Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Chaffey College Program at the California Institution for Women at Chino

Program Code: 6023 - DEAN INSTRUCTIONAL PROGRAMS AND SERVICES

Review Type: Student Support

Does this review contain any career technical education (occupational) programs? No

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

As part of the Chaffey College mission to improve the lives within the diverse community it serves, the Associate's Degree program at the California Institution for Women (CIW) provides unprecedented access to a college program and all related services for incarcerated women living within the Chaffey district. The program has served this unique population since 2005, already producing 3 graduating classes with a 4th scheduled for program completion at the end of Fall 2012. Since 95% of incarcerated individuals eventually return to the community, offerings like the CIW program are vital to ensure that inmates have academic and professional skills upon release in order to successfully transition back into our community. Although recidivism rates are high among all prison populations, not a single graduate of the CIW program has re-offended after release. Success within the program is also demonstrated by significantly higher GPAs of program participants when compared to Chaffey's community students. In addition, the program's cohort model takes only 2.5 years to complete an Associate's Degree (currently in Communications Studies), a much shorter duration than Chaffey's community population. In order to ensure the continued success of CIW students, the program includes a Success Center within the prison (staffed by trained
enrollment tutors) and regular visits and support from EOPS counselors. Program effectiveness has been formally recognized by the Chancellor’s Office with the "2008 Student Success Award: for Significant Progress Toward Achieving Student Equity Goals and Success for All Students" and within the community by the Montclair Soroptimists’ "2011 Prism Award: for Advancing the Status of Women in the Local Community."

**Review Team Response**

The Program Overview clearly links to the college’s mission. It illustrates Chaffey’s commitment to a very unique population and the role it plays on making their transition back to our community successful. We also commend the program for utilizing concise measurable data to demonstrate the program’s commitment to students’ success.

**PROGRAM DATA**

**Enrollment**

Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.
The nature of prison life makes inmates very distrustful of authority figures, so the CIW program works hard to build trust with students in a variety of ways. The program coordinator visits on a weekly basis to meet with tutors and students as needed. In addition, classroom instructors are encouraged to fortify the "dvd" sessions viewed by students with regular visits for face-to-face instruction. EOPS counselors meet with students 3 times per semester. The level of support cultivates faith within the students that the program is dedicated to ensuring their success.

Discuss how you evaluate your effectiveness in meeting students' needs.
CIW students participate in the annual Student Satisfaction Survey given to all students in the Success Centers. The instrument allows students to comment on the support services and includes a variety of imbedded measures related to SLO/AUO efforts. Although the small population is insufficient to draw statistically significant conclusions, performance data is consistent with survey findings for Chaffey's community students.

How and when has your service reviewed or revised SLO's and/or AUO's.
The CIW Coordinator facilitates the SLO/AUO cycle. Technology limits within the prison make computerized data collection and assessment difficult, but the coordinator meets with inmates on a weekly basis to discuss emerging needs and areas for improvement.

How has your program utilized SLO/AUO assessment results for program improvement?
SLO/AUO feedback has produced 2 significant program improvements. 1) Student feedback about the difficulty of viewing dvds on the small television set prompted the incorporation of a projection unit and auxiliary speaker system for showing recorded sessions. This change has dramatically improved the quality of this unique distance learning delivery. 2) Tutor feedback about the challenges of incoming students and their lack of social and academic preparation prompted the creation of a 2-week orientation process before the first semester of classes begins. The curriculum is based on "Learning to Learn" strategies and various "Hope" instruments. Assessment of both improvements will be best judged when the completion rates of program participants in the 4th cohort can be compared to previous cohorts.

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

Specialized admission criteria for the CIW program are mutually agreed upon by Chaffey and the prison. Prison officials limit access to students with a clean disciplinary record within the prison and dictate a high non-lifer to lifer ratio to ensure that the program provides a direct benefit to the community. Chaffey criteria limits admission to students that qualify for the EOPS program in order to secure financial aid for fees and books. Chaffey also limits admission based on projected release dates in order to ensure that students who begin the program will have enough time to complete degree requirements. Assessment findings also limit inmate access to the program since the cohort structure requires students to take all the same classes. Such limits undoubtedly run counter to Chaffey's "open access" philosophy, but the unique nature of the CIW program requires such measures.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIW Associate's Degree Program</td>
<td></td>
<td>30 22 31</td>
<td>AUO</td>
</tr>
</tbody>
</table>
Additional information:

Review Team Response
We commend the program for clearly explaining the uniqueness of its services, its limitations and accessibility based on the student population it serves.

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc), career assessments, health education, service learning, advisory committees, and other specialized services.)

Once enrolled in the Chaffey program, students receive an unprecedented amount of support within a prison education program: regular counseling visits, computers with adaptive technology, trained tutors that assist with assignments and facilitate Directed Learning Activities and Learning Groups. Although the prison environment certainly complicates the ability to provide services to students, the program strives to mirror the same educational experience that students receive at other Chaffey locations.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Center</td>
<td>Directed Learning Activities and Learning Groups</td>
<td>30</td>
<td>08-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>09-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
<td>10-11</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>3 required visits with EOPS counselor per semester</td>
<td>30</td>
<td>08-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>09-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
We commend the program for clearly explaining the uniqueness of its services, its limitations and accessibility based on the student population it serves.

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

Students in the CIW program receive an Associate's Degree upon completion (currently in Communications Studies). The degree and acquired skills provide inmates with better opportunities for success once released back
into the community. Inmate tutor support is provided in the Success Center for 20 hours/week. In addition, regular counseling visits track progress-on-goal and provide opportunities for students to prepare for their academic and professional futures.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degree Completion Completion</td>
<td>Liberal Studies</td>
<td>08-09: 0, 09-10: 13, 10-11: 13</td>
<td>AUO</td>
</tr>
</tbody>
</table>

Additional information:

**Review Team Response**
Data is skillfully utilized to create a clear, concise, reliable statement that portrays the successful application of services that promote completion and students' success.

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be **SMART**:

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**ime-bound

All plans should improve or expand student learning.

**Year Three Goal:**
Fund the CIW program through external grant opportunities in an effort to provide inmates with better employment opportunities upon release and make the program more sustainable in light of increased pressure on Chaffey resources with continuous budget cuts.

**To which planning direction does this goal apply?**
Flexible and continuous student support
CTE pathway development

**Year 1 Steps to Success (activities) and VIP Assessment:**
Chaffey is currently drafting a proposal for the Department of Justice "Second Chance Act" grant. The proposal is due March 2, 2012. The grant proposal is being collaboratively developed with the Office of Instructional Support,
Institutional Research, BusOT faculty, and CIW. Award notification will take place in September 2012.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The “Second Chance Act” grant is a 1-year renewable source of funding, so the college will need to apply again to secure continued funding from this source. In addition, Chaffey will continue to look for other grant opportunities. The program has contacted several other organizations about the possibility for external funding. With economic pressures continuing to stretch Chaffey resources, external funding will continue to be a priority in order to sustain the program. This effort will be ongoing.

**Year Three Goal:**
Design a new CIW Certificate program that provides marketable job skills and a shorter timeframe for completion in order to provide more of a community benefit and increase the number of students that can complete the program.

*To which planning direction does this goal apply?*
CTE pathway development

**Year 1 Steps to Success (activities) and VIP Assessment:**
Create a 1-year modified "Microsoft Office Expert" certificate ready to begin in Spring 2012.
Completion of formal curriculum review and approval for Spring 2013 start date.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Modify new program as needed based on experience of first cohort--most notably in areas of recruitment. Success, Completion, and Attrition assessments will be completed to measure success.

**Year Three Goal:**
Create a Job Readiness and Placement infrastructure of services that will assist students with finding employment. The stigma of released inmates makes it very difficult to secure employment, a reality that Chaffey's current Associate's Degree program does not explicitly address.

*To which planning direction does this goal apply?*
CTE pathway development
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Coordinate with the Global Career Center, local government agencies, and "friendly" employers to develop an infrastructure of support for securing inmate employment after release. Since these activities relate to recently submitted grant proposal, efforts would begin upon award notification (expected in September 2012).
Assessing % of program completers that are able to find jobs. Assessment of job placement would occur during a 6 month after program completion. With the first cohort scheduled to finish in January 2014, the first assessment period would be Spring and Summer 2014.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Continue to monitor local Labor Market analyses to update placement and readiness strategies. Since these activities relate to recently submitted grant proposal, efforts would begin upon award notification (expected in September 2012). Assessing % of program completers that are able to find jobs. Assessment of job placement would occur during a 6 month after program completion. With the first cohort scheduled to finish in January 2014, the first assessment period would be Spring and Summer 2014.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence. The goals are clear and effective. The steps to success are linked to the goals and clearly state the activities to take place each year in order to reach the desired objective. The activities are concise, clear, and reachable, focused on improving the students’ academic success.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIW Overview FLEX session</td>
<td>Learning to Learn, Future Readiness Activities</td>
<td>CDCR Supervision Training</td>
<td>Consulting with other Prisons on starting college programs</td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Operating a college program within a prison setting requires an intricate understanding of prison policies and procedures. Regular training sessions and collaboration with various prison personnel ensures that Chaffey can maintain a dynamic, high-quality learning environment within CIW.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator's Council</td>
<td></td>
<td>Coordination with EOPS, DPS, Admissions, Bookstore, Language Arts Office</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
The success of the CIW program relies on the good will and hard work of many people on campus. The unique scheduling procedures, session recording procedures, supply and book ordering process requires coordination with a variety of campus entities. Without this network of supporters, the program would be unable to function.
Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?
N/A

Does your program anticipate retirements within the next 3 years?
N/A

Review Team Response
We commend the program for successfully linking their professional development activities to student success, and maintaining remarkable network collaborations with the campus.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
The CIW program is currently funded through EOPS and General Fund resources. As Chaffey continues to struggle with ever growing budget restraints, it is becoming politically challenging to divert resources for incarcerated students away from students within the community. Program leaders are very sensitive to this reality, prompting the pursuit of external funding to completely support the program. Despite the relatively modest costs directly related to program operations, failure to secure external funding jeopardizes the program after the current cohort completes the requirements for an Associate's Degree at the end of the Fall 2012 semester.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:
Review Team Response
No projected needs were stated.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. The goals are clear, concise, attainable, measurable, and clearly tied to Chaffey’s mission statement and student learning outcomes. The program followed the handbook instructions and the advice from the reviewers. The goals are clearly described,
followed by clear, concise, attainable steps for success. Data was effectively used to support their commitment to students’ success.