additional training such as Myers Briggs Type Indicator, Strengths Quest, etc.

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

Middle College National Consortium (MCNC)-The mission of the MCNC is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges and Dual Enrollment Programs. Centered on four Design Principles, MCNC schools bridge the high school and college experience for underserved youth leading to increased access to and success in college.

The MCHS Program is a member of MCNC and attends conferences hosted by this organization each year. We have found the collaborative process to learn from similar dual enrollment schools or programs has been very informative and has allows us to expand our learning and implement new tools as we expand our knowledge.

The California Coalition of Early and Middle Colleges-- The mission of California Coalition of Early and Middle Colleges (CCEMC) is to establish and document best practices that develop and sustain supportive environments to strengthen K-12 and college partnerships, enabling high school students to transition successfully to post-secondary institutions college and career ready, with substantial college units earned through dual enrollment.

The MCHS Program is a member of CCEMC and attends conferences hosted by this organization each year. In addition, it has been quite helpful to find an organization that helps provide state updates specifically affecting dual enrollment and provides best practices to help expand and improve our own process.

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.

The college counselors attend conferences and collaborate with the high school to relay information to other high school personnel.

Each year both college and high school attend the MCNC conference. This permits time to focus on our program and discuss areas where the high school or college may communicate new information relevant to the program. Both stakeholders are able to coordinate topics that they may be inquiring about. This gives the college an opportunity for training and ways to enhance our service towards students.

In October 2016, the SBVC MCHS Program collaborated with MCHS to present at the CCEMC conference. The topic covered was “Leveraging college partnerships toward becoming top ten.” During this presentation, we discussed some of the success we experienced as a Middle College Program at informed others of what we found to contributed to our success.

In fall 2019, we plan on adding professional development sessions during high school staff meetings, in order to increase awareness of college requirements, transfer information, and AB 705 changes.

**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](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<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 <u>not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	to the mission of the program. Appropriate courses <b><u>have been articulated</u></b> or transfer with UC/CSU, or <b><u>plans are in place</u></b> to articulate appropriate courses.	
<b>Challenges</b>	The program <b><u>does not incorporate</u></b> weaknesses and challenges into planning.	The program <b><u>incorporates</u></b> weaknesses and challenges into planning.	The program <b><u>incorporates</u></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?

Mission Statement: Every MCHS student is not merely to graduate from high school, but ultimately from a college or university.

Vision Statement: Middle College High School offers high school students who are not meeting their full potential with an opportunity to achieve their academic and career goals through a program providing high school classes combined with college classes in a challenging, supportive and motivating college setting.

How does this mission or purpose relate to the college mission?

The MCHS mission statement aligns with the SBVC mission statement in several ways. These area include:  
 High quality education—MCHS strives to provide students with opportunity to excel in academics and personal growth. They work to create a safe and supportive environment that encourages students learning and development.  
 Innovative instruction—MCHS students receive instruction from both college and high school counselors. Being that MCHS is a school-wide AVID program the focus is to provide students with academic services. Concentration on planning goal setting and other skill are aimed throughout the years. Not to mention that student have access to both college and high school tutorial services to increase academic success.  
 Services to a diverse community of learners—80% of selected students are high potential, under-performing, and/or under-represented students, with grade point averages ranging from not less than 1.80 (non-weighted) for all credits attempted up to and including 3.5 (non-weighted G.P.A). Every effort will be made by SBCUSD to ensure that there is broad representation across grade point averages. 20% high potential, high performing, students with grade point averages above 3.5 (non-weighted G.P.A).

**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

**Productivity:** The department defines and measures satisfaction and productivity through assessment of data, specifically student success, retention, and goal completions (e.g. associate degree, partial and/or full IGETC certification and number of transferable units). An analysis of the data provided in the Spring 2019 EMP and SAO's shows that goals have been met, yet we are continuing to review ways to increase academic success.

The department follows regulations set within Ed code. Furthermore, the program receives the Chancellor's Grant, and therefore must meet semester regulations, reports and budgets updates specific to the program.

As our program population and goals have increased we have noticed a need for a full-time tenure track counselor and clerical support. The concern is that the program lacks stability in its staff members. With an adjunct counselor and full-time temporary counselor being that main individuals running the college program, this can be risky in that the two positions lack stability. With these positions being temporary, it is a possibility that staff members will seek to apply to positions that are secure.

Being that this is our first year participating in program efficacy, our goal is to collect additional data that will be applicable to productivity. We also hope to collaborate with other Middle College's to retrieve information on their program, specifically looking at the staffing, services and student population.

### **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.

Due to the fact that our office recently went through division changes the current phone number and location are projected to change. The program will be providing our Dean the new information to update within the catalog.

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).

MCHS offers a SDEV 102 course specifically to the 9<sup>th</sup> grade population. This course is taught by SBVC Middle College Program Counselors in order to build a stronger rapport with the students and to assist our 9<sup>th</sup> graders in the transition process to the college. The goal is to help the students to understand college culture, along with learning strong study habits and behaviors needed to be a successful student. The counselors follow the guidelines and SLO's designated by San Bernardino Valley College. As a part of their teaching techniques, each counselor incorporates an interactive and nurturing learning environment for the students. The purpose is to build a level of respect and culturally sensitivity/tolerance in the classroom and to provide a support base that will increase student success.

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.

This section does not apply to our program.

**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
NOT APPICABLE		

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? 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?

Due to the fact that our office recently went through division changes the current phone number and location are projected to change. The program will be providing our Dean the new information to update within the catalog.

**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?

**Staffing Funding Issues and Support:** The original population of MCHS included 75 students enrolled in the 10<sup>th</sup> grade, and by 2005-2006 the total population were not to exceed 200 students. Since then the school has expanded to include 9<sup>th</sup> grade and now includes approximately 300 students 9<sup>th</sup> through 12<sup>th</sup>.

The original staffing on the college side included only the college coordinator and split secretary. Much of the collaboration was dependent of the high school faculty and staff for service and implementation. The program did not identify a designated college counselor in 2001, but rather used the high school counselor to make referrals for college courses. Upon receiving the Chancellors grant in 2012-2013, the program then was then able to hire an adjunct counselor to service the Middle College High School students specifically. It was at that time that the adjunct counselor, part-time coordinator, and split clerk collaborated to expand services to the Middle College students.

In Fall 2016 the SSSP funding created an opportunity to compensate for a full time temporary counselor for the program. This allowed for the counselor to double the services given to students, and was able to meet with the



students once during the semester as opposed to once a year as an adjunct counselor. With the student success act mandates, counseling, advising and development of education plans have been crucial to assisting students in obtaining their academic goal.

As of to date, the role of the full-time Middle College Counselor has now expanded to numerous functions. The counselor's duties consist of but are not limited to student academic advising, teaching a student development course to the 9<sup>th</sup> grade population in fall semester, coordinating a network brunch in spring semester, maintaining semester grant budget and reports, updating existing MOU every three years, updating handbook annually, serving as a liaison between college, high school and community members, along with additional tasks specific to program needs. Currently, with the shared Administrative Secretary, the clerical tasks specific can become inundated, and can fall on the entire team to work to get caught up on filing, reviews of forms, budget, etc.

The program is primarily staffed with one adjunct counselor and one full-time temporary counselor funded through categorical funds. There are several challenges with staffing a program entirely with positions that are temporary and categorically funded. First, the nature of categorical funds is that it is inconsistent and uncertain. If the funding is eliminated, reduced, or repurposed, these positions are at risk of being eliminated as well. Second, part-time and temporary faculty may find full-time tenure track positions. Given that the program only has two positions, and neither are tenure track positions, the program may lose both faculty concurrently. The program would be in danger of not having anyone trained and experienced to continue its operations.

The program is currently inadequately staffed. It needs to have at least two full-time tenure track counselors and one clerical support staff. The program was recently added to the program review process, so it can participate in needs assessment to request these positions.

**Changes in roles-reeducation:** There are many positions which are transitioning at this time. Currently, one adjunct counselor will be retiring at the end of Spring 2018, and therefore job duties will be replaced by the full time temporary counselor. The program has also hired an additional adjunct counselor to assist with educational plans and advising. The administrative secretary is also new to the program. Each of these roles are requiring a training and/or re-education process to run the program effectively. Both the AVID facilitator as well as the MCHS College and Career Pathways Coordinator on the high school campus are on maternity leave. To overcome these transitioning challenges we have set forth to schedule monthly meetings and trainings to assist new and incoming faculty/staff on program expectations and requirements.

**Decline in student success:** Moreover, we have noticed a slight drop in the academic GPA of our MCHS on the college side; however, in an effort to overcome this situation, SBVC has implemented Generation Go!: a program that assist our MCHS students in receiving unpaid and paid internships in an effort to increase our student's level of interest in their desired career field. Additionally, we have implemented etiquette luncheons, inspire success brunch, mentorships, tutoring workshops, and college knowledge hour as an incentive to help improve the level of motivation and encouragement for all of our MCHS students. Our goal is to provide our students with various resources in an effort to not only increase their level of interest within the school system, but also to increase their desire to continue their long-term educational pursuits in order for them to achieve their ultimate educational and career goals.

**Textbooks:** Budget for textbooks (Lending Library) remains an issue. Although many of the college instructors are transitioning to using OER texts, the Instructors still maintain the right to choose their instructional materials. This results in an expenditure of approximately \$40,000 per year for textbooks, even though we check the books in and out. Although we do not have a solution for this challenge as of yet, the MCHS and SBVC Committee has been discussing the possible changes that can be made in an effort to lower the cost of textbooks overall.

Together, MCHS and SBVC have been working diligently throughout the year to successfully overcome the challenges presented above, and we will continue to make changes accordingly that will best suit the needs of our students and faculty.

**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 Middle College High is located adjacent to the San Bernardino Valley College campus. The Middle College High School Program office is located in the North Hall building room 139. We are however anticipating a possible move to the Library in late March.

Currently, the administrative assistant for our program is not located near our building which can often be a problem when working on various tasks specific to the program. Items such as filing, data collection and other clerical tasks can often become inundated leaving some of the responsibilities to fall on counseling team members. We believe that the new change of location this will assist creating a more cohesive team, and will create for better communication to increase effectiveness.

Our office location is somewhat small, allowing for approximately three students in the waiting area. However, since we partner with the high school to assist in scheduling appointments, this helps to limit the traffic on students waiting to see a counselor. Students are aware that counseling is typically prioritized by grade level, although if appointments become available students may request appointments via email or in person.

Workshops have been held either on the high school or college campus. There has not been a problem to complete facilities request to use classrooms.

**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.

**This is the first efficacy review for the program.**