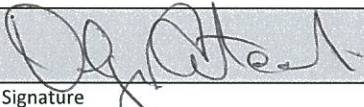




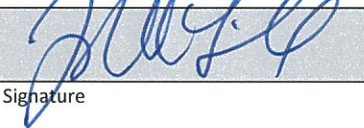
IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	2/14/2014
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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 Finell	
	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
SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (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 remain 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 per semester 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 to 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 was first cut by 40% in 2010 – 11, and remained at \$738,023 for the following two years. This year 2013 – 14 EOPS funding increased to \$910,506, a 23% increase. The CARE Program continues to receive the same amount of \$142, 202 yearly.

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

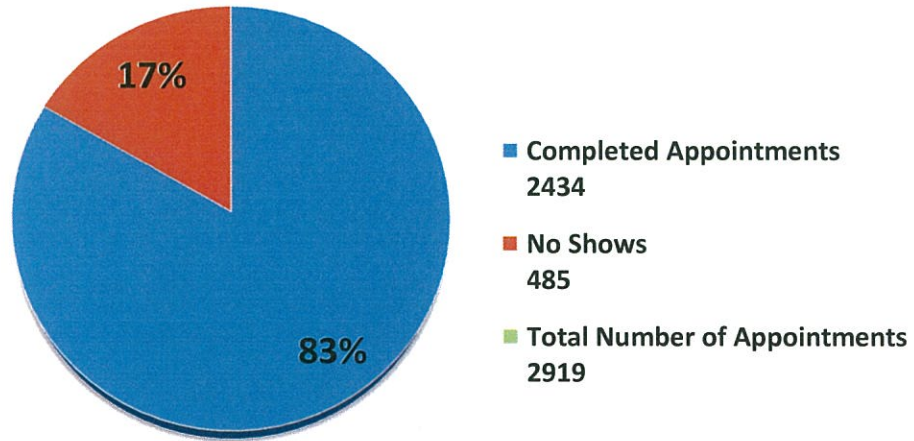
SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES	
<p>In Fall 2012 we served 87% of the number of students served Fall 2011, yet the number of completed appointments for Fall 2012 represented 96% of completed appointments for Fall 2011. In Spring 2013 we served 78% of the number of students served for Spring 2012, yet the number of completed appointments for Spring 2013 represented 1.01% of completed appointments for Spring 2012. So, even though we served less students in 2012-13 than in 2011-13 the percentage of appointments made by students in 2012-13 was larger than those scheduled in 2011-12 when a larger number of students were served. However the percentages for no shows remained similar for all four semesters.</p>	<p>ISLO(S) [Link SAO to appropriate ISLO(s).]</p>

SAO	SERVICE AREA OUTCOME #1	ISLO(S)
1	<p>Identify Outcome: Increase the number of EOPS students who complete three appointments per semester by providing e-mail reminders prior to the deadline for each of the three appointments.</p>	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5
	<p>Measurable Outcome Summary: see attached charts</p>	
	<p> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: N/A</p>	

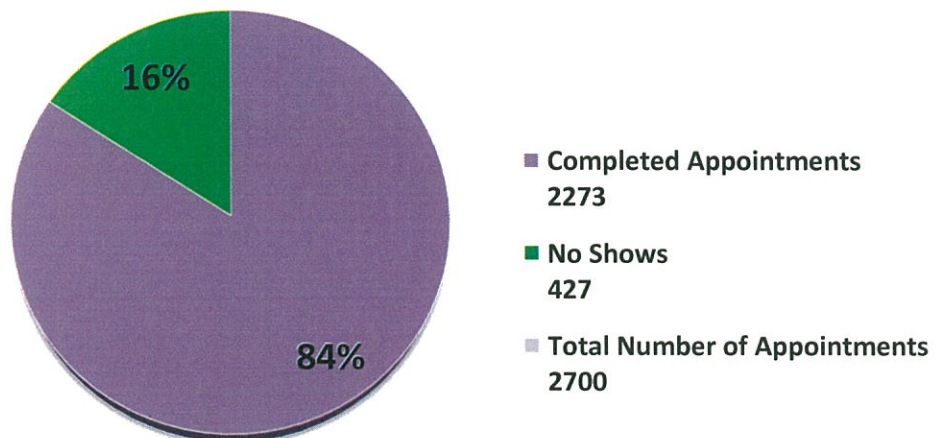
TOTAL NUMBER OF STUDENTS SERVED FOR FALL 2011 - 840

Number of Appointments for Fall 2011



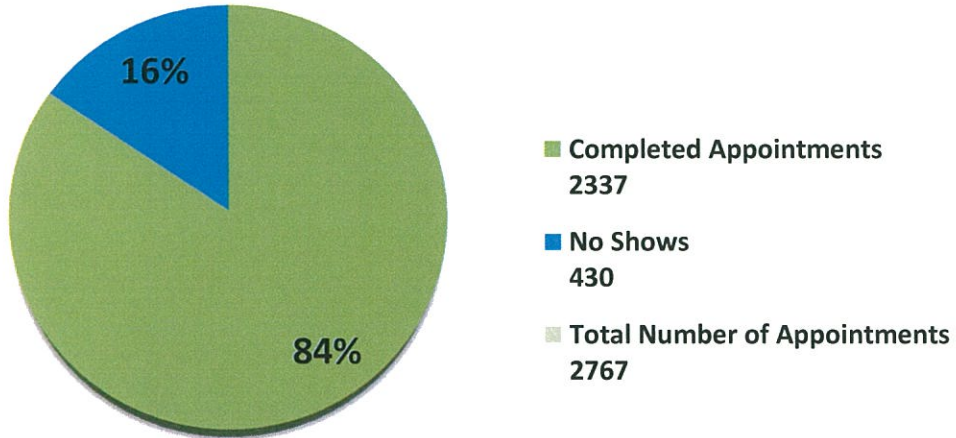
TOTAL NUMBER OF STUENTS SERVED FOR SPRING 2012 - 808

Number of Appointments for Spring 2012



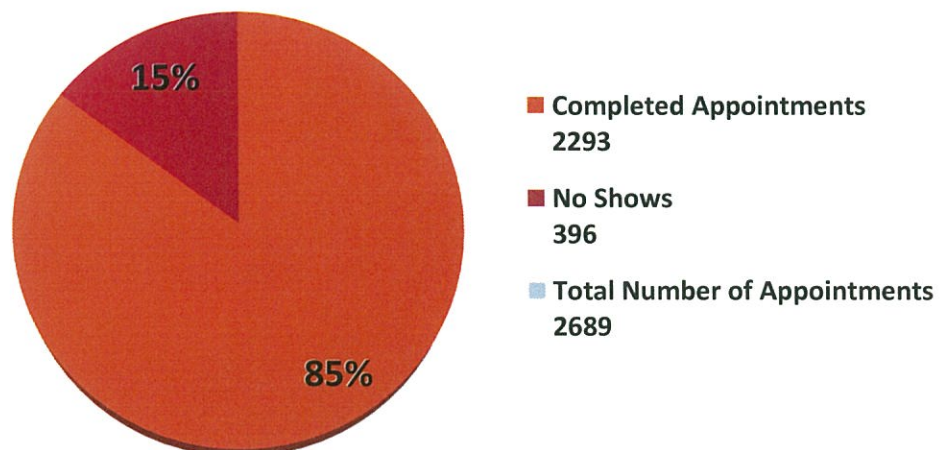
TOTAL NUMBER OF STUDENTS SERVED FOR FALL 2012 - 732

Number of Appointments for Fall 2012



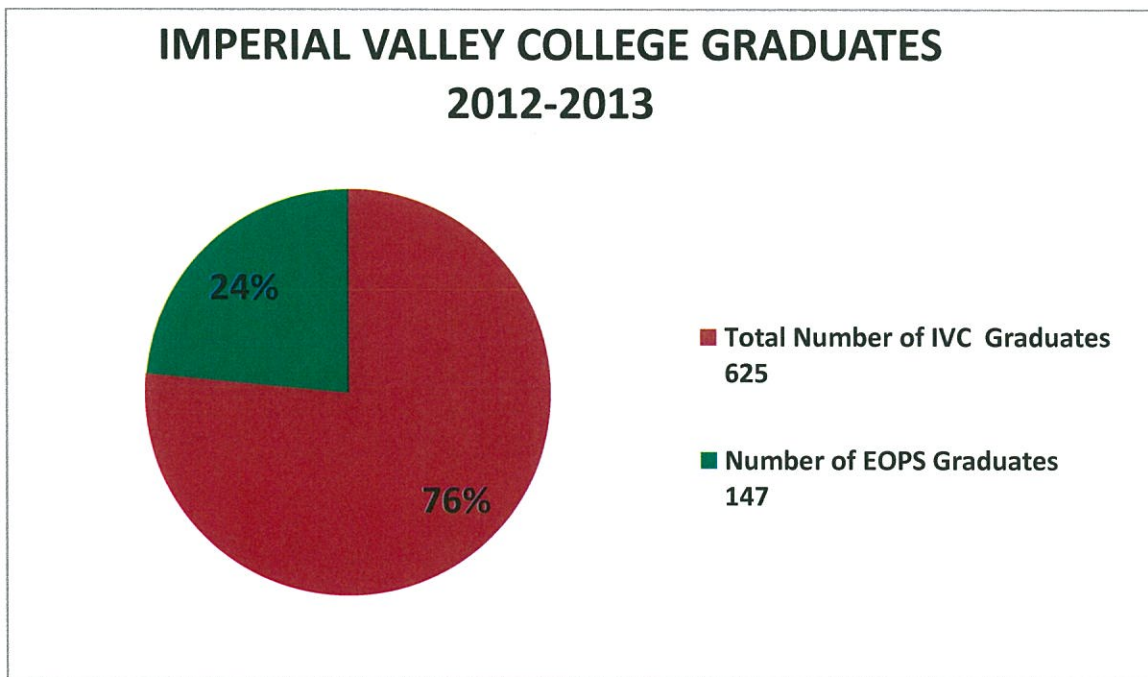
TOTAL NUMBER OF STUDENTS SERVED FOR SPRING 2013 - 629

Number of Appointments for SPRING 2013

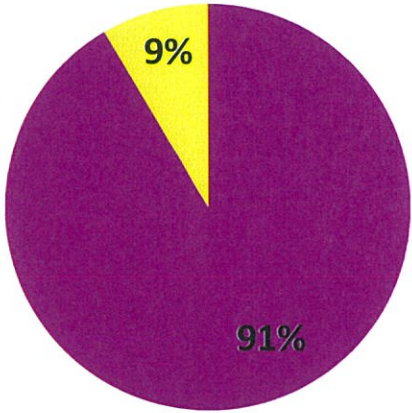


III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

At almost any given semester EOPS students represent anywhere from 13% to 16% of the total student population, the exception being the 2012-13 academic year where EOPS represented 9% of the population during both Fall and Spring. However, at graduation for the last five or six years EOPS graduates have made up anywhere from 23% to 27% of the total IVC graduates.



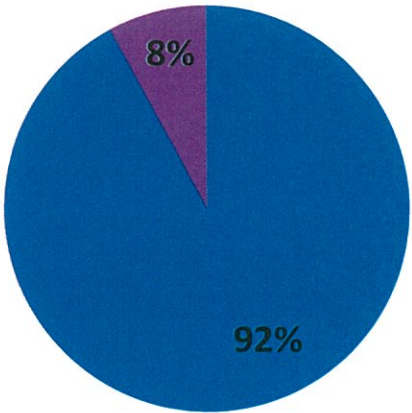
**TOTAL NUMBER OF STUDENTS ENROLLED AT
IMPERIAL VALLEY COLLEGE FALL 2012**



■ NUMBER OF IVC STUDENTS
7859

■ NUMBER OF EOPS
STUDENTS 732

**TOTAL NUMBER OF STUDENTS ENROLLED AT
IMPERIAL VALLEY COLLEGE SPRING 2013**



■ NUMBER OF IVC STUDENTS
7383

■ NUMBER OF EOPS
STUDENTS 629

- IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

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 have been to provide quality services with minimal funding and reduced staff. However, these challenges will be minimized for 2014-15 when additional staff and additional funding is in place. A major need at that time will be program space because of a lack of privacy when counseling students. Counseling takes place in a reduced open space where every ones conversation can be heard.

Needs

Major needs are for increased staff, larger program space, and privacy for counselor and student. The number of students seeking program services cannot be accommodated unless counseling staff is increased and with an addition in staff it becomes imperative to resolve the space issue.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

With the increased funding staffing should resume to its former number enabling us to eventually serve the number of students (1200) that we formerly had served. EOPS student grants will also be resumed when full funding is back in place. If funding continues to increase, the demand for EOPS services will easily surpass the 1200 number. The program will need to be housed in a larger area that can also provide privacy for counselor and student.

An area with five or six computers for student use would be ideal since many of our students do not own personal computers. A work station for EOPS student assistants is also essential.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached “Process Improvement Opportunities” form to 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. Assess progress in attainment of process improvements identified in previous Program Review.)

**SERVICE AREA PROGRAM REVIEW
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.

ID ORGANIZATION Click here to enter text.
<i>Opportunities for:</i>
PROCESS #1: Reduce the number of student appointment no shows by imposing stricter consequences.
Work efficiencies: To maximize counselor use.
Cost reductions: none
Contributions to student enrollment &/or success: A larger number of students will complete the three required counselor appointments.
Supports Institutional Goal and Objectives: Goal 2 Objective 2.3, 2.4.
PROCESS #2: Increase the number of students that utilize tutorial services by requiring a set amount of tutoring hours for those students who the previous semesters were under a 2.0 GPA.
Work efficiencies: Maximize the use of tutorial services.
Cost reductions: none
Contributions to student enrollment &/or success: Students who place below a 2.0 GPA will receive the needed tutorial services.
Supports Institutional Goal and Objectives: Goal 2 Objective 2.3, 2.4.
PROCESS #3: Cut back from forty five minute appointments to one half hour appointments once a week for each counselor.
Work efficiencies: Students who do not need forty five minute appointment can be scheduled for a half hour appointments, thus adding to the number of overall available appointments.
Cost reductions: none
Contributions to student enrollment &/or success: Increased number of available student appointments.
Supports Institutional Goal and Objectives: Goal 2 Objective 2.3, 2.4.

2

FUTURE PROGRAM GOAL #2

Budget Priority #2

INSTITUTIONAL GOAL(S)

Identify Goal: Hire two part-time Counselors

- 1
- 2
- 3
- 4

Objective: To assist counseling staff with specific tasks relating to EOPS students

Task(s): Initiate hiring process

Timeline: Should be in place by July 1, 2014

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input checked="" type="checkbox"/> Categorical Specify: EOPS <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input checked="" type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$0__

3

FUTURE PROGRAM GOAL #3

Budget Priority #3

INSTITUTIONAL GOAL(S)

Identify Goal: N/A

Objective:

- 1
- 2
- 3
- 4

Task(s):

Timeline:

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____

TOTAL BUDGET REQUEST \$ 0

1. How will your enhanced budget request improve student success? N/A

Comments:

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)		INSTITUTIONAL GOAL(S) (Check all that apply.)
1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
Identify Program Goal from Last Program Review: N/A		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:		

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
Identify Program Goal from Last Program Review: N/A		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		
Provide detail on any improvements/effectiveness and detail status on those not fully met:		

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
Identify Program Goal from Last Program Review: N/A		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		
Provide detail on any improvements/effectiveness and detail status on those not fully met:		

Comments: