

2011-12 ANNUAL PROGRAM REVIEW

The Annual Program Review is a data-informed review, needs assessment, and goal setting mechanism. It must contain linkages to District and College goals. It is also a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to the College on findings of ongoing assessment and evaluation of instructional programs and services units. The College is looking for quantitative data which document the program's and unit's quality initiatives and outcomes. While anecdotal accounts may be beneficial, they should only supplement other data which establish longitudinal trends and patterns. In addition, each review should show the progress of the Action Plan from the previous review, if applicable. Start by filling in the chart below. These data points are areas which the District and College have identified as key performance indicators of College and student success.

If you need training or any help, contact either of the following to schedule an appointment or suggest workshop times:

Ann Morgan, Director, Institutional Research and Planning (anmorgan@bakersfieldcollege.edu or x4453)

Stephen Eaton, Dean (seaton@bakersfieldcollege.edu or x4743)

Bill Barnes, Assistant Professor, Agriculture, Co-chair, Program Review Committee (wbarnes@bakersfieldcollege.edu or x4637)

Due Dates for Non-Instructional Programs

- September
 - Training for department chairs and administrators
- October
 - Week of October 3: Program data from Institutional Research & Planning to Services
 - October 31: Services submit APR to supervisor by Halloween
- November
 - November 11: By Veteran's Day finalize APR and send to supervisor, Student Services send APR to June Charles for Vice President Ester, and Administrative Services send APR to Debbie Spohn for President Chamberlain

Assessment Plan

The assessment plan and results will be due **April 16, 2012** to Dean Suderman. Forms and supporting documentation are in the Office of Academic Affairs public folder.

[Click here](#) for directions to the folder.

Trend Data from Institutional Research and Planning¹**Extended Opportunity Programs & Services (EOP&S)**

Demographic Information	2006-07		2007-08		2008-09		2009-10		2010-11		Comments
	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	
Student Headcount, Unduplicated²	973	-	1,093	12%	1,044	-4%	777	-26%	772	-1%	
	#	%	#	%	#	%	#	%	#	%	
Gender											
Female	737	76%	814	74%	792	76%	593	76%	595	77%	
Male	236	24%	276	25%	249	24%	182	23%	175	23%	
Unknown	0	0%	3	0%	3	0%	2	0%	2	0%	
Age											
19 & Younger	283	29%	302	28%	254	24%	197	25%	130	17%	
20-29	465	48%	537	49%	526	50%	352	45%	376	49%	
30-39	136	14%	148	14%	144	14%	125	16%	154	20%	
40 & Older	89	9%	106	10%	120	11%	103	13%	112	15%	
Ethnicity											
African American	116	12%	142	13%	149	14%	112	14%	148	19%	
American Indian	11	1%	13	1%	9	1%	6	1%	7	1%	
Asian/Filipino/Pacific Islander	44	5%	52	5%	47	5%	27	3%	24	3%	
Hispanic	593	61%	652	60%	614	59%	444	57%	423	55%	
White	179	18%	204	19%	191	18%	163	21%	151	20%	
Two or more races	11	1%	13	1%	18	2%	18	2%	17	2%	
Unknown	19	2%	17	2%	16	2%	7	1%	2	0%	

Enrollments – Productivity - Outcomes	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Enrollment at Census ³	6,615	8,501	7,742	5,889	5,832	
Average Enrollments/Student	6.8	7.8	7.4	7.6	7.6	
FTES ⁴	703.7	905.2	823.8	630.7	674.2	
Retention Rate ⁵	89.5%	89.8%	85.5%	84.9%	83.8%	
Success Rate ⁵	67.9%	67.7%	66.4%	67.1%	63.9%	

Trend Data from Institutional Research and Planning¹

Extended Opportunity Programs & Services (EOP&S)

Awards ⁶	2006-07		2007-08		2008-09		2009-10		2010-11		Comments
	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	
Agriculture	1	-	-	1	-	-	-	-	-	-	
Allied Health	4	8	3	5	9	14	2	7	1	8	
Business	3	17	1	19	1	7	4	4	2	2	
Education/General Studies	22	-	26	-	21	-	12	-	4	-	
Family & Consumer Education	3	24	7	41	8	29	5	8	-	8	
Fine & Performing Arts	-	-	1	-	1	-	1	-	-	-	
Industrial Technology	-	1	-	12	-	2	-	7	1	3	
Language/Communication	4	13	3	10	5	5	4	7	1	-	
Math & Science	6	-	11	1	7	-	2	-	8	1	
Public Safety	4	-	3	-	1	-	2	-	-	-	
Social/Behavioral Sciences	17	1	20	1	18	-	15	3	6	1	
Total Awards by Type	64	64	75	90	71	57	47	36	23	23	
Percentage of Awards by Type	50%	50%	45%	55%	55%	45%	57%	43%	50%	50%	
Total Awards	128		165		128		83		46		

Personnel	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Total Staff - Administrators						
Total Staff - Classified						
Total Staff - Faculty						
Personnel - % of Total Budget						
Total \$ Non-Personnel Budget						

¹ Source: ODS Reports (September, 2011)² Student Headcount, *Unduplicated*: Number of students enrolled on census day, where each student is counted one time.³ Enrollment at Census: Every course in which students are enrolled on census day.⁴ Acronym FTES represents full-time equivalent students.⁵ Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P/CR).

Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

⁶ Awards: Includes awards for students receiving EOP&S during the year of the award.

Trend Data from Institutional Research and Planning¹

CARE

Demographic Information & Awards	2006-07		2007-08		2008-09		2009-10		2010-11		Comments
	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	
Student Headcount, Unduplicated²	104	-	124	19%	155	25%	119	-23%	188	58%	
	#	%	#	%	#	%	#	%	#	%	
Gender											
Female	99	95%	116	94%	149	96%	112	94%	179	95%	
Male	5	5%	8	6%	6	4%	7	6%	8	4%	
Unknown	0	0%	0	0%	0	0%	0	0%	1	1%	
Age											
19 & Younger	10	10%	6	5%	13	8%	6	5%	17	9%	
20-29	56	54%	73	59%	90	58%	63	53%	104	55%	
30-39	31	30%	32	26%	33	21%	32	27%	50	27%	
40 & Older	7	7%	13	10%	19	12%	18	15%	17	9%	
Ethnicity											
African American	27	26%	31	25%	45	29%	35	29%	68	36%	
American Indian	1	1%	1	1%	2	1%	2	2%	2	1%	
Asian/Filipino/Pacific Islander	0	0%	0	0%	0	0%	0	0%	3	2%	
Hispanic	48	46%	56	45%	72	46%	56	47%	80	43%	
White	23	22%	29	23%	27	17%	22	18%	31	16%	
Two or more races	2	2%	1	1%	3	2%	2	2%	4	2%	
Unknown	3	3%	6	5%	6	4%	2	2%	0	0%	
Awards³	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	
Allied Health	1	2	1	-	1	3	1	3	-	2	
Business	-	-	-	2	-	1	-	-	-	-	
Education/General Studies	1	-	5	-	3	-	1	-	-	-	
Family & Consumer Education	1	2	-	4	1	7	1	-	-	1	
Fine & Performing Arts	-	-	-	-	1	-	-	-	-	-	
Language/Communication	-	1	-	1	-	-	-	-	-	-	
Math & Science	-	-	1	-	-	-	-	-	-	1	
Social/Behavioral Sciences	3	-	4	1	2	-	2	1	-	-	
Total Awards by Type	6	5	11	8	8	11	5	4	0	4	
Percentage of Awards by Type	55%	45%	58%	42%	42%	58%	56%	44%	0%	100%	
Total Awards	11		19		19		9		4		

Trend Data from Institutional Research and Planning¹

CARE

Enrollments – Productivity - Outcomes	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Enrollment at Census ⁴	700	898	1,147	845	1,326	
Average Enrollments/Student	6.7	7.2	7.4	7.1	7.1	
FTES ⁵	72.5	91.3	113.2	90.0	148.4	
Retention Rate ⁶	89.0%	85.8%	81.5%	80.8%	79.3%	
Success Rate ⁶	66.7%	65.8%	58.9%	61.0%	54.6%	

Personnel	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Total Staff - Administrators						
Total Staff - Classified						
Total Staff - Faculty						
Personnel - % of Total Budget						
Total \$ Non-Personnel Budget						

¹ **Source:** ODS Reports (September, 2011)

² **Student Headcount, *Unduplicated*:** Number of students enrolled on census day, where each student is counted one time.

³ **Awards:** Includes awards for students receiving CARE during the year of the award.

⁴ **Enrollment at Census:** Every course in which students are enrolled on census day.

⁵ Acronym **FTES** represents full-time equivalent students.

⁶ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

Trend Data from Institutional Research and Planning¹

CalWORKS

Demographic Information & Awards	2006-07		2007-08		2008-09		2009-10		2010-11		Comments
	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	#	% change- prev. yr.	
Student Headcount, Unduplicated²	163	-	158	-3%	221	40%	152	-31%	188	24%	
	#	%	#	%	#	%	#	%	#	%	
Gender											
Female	147	90%	146	92%	192	87%	136	89%	162	86%	
Male	16	10%	12	8%	29	13%	16	11%	25	13%	
Unknown	0	0%	0	0%	0	0%	0	0%	1	1%	
Age											
19 & Younger	27	17%	11	7%	24	11%	14	9%	22	12%	
20-29	97	60%	104	66%	142	64%	93	61%	109	58%	
30-39	33	20%	33	21%	42	19%	30	20%	37	20%	
40 & Older	6	4%	10	6%	13	6%	15	10%	20	11%	
Ethnicity											
African American	28	17%	34	22%	42	19%	27	18%	44	23%	
American Indian	1	1%	0	0%	5	2%	2	1%	1	1%	
Asian/Filipino/Pacific Islander	6	4%	4	3%	4	2%	2	1%	3	2%	
Hispanic	87	53%	75	47%	112	51%	80	53%	92	49%	
White	37	23%	37	23%	47	21%	39	26%	44	23%	
Two or more races	0	0%	1	1%	4	2%	1	1%	4	2%	
Unknown	4	3%	7	4%	7	3%	1	1%	0	0%	
Awards³	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	AA/AS	Cert.	
Allied Health	-	2	-	-	1	1	2	3	1	2	
Business	-	4	-	-	1	1	1	2	-	-	
Education / General	-	-	1	-	4	-	1	-	1	-	
FACE	3	4	-	6	2	6	3	-	-	2	
Language / Communication	-	1	-	1	-	-	-	1	-	-	
Math & Science	-	-	-	-	-	-	-	-	2	1	
Public Safety	3	-	-	-	-	-	-	-	-	-	
Social/Behavioral Sciences		1	3	1	2	-	1	-	2	-	
Total Awards by Type	6	12	4	8	10	8	8	6	6	5	
Percentage of Awards by Type	33%	67%	33%	67%	56%	44%	57%	43%	55%	45%	
Total Awards	18		12		18		14		11		

Trend Data from Institutional Research and Planning¹

CalWORKS

Enrollments – Productivity - Outcomes	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Enrollment at Census ⁴	1,025	1,029	1,505	961	1,361	
Average Enrollments/Student	6.3	6.5	6.8	6.3	7.2	
FTES ⁵	108.4	107.7	151.3	100.0	144.7	
Retention Rate ⁶	88.5%	86.2%	81.3%	83.4%	84.0%	
Success Rate ⁶	62.6%	61.1%	59.2%	62.0%	58.5%	

Personnel	2006-07	2007-08	2008-09	2009-10	2010-11	Comments
Total Staff - Administrators						
Total Staff - Classified						
Total Staff - Faculty						
Personnel - % of Total Budget						
Total \$ Non-Personnel Budget						

¹ **Source:** ODS Reports (September, 2011)

² **Student Headcount, *Unduplicated*:** Number of students enrolled on census day, where each student is counted one time.

³ **Awards:** Includes awards for students receiving CalWORKS during the year of the award.

⁴ **Enrollment at Census:** Every course in which students are enrolled on census day.

⁵ Acronym **FTES** represents full-time equivalent students.

⁶ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

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EOP&S, CARE, and CalWORKS

2011-12 Annual Program Review

1. Program/Unit Description, Mission, and Alignment

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 student 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:

- (a) 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.
- (b) To increase the number and percentage of Extended Opportunity Programs and Services (EOP&S) students who successfully complete their chosen educational objectives.
- (c) To increase the number and percentage of EOP&S students who are successfully placed into career employment.
- (d) 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.
- (e) To strive to assist community colleges to meet student and employee affirmative action objectives.
- (f) To improve the delivery of program and services to the disadvantaged.

To receive program services a student must:

- Be a California Resident and qualify for the California Community Colleges Board of Governors Fee Waiver (BOGFW) Part A or Part B.
- Not have completed more than 70 units of college-degree applicable credits (including all prior college work).
- Be enrolled as a full-time (12 units) student when accepted in the EOP&S/CARE program. The EOP&S Director may authorize up to 10% of EOP&S students accepted to be enrolled in 9 units.
- Be educationally disadvantaged as determined by the EOP&S Director. In making that determination, the EOP&S Director shall consider one or more of the following factors:
 - Not qualified at the college of attendance for enrollment into the minimum college level Math or English required for associate’s degree
 - Not have graduated from high school or obtained a GED certificate
 - Graduated from high school with a GPA of less than 2.50 on a 4.00 scale
 - Previously enrolled in remedial education
 - Are the first in the family to attend college (of any kind)
 - Other factors set forth by the State Chancellor’s Office

In order to achieve these goals, the EOP&S program provides supplemental services, which if not provided would impede student access and success. An EOP&S student has access to the following services:

- | | |
|--|---|
| -Academic Counseling | -Academic Advising |
| -Academic Probation Contacts | -Assistance in completing federal, state and college financial aid applications |
| -Assistance in completing scholarship applications | -Book Vouchers |
| -Career Counseling | -Complimentary Cap and Gown |
| -Follow-Up services | -Fee Waivers for UC and CSU admission application |

- Fieldtrips related to academic motivation and career exploration
- Mandatory three contacts (intake/interview/SEP, mid-term/follow-up and exit interview)
- Peer Mentoring
- Scholarship Recommendation letters
- Tutoring Services
- Workshops (life skills, academic, counseling, community partners and resource based workshops)

- Monitoring of academic progress
- Priority Registration
- Referrals to on and off campus resources for academic and career support
- Transfer Assistance to four-year schools
- University transfer letters of recommendations

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, Statutes 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 parent 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. The CARE student can receive these additional support services provided to Bakersfield College CARE students:

- Supplemental academic, career and personal counseling
- Text books
- Priority Registration
- Personal Development Activities
- Peer networking
- Tutoring
- Referrals to campus and community-based services or agencies

- Assistance with child care expenses
- School Supplies
- Transportation costs (bus passes or gas cards)
- Group support
- CARE Grants
- Child Care Assistance

To receive programs and services, a student must:

- Meet all EOP&S requirements
- Be a single head of household
- Have one child under 14 years of age
- Be an EOP&S student at least 18 years of age
- Currently receive Temporary Assistance for Needy (TANF) Families
- Be enrolled full-time upon admission to the program

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.

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.

Alignment with Budget Decision Criteria:

The EOP&S, CARE and CalWORKs program mission, goals and programmatic activities align with the budget decision criteria as each program employs strategies, and planned activities designed to;

- Empower and challenge students to success
- Ensure that resources are used wisely and leveraged for student and community success while following all state mandates and regulations
- Address the basic needs for students when developing comprehensive student educational plans; basic skills, transfer, completion and/or CTE
- Implement ongoing program best practices
- Ensure student access is maintained with program services
- Actively engage and partner with the community on an ongoing basis to identify and address student needs/resources
- Involve best practice in communication, management, accountability, resource management, effective budget maintenance
- Sustain the cohesive uniqueness of EOP&S, CARE and CalWORKs as educational supportive programs that serve the needs of students
- Continue to provide services to first generation, low-income underrepresented students to succeed in their educational goals

2. Other Program Data

- **Provide the following data if available and relevant to your program:**
 - Cost per FTES – From the Office of Academic Affairs
 - CTE: Non-traditional enrollment, Student survey results, Employment
 - Transfer data – may use National Student Clearinghouse data when reliability improves

EOP&S BOOK VOUCHERS

Academic Year	Amount Spent	Students Served
2006-2007	\$235,871	688 Students
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)

EOP&S GRANTS

Academic Year	Amount Spent	Students Served
2006-2007	\$246,480	Data not available
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

CARE Grants

Academic Year	Amount Spent	Program
2006-2007	\$80,242	CARE
2007-2008	\$79,045	CARE
2008-2009	\$84,800	CARE
2009-2010	\$63,700	CARE
2010-2011	\$48,600	CARE

CalWORKs Works-Study

Academic Year	Amount Spent	Program
2007-2008	\$141,138	CalWORKs
2008-2009	\$89,418	CalWORKs
2009-2010	\$34,912	CalWORKs
2010-2011	\$43,686	CalWORKs

CalWORKs Child Care

Academic Year	Amount Spent	Program
2007-2008	\$39,103	CalWORKs Program
2008-2009	\$30,358	CalWORKs Program
2009-2010	The CalWORKs Program no longer offers additional child care services	CalWORKs Program
2010-2011	The CalWORKs Program no longer offers additional child care services. Child care services are provided by the Kern County Department of Human Services or the Bakersfield Child Development Center.	CalWORKs Program

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

CARE Specific Program Contacts:

Semester	Student Contacts	Program
Fall 2009	80	CARE
Spring 2010	82	CARE
Fall 2010	398 Students are required to meet with the EOP&S/CARE Assistant Director twice per semester	CARE
Spring 2011	299 Students are required to meet with the EOP&S/CARE Assistant Director twice per semester	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 contact)	CalWORKs

CalWORKs 2010-2011 Program Contacts (Detailed Report)

Appointment Type	Individual Contacts	Group Contacts
Counseling (intake, needs assessment, SEP, workshops)	459	351
CalWORKs Work-Study (job referrals, program probation, no shows)	160	48
Supplies (school supplies, bus passes and gas cards, workshop sign ups)	65	331

CARE Meal Vouchers

Semester	Meal Vouchers Issued	Program
Fall 2009	80	CARE
Spring 2010	82	CARE
Fall 2010	108	CARE
Spring 2011	110	CARE

CARE Bus Passes, Gas Cards and School Supplies Issued:

Academic Year	Item Issued	Amount Issued	Program
2010-2011	Bus Passes	27	CARE
2010-2011	Gas Cards	96	CARE
2010-2011	School Supplies	617 School supplies can include pens, pencils, paper, binders, notebooks, calculators, flash cards, etc.	CARE

CalWORKs Bus Passes

Academic Year	Bus Passes Issued	Program
2009-2010	27	CalWORKs
2010-2011	42	CalWORKs

CalWORKs Gas Cards

Academic Year	Gas Cards Issued	Program
2009-2010	39	CalWORKs
2010-2011	27	CalWORKs

CalWORKs Supplies

Academic Year	Supplies Issued	Program
2009-2010	96	CalWORKs
2010-2011	519	CalWORKs

3. What are the Program’s/Unit’s strengths?

- Discuss the following elements where applicable. List any strength that may be unique to your program or unit. For each strength, complete all relevant boxes on the chart.
- Questions to consider: [Link to APR SWOT Questions](#)
- Best practices contact: [Link to Form](#) (this will ask for name, email, phone, practices)

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
<p>Counseling: Intrusive counseling is provided by EOP&S, CARE and CalWORKs programs. The one full-time counselor and three adjunct counselors continue to ensure students meet the required three EOP&S contacts per semester and required intake, needs assessment and SEP planning for CalWORKs students required for the Kern County Department of Human Services.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate <p>EOP&S and CARE students are mandated to meet with</p>	<ul style="list-style-type: none"> ■ By participating in the educational planning process, the EOP&S/CARE/ CalWORKs students will be able to complete a semester by semester Student Educational Plan and Mutual Responsibility Agreement with their Counselor or Educational Advisor at a 95% participation rate. ■ The number of Student Educational Plans and Mutual Responsibility Contracts completed will be tracked as well as questions asked in a survey. 	<p>640 EOP&S students participated and were entered this past Fall 2010 as new or continuing students into the MIS system. Every student entering the program meets with a Counselor to fill out a Student Educational Plan (SEP). During Fall 2010, 99% had an Educational Plan on file. Those were the group of students who completed the required contacts and met with the program at least once or more. Fifteen of the 640 EOP&S students did not make any contacts with the EOP&S program. Those students attended an orientation and did receive a service, such as the book voucher. Numerous methods and approaches were conducted to reach out to those fifteen students. 136 CalWORKs students participated and were entered this past Fall 2010 as new or continuing students into the MIS system. Every new or continuing student meets with a counselor to devise an educational plan. A long-term educational plan is required by the Kern County Department of Human Services to approve a Welfare to Work Plan with CalWORKs County</p>	<p>EOP&S/CARE students are state mandated to meet three counseling contacts per semester. These contacts increase student opportunity, retention and success. Students are also able to meet with peer mentors on a regular basis to review time management, study habits, and exit interviews. This process allows students to associate with another to share feedback and advice.</p> <p>CalWORKs students are able to enroll in college and work at the same time to meet activity hours with the County Department of Human Services. Student can receive an education/certificate while still receiving aid from the County Department of Human Services.</p> <p>The student educational plan addresses specific needs of educationally disadvantaged students</p>	<p>The percentage of EOP&S/CARE/CalWORKs students completing Student Educational Plans is high. The SEPs completed per semester are consistently over 90%. This is due to the level of intrusive counseling offered to student participants as well as over-and-above services the programs provide/offer as well as the mandated contacts.</p> <p>The retention rates for all three programs are at 80% or above for 2010-2011: EOP&S 84%, CARE 80% and CalWORKs 84%. The success rates vary from 50 to 65%. It is the goal of the program to bring underrepresented first generation students to the same level as the general population. When they enter the program the majority of the students enter as basic skills level. The entire staff works through supportive services to enhance, provide, mentor, monitor</p>	<p>Attachments:</p> <ul style="list-style-type: none"> • 2010-2010 Program Contacts • Program Satisfaction Survey Results for Counseling Services

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
	<p>an EOP&S Counselor for a minimum of three appointments each semester: (1) a contact session which combines interview and interpretation of assessment results to prepare a student’s educational plan, (2) an in-term contact session to ensure the student is succeeding adequately, that services and resources are being provided adequately and to incorporate any changes to the SEP, and (3) an end-term/exit interview to assess the services of students in reaching the objective of the semester (the third contact session is made with the EOP&S Educational Advisor and Peer Mentors).</p> <p>The counseling component within the CalWORKs program consists of the intake, needs assessment and SEP process. The intake/orientation process consists of the counselor meeting with the students for an evaluation of their educational and personal needs. The needs assessment determines what services or referrals need to be made for the student to meet their goals. An SEP then is created with the student to meet the student’s objectives as well as the county’s approved Welfare to Work Plan</p>		<p>participants. During Fall 2010, 97% had an Educational Plan on file and the students felt the most important CalWORKs service was: 50% the supportive services the programs offers to its students (resources, referrals, counseling, advisement, etc.), 46% counseling, 31% the CalWORKs work-study and job placement, 22% supplies (school supplies, gas cards and bus passes).</p>	<p>and is one of the basic foundations of over-and-above services offered from these programs. The comprehensive educational plan is a sequenced multi-term road map of all courses agreed upon by both the student and counselor necessary to meet the student’s educational needs and goals.</p> <p>Counselors also provide probation workshops, educational advising workshops, registration assistance, progress monitoring, life skill workshops and academic/major/career/transfer workshops as well.</p>	<p>the student participant to eventually be at the same level as the general student population. The EOP&S/CARE/CalWORKs success data needs to be compared to a similar like cohort of students.</p> <p>Over the last five years the EOP&S Program has demonstrated steady program participation with a consistent success rate of over 60% and retention rate of over 80%.</p> <p>Over the last five years the CARE Program has been able to increase the amount of students served with a steady retention rate of over 80%.</p> <p>Over the last five years the CalWORKs Program has experienced fluctuations in the amount of students served. This past year the number of students served increased by over 24%. The retention rate of student remains over 80% retained.</p> <p>Last fall 2010, the full-time EOP&S counselor conducted approximately 476 EOP&S counseling contacts and 197 group</p>	

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
					<p>counseling contacts. During Spring 2011, the counselor conducted 365 EOP&S counseling contacts and 181 group counseling contacts. Two adjuncts were hired for EOP&S students to meet the mandated three contacts. For Fall 2010, the EOP&S Adjunct Counselors conducted 342 counseling contacts and 139 group contacts. During Spring 2011, two adjunct counselors conducted 405 counseling contacts and 150 group contacts. In total, 1,579 contacts were made with students in the EOP&S program with EOP&S counselors and 676 group contacts. An adjunct counselor was also hired for the CalWORKs program to provide counseling. Between the program Director and Adjunct Counselor, 619 contacts were made with CalWORKs students and 399 group contacts for the academic year.</p>	

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
<p>Orientation/Intake: Orientation/intakes are provided to familiarize the EOP&S, CARE and CalWORKs eligible students with: the location and function of college and EOP&S, CARE and CalWORKs programs and services; the college catalog; application, and registration process, with emphasis on academic and grading standards, college terminology (i.e. units) course add and drop procedures and related rules; financial aid and scholarship application procedures; and graduation and transfer procedures to four year institutions.</p> <p>A Mutual Responsibility Contract is reviewed and signed by the student and the EOP&S, CARE and/or the CalWORKs program and demonstrates the intended level of involvement and</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> Understanding the needs of our diverse student population Remaining vigilant in scanning our present and future environment within which we operate 	<ul style="list-style-type: none"> The orientation process familiarizes EOP&S, CARE and/or CalWORKs students with: the location and function of the college and EOP&S, CARE and/or CalWORKs programs and services. A Mutual Responsibility Contract is reviewed and signed by the student and the EOP&S program and demonstrates the intended level of involvement and commitment of both parties towards the achievement of the student's educational goal. Students sign the contract understanding the contract between the student and the program. 	<p>640 EOP&S students participated and were entered this past Fall 2010 as a new or continuing student into the MIS system. Every student entering the program fills out a Mutual Responsibility Contract (MRC). During Fall 2010, 100% filled out an MRC.</p> <p>136 CalWORKs students participated and were entered this past Fall 2010 as a new or continuing student into the MIS system. Every student entering the program fills out a Mutual Responsibility Contract (MRC). During Fall 2010, 100% filled out an MRC.</p> <p>Orientation surveys are provided to continuing and new EOP&S orientations every semester. For Fall 2010 EOP&S continuing orientation survey results, 98% of the students felt the orientation was helpful in learning about the program, policies and procedures, 97% felt the EOP&S student requirements are helpful and will lead to greater success and 98% felt they understood the required contacts. For Fall 2010 CalWORKs orientation surveys, 90% felt the CalWORKs orientation was helpful in learning about the program, policies and procedures, 87% felt the CalWORKs student requirements are helpful and will lead to greater success, 97% felt the orientation</p>	<p>Program orientations familiarize EOP&S/CARE/ CalWORKs students with: the location and function of the college, EOP&S/ CARE/CalWORKs programs and services; the college catalog, application, and registration process, with emphasis on academic standards, program expectations, college terminology, financial aid application procedures and transfer procedures to four year institutions.</p> <p>Orientations are required for new and continuing students to attend. Orientations are also held each semester. Each semester the students also sign a Mutual Responsibility Agreement during the orientation. The Mutual Responsibility Agreement covers the following:</p> <ul style="list-style-type: none"> -The student agrees to meet with a counselor to establish an educational goal and to develop an educational plan. -The student adheres to the educational plan and the mutual responsibility contract. -The student agrees to make progress toward an educational goal. -The student agrees to 	<p>Students fill out orientation surveys at the end of the orientation. Students understand what is required from them and appreciate the information. An orientation quiz will be provided at all of the program orientations to see if the information is retained. There are a percentage of students who struggle to meet the mandated contacts or are confused with the program requirements. Student Learning Outcomes will also be included in the orientation power point handouts provided to the students. Overall, students are satisfied the orientations.</p>	<ul style="list-style-type: none"> EOP&S and CalWORKs Orientations Survey charts 2010-2011

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
<p>commitment of both parties towards the achievement of the student's educational goal.</p>			<p>presenter was interested in their success at BC.</p>	<p>meet with the staff and to comply with all mandated contacts -The student agrees to check the college student email for program updates -The student agrees to provide update address and telephone information to the program, -The student agrees to comply with all academic probation requirements. -The programs agree to provide support services to assist students in meeting their educational goals.</p>		
<p>Priority Registration: Priority Registration is a service provided to EOP&S/CARE students. Registration assistance is provided which allows the student the ability to enroll in the courses and /or sections recommended by their EOP&S counselor(s) and which appear on the educational plan developed with the counselor. Reminder emails are sent each semester to each student to register</p>	<p>Bakersfield College Goals: 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> Bakersfield College Missions: <ul style="list-style-type: none"> Understanding the needs of our diverse student population </p>	<ul style="list-style-type: none"> The EOP&S program provides priority registration to all of its students. Early registration is allowed as stated in Title 5 (Reference Section 58108). Priority registration is provided to new and continuing EOP&S students as long as the Mutual Responsibility Contract is followed. Students follow their student educational planning when 	<p>All EOP&S/CARE students receive priority registration. This allows EOP&S/CARE students the ability to enroll in courses and/or sections recommended by the EOP&S counselor and which appear on the educational plan.</p> <p>Registration Assistance Forms were created to assist EOP&S/CARE students if they had a question or concern regarding registration. The form is used when a counselor is not available due to scheduled appointments. The form documents if the questions were answered and what type of assistance is required.</p> <p>During 2010-2011, 51 students had a registration questions or</p>	<p>Students meet with counselors several times throughout the semester. The student educational plan is reviewed at least twice with students to make sure they are following their road map.</p> <p>Priority registration drop-in times are scheduled in the counselor and educational advisor's SARS GRID schedules as well as having the registration assistance forms available at the front counter.</p>	<p>For the Student Satisfaction Survey for Fall 2010 and Spring 2011 students rated priority registration as one of the top supportive services the students utilize within the program as well as the services utilized.</p>	<p>Registration Assistance Form Charts 2010-2011</p>

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
on time		registering for courses.	concerns beyond their scheduled contacts with the programs. These usually occur during the priority registration dates. The majority of the students needed assistance with registration 33%, prerequisites needing to be cleared 20%, class recommendations 20%, academic probation needing to be cleared 16%, excessive repeats 11% and unit overloads 9%. The majority of the communication with the students was in person 68% responding to the students' concerns.			
Follow-Up/Intervention	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College</p>	<p>The Early Alert system is used to help monitor, provide assistance, and to provide recommendations to identified students who are struggling in a class. Instructors send emails with recommendations and referrals to these struggling students and to the counseling department, DSP&S program and to the EOP&S program.</p> <p>The programs require progress reports to be submitted to the program. Progress reports are</p>	<p>Follow-Up intervention services are provided with early alerts and progress report monitoring.</p> <p>During 2010-2011 a total of 6 early alert emails were sent to EOP&S students whose instructors indicated that they needed help with English or Auto courses; the emails included important.</p> <p>The Spring 2011 Progress Report follow-up results are recorded below:</p> <p>119 Progress Reports were recorded for Spring 2011</p> <p>59 Students sent: Congratulations progress report waived email: GPA > 3.00</p> <p>35 Students were sent: Thank</p>	<p>EOP&S early alert follow-up emails are sent to struggling EOP&S students by the EOP&S educational advisor. Follow-up with the EOP&S educational advisor is made. The counselors are alerted to help these struggling EOP&S students as they meet with them during an appointment; the educational advisor refers these students to the counselor as needed.</p> <p>Progress reports are required from all New EOP&S and continuing EOP&S students who have a cumulative GPA less than a 3.00. The progress reports are useful to both the</p>	<p>Follow-up and progress monitoring allows the counselors, educational advisor and staff to intervene should the student not be doing well in a course or all courses. The interventions include counseling appointments, follow-up emails, phone calls and resource referrals. Students may be advised to drop a course if they are not doing well or cannot handle the schedule.</p>	Tend Data

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
	<p>Missions:</p> <ul style="list-style-type: none"> Understanding the needs of our diverse student population Remaining vigilant in scanning our present and future environment within which we operate 	<p>provided to all EOP&S students. Students have the instructors fill out the progress reports during the mid-term timeframe. This will allow the program to tag, monitor and follow-up with those students who are struggling in their classes or who need to withdraw. Emails are sent as well as appointments scheduled with the counselors and educational advisor.</p>	<p>you email / we received a satisfactory grades progress report.</p> <p>29 Students were sent: Concern email / requesting follow up appointment (i.e. poor attendance, poor grades, tutoring needed).</p> <p>A total of 123 follow-up emails during Spring 2011 were sent to students as listed above.</p> <p>5 out of 29 students responded to the Concern email I sent. They made an appointment with me for follow-up as requested.</p>	<p>program operation and its ongoing evaluation along with valuable information for the student. Progress reports encourage discussion with the student regarding college drop policies and dates, financial aid eligibility, and probation policies and registration processes.</p> <p>The students continued eligibility for services is conditional upon progress toward their educational goals. Progress reports encourage better communication between students and their instructors. They provide the students and their EOP&S counselors with valuable feedback on a student's academic progress i.e. current grade, attendance, instructor recommendations for tutoring, etc.</p> <p>Progress reports can be an effective intervention tool for the student. Follow-up emails are sent to targeted high risk students.</p> <p>High risk students are encouraged to meet with the educational advisor for follow-up services and when needed referrals are made to the</p>		

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
				<p>counselor. Students who maintain a cumulative GPA of at least 3.00 may have the progress report waived by their EOP&S counselor/advisor.</p>		
<p>Supportive Services</p> <p>All three programs provide supportive services to the student participants. The supportive services provide ongoing support to students to assist in their success and/or achievement with their goals to attend college, transfer and/or graduate with a degree or certificate. The supportive services include:</p> <ul style="list-style-type: none"> ■ Counseling ■ Peer Mentoring ■ Transfer Assistance for four year institutions ■ Career Counseling ■ Additional Tutoring ■ Priority Registration ■ Educational Advising ■ Educational 	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within 	<p>The EOP&S, CARE and CalWORKS programs are able to track and monitor student progress and student counseling mandated with contacts by a Microsoft Access database. Additional data fields are created to capture additional information as the process is continuous. Effort and time is spent with the on-going relationship with the County Department of Human Services. The critical integral relationship between the Bakersfield College CalWORKs Program and the Kern County Department of Human Services help to improve student access, open communication and</p>	<p>Satisfaction, CARE Satisfaction, CalWORKs Satisfaction, Front Office Satisfaction, and Program Satisfaction. High percentage marks occurred within overall satisfaction with program counselors, time spent developing Student Educational Plans, discussing academic or personal concerns, counselor's ability to answer questions, EOP&S Program Staff, CalWORKs Program, CARE Program and the EOP&S Program requirements. EOP&S students were satisfied with the following Fall 2010 EOP&S/CARE services: 4% priority registration, 15% all services, 26% book vouchers and 42% counseling. CalWORKs students were satisfied with the following services: 9% supplies, 18% counseling and 54% all services. According to the survey results these are the percentage of students who received the following services within the EOP&S program: 80% priority registration, 70% counseling, 62.9% book services and 47% educational advising. Overall, 97% were satisfied with the services</p>	<p>The student file case management system allows all staff member to track and keep all documents in a student file folder. Also, case notes are logged into SARS GRID notes. Reason codes in the SARS GRID system allows to reduce duplication of services and effort as well.</p>	<p>Supportive services assist students with their college goals. A majority of the students depend on the program book voucher, priority registration and counseling. A student needs guidance and mentorship. The programs exist to bring the student to the same level as a general population student.</p>	<p>Survey Results 2010-2011</p>

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
<p>Planning</p> <ul style="list-style-type: none"> ■ Book Vouchers ■ Grants ■ Child Care Grants ■ Life-Skill Workshops ■ Culture Enrichment Activities ■ Job Placement ■ CalWORKs Work-Study ■ Additional child care (study time) ■ School Supplies ■ Bus passes ■ Gas Cards ■ Early Alert Monitoring ■ Four Year Admission Application Assistance ■ Free Graduation Cap and Gown ■ Financial Aid Assistance ■ Delano student assistance 	<p>which we operate</p>	<p>recruitment. Over and above services are provided to EOP&S, CARE and CalWORKs students through supportive services. These resources/services are provided to student above the state mandate requirements for all programs.</p>	<p>provided by the EOP&S/CARE/CalWORKs Programs: Counseling, Educational Advising, Peer Mentoring, Delano Outreach, Book Services, CARE Grants, Food Baskets, Priority Registration, Probation Counseling, Academic Planners, Meal Vouchers, Bus passes, Gas Cards, School Supplies, Workshops, Additional Tutoring, Graduation Attire Assistance, End of the Year Banquet, Transfer Fee Waivers, EOP&S Recommendations, Scholarship Recommendations and the Holiday Student Celebration.</p> <p>During EOP&S/CARE counseling sessions, 97% of the students felt treated with respect and 100% of the CalWORKs students. Students were satisfied with the time spent developing/updating their Student Educational Plan (96% for EOP&S/CARE and 100% for CalWORKs), were comfortable discussing their academic or personal concerns (96% for EOP&S/CARE and 100% CalWORKs), they felt their counselor is knowledgeable about their major or career interest (92% EOP&S/CARE and 100% CalWORKs) and the students felt the counselor was attentive and did listen to their concerns (96% EOP&S/CARE and 100% CalWORKs).</p>			

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
			EOP&S/CARE students felt the Educational Advisor provided them with accurate information (92%), the advisor was helpful (90%) and available (90%). Students felt the front office staff are knowledgeable, courteous and helpful (88%) along with the hours of operation being convenient (90%).			

4. What are the Program’s/Unit’s weaknesses?

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
<p>Counseling Appointments</p> <p>There are not enough counseling appointments slots for students with one full-time counselor on staff. Students have to wait a longer time period in between contacts.</p> <p>The programs need another full time counselor position to assist with the mandated counseling contact demand as well as appointment availability. The position request is a new request due to an EOP&S Counselor retirement in May 2010. One of the goals of is to maintain EOP&S/CARE/CalWORKs full time counselors. 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 program to meet with 777 students for two contacts (a total of 1,554 contacts each</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<p>It is difficult for a full-time counselor to meet with all the students in the program as well as conduct probation workshops and meet with all the academic probation students three times per semester. The probation workshops take time to prepare with the calculation of the grade deficit, research past history of courses, review the student success contract, and create an SEP. It is a goal for the counselor to meet with every academic probation student and then review the students’ grades at the end of the semester to correlate differences with the counseling interventions, support and/or guidance.</p>	<p>Approximately 366 EOP&S/CARE Student Satisfaction Exit Surveys were submitted during Fall 2010 semester. Approximately 14 CalWORKs Student Satisfaction Surveys were submitted during Fall 2010 semester. Areas reviewed within the EOP&S/CARE Student Satisfaction Exit Survey and CalWORKs Student Satisfaction Survey was Counselor Satisfaction, Advisor Satisfaction, CARE Satisfaction, CalWORKs Satisfaction, Front Office Satisfaction, and Program Satisfaction. High percentage marks occurred within overall satisfaction with program counselors, time spent developing Student Educational Plans, discussing academic or personal concerns, counselor's ability to answer questions, EOP&S Program Staff, CalWORKs Program, CARE Program and the EOP&S Program requirements. EOP&S students were satisfied with the following Fall 2010 EOP&S/CARE services: 4% priority</p>	<p>The state has been experiencing difficulties with the economy along with experiencing a recession. The downturn in the economy has created a substantial amount of job loss, unemployment, bankruptcy, foreclosed homes, and the rate of individuals returning to community colleges for an education is at a high percentage. The state budget that was signed for 2009-2010 included severe reductions to categorical programs. The reductions heavily impact the California Community Colleges with fewer courses being offered, reductions in programs and impacted positions. The categorical programs work alongside the academic realm for students to receive access, achieve and succeed. Categorical programs received a 40-62% reduction in</p>	<p>The 2011-2012 program review goal-setting process is being influenced by internal conditions, which affect all three programs through budget, staffing, resources, technology, enrollment and facility issues. The budget reduction of 40% from 2009-2010 EOP&S/CARE/CalWORKs created barriers and fewer resources the programs faced while serving/assisting eligible students. The counseling component of all three programs is surviving by a thread. The program will not be able to provide adequate counseling with one full time counselor. The programs have to offer above and beyond services. Additional assistance is needed with at least part time adjunct counselors to assist with the mandated contacts and to assist with the CalWORKs program counseling component. The structures of the programs have changed to meet the demands of the student population while meeting state regulations with a</p>	<p>The retention rates for all three programs are at 80% or higher for 2010-2011. They have remained at 80% or higher for the past 5 years. The success rates have fluctuated over the past five years. The success rates range from 55% to over 60%. The success rates of EOP&S, CARE and CalWORKs students need to be compared to a similar cohort of students. It is the goal of the programs to prepare low-income, underrepresented and first generation students to be at the level of the general population student. The programs provide over and above services to students to assist in students’ achieving their goals with additional resources, support and guidance and mentorship. Students need the counseling aspects of the program.</p>

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
<p>semester) each semester and the CalWORKs program does not have a permanent counselor. Education Code and Title 5 mandates EOP&S students to have three counseling contacts.</p> <p>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.</p> <p>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.</p> <p>The full time counseling position would be split among all three programs; EOP&S/CARE/CalWORKs in percentage of time and funding.</p>			<p>registration, 15% all services, 26% book vouchers and 42% counseling. CalWORKs students were satisfied with the following services: 9% supplies, 18% counseling and 54% all services. According to the survey results these are the percentage of students who received the following services within the EOP&S program: 80% priority registration, 70% counseling, 62.9% book services and 47% educational advising. Overall, 97% were satisfied with the services provided by the EOP&S/CARE/CalWORKs Programs: Counseling, Educational Advising, Peer Mentoring, Delano Outreach, Book Services, CARE Grants, Food Baskets, Priority Registration, Probation Counseling, Academic Planners, Meal Vouchers, Bus passes, Gas Cards, School Supplies, Workshops, Additional Tutoring, Graduation Attire Assistance, End of the Year Banquet, Transfer Fee Waivers, EOP&S Recommendations, Scholarship Recommendations and the Holiday Student Celebration.</p>	<p>2009-2010 allocations from the State Chancellor’s Office. Reductions in these programs restrict the amount of students the program can serve. Students are on program waitlists, students are on course waitlists, students are turned away and students may have a difficult time finding resources assisting them in completing their education. The external condition of the state budget affects the categorical goal-setting process with the reoccurring influx of uncertainty. The programs received the same level of funding from 2010-2011.</p>	<p>reduced budget. Reductions in staffing caused delays in program processing and data input as well as the timing/availability of counselors for student contacts. The student support services these programs provide will still be able to offer a limited amount of services and students will be served.</p>	

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
<p>Staffing</p> <p>The staffing levels have decreased since 2009-2010 from two staff members in the CalWORKs program to one staff member. The CalWORKs program does not have a permanent part-time counselor. The program at least is able to have an adjunct counselor for limited hours. The hours for the adjunct counselor is not a guarantee, therefore varies due to funding. With the reductions in funding the hours for the adjunct counselor have been reduced.</p> <p>Also, the Director is meeting with more CalWORKs students due to the CalWORKs Job Development Specialist position being impacted.</p> <p>The staffing levels in the EOP&S program have decreased drastically in 2009-2010 to 2010-2011 from seven staff members to four staff members. A full time</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<p>There has been a decline of student participants at the Delano campus. Staff availability has decreased as well. There are longer wait periods.</p>	<p>Survey results indicate students would like to see additional availability for counseling appointments, additional availability for staff as well. There is no longer an EOP&S full time staff member located at the Delano campus. The percentage of EOP&S students attending the Delano campus has declined. Currently, there is an EOP&S Educational Advisor who goes to the Delano Campus twice a month.</p>	<p>The state has been experiencing difficulties with the economy along with experiencing a recession. The downturn in the economy has created a substantial amount of job loss, unemployment, bankruptcy, foreclosed homes, and the rate of individuals returning to community colleges for an education is at a high percentage. The state budget that was signed for 2009-2010 included severe reductions to categorical programs. The reductions heavily impact the California Community Colleges with fewer courses being offered, reductions in programs and impacted positions. The categorical programs work alongside the academic realm for students to receive access, achieve and</p>	<p>The 2011-2012 program review goal-setting process is being influenced by internal conditions, which affect all three programs through budget, staffing, resources, technology, enrollment and facility issues. The budget reduction of 40% from 2009-2010 EOP&S/CARE/CalWORKs created barriers and fewer resources the programs faced while serving/assisting eligible students. The counseling component of all three programs is surviving by a thread. The program will not be able to provide adequate counseling with one full time counselor. The programs have to offer above and beyond services. Additional assistance is needed with at least part time adjunct counselors to assist with the mandated contacts and to assist with the CalWORKs program counseling component. The structures of the programs have changed to meet the demands of</p>	<p>Trend Data; Staffing decrease</p>

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
<p>permanent EOP&S counselor retired May 2010. The position was denied replacement due to reductions in funding. An adjunct EOP&S counselor is providing limited hours at least for Fall 2011 semester.</p> <p>This causes concerns for the mandated contacts EOP&S students have to make per semester (three contacts per semester) as well as other requirements the program have to meet.</p>				<p>succeed. Categorical programs received a 40-62% reduction in 2009-2010 allocations from the State Chancellor's Office. Reductions in these programs restrict the amount of students the program can serve. Students are on program waitlists, students are on course waitlists, students are turned away and students may have a difficult time finding resources assisting them in completing their education. The external condition of the state budget affects the categorical goal-setting process with the reoccurring influx of uncertainty. The programs received the same level of funding from 2010-2011.</p>	<p>the student population while meeting state regulations with a reduced budget. Reductions in staffing caused delays in program processing and data input as well as the timing/availability of counselors for student contacts. The student support services these programs provide will still be able to offer a limited amount of services and students will be served.</p>	
<p>Confidentiality of offices</p> <p>Currently, 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.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration,</i> 	<p>Adjunct Counselors have to meet with students in assisting students meeting their program required contacts. The staff feel uncomfortable providing effective counseling when confidentiality is not</p>	<p>There are no assessment results directly linked to office space. A question will be included in a survey.</p>	<p>The state budget has influence with college buildings and space.</p>	<p>Currently, where the programs are located, additional office spaces are not available.</p>	<p>There are three EOP&S adjunct counselors and one CalWORKs adjunct counselors. All four adjunct counselors share office space of two cubicles.</p>

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
<p>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 Student Academic Use Area.</p>	<p><i>consultation, and communication within the college and with external constituents)</i></p> <p>3. Image</p> <p><i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.</i></p> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population <p>Remaining vigilant in scanning our present and future environment within which we operate</p>	<p>secured based on the openness of cubicle space.</p>				

5. What are the Program’s/Unit’s opportunities?

- Consider items that do not currently exist in the program/unit that could be implemented to help the program, unit, and/or College reach its goal.

Opportunity	Relationship to Budget Decision Criteria	Possible Outcome	Assessment Methods	Non-Financial Resources Required (including collaboration)	Funding/Support Requested	
					Equipment	Staffing
<p>Leadership Day</p> <p>Sometime in the summer EOP&S, CARE and CalWORKS continuing students will be invited to attend a one day seminar on leadership. This seminar will provide building strategies on how to be a leader as well as accountability as a student. Life skill activities will also be shared with the students as well as goal setting and sharing will be introduced.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> Understanding the needs of our diverse student population Remaining vigilant in scanning our present and future environment within which we operate 	<p>Continuing students will be able to participate in leadership activities as well as goal setting. It is the goal for the students to continue the strategies they learn in the Leadership Day in their courses, when they study, team projects, participation on campus with on-campus activities, community service, etc. Students can be a leader in their everyday life at home, in the workplace or in school. The continuing students who participate in the Leadership Day will be monitored and tracked the following year to follow progress. Those students’ progress will be compared to other students in the program.</p>	<p>Several assessment methods can be used during the Leadership Day. A leadership assessment will be used for the students to assess their leadership skills or if they believe they are leaders. Also, a study-skills assessment, career inventory and personality inventory. The group of continuing students who attend the leadership day will be assessed again at the end of the fall and spring semester in regards to their leadership ability.</p>	<p>Collaboration with on-campus and off-campus partners will be utilized with several presentations for the Leadership Day as well as the activities. The leadership day will only be a one day activity. A room location on campus will have to be found as well as media equipment reserved through the college.</p>	<ul style="list-style-type: none"> Include # of units & estimate total cost For ISIT requests, use form on APR website For M&O requests, use form on APR website 	<ul style="list-style-type: none"> # Positions Total cost for each position % time Other Staff request forms on APR website

Opportunity	Relationship to Budget	Possible Outcome	Assessment Methods	Non-Financial	Funding/Support Requested	
<p>EOP&S/CARE/CalWORKS College Readiness</p> <p>The one day College Readiness workshop will be focused on interaction designed to ensure a successful transition to the college and the programs. The workshop will include an educational advising component, setting goals, include the program orientations and other activities.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<p>Incoming students entering the program for Fall 2012 will be better prepared all around. It is the goal for them to complete all program requirements as well as come into the office when they are not academically succeeding. Students should have consistent and constant contact with the programs.</p>	<p>A pre and post quiz will be provided to the students reviewing program requirements, the educational advising component, contacts, catalog information and SEP. This group of incoming students will be tracked and monitored. Their retention and success will be compared to the other students participating in the program. These students will receive a jump start before the Fall 2012 semester begins.</p>	<p>Collaboration with on-campus and off-campus partners will be utilized with several presentations for the College Readiness as well as the activities. The College Readiness will only be a one day activity. A room location on campus will have to be found as well as media equipment reserved through the college.</p>	<p>An adjunct will have to be hired to assist with the activities as well as the education advising component with the development of the Student Educational Plan. The adjunct counselor will cost \$420 for 7 hours.</p>	
<p>Technology, Web Page</p> <p>Currently the webpages offer outdated limited information. This outdated information includes prior director and staff members' contact information, dated procedures, and does not include any forms students can</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication 	<p>Updated/revamped program web pages will include program applications, important program information, eligibility criteria, forms, etc. The web pages will be geared towards prospective students and the community.</p>	<p>A question can be included in the program exit survey to include the usage of the update program web page or the need for one.</p>	<p>Collaboration will continue with the college IT department on moving forward with the development of user friendly program web pages.</p>	<p>Some software might have to be purchased to have the ability to create forms and applications.</p> <p>A staff member's percentage of time will be used to update the web pages frequently.</p>	

Opportunity	Relationship to Budget	Possible Outcome	Assessment Methods	Non-Financial	Funding/Support Requested	
<p>access online. The web pages should include program information, eligibility checklists, applications, newsletters, calendars, and other important information.</p>	<p><i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i></p> <p>3. Image</p> <p><i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.</i></p> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 					
<p>Build EOP&S/CARE/CalWORKS Luminis channels to connect with students with the use of technology.</p>	<p>Bakersfield College Goals:</p> <p>1. Student Excellence</p> <p><i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i></p> <p>2. Communication</p> <p><i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i></p> <p>3. Image</p> <p><i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.</i></p>	<p>Continuing and new EOP&S, CARE and CalWORKs students will be able to receive up to date information regarding the programs. When the channels are complete, forms will be available as well as links for students. Workshops will be posted as well for students to view. Announcements will be able to be posted. Communication with student participants will be instant.</p>	<p>A question and survey can be included in the program exit survey to include the usage of the update program web page or the need for one.</p>	<p>Collaboration will continue with the college IT department on moving forward with the development of user friendly program web pages.</p>	<p>Some software might have to be purchased to have the ability to create forms and applications.</p>	<p>A staff member's percentage of time will be used to update the web pages frequently.</p>

Opportunity	Relationship to Budget	Possible Outcome	Assessment Methods	Non-Financial	Funding/Support Requested	
	Bakersfield College Missions: <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 					

(g) How could the weaknesses listed above be addresses to move them from weaknesses to strengths?

Hiring an additional full-time counselor will relieve the pressure of meeting all mandates. Additional appointment slots will be available for student participants. The full-time position will be split among three difference programs. Students will be required fewer contacts since the full-time counselor will be providing counseling for all three programs. It this position cannot be hires then adjunct counselors will be continued to be requested each semester with a board action. Adjunct counselors are only available for limited hours with restrictions on the number of hours that can be completed per semester. Constant planning, tracking and monitoring occur to make sure the hours are accounted for based on budget and with the college.

Reducing white noise can be looked into for the cubicle office space for the adjunct counselors/staff. The cost may be too high for purchase, but there may be other methods.

6. What external threat(s) does the Program/Unit face?

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
<p>The state has experienced difficulties with the economy along with experiencing a recession. The downturn in the economy has created a substantial amount of job loss, unemployment, bankruptcy, foreclosed homes, and the rate of individuals returning to community colleges for an education is at a high percentage. The state budget signed in 2009-2010 included severe reductions to categorical programs. These reductions heavily impacted California Community Colleges with fewer courses being offered, reductions in programs and impacted positions. These categorical programs work alongside the academic realm for students to receive access, achieve and succeed. Categorical programs received a 40-62% reduction in 2009-2010 allocations from the State Chancellor’s Office. Reductions in these programs restrict the amount of students the program can serve. Students are on program waitlists, students are on course waitlists, students are turned away and students may have a difficult time finding resources assisting them in completing their education. The programs received the same funding in allocation as in 2010-2011. The 2011-2011 allocation did not include categorical restoration for this year due to the reductions experienced last year. The programs had to change delivery of services to make sure students were and are served adequately,</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<p>The source of threat is an external factor with the budget. The state economy drives the budget. State reductions, mid-year cuts and the approval of the budget affect categorical allocations. State reductions as times are unpredictable and can change from one moment to the next. At times, it is challenging to budget for the following year not knowing what the state budget will be or if there will be mid-year reductions.</p>	<p>The programs have been following an action plan for the past couple of years. The programs continue to provide services to students. The programs still have to follow all state mandates. The programs do the following:</p> <ul style="list-style-type: none"> • Budget to the state allocation accordingly • Deliver services based on mandates • Deliver core services • Maintain supportive services to students • Maintain counseling for students • Spend minimally until a final allocation is received • Streamline program processes • Maintain staffing levels

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
<p>timely and effectively. The main focus involves basic skills, student excellence and transfer and CTE. The programs are working with four less positions (three positions were impacted 2009-2010 and one position was a retirement May 2010).</p>			
<p>Course Availability</p> <p>There is a reduction in course offerings due to the state budget. The college is offering fewer courses for the past couple of years. Course availability effects students trying to enroll full-time (12 units). Course availability does effect incoming/new EOP&S students. A student has to be enrolled in 12 units to be considered eligible for the EOP&S program among other eligibility criteria students have to meet. Students are struggling finding available and open courses to enroll in. CalWORKs students are also being affected since CalWORKs students come into the program all year long. The county approves a welfare to work plan with college as an approved activity then the student enrolled in college courses. By the time CalWORKs students enroll all the courses are closed. Course availability effects student enrollment, financial aid and program eligibility.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<p>The source of threat is an external factor with the budget. The state economy drives the budget. State reductions, mid-year cuts and the approval of the budget affect college allocations. State reductions as times are unpredictable and can change from one moment to the next. At times, it is challenging to budget for the following year not knowing what the state budget will be or if there will be mid-year reductions.</p>	<p>The programs have been following an action plan for the past couple of years. The programs continue to provide services to students. The programs still have to follow all state mandates. The programs do the following:</p> <ul style="list-style-type: none"> • Budget to the state allocation accordingly • Deliver services based on mandates • Deliver core services • Maintain supportive services to students • Maintain counseling for students • Spend minimally until a final allocation is received • Streamline program processes • Maintain staffing levels • Provide on-going assistance with Student Educational Plan development • Work with students in developing a plan B option if courses are closed • Educate the students on budget reductions • Educated students on the importance of long-term planning
<p>No Restoration of Categorical Funding</p> <p>The EOP&S, CARE and CalWORKs programs experienced a 40% reduction to the allocations in 2009-2010 which resulted in three impacted positions. The categorical allocation funding since then has not been restored to 2008-2009 funding levels. The severe reductions occurred 2009-2010, the programs received a reduced allocation 2010-2011 and from 2011-2012 the allocation</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external</i> 	<p>The source of threat is an external factor with the budget. The state economy drives the budget. State reductions, mid-year cuts and the approval of the budget affect categorical allocations. State reductions as times are unpredictable and can change from one moment to the next. At times, it is challenging to budget for the following year not knowing what the state budget will be or if there will be mid-year reductions.</p>	<p>The programs have been following an action plan for the past couple of years. The programs continue to provide services to students. The programs still have to follow all state mandates. The programs do the following:</p> <ul style="list-style-type: none"> • Continue to provide services to students • Document the success of the programs

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
<p>mirrors 2010-2011 funding. Restoration of categorical funding has been placed as a line item on the budget, but has not moved forward due to the economy, additional reductions to other programs, recession, etc. Along with the reductions in funding came a reduction in the EOP&S student cap.</p>	<p><i>constituents)</i></p> <p>3. Image</p> <p><i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.</i></p> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 		<ul style="list-style-type: none"> • Document student success • Plan each proposed budget with reduction scenarios in place (5% and 10%) before the allocations are awarded • Budget effectively • Budget timey • Follow all regulations and mandates • Demonstrate program accountability and efficiency

7. List the Program’s/Unit’s goals for the coming year.

Goal	Relationship to Budget Decision Criteria	Action Plan
<p>To increase student outcomes in terms of retention, completion, persistence and success by 5% in one year at a higher percentage of a similar cohort of students at the college.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate 	<ul style="list-style-type: none"> • Student persistence from one semester to the next will be analyzed • Student completion of semester courses will be analyzed • The student success rate will be compared to a similar cohort of students (students who are receiving financial aid, but are not EOP&S, CARE and/or CalWORKs students. • Follow-up and progress monitoring will continue to occur with students • Program persistence and course persistence will be compared from one semester to the next
<p>Provide on-going co-curricular support for students by monitoring progress reports, early alerts and providing three (3) workshops per semester per program.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population 	<ul style="list-style-type: none"> • EOP&S/CARE/CalWORKs will be tracked and monitored to conduct appropriate follow-up, review student compliance, appointment attendance, workshop attendance and to monitor program and academic standing. • Systems such as SARS GRID, Microsoft Access, and MIS systems will be utilized. • To increase students’ understanding of the entire range of available educational/community resources/ alternatives including vocational education options, transfer and other personal objectives will be strengthened by providing a range of workshop topics and opportunities for students. • The number and type of workshops will be compared from one year to the next. Workshops will be geared towards student success and life skills. The type of workshops will be

Goal	Relationship to Budget Decision Criteria	Action Plan
	<ul style="list-style-type: none"> Remaining vigilant in scanning our present and future environment within which we operate 	<p>discussed. Workshop surveys will also be created and analyzed</p>
<p>Maintain at least two EOP&S/CARE/CalWORKS full time counselors to meet the needs of the students.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> Understanding the needs of our diverse student population Remaining vigilant in scanning our present and future environment within which we operate <p>Full time counselors provide educational planning and counseling. This allows students to follow student educational plans to achieve their goals. A student educational plan (SEP) is completed with the EOP&S counselor which addresses the specific needs of educationally disadvantaged students and is one of the basic foundations for “over, beyond and in addition to” services offered by the EOP&S program. <i>It is a comprehensive long term student educational plan; it is not just a list of standard course requirements.</i> It includes a sequenced multi-term road map of all courses agreed by both the student and counselor and it includes a specific timeframe for completion. It is an individualized visual timeline of required coursework necessary to meet the student’s educational needs and goals for certificates, associate degrees, or transfer objectives or a combination of the above.</p>	<p>The programs spent \$109,352 on adjunct counselors 2010-2011 to provide counseling to student participants in all three programs. Those funds can be utilized to hire an additional EOP&S/CARE/CalWORKS full time counselor. There would be more appointment slots available to students. A set schedule will be in place as well.</p> <p>Adjunct Counselors are hired on a semester to semester basis. Counseling is a required component of all three programs. One counselor will not do justice for over 700 students.</p>

Goal	Relationship to Budget Decision Criteria	Action Plan
	<p>The counselor position will be split among all three programs with funding and time. One full-time counselor cannot meet with all EOP&S students three times a semester. Maintaining the same level of EOP&S full time counselors from 2009-2010 to 2011-2012 (one EOP&S full time counselor retired May 2010. The position was not replaced) is needed. The CalWORKs program does not have a permanent part time counselor. It would be beneficial to have at least one part time permanent CalWORKs Counselor.</p>	
<p>To foster and promote student responsibility and involvement in his/her education, students will attend program orientations each semester, sign a mutual responsibility agreement, participate in the student educational planning process and complete an orientation quiz with a completion rate of 90% in each area.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate <p>Student Success: Students are required to complete all contacts with all three programs. Supportive Services are provided to assist students out of the classroom to succeed in developing road maps, offering additional tutoring services, attending life skills workshops, providing students with financial services (book vouchers, grants, food vouchers). Communication through technology assists with all requirements as well as over, above and beyond services the programs offer.</p>	<p>By participating in the educational planning process, the EOP&S/CARE/CalWORKs students will be able to complete a semester by semester Student Educational Plan and Mutual Responsibility Agreement with their Counselor or Educational. Student Learning Outcomes will be incorporated into the program orientations/intake sessions as well as a study skills assessment or activity for continuing students with targeted student goals. The quiz will be created to demonstrate the students' knowledge of program services and requirements.</p> <p>New EOP&S students will be encouraged to sign up for an Educational Planning workshop where a preliminary SEP will be completed. This will assist the student with their educational planning and helps to prepare them for their first counseling appointment.</p>

Goal	Relationship to Budget Decision Criteria	Action Plan
<p>Increase communication with students through the use of technology by 80% with emails, student listserves, Luminis, developing student friendly web pages and communicating with students through Facebook.</p>	<p>Bakersfield College Goals:</p> <ol style="list-style-type: none"> 1. Student Excellence <i>(Develop and implement prerequisites, placement and retention strategies to improve student success in transfer and CTE programs. Continue to encourage student excellence by addressing basic skills at all levels of academic and student services)</i> 2. Communication <i>(Foster an environment of expanded awareness emphasizing collaboration, consultation, and communication within the college and with external constituents)</i> 3. Image <i>(Create an environment where all staff and students can effectively serve as ambassadors to market the strengths of the college.)</i> <p>Bakersfield College Missions:</p> <ul style="list-style-type: none"> • Understanding the needs of our diverse student population • Remaining vigilant in scanning our present and future environment within which we operate <p>Core Mission: The use of emails, shadow databases, banner, ODS and Luminis increases communication with select groups; Basic Skills, CTE, Transfer, etc. Students need on going reminders to stay focused and on track.</p> <p>Student Success: Students are required to complete all contacts with all three programs. Supportive Services are provided to assist students out of the classroom to succeed in developing road maps, offering additional tutoring services, attending life skills workshops, providing students with financial services (book vouchers, grants, food vouchers). Communication through technology assists with all requirements as well as over, above and beyond services the programs offer.</p> <p>Service Sustainability: There are no costs associated with the current use and planned use of technology.</p> <p>Technology Needs: Functional web pages need to be created for all three programs. The programs have been waiting for three years to receive approval to move forward in developing the pages.</p>	<p>Technology can and should be utilized to help/assist students to meet their goals. The culture of learning incorporates technology, therefore strategies have to be implemented to connect with the current generation. The programs must utilize technology to a much greater degree in order to serve the students in a timelier and cost effective basis. The EOP&S/CARE/CalWORKs programs no longer mail letters due to the cost of postage and duplication. All correspondence is emailed to the students' college email address. Examples of email sent to the students include, registration alerts, notifications, updates, program announcements, newsletters, etc. The programs are in the constructive process in creating channels within the Luminis portal for all three programs in order to connect to students, post announcement and send group emails. Along that process the program web pages need to be updated and revamped. They currently are not user friendly. The programs need to make better utilizations of the Web to provide distance support for all three programs. The programs are working with IT for timelines for the process of creating new webpages that will connect to current and/or prospective students. The planning stages will begin 2011-2012 with an EOP&S Technology Committee to address the technology needs within the program as well as the needs of the students.</p>

8. List any Maintenance and Operations needs

[Link to Multipage Excel M&O Worksheet on the APR website](#)

Support need for room with appropriate [Link to room utilization statistics](#) developed by FCDC subcommittee

9. List any Information Systems & Information Technology (ISIT) Requests

[Link to Multipage Excel ISIT Worksheet on the APR website](#)

10. Evaluation

[Link to Evaluation \(Survey Monkey\)](#)

- Please click the link above that will take you to an evaluation form that asks:
 - What did you find beneficial about this process?
 - How can we improve the process?
 - Is there anything else you would like to know?