





**IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS**

DATE:	2/14/2013
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DEPARTMENT/PROGRAM:	Extended Opportunity Programs and Services (EOPS)
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PREPARED BY:	Olga Artech	
	Name	Signature

AREA DEAN/DIRECTOR:	Ted Ceasar	
	Name	Signature

AREA VICE PRESIDENT:	Todd Finnell	
	Name	Signature

**IMPERIAL VALLEY COLLEGE
MISSION STATEMENT**

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE

PROGRAM REVIEW

NON-ACADEMIC PROGRAMS

I. **PROGRAM/DEPARTMENT DISCRPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Mission

The mission of the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) program at Imperial Valley College shall be to supplement the regular education programs of the college to encourage the enrollment of students handicapped by language, social and economic disadvantages, and to facilitate the successful completion of these students' educational goal and objectives.

The EOPS Program at Imperial Valley College provides support to an average of 900 students per academic year. These are students from a low income background and, for the most part, are deficient in basic skills. They are not equipped to go into college level Math and English courses much less do well in classes that require a great deal of high level reading.

Services/Functions

The strongest and most important program component is the counseling aspect of EOPS. Students are assigned to a counselor that will stay as their counselor for the duration of their stay in EOPS. Counseling falls into academic, career, and personal counseling, the time spent in any of these areas varies according to student need. Some may require a great deal of personal counseling, while others require more time exploring career areas. One of the program mandates is that each student completes three appointments with their counselor. Under academic counseling there is a myriad of tasks that need to be completed by EOPS counselors. Students are assisted with various petitions such as but not limited to: Academic Renewal, Reinstatement After Dismissal, Repeating Class. EOPS students are also assisted with the application process for admission to Imperial Valley College, IVC graduation, and for admissions do four year colleges and universities. Students who are transferring are kept abreast of the timeline imposed by the transfer institution, such as dates for admission application, housing application, financial aid application, EOP application and date by which transcripts need to be submitted.

Every student must have on file a Student Educational Plan, a signed Responsibility Contract, and an approved EOPS application. Prior to registration for the following

Semester each student must have on file their recommended courses, each student is seen for academic monitoring and if their previous semester was deficient they are provided with a remediation plan and referred to tutoring.

Bus passes and book gift cards are provided. When there are no budget constraints in place the program provides field trips to four year colleges and universities and grants are made to students who show an unmet need in their financial aid award.

Funding Sources Statement

The Extended Opportunity Programs and Services at Imperial Valley College is fully state funded. EOPS funding for 2010-11, 2011-12, and 2012-13 has been \$738,023 yearly and for CARE, also for the same time period it has been \$142,202 yearly. These amounts represent 40% of our original funding and consequently services such as student grants have been eliminated until full program funding is resumed.

II. SERVICE AREA OUTCOMES (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

At this time with program funding cut by 40% the most pressing need is to meet the three appointments per student. The program has lost three part-time counselors (21 hours @ per week) and 60% from two full-time counseling positions, the total loss of counseling hours is ninety-four hours per week. The student load per counselor has not been reduced enough to adequately represent the loss of these counseling hours. A problem exists with those counseling slots that are filled by appointments and for which students fail to show for their scheduled appointment. Students need to be made aware of the importance of showing up for their appointment or to cancel with enough time so that counseling slots will not be left unfilled.

Quality of Services

EOPS students clearly indicated their satisfaction with the quality of their counseling sessions through a student survey implemented spring 2012. EOPS counselors strive to establish a welcoming and safe environment for their students; they identify problem areas and ensure that students avail themselves of the information pertinent to their academic success. In determining the personal and academic needs of students EOPS counselors evaluate academic records, assessment scores, and ask pertinent questions in regard to personal needs. Based on this information recommendations and referrals are made to on and off campus resources.

- III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Student Appointments

This last fall 2012 semester 862 EOPS students were served. The following shows the number of appointments per student:




0	Appointments	=49	.06%
1	Appointments	=72	.08%
2	Appointments	=212	.25%
3+	Appointments	=529	.61%
Total		862	100%

As can be seen 39% of students served did not fulfill the three mandated appointments.

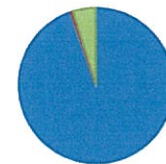
Student Survey

Student satisfaction with program services is reflected in the survey implemented Spring 2012. The survey was completed by 427 students and represented 49% of the students served for that semester. The results for that survey are as follows:

1. Do you receive prompt and courteous services from your EOPS Counselor and from the EOPS Staff?

		Response Percentage	Response Count
YES		94.8%	405
NO		0.5%	2
SOMETIMES		4.7%	20
OTHER (Please Specify)			5

Response Percent



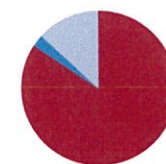
■ YES
■ NO
■ SOMETIMES

answered question	427
Skipped question	5

2. Do you receive prompt and courteous services at the EOPS reception desk?

		Response Percentage	Response Count
YES		84.2%	262
NO		2.6%	8
SOMETIMES		13.2%	41
OTHER (Please Specify)			4




Response Percent



■ YES
■ NO
■ SOMETIMES

answered question	311
Skipped question	121

3. All are of your questions answered when you seek help from your EOPS Counselor and/or EOPS Staff?




		Response Percentage	Response Count
YES		95.8%	409
NO		0.5%	2
SOMETIMES		3.7%	16
	OTHER (Please Specify)		3

Response Percent

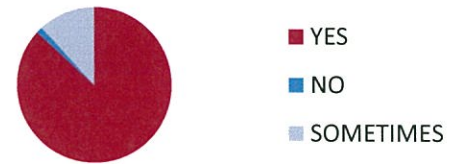


answered question	427
Skipped question	5

4. Are all of your questions answer when you seek help at the EOPS reception desk?




		Response Percentage	Response Count
YES		86.8%	270
NO		1.3%	4
SOMETIMES		11.9%	37
	OTHER (Please Specify)		1

Response Percent

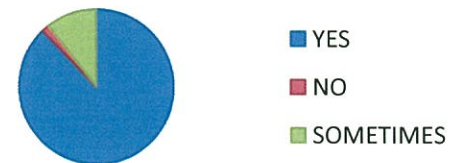


answered question	311
Skipped question	121

5. Do the EOPS Student Assistant provide the help and/or information you seek at the EOPS reception area?




		Response Percentage	Response Count
YES		87.8%	273
NO		1.6%	5
SOMETIMES		10.6%	33
	OTHER (Please Specify)		0

Response Percent



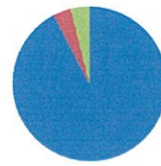
answered question	311
Skipped question	121

6. Do you feel that you have enough privacy when working with your EOPS Counselor?

		Response Percentage	Response Count
YES		91.3%	390
NO		3.7%	16
SOMETIMES		3.9%	21
	OTHER (Please Specify)		3




answered question	427
Skipped question	5

Response Percent



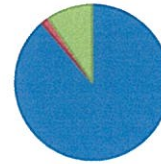
- YES
- NO
- SOMETIMES

7. Was your counselor on time for your scheduled appointments?

		Response Percentage	Response Count
YES		88.8%	379
NO		1.6%	7
SOMETIMES		9.6%	41
	OTHER (Please Specify)		3




answered question	427
Skipped question	5

Response Percent



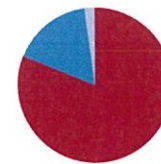
- YES
- NO
- SOMETIMES

8. Did your counselor show an interest and concern for the questions asked?

		Response Percentage	Response Count
YES		97.2%	415
NO		0.2%	1
SOMETIMES		2.6%	11
	OTHER (Please Specify)		1




answered question	427
Skipped question	5

Response Percent

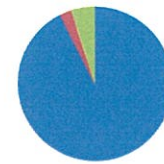


- YES
- NO
- SOMETIMES

9. Did your counselor help you to better understand your skills and abilities?

		Response Percentage	Response Count
YES		92.5%	395
NO		2.6%	11
SOMETIMES		4.9%	21
	OTHER (Please Specify)		1




Response Percent



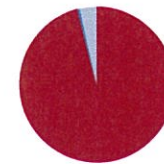
- YES
- NO
- SOMETIMES

answered question	427
Skipped question	5

10. Did your counselor appear knowledgeable about your academic interest or problems?

		Response Percentage	Response Count
YES		96.0%	410
NO		0.5%	2
SOMETIMES		3.5%	15
	OTHER (Please Specify)		2




Response Percent



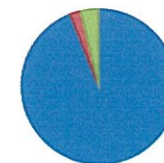
- YES
- NO
- SOMETIMES

answered question	427
Skipped question	5

11. Did your counselor provide information on various options available to you in reaching your educational or vocational goals?

		Response Percentage	Response Count
YES		93.9%	401
NO		2.3%	10
SOMETIMES		3.7%	16
	OTHER (Please Specify)		3




Response Percent



- YES
- NO
- SOMETIMES

answered question	427
Skipped question	5

12. Did your counselor explain the options or answers to your problems or concerns in a way which you understood?



		Response Percentage	Response Count
YES		95.6%	408
NO		1.2%	5
SOMETIMES		3.3%	14
	OTHER (Please Specify)		1

Response Percent

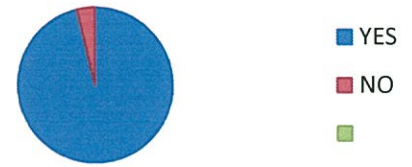


answered question	427
Skipped question	5

13. Do you want to keep the same counselor for the 2012-2013 academic years?

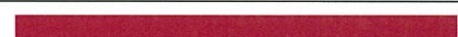
		Response Percentage	Response Count
YES		95.1%	406
NO		3.7%	16
	OTHER (Please Specify)		15

Response Percent

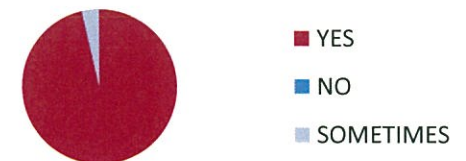


answered question	427
Skipped question	5

14. Overall, were you satisfied with your counseling appointments?

		Response Percentage	Response Count
YES		95.8%	409
NO		.7%	3
SOMETIMES		3.5%	15
	OTHER (Please Specify)		2

Response Percent



answered question	427
Skipped question	5

- IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

Strengths

The three mandated counselor appointments serve to foster and build a relationship between counselor and student. Students coming into EOPS retain their same counselor for the duration of their stay in EOPS thus enabling a strong relationship between student and counselor that relationship is basically at the core of our program success.

Challenges

The challenges are to keep providing quality services with minimal funding and reduced staff. EOPS is no longer able to accept all eligible student applicants as it has done in the past. Continuing to serve the number of ESL students we have always served is also becoming increasingly difficult. ESL students require a lot of counselor time and can only be assigned to one of the two Spanish speaking counselors.

Needs

The major need is for counselor time, since this is unlikely to happen, the number of students served needs to be scaled down and decisions made as to who will be accepted from the large pool of eligible applicants. Is it first come first served, can we limit the number of ESL students? Basically, the need is for a tool to determine who of all eligible students will be served.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

EOPS students are pleased with the EOPS program services. Counselors ensure that students have the information and resources needed for the successful completion of their academic program. EOPS can no longer accept all eligible students as it has done in the past simply because the call for services is larger than what the current staff can provide.

Recommendations

- The number of students served by EOPS needs to be reduced.
- Consider changing a portion of appointments from forty-five minutes to half an hour.
- Have one counselor doing walk-ins every day. This counselor would work with all students that had a quick question. This would avoid scheduling 45 minutes of counseling time.
- Since the number of eligible applicants is larger than the available slots create a process by which eligible students would be considered for participation in EOPS.
- Decide how stringently the program will adhere to the Responsibility Contract.
- Exit students who show no progress over two semesters.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

**PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENTAL Maintenance/General Counseling
<i>Opportunities for:</i>
PROCESS #1 Reduce the number of EOPS students served
Work efficiencies: To be able to provide the quality of service as it was prior to reduction of staff
Cost reductions: None
Contributions to student enrollment &/or success: No contribution to student enrollment, contribution would be in student success as there would be more time for each student.
PROCESS #2 Assign each counselor only walk-ins one day per week
Work efficiencies: This will lighten the load for all other counselors when one of their students comes in for an issue or question that will not require a full forty-five minute appointment.
Cost reductions: None
Contributions to student enrollment &/or success: Student will not have to wait for an appointment especially when their concern is in reference to a deadline.
PROCESS #3: Exit students who show no progress over two semesters.
Work efficiencies: This will increase the number of slots available for new students
Cost reductions: None
Contributions to student enrollment &/or success: The program will be able to increase the number of students accepted