**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: EOP&S/CARE/CalWORKs

Program Type:  Instructional  Non-Instructional

**I. Program Mission Statement:**

Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE) and California Work Opportunity Responsibility to Kids (CalWORKs) are categorical state programs that provide opportunity through education.

EOP&S encourages the enrollment and retention of those students affected by language, social, and economic hardships, to increase the number of eligible EOP&S students served and to strengthen students’ retention, graduation and transfer rates for EOP&S students to achieve their educational objectives.

The CARE program is designed to serve EOP&S for the academically underprepared, underrepresented, welfare-dependent, single head of household student population in an effort to strengthen students’ retention, graduation, and transfer rates for CARE students to become employable and economically self-sufficient.

The CalWORKs program assists welfare recipient students and those in transition off of welfare to achieve long term self-sufficiency through coordinated student services.

*SUCCESS*: EOPS/CARE/CalWORKs programs should assume responsibility to maintain student access, excellence and student success by following program mandates and offering over, above and beyond services.

*ACCESS*: EOP&S/CARE/CalWORKs programs should assume responsibility to increase the number and percentage of enrolled who are affected by language, social, and economic disadvantages consistent with state and local policies.

*RETENTION*: EOPS/CARE/CalWORKs programs should continue to lead community college efforts to implement programs and services which increase the number and percent of EOP&S/CARE/CalWORKs students who successfully complete their chosen educational objectives.

TRANSITION: EOPS/CARE/CalWORKs programs should support college efforts to increase the number and percentage of EOP&S/CARE/CalWORKs students who are successfully placed into career employment or who transfer to four-year institutions following completion of the related educational programs by students enrolled therein.

All three programs support the mission of the college responding to the needs of students along with delivering access and opportunity to low-income, underrepresented, first-generation students. On-campus and off- campus constituent relationships are created, fostered and built to extend resources for student excellence, retention, access and success.

**Mission Statement Review:**

The EOP&S, CARE and CalWORKs programs will review the program Mission Statement once every three years beginning in the 2015-2016 Academic School year.

**Program Description:**

The EOP&S program was established by the state legislature in 1969 to meet the special needs of low-income, educationally disadvantaged community college students. The Extended Opportunity Programs and Services (EOP&S) program recruits, retains, educates and prepares EOP&S Bakersfield College students for successful careers, academic requirements for completing a college education, employment and/or transfer services. The program is state mandated to provide special support services “over, above and in addition to” to ensure all EOP&S students are provided equal opportunity for academic success. As a state funded program, EOP&S is designed specifically for students who face financial and educational challenges. The mission of EOP&S is to provide qualified students with access, financial and social support to successfully complete a program of study in higher education, whether associate degree, transfer or vocational certificate.

EOP&S is regulated by the California Education Code (Title 5). Funds come directly from the State Chancellor’s Office via the State Legislature and are designed to meet the following program goals:

1. To increase the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.
2. To increase the number and percentage of Extended Opportunity Programs and Services (EOP&S) students who successfully complete their chosen educational objectives.
3. To increase the number and percentage of EOP&S students who are successfully placed into career employment.
4. To increase the number and percentage of EOP&S students who transfer to four-year institutions following completion of related educational programs at community colleges.
5. To strive to assist community colleges to meet student and employee affirmative action objectives.
6. To improve the delivery of program and services to the disadvantaged.

The Cooperative Agencies Resources for Education (CARE) program was established in 1982 as “a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle” (Assembly Bill 3103, Hughes, Statues of 1982, Chapter 1029). As a supplemental component of EOP&S, CARE provides educational support services designed for the academically underprepared, low-income, single parent population. Grants and allowances are awarded for educationally-related expenses as a means of strengthening the retention, persistence, graduation and transfer rates for CARE eligible students. In conjunction with the Kern County Department of Human Services and other community agencies, CARE services seek to break down some of the barriers that single parents face when pursuing higher education. In order to meet the goals listed in Title 5, the CARE student who is also an EOP&S student receives the same services. CARE students can receive these additional support services provided to Bakersfield College CARE students:

-Supplemental academic, career and personal counseling -Assistance with child care expenses

-Text books -School Supplies

-Priority Registration -Transportation costs (bus passes or gas cards)

-Personal Development Activities -Group support

-Peer networking -CARE Grants

-Tutoring -Child Care Assistance

-Referrals to campus and community-based services or agencies

The California Work Opportunity and Responsibility to Kids (CalWORKs) program assists CalWORKs students to transition from public assistance to economic self-sufficiency. In August 1997, AB1542 established CalWORKs as California's version of welfare reform. AB1542 describes the activities of agencies to assist current welfare recipients in their movement towards employment. The Bakersfield College CalWORKs Program provides a comprehensive program of student support services for CalWORKs students/participants. The program aims to prepare students/participants to transition into unsubsidized employment as well as to achieve long-term self-sufficiency. The Bakersfield College CalWORKs program provides direct student support services to its students in the following areas:

• Service Coordination: The purpose of service coordination includes coordinating services to CalWORKs students within the college, county welfare departments, the Private Industry Councils, the local Workforce Investment Boards, One-Stop Career Center Operations and WIA partner agencies including employers, other agencies in Bakersfield and Kern County.

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

• Child Care: The purpose of childcare is to ensure the success of CalWORKs students while enrolled at Bakersfield College and participating in work activities. Child Care is provided by the county to student participants.

Job Development and Job Placement: The purpose of job development/job placement is to place CalWORKs students in CalWORKs work activities that enable students to meet their work participation requirements for the CalWORKs program by providing them with practical experience.

The core services align with the Student Success Support Program Plan (SSSP) as well. The tables below captures some the EOP&S/CARE/CalWORKS mandated services with the alignment of SSSP.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program | Service/Activity | Orientation | Assessment | Counseling | Comprehensive Educational Plans | At Risk Follow-Up |
| EOP&S  CARE/CWKs | Semester Orientations | X |  |  |  |  |
| EOP&S  CARE/CWKs | Mandated Intrusive Contacts |  | X | X | X | X |
| EOP&S  CARE/CWKs | Mutual Responsibility Agreement | X |  | X |  | X |
| EOP&S  CARE/CWKs | Progress Reports | X |  | X |  | X |
| EOP&S  CARE/CWKs | Peer Mentors Contacts | X |  |  |  | X |
| EOP&S  CARE/CWKs | Career Counseling |  | X | X | X | X |
| EOP&S  CARE/CWKs | Career Counseling |  | X | X | X | X |
| EOP&S  CARE/CWKs | Exit Interviews |  |  | X |  | X |
| EOP&S  CARE/CWKs | Mid-Term Check-Ins |  |  | X | X | X |
| EOP&S  CARE/CWKs | Probation Follow/Up | X |  | X | X | X |

**II. Program Assessment :**

1. How did your outcomes assessment results inform your program planning?

The assessment results were discussed during the staff end of the year planning retreat. The program staff outlined goals for 14/15. A recurrent theme remained constant during the meeting with the assessment results: the program needs adequate counseling and classified staffing to meet the needs of the students with the mandated requirements outlined in the categorical grants. The counselors need additional appointment availability. Another theme which surfaced is the need for at least a part-time CalWORKs manager to concentrate on the goals, regulations and outcomes of the CalWORKs program while working in partnership with the County. The CalWORKs manager can focus on increasing participation and CalWORKs work-study.

1. How did your outcomes assessment results inform your resource requests?

The outcomes assessment resulted in a high percentage of students listing counseling as a high priority, increasing student contacts and the book vouchers. Students want to see additional appointment availability as well as some drop in times for quick questions and/or concerns.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?
2. How do the program learning outcomes align with Institutional Learning Outcomes?
3. Describe *any significant changes* in your program’s strengths since last year.

Students participating in EOP&S have the opportunity to receive services and support that are “over and above” those provided by the college for the student population at large. For this reason, the program curriculum is based on reaching underrepresented students and improving their chances for success through innovative and holistic approaches. Since the inception of the EOP&S/CARE/CalWORKs programs the focus has been to provide comprehensive resources and services. The wrap around “above and beyond” services allows the program to carefully monitor student progress and provide the personal guidance and encouragement many students do not have access to. The current program strengths identified include the following:

-Three Counseling Contacts

-Intrusive Counseling

-Accountability

-Follow-Up Services

-Success/Life Skills Workshops

-One to one personalized access to counselors/staff

-Needs Assessment / Self Sufficiency contact with CalWORKs Counselor

Services and assistance with the personal, social, academic and financial aspects of the students is maintained in all mandated contacts with the students. It is a challenge to continue the program strengths without adequate staffing to intrusively and timely address the needs of the student population.

1. Describe *any significant changes* in your program’s weaknesses since last year.

There are four program weaknesses since last year that affect the program overall. There is not sufficient staffing for all three programs to adequately address the mandated aspects of what is required for every student contact and goal. There are sufficient counseling appointments slots for students at the Bakersfield College main campus and at the Delano campus causing students to wait long periods of time to schedule their three counseling contacts or for students to complete the mandated three counseling contacts before the end of each semester. The staffing levels have still not been restored since the 2009-2010 categorical reductions. These past two academic years categorical programs received partial restoration state-wide therefore, the rebuilding of adequate staffing can begin to be rebuilt to address the mandated aspects of the programs:

* Orientations
* Long Term Educational Planning
* Three Student Contacts
* Mutual Responsibility Contracts
* Advisory Committee
* Outreach
* Recruitment
* Registration Assistance for Priority Enrollment
* Counseling
* Advisement
* Career Planning/Employment Services
* Transfer Assistance
* Intrusive Follow-Up
* In-Term Contacts Sessions
* Exit Interviews
* Work Referrals
* Needs Assessments
* Liaisons between the programs to the Kern County Department of Human Services
* MIS Data

The recruitment requirement within the EOP&S/CARE/CalWORKs programs affects the overall number of students who are approved to participate in the program. Effective recruitment relies on adequate staffing levels to meet the needs of the program mandates. The CARE and CalWORKS programs have been declining in students participating in the program due to a lack of staff to recruit on and off campus. There is not a full-time EOP&S/CARE/CalWORKs staff member at the Delano campus. The staff alternate days covering Delano to provide services. EOP&S/CARE/CalWORKs students do not have access to an EOP&S/CARE/CalWORKs staff member throughout the week. The Delano EOP&S/CARE/CalWORKs students have been declining due to staffing and coverage in Delano.

Currently, the location of the programs does not provide effective confidentiality. The programs are located in an open area with a couple of cubicles. There are two cubicles utilized by EOP&S, CARE and CalWORKs adjunct counselors. These spaces are not confidential since the ceiling is open. There are walls and a door. There have been a couple of concerns with confidentiality when the adjunct counselors counsel students with personal matters. There have been a couple of incidents with students crying or sharing a personal matter and their voices can be heard in the study area.

1. If applicable, describe any unplanned events that affected your program.

Unplanned impacts to staffing have caused numerous challenges in the program to fulfill the mandated program requirements. It is vital to be able to replace positions if the positions become vacant to continue to move forward with the success of the program and the students who are served. The staffing levels in the EOP&S program have decreased drastically since 2009 from seven staff members to four staff members. A full time permanent EOP&S counselor is retiring this Fall 2014 semester.

One of the continuous goals for the past four years EOP&S/CARE/CalWORKs Program Review Priorities is to maintain EOP&S/CARE/CalWORKs full time counselors in addressing student success while providing intrusive counseling. Full time counselors provide educational planning and counseling as well as services over and above what is available on the college campus community. Currently, there is only one full time counselor in the EOP&S/CARE/CalWORKs programs to meet with over 900 EOP&S students for two contacts (a total of 1,800 contacts each semester) each semester and 150 CalWORKs students with at least one contact per semester. Education Code and Title 5 mandates EOP&S students to have three counseling contacts.

At least two full time counselors are needed to maintain the mandated three counseling contacts (per semester) with each EOP&S/CARE student and to provide counseling for CalWORKs students as well. The counselors in the program assist with long term educational planning, assist students in developing study skills in order to create a strong foundation for their educational experience as well as creating a support system for the students.

EOP&S Counseling Services Include:

Academic Counseling Career Counseling

Counseling Workshops Life Skills Workshops

Comprehensive Student Educational Plans Orientations

Mutual Responsibility Contracts Probation Contracts

One Hour Probation Meetings Academic Prescription for Success

Progress Report Letter of Recommendation

Mid-Term Contacts Registration Assistance

Academic Progress Monitoring Personal Counseling

Priority Registration Tutorial Referrals

Personal Counseling

Liaison with Community Organizations

Last Fall 2013, the full-time temporary EOP&S counselor conducted approximately 479 EOP&S individual counseling contacts and 480 group counseling contacts. During Spring 2014, the counselor conducted 901 EOP&S individual counseling contacts and 401 group counseling contacts. Five Adjuncts were hired for EOP&S students to meet the mandated three contacts. For Fall 2013, the EOP&S Adjunct Counselors conducted 866 individual counseling contacts and 306 group contacts. During Spring 2014, there was only four adjunct counselors which conducted 954 individual counseling contacts and 240 group contacts. In total, 3,200 individual contacts were made with students in the EOP&S program with EOP&S adjunct counselors, one temporary full-time counselor and 1,427 group contacts. Two Adjunct Counselors were hired for the CalWORKs program to provide counseling, otherwise there would not be a counselor to meet the needs of CalWORKs students (orientations, intake, needs assessment, developing a SEP, workshops). Between the program Adjunct Counselors and the Assistant Director, 596 individual contacts were made with CalWORKs students and 230 group contacts for the academic year.

The full time replacement counseling position would be split among two programs; EOP&S and CARE in percentage of time and funding. For 2013-2014, $238,878 was spent on EOP&S/CARE/CalWORKs adjunct counseling. One full time counselor cannot effectively provide over and above services to all three programs to provide effective counseling.

The EOP&S program received additional funds in the allocation formula from 2012-2013 year after several years of categorical reductions. The EOP&S program received approximately $145,000 additional funds last year and has been allocated the same percentage of funds this 2014-2015 year. There is sufficient funding to hire another needed full-time counselor. The EOP&S categorical programs across the state were partially restored to 80% of the original allocations before the reduction.

The Counseling position is aligned with the Student Success and Support Program Plan (SSSP) with the EOP&S/CARE/CalWORKs mandated services:

Orientation: The programs must provide at least one orientation per semester to familiarize EOP&S/CARE students with: the location and function of college and EOPS/CARE programs and services; the college catalog, application, and registration process, with emphasis on academic and grading standards, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four-year institutions.

During the orientation process a Mutual Responsibility Contract is filled out between the counselor and student. The Mutual Responsibility Contract (MRC) is a binding document in which both parties, the EOPS/CARE/CalWORKs programs and the student, must agree to the terms and conditions of the contract. The intent of the Mutual Responsibility Contract is to demonstrate the intended level of involvement and commitment of both parties toward the achievement of the student’s educational goal. The Mutual Responsibility Contract specifies what services the student may receive and the roles, responsibilities, and expectations of both parties. The contract must be signed by the student indicating an agreement and understanding of the terms and conditions of the contract. The contract must also be signed by the designated EOPS/CARE/CalWORKs staff indicating staff reviewed the terms of contract with the student.

Assessment: Counselors review assessment results during the first initial contact session and/or utilize multiple measures to adequately assess the student.

Counseling/Educational Planning: Counseling services are key in identifying and removing educational barriers for eligible EOPS/CARE students. The intent is to provide the framework for a minimum program structure in which the Programs may offer necessary counseling and advisement services effectively. The EOP&S program provides at least three (3) counseling contacts per semester for each student for developing and updating an education plan with a student. The Comprehensive Educational Plan addresses the specific needs of educationally disadvantaged students and is one of the basic foundations of over-and-above services offered by the EOPS program. The comprehensive educational plan is important to the EOPS/CARE students and includes a long-term sequence of courses to be taken and a specific timeframe for their completion. It is not just a list of standard course requirement. To be optimally beneficial to EOPS students, the Comprehensive Educational Plan includes a sequenced road map of all courses agreed upon by both the student and counselor necessary to meet the student’s educational needs and goals.

Follow-Up Services/At Risk Students: In providing over-and-above services, students who are identified as at-risk receive intrusive follow-up services by providing additional contacts, in-term check-ins and third contact. Needs assessments identify areas students may need assistance in as well.

In order to strengthen program ability and the critical mandated three contacts for EOPS it is necessary to hire an additional full time counselor.  There are four important and critical reasons that are highly related to student success. First critical reason is having a full time counselor who can reach the diverse schedules of the EOPS students who work, balance child care and classes. Second, critical link to student success would be having full-time EOPS Counselors who develop individual student plans semester to semester and who assists the same students with additional support to complete those classes. Third, critical link to student success is having a full time Counselor would also provide additional information in the areas of registration, financial aid, personnel counseling and workshops that lead to student success. Fourthly, the critical importance of a full time counselor would prepare a student in all areas of student success from selecting their major, to planning their student education plan and also perseverance of completing their goals, degrees and transfer. However, at this time we have been unable to accommodate the needs of our overall student population.

These categorical programs cannot return over 5% of the funding back to the State Chancellor’s Office. That would cause a dollar for dollar reduction in allocations the following year. The entire allocations need to be expended by the end of the fiscal year.

**EOP&S/CARE/CalWORKs Staffing Levels**

|  |  |  |
| --- | --- | --- |
| Academic/Fiscal Year | EOP&S Staffing Levels | CalWORKs Staffing Levels |
| 2008-2009 | 6 full-time staff and 1 part-time | 2 full-time staff |
| 2009-2010 | 5 full-time staff | 1 full-time staff |
| 2010-2011 | 4 full-time staff | 1 full-time staff |
| 2011-2012 | 4 full-time staff | 1 full-time-staff |
| 2012-2013 | 2 full-time staff (two full time staff members were on leave) | 1 full-time-staff |
| 2013-2014 | 3 full-time staff (one full-time staff member was on leave) | 1 full-time-staff |

**Counseling Staffing Levels**

|  |  |  |
| --- | --- | --- |
| Academic/Fiscal Year | Full-Time Counselors | Part-Time Counselors |
| 2008-2009 | 2 | 1 |
| 2009-2010 | 2 | 2 |
| 2010-2011 | 1 | 2 |
| 2011-2012 | 1 | 3 |
| 2012-2013 | 1 | 2 |
| 2013-2014 | 1 full-time counselor was on leave  1 full-time temporary counselor was hired | 5 |

**Counseling Contacts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic/Fiscal Year | Individual Counseling Contacts Full-Time | Individual Counseling Contacts Part-Time | Group Counseling Contacts Full-Time | Group Counseling Contacts Part-Time |
| 2009-2010 | 1,157 | 411 | 58 | 553 |
| 2010-2011 | 832 | 747 | 378 | 298 |
| 2011-2012 | 839 | 643 | 542 | 295 |
| 2012-2013 | 724 | 810 | 387 | 405 |
| 2013-2014 | 1,380 | 1,820 | 881 | 546 |

EOP&S Counseling Contacts Full-Time Counselors compared to Part-Time Counselors

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)
3. Professional Development (Professional Development form)
4. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
5. Provide rationale for future professional development opportunities and contributions that your program can make.
6. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

1. If yes, how has the outcome contributed to student success?

No

1. If no, how will your facilities request contribute to student success?

The facilities request includes the concern of confidentiality and security of program files in the office. The increase in student applicants which causes additional mandated eligibility documentation and data input has increased the workload of the department and the staffing level is not adequate to get the work done and remain in compliance. Counselors counseling students and providing student success services in an open space does not provide adequate confidentiality needs.

1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this cycle?
   1. If yes, how has this technology contributed to student success?

The department purchased two replacement computers with dual monitors for both Department Assistants who work with budgets, POs, data input and MIS information to accurately account for the students served.

The department also purchased Adobe software for one staff computer which enabled the staff member to convert forms to .pdf documents, and most of them fillable. While updating the webpage the goal is to provide pdf fillable documents for students.

* 1. If no, how will your new or repurposed technology request contribute to student success?

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.
2. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).
2. Changes in enrollment (headcount, sections, course enrollment and productivity).
3. Success and retention for face-to-face, as well as online/distance courses.
4. Other program-specific data that reflects significant changes *(please specify or attach).*

The EOP&S trend data reveals that there was a 31% increase in enrollment from 714 students in 2012-2013 to 938 students in 2013-2014. The data reveal that the majority of classes taken by EOP&S students result in a successful completion. Students’ success rate increased from 69% in 2012-2013 to nearly three-quarters of classes (72%) ending in successful completion in 2013-2014. In fact, this success rate is the highest the program has seen in the last five years. Likewise, the program’s retention rate peaked at 88%, from 83% two short years prior. Student success, as indicted by the total number of degree completions and certificates awarded is remarkable. There was about an eight percent increase in the total number of awards from 2012-2013 to 2013-2014. A positive change is the increased number of students completing their degree versus a certificate. For example the percentage of students completing a degree versus a certificate increased 15% percentage points in 2013-2014 over those completed in 2012-2013. In 2013-2014 the program witness the highest total awards in the past five years with 131 awards granted for AA/AS degrees and certificate completion. The program’s focus in 2014-2015 will be to increase male enrollment, as females are overrepresented in the program. The program’s student participants in 2013-2014 is indicative of a Hispanic Serving Institute(HSI) with 70% of the participants in the EOP&S program are considered Hispanic.

The CARE program has remained strong in its retention, despite seeing a decrease in student enrollment due to continued budget cuts and staffing issues since 2010-2011. The program has seen a 37% decrease in the number of students it was able to serve in 2013-2014, from 188 students served in 2010-2011(highest peak) to 119(lowest peak) in 2013-2014. Nevertheless, the program continues to thrive and has experienced a steady increase in student retention over the last four years, and experienced an 86% retention rate in 2013-2014. Despite a decrease in student enrollment in 2013-2014, CARE participants were able to achieve the highest total awards granted in AA/AS degree and certificate completion in the past five years with 22 total awards. Furthermore, student success rate jumped from a 59% success rate to a 66% success rate in the number of courses successfully completed in 2013-2014. The program is hitting its target demographic, with 61% of students being Hispanic and the vast majority, 94%, being female.

The retention rate of course enrollments in the 2013-2014 school year period was 84%, compared to all students at Bakersfield College at 86%. CalWORKs students are economically disadvantaged, as well as have a time constraint to complete a program in order to become employable. The term TANF means Temporary Assistance. CalWORKs students received 16 Certificates, most coming from the Allied health profession. Despite the numerous disadvantages, CalWORKs students received degrees in social/behavioral sciences as well, and have transferred to the CSU system. CalWORKs students received a total of 35 AA/AS Degrees over the 5 year period. The success rate in the 2013-2014 year was also very high, 65, compared to 69% for all students on campus. The CalWORKs team is quickly becoming and exemplary model of student success by developing and implementing best practices. The long term educational plan and resources provided to the students goes above and beyond in order to help students’ progress faster and complete goals in a timely fashion. The several counseling contacts with the same students help create accountability and the collaboration and partnership with the Department of Human Services has improved oversight of our students’ success rate and completion of certificates and degrees. The retention and success rates need to be compared to a similar like group.

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 1.  To increase the amount of EOP&S/CARE/CalWORKs students being full matriculated before the priority registration cycle begins by 90%.  Goal 2:  To increase the amount of EOP&S/CARE/CalWORKs students being full matriculated before the priority registration cycle begins by 90%. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_5/16/14\_\_\_\_\_ (Date)  Goal 2: Completed Fall 2013  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | EOP&S, CARE and CalWORKs takes checks that the first two matriculation steps (Orientation and Assessment) are completed prior to enrolling in the program. Therefore, 100% of all students had at least the first and second matriculation steps completed. Students would complete the counseling and educational plan matriculation steps within the program. For the Fall 2013, 87.8% (524/597) had completed the counseling and educational planning component with our program. For the Spring 2014, 90.3% (602/667) of students on the program had been full matriculated. For the Spring 2014, we met the goal to have students fully matriculation before the priority registration cycle begins by 90%.  Goal 2: The matriculated steps were checked for all EOP&S/CARE/CalWORKs students prior to attending an orientation. The students will be informed which steps they have not completed. A deadline will be provided to notify students when the missing steps have to be completed by in order to receive the early priority registration date. Multiple checks will be completed to make sure students are on task. Emails, alerts and message posting in insideBC will be completed. |

1. New or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Goal 1:**  Increase persistence from Fall to Spring within all programs, establishing a baseline persistence rate for review the following year. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | The goal is important to establishing student rapport, which will lead to student success and early interventions for students that are struggling. Since no data on persistence from semester to semester has been reviewed, the 2014-2015 academic year will be the baseline persistence rate that will be established and use to compare future program goals on persistence and student success. |
| **Goal 2:**  For all programs, 80% of probation students will make all 3 counseling contacts and have success contract on file. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | The goal is established to ensure that Probation students succeed and to review our processes with probation students. The programs require all students to complete a one-on-one probation workshop with a counselor, with 3 follow-up appointments with the same counselor. With that, the program goal is to have at least 80% of probation students will complete all 3 counseling contacts and have a success contract on file. The constant contact and follow-up with the students should increase student success for all probation. |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_

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**VII. Conclusions and Findings:**

Overall, The EOP&S/CARE/CalWORKs programs are moving forward with streamlining, accountability, student success, continuing to address equity, access, data tracking, analyzing data and intrusive follow-up services while remaining in compliance. Analyzing the data will help increase EOP&S/CARE/CalWORKs efforts aligning with advocacy for the students the program serve. The fact that EOP&S/CARE/CalWORKs receives state categorical funding on an annual basis allows the programs to support the campus with diversity enrollment, support services, equity, student success and direct aid to students. The programs were faced with budget challenges, restraints and impacted positions. The services were limited over the past couple of years, but students were able to still receive counseling, priority registration and reduced book vouchers. Partial categorical restoration has allowed the program to rebuild to be able to provide all of the services without reductions. Staffing is important and evident. The reductions in staffing affected the programs and the services offered. Adequate staffing is crucial in providing the services outlined in the mandates (counseling/advising and front/eligibility staff).

Additional Program Data:

EOP&S Book Vouchers

|  |  |  |
| --- | --- | --- |
| Academic Year | Amount Spent | Students Served |
| 2007-2008 | $345,437 | 629 Students |
| 2008-2009 | $293,359 | 683 Students |
| 2009-2010 | $192,562 | 606 Students |
| 2010-2011 | $173,672 | 957 Students(Combined Fall 2010 and Spring 2011 Duplicated) |
| 2011-2012 | $183,146 | 663 Students |
| 2012-2013 | $179,751 | 566 Students |
| 2013-2014 | $249,938 | 702 Students |

EOP&S Summer Book Grants

|  |  |  |
| --- | --- | --- |
| Academic Year | Amount Spent | Students Serves |
| 2007-2008 | $130,650 | 60 Students Served |
| 2008-2009 | $121,750 | 313 Students Served |
| 2009-2010 | $42,550 | 186 Students Served |
| 2010-2011 | $51,280 | 210 Students Served |
| 2011-2012 | $40,273 | 340 Students Served |
| 2012-2013 | $44,100 | 147 Students Served |
| 2013-2014 | $64,500 | 215 Students Served |

CARE Grants

|  |  |  |
| --- | --- | --- |
| Academic Year | Amount Spent | Program |
| 2007-2008 | $79,045 | CARE |
| 2008-2009 | $84,800 | CARE |
| 2009-2010 | $63,700 | CARE |
| 2010-2011 | $48,600 | CARE |
| 2011-2012 | $53,763 | CARE |
| 2012-2013 | $48,400 | CARE |
| 2013-2014 | $41,650 | CARE |

EOP&S Program Contacts

|  |  |  |
| --- | --- | --- |
| Academic Year | Student Contacts | Program |
| 2007-2008 | 4,039 | EOP&S |
| 2008-2009 | 5,609 | EOP&S |
| 2009-2010 | 5,183 | EOP&S |
| 2010-2011 | 5,940 | EOP&S |
| 2011-2012 | 5,493 | EOP&S |
| 2012-2013 | 4,076 | EOP&S |
| 2013-2014 | 4,627 | EOP&S |

CARE Specific Program Contacts:

|  |  |  |
| --- | --- | --- |
| Academic Year | Student Contacts | Program |
| 2009-2010 | 162 | CARE |
| 2010-2011 | 697  Students are required to meet with the EOP&S/CARE Assistant Director Twice per semester | CARE |
| 2011-2012 | 454  Students are required to meet with the EOP&S/CARE Assistant Director Twice per semester | CARE |
| 2012-2013 | 324 | CARE |
| 2013-2014 | 349 | CARE |

CalWORKs Program Contacts

|  |  |  |
| --- | --- | --- |
| Academic Year | Student Contacts | Program |
| 2007-2008 | 431 | CalWORKs |
| 2008-2009 | 1,161 (individual and group contacts) | CalWORKs |
| 2009-2010 | 1,400 (individual and group contacts) | CalWORKs |
| 2010-2011 | 1,414 (individual and group contacts) | CalWORKs |
| 2011-2012 | 1,627 (individual and group contacts) | CalWORKs |
| 2012-2013 | 1,259 (individual and group contacts) | CalWORKs |
| 2013-2014 | 826 (individual and group Contacts) | CaLWORKs |

CARE Meal Vouchers

|  |  |  |
| --- | --- | --- |
| Semester | Meal Vouchers Issued | Program |
| Fall 2009 | 80 | CARE |
| Spring 2010 | 82 | CARE |
| Fall 2010 | 108 | CARE |
| Spring 2011 | 110 | CARE |
| Fall 2011 | 82 | CARE |
| Spring 2012 | 94 | CARE |
| Fall 2012 | 75 | CARE |
| Spring 2013 | 65 | CARE |
| Fall 2013 | 63 | CARE |
| Spring 2014 | 81 | CARE |

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?