

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

G R O S S M O N T
C O L L E G E



EOPS, CARE, NextUp (Formerly CAFYES)

Revised: July 2017

DEPARTMENT/PROGRAM STUDENT SERVICES PROGRAM REVIEW

SECTION 1 – MISSION

Name of Program:	EOPS, CARE, NextUp (Formerly CAFYES)
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PURPOSE OF SECTION 1.1 & 1.2: To help the committee understand how the department/program supports the mission of GC.

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	<p>The Grossmont College EOPS services cluster (EOPS/CARE/CalWORKs/NextUp) are committed to providing an array of academic and socio-culturally sensitive support services to promote student success. Like the Grossmont College Mission, our programs are committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.</p> <p>The mission of EOPS is to provide "over and above" academic, personal, and financial support to qualified community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services provided are specifically designed for at-risk students and their specific needs with the ultimate goal being completion of a certificate program, an associate degree and/or transfer to a four-year university.</p>
Relationship to College mission:	The EOPS Programs mission is an element of implementation of the College Mission supporting qualifying students who meet California Community College Chancellor’s Office (CCCCO) criteria for participation in EOPS, CARE, and NextUp programs.

1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	The Mission is codified in the California Education Code. Any changes in the Mission must be legislated changes and approved by the CCCCCO.
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SECTION 2 – DEPARTMENT OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS.

PURPOSE OF SECTION 2.1: To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.

2.1 Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>The Extended Opportunity Programs and Services (EOPS) program was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The intent of the program is to provide services to students affected by language, social, and economic handicaps to achieve their educational objectives and goals; including but not limited to, obtaining job skills, occupational certificates, associate degrees, and/or transferring to four-year institutions. The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are the single head of household welfare recipient and who desires job-relevant education to break the dependency cycle. Both the EOPS and CARE programs represent the State's commitment to access and educational equity for California residents whose educational socioeconomic backgrounds discourage their participation in postsecondary education.</p> <p>The EOPS program at Grossmont College provides academic support services that are specifically designed for each student's special needs. EOPS services include, but are not limited to, individual and group counseling, academic and needs assessment, peer support, textbook account, transportation assistance, orientation, basic skills instruction, personal growth and development activities, summer programs, and registration assistance. The CARE program reflects the unique circumstances and requirements for serving students at the campus by providing programs, services, and activities that supplement what is generally available to students. Additional support services include on-campus meal tickets, transportation assistance, and child care support. Every effort is made to provide supportive services in a coordinated, non-duplicative manner with contributions from campus-, public agency-, and community-based resources.</p> <p>During Spring Semester 2017 two senior Counseling Faculty announced their retirement effective June 30, 2017. Although a joyous occasion this posed a great challenge to meeting student appointment requirements during the Fall 2017 semester. Fortunately by Spring Semester 2018 EOPS hired two new Full-Time Counselors. An added change this semester is the granting of additional space in Bldg. 163 to temporarily house the CARE and Next Up Programs. This will be a three year relocation with hope that permanent space be identified for our programs.</p> <p>Additional challenges are on the horizon however. With the planned expansion of NextUp – Foster Youth Services to up to 10 more Districts, and a new allocation formula it is projected that Next Up Program funding will be impacted which may indicate an impact on the EOPS Budget. Similarly discussion of moving to a Block Grant Model for Categorical Programs leaves many unanswered questions.</p>
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PURPOSE OF SECTION 2.2 & 2.3: To help the committee understand your department/program and key services provided through your program and the population it serves.

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

<p>Population Information:</p>	<p>As of Spring Semester 2018 Grossmont College – EOPS serves 725 students affected by language, social, and economic disadvantages consistent with state and local matriculation policies. EOPS Enrollment Data for Fall 2017 documents an ethnic composition of 38% Latino, 23% Middle Eastern, 13% African American/ Black, 12% White/Caucasian, 2% Asian American, 1% Pacific Islander, 2% Native American/Alaskan Native, and 8% other . All students must be low income to qualify for BOG Waivers and the predominant number of ESL students are from Spanish, and Arabic Speaking origin, although a small percentage are from a variety of African and Asian Pacific language origins.</p>
<p>Needs:</p>	<p>At this time the EOPS Budget provides for an array of direct services to students and faculty and staff salaries and benefits. Nevertheless, due to space constraints and the related inability to accommodate counseling faculty as many as 200 eligible applicants are turned away every semester. Due to the rising cost of books, funding for books and supplies is inadequate to meet student needs.</p> <p>The following is a list of student needs typically expressed to staff and counselors:</p> <ul style="list-style-type: none"> • Books and supplies • Transportation assistance • Food security • Affordable housing • Tutoring • Translation services • Academic, Career, and Personal Counseling and Life Coaching • Trauma Informed Crisis counseling and follow-up services • Adequate social/cultural/community building support space and activities • Mentors • Community support services liaison • Assistance with resolving immigration issues • Advocacy with faculty and administration

2.3 Please list and describe the key services provided through your program.

Service:	Description:
Academic, Career, Personal, and Crisis Counseling	<p>Academic: Provide well informed Comprehensive Education Plans tailored to student's educational and career objectives, maximize financial aid and other support, and offer students a well-developed effective educational pathway</p> <p>Career: In coordination with the Career Services Program, facilitate career exploration, decision making and guidance and an academic major that fits each student's interests, goals, and abilities.</p> <p>Personal: Sensitive, relevant, counseling services to facilitate personal problem solving for academic focus and success.</p> <p>Crisis: Trauma informed, sensitive, and timely counseling services and referral for supportive services for students in distress and crisis.</p>
Direct Student Support	Book Vouchers, Tutoring support, Meal Cards, Transportation Passes and Gas Cards, socio/cultural/community building support, educational field trips, referral services, campus services liaison
Tutoring	Coordinated supplemental tutoring support through the college tutoring program, mid-term and final exam tutoring support for groups and individuals
Leadership Development/Club Advising/Community Building	Program Counselors serve as club advisors and facilitate leadership development and community building for EOPS Students.
Summer Institute Program	This summer bridge program provides a rigorous, supportive introduction to college academic and social life for EOPS Eligible students the summer prior to Fall Semester enrollment. Students take a College Success Course and an English Course according to their assessment placement. Students are referred to EOPS for Educational Planning and orientation services and partake in an academic field trip experience.
Orientation	EOPS Students are required to attend an EOPS in-person group orientation comprised of introduction to faculty and staff, small workshops presenting topics such as Education Planning, Program Requirements and Expectations, Student Leadership and Community Building, and general campus information.

PURPOSE OF SECTION 2.4 & 2.5: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

<p>SSPR Recommendations:</p>	<ol style="list-style-type: none"> 1) The Program has clearly stated goals 2) Strong Mission Statement 3) Provided a nice program overview 4) SSOs are related to student learning 5) SIP is a strong summer bridge program for incoming high school students. The committee felt it was very progressive linking English 98 to Counseling 120 6) The program continued to provide strong services even with the significant changes in leadership and staffing resources
<p>Response to Recommendations:</p>	<ol style="list-style-type: none"> 1) Goals revised to meet new PR format 2) Mission Statement is established in legislation and is sound. 3) Plan to provide a comparable if not better program overview 4) Plan to continue in the same vein 5) The SIP has only refined its overall delivery and students have increased their achievement and participation in college leadership. Other course linkages are under discussion due to entering students placing at higher levels in greater numbers 6) The counselor retirements and newly replaced counselors are performing in great fashion despite the learning curve. Nevertheless their previous experience and initiative is very impressive.

2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

<p>Comments:</p>	<p>There has not been an official audit by the Office of the California Community College Chancellor's Office of Grossmont College EOPS for at least 5 years.</p>
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SECTION 3 – DEPARTMENT/PROGRAM GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:	<p>The Program Review of 2011 -2012 listed 14 goals that were specific to program operation, maintenance, and restoration of previous services.</p> <ul style="list-style-type: none">a. Retain the minimum number of EOPS/CARE students required per year.<ul style="list-style-type: none">- <i>The enrollment of EOPS CARE Students has grown to 750 students since the period of the last program review in which a cap of 661 students was imposed.</i>b. Recruit and retain 10-20% of EOPS students into the CARE program.<ul style="list-style-type: none">- The current CARE numbers have increased threefoldc. Recruit and retain 90 percent of students in the Summer Institute Program.<ul style="list-style-type: none">- Over the last 3 summers, SIP retention has been between 97 – 99%d. Continue and eventually expand SIP.<ul style="list-style-type: none">- While SIP was expanded to 3 cohorts of up to a total of 90 students, it was reduced to two cohorts in the Summer of 2017 due to limited resources.e. Reinstate the Student Success Project. Aimed at identifying student who fall below academic progress and provide intervention tools such as a PDEO course.<ul style="list-style-type: none">- We continue to offer this service in various iterations included a designated Adjunct Counselor to identify and compile data, and meet with the students in questionf. Attend EOPS Statewide conferences.<ul style="list-style-type: none">- This is an ongoing activity and strongly supported and in some cases required by the State Chancellor’s Office.g. Reinstatement of full-time positions lost in the department.<ul style="list-style-type: none">- At this time two retirees have been replaced, and 3 programs have been added to the department; including: CAFYES/NextUp, Transitions To Success, and Dream Center. Next Up currently has a full-time Counselor Coordinator, a Program Specialist, and student workers. Transition to Success is supported by a Part-Time Adjunct Counselor, and Dream Center currently has two-full-time Counselors and student worker support.
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- h. Offer continued support throughout the first year for SIP students.
 - This is one of our flagship programs and continues to refine and thrive every semester. SIP is supported via a combination of funding contributions from EOPS, Student Equity, and SSSP. Currently Basic Skills Initiative has ceased funding SIP.
- i. Improve services to foster youth by providing case management, ambassadors, bus passes, meal tickets and a food pantry.
 - Since the previous program review, Grossmont Cuyamaca were awarded CCCCCO support to develop and implement the CAFYES/NextUp Program to offer comprehensive services to Foster Youth who were in care from 15 years of age through 25 years of age.
- j. Establish additional scholarships through the Foundation Office.
 - Scholarship accounts for our CARE and EOPS Club have been established through the GCCCD Foundation
- k. Offer a graduation ceremony/celebration for all students who are graduating or transferring.
- l. Reinstate Peer Advisors.
- m. Invite guest speakers from the community to present on special topics such as drug and alcohol, leadership, and specific careers.
- n. Create more collaboration with community agencies.
- o. Continue improving alignment between EOPS/CARE and CalWORKs.

3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three year cycle. (When developed be sure to keep in mind “SMART” Goal standards, and Grossmont’s Achieve the Dream strategic plan).

Goal:	Description:	Action Plan:
1. Retain the minimum number of EOPS/CARE students required per year; and reduce the number of students denied admission due to lack of space and counseling slots.	The enrollment of EOPS CARE Students has grown to 750 students since the period of the last program review in which a cap of 661 students was imposed. Each semester EOPS is compelled to turn-away up to 200 students per semester due to inadequate space and related counseling slots.	<ul style="list-style-type: none"> • Maintain and enhance outreach practices including coordination with College Outreach Office • Update and disseminate information to feeder high schools and community based organizations • Maintain and enhance Campus in-reach to basic skills classes and campus support services
2. Continue to work with Campus Decision makers to identify adequate space to conduct EOPS Services, increase student numbers and provide valuable retentions services	<p>Adequate space to conduct Student Services activities at Grossmont College is a current challenge for many of our services especially for General and Categorical Counseling services.</p> <p>Each semester EOPS is compelled to turn-away up to 200 students per semester due to inadequate space and related counseling slots.</p>	To get program staff involved in various campus-wide committees whose charge is to allocate space. To advocate wherever necessary to have Student Services space development as a higher priority than it currently is.
3. To develop increased opportunities for Student Community Building and peer support	There is an abundance of research and data demonstrating the value of student involvement in peer communities and networks and the correlation with student engagement and retention. EOPS is structured the way it is by virtue of legislation which requires 3 student -Counselor Appointments per semester for each student enrolled in the program. Currently we are piloting group meetings as one of the 3 required meetings and envision this being the impetus for ongoing student community development and peer support.	A training and procedural manual to sustain ongoing student community groups will be developed to train Faculty, Staff, and Peer facilitators to initiate and facilitate ongoing peer support/accountability groups.

3.3 Please reflect on the “Institutional Capacity” (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

Comments:	At this time we have been unable to access the data I need to determine achievement gaps or effectiveness of our interventions. This will be a focus of our ongoing review process forthwith.
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	<p>Our most successful goal from the last review cycle was “Goal i - Improve services to foster youth by providing case management, ambassadors, bus passes, meal tickets and a food pantry.”</p> <p>Since the previous program review, the Grossmont - Cuyamaca District was awarded CCCCO support to develop and implement the CAFYES/NextUp Program to offer comprehensive services to Foster Youth who were in care from 15 years of age through 25 years of age. Since then the program has been established, a full-time Counselor was hired as was a full-time Program Specialist. Up to 48 students are currently being provided with Counseling, and Student Support Services in the form of Book Vouchers, Opportunity grants, Transportation Assistance, and meal card services.</p> <p>In addition to the aforementioned Goal, unforeseen opportunities arose, leading to the establishment of the Transitions To Success, and Dream Center programs funded through Student Success and Equity. Transition to Success is supported by a Part-Time Adjunct Counselor, and Dream Center currently has two Part-Time Counselors and student worker support. Both programs offer direct support services to students in the form of book vouchers, transportation support and meal cards.</p>
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3.5 Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

Comments:	<p>a. The least successful goal was “Goal I - Reinstate Peer Advisors.” The goal was ultimately successful however due to staff shortages and other priorities Peer Advisor Training was delayed. Finally during the Spring Semester 2018 Peer Advisor training is completed and Peer Advisors are facilitating Peer Group Sessions</p>
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PURPOSE OF SECTION 3.6 – 3.11: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.

3.6 Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	Process(es) used to support programmatic change(s):
Establishment Of CAFYES/NextUp Foster Youth Services	Application for funding from the CCCCO, Processing establishment of program and hiring of staff through District Departments and processes, Implementation of program goals as per State Regulations and guidelines. Ongoing oversight and coordination with the CAFYES/ Next Up staff is ongoing
Establishment of the Transition To Success Program for EOPS Students exceeding 70 units (Student Success and Equity Funded)	Following receipt of Student Success and Equity Funding a counseling and support program was established for former EOPS Students who exceeded the 70 unit limit. Under Ed. Code EOPS may not provide services to students exceeding 70 units, nevertheless we are cognizant that stressors, obstacles and challenges persist beyond the 70 units and often are a continuing impediment to students causing a delay in completion and transfer without the valuable guidance and support of an EOPS Counselor. Transition To Success is now in its 2 nd semester of operation and staffed by a Part-Time Counselor / Coordinator. At this time no official data is available to assess KPIs in comparison to like students and the general student population.
Establishment of the Dream Center and associated Services to Dream and AB540 Students	Following receipt of Student Success and Equity Funding a counseling and support program was established for AB540 and Dream Students called the Dream Center. Approximately ¼ of the Dream Center students are also EOPS Eligible and receive Counseling and Ed. Plan services. The Associate Dean of EOPS. and other Programs has oversight and supervision of the Dream Center in coordination with the Dream Center Counselors /Coordinator and staff and meets weekly.

3.7 How does the population you serve assess the department/program?

Comments:	Currently the primary source of student assessment is conducted by virtue of periodic Counselor evaluations. A student satisfaction survey will be implemented Spring Semester 2018 via email to every student enrolled in the EOPS.
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3.8 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department/program, and describe any measures that have been taken to respond to these factors.

Comments:	While there is no direct impact by any of the described agencies, technological changes require training time on Counselors and support staff. We are currently coordinating with our Career Center to offer career exploration and decision making workshops in order to refine our Educational Planning activity.
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3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:	Our current coordination with several different programs include: CalWORKs, CARE, NextUp, Dream Center, Campus Outreach, Financial Aid, Puente, UMOJA, General Counseling, English Department, Admissions and Records, Learning and Technology Resource Center, ARC, Student Affairs, Student Success and Equity, Title V and others. Much of the coordination is in relation to the annual set-up and implementation of our Summer Institute Program (SIP); while other coordination involves coordination of processes and student information, and work on joint committees. EOPS has also been instrumental in the establishment of the EOPS Club, CARE Club, Dreamers Movement Club, and many of our most active student leaders and student workers are products of the EOPS Program and its affiliates.
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3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	It is well known that our programs operate with limited space and could potentially see hundreds more students providing the valuable onboarding, student engagement, and retention services that directly impacts institutional effectiveness. Over the course of Spring Semester the CARE and NextUP programs will relocate to a temporary suite of offices. This will avail EOPS of increased space but although greatly appreciated, unfortunately it is a temporary fix. As mentioned in our goals, the enhancement of Student Community Building activities is an area of growth for EOPS that would enhance student engagement, positive peer support and accountability.
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3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve services.	Further develop Student Community Building Activity, additional space to increase student participants
<input checked="" type="checkbox"/>	Change or improve department/program assessment.	Refine data gathering processes in coordination with Institutional Research and others involved in producing valuable data to measure program effectiveness and KPIs
<input checked="" type="checkbox"/>	Improve involvement with the community.	Coordinate further with College Outreach Efforts to streamline and optimize resources.
<input checked="" type="checkbox"/>	Improve coordination with other programs on campus.	Improve team building with other programs in our cluster, explore other course offerings from different departments for our Summer Institute Program, Expand ongoing coordination with Career Services for better consumption of services by EOPS Students.
<input type="checkbox"/>	Other	

SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.

4.1 Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ILO:		Integrative and Applied Learning:
<input checked="" type="checkbox"/>	Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> Broad, Integrative Knowledge. <input type="checkbox"/> Specialized Knowledge.
<input checked="" type="checkbox"/>	Intellectual and Practical Skills	<input type="checkbox"/> Communication (written and oral) fluency <input type="checkbox"/> Use of information resources <input type="checkbox"/> Critical and Creative inquiry <input type="checkbox"/> Teamwork and problem solving
<input checked="" type="checkbox"/>	Personal and Social Responsibility	<input type="checkbox"/> Productive citizenry (civic knowledge and engagement) <input type="checkbox"/> Intercultural knowledge and competence <input type="checkbox"/> Ethical reasoning for action <input type="checkbox"/> Foundations and skills for lifelong learning

PURPOSE OF SECTION 4.2 & 4.3: Please demonstrate how your department/program links into GC’s strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC). (IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2 Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	EOPS and its affiliate program have a long history of conducting outreach activity at local secondary schools and community based organizations, and on campus for the purpose of enrolling students in our programs to enhance their potential for success.
Engagement	As a result of the close relations developed during SIP and due to the minimum 3 Counseling Contact requirement in EOPS and our work with the EOPS Club, CARE Club, and Dreamers Movement Club our level of interaction and high touch services greatly facilitate student engagement with many of the campus-wide student leadership positions filled by EOPS and former SIP Students.

Retention	Unfortunately the data was not available to give a data based response to these questions but because of the high level of contact with students both through our program services and work with the EOPS Club, CARE Club, and Dreamers Movement Club we are able to keep our pulse on student retention and persistence on a very personal level. Our student tend to do well, make good use of support resources, and keep of us informed of their needs.
Institutional Capacity	EOPS is currently enjoying a complete staff of Full-Time Counselors but due to space constraints cannot meet the student need since we cannot hire a suitable number of Part-Time Adjunct Counselors. We are looking forward to increased space when the CARE and Next Up space becomes available later in April 2018; however, its temporary nature leaves program staff uneasy and concerned for future space contingencies. At this time CCCCO funding for EOPS/CARE/CalWORKs is stable however Next Up funding is in jeopardy of cuts due to the expansion of Next Up sites throughout the State. Another area of need is consistent access to EOPS KPI data that would be very useful in program development.

4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Our challenges with outreach have more to do with available of staffing than anything else. We look forward to further coordinating outreach efforts with the College Outreach component which I believe with be mutually beneficial.
Engagement	Our hope is to increase student engagement by growing our student communities and further developing a “Circles of Excellence” model of mentorship and student accountability. Likewise EOPS will be adopting a peer group counseling/advising model in which peer advisers will be paired up with Counselors to establish and maintain peer support and accountability activity
Retention	Our primary challenge has to do with access to the necessary data to measure student retention, persistence and completion
Institutional Capacity	We are aware that development of our College Institutional Research component is a College priority and we are looking forward to a robust partnership.

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

PURPOSE OF SECTION 5.1: To access practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.

5.1 How does your program support student learning?

Comments:	In the classroom setting this occurs during our Summer Institute Program (SIP) where typically we offer a Counseling 120, and English 105 courses. These are set-up on a cohort model/learning community in which faculty coordinate reading and writing assignments while the Counseling Course is based on the On Course Model and provides experiential learning opportunities through group and individual activities. Faculty meet weekly to coordinate assignments and case manage student progress. Counseling Faculty are required to complete the On Course Training prior to beginning service in SIP.
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5.2 Please use the table to fill in the appropriate information regarding:

- SLOs/SSOs measured
- Assessment Tool - Briefly describe assessment tool.
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	The following SLO/SSO's are from previous Program Review: Students will learn about the different student support service and will demonstrate an ability to access the services
ASSESSMENT TOOL:	Student progress currently measured via quizzes, tests, and student achievement via course completion and course grades
ASSESSMENT ANALYSIS:	
NEXT STEPS:	To coordinate KPIs and qualitative measures with RPIE and other District research entities to compile data in a consistent and compatible manner with other Student Services.
IMPLEMENTATON TIMELINE:	Contingent on RPIE and District research readiness

SLO/SSO MEASURED:	All students registered with EOPS (Non SIP Students) will demonstrate an awareness of EOPS/CARE/CalWORKs/CAFYES (ECCC) Programs, benefits and services on campus
ASSESSMENT TOOL:	Counselor Information Check List
ASSESSMENT ANALYSIS:	
NEXT STEPS:	Coordinate measures with RPIE and other District research entities to compile data in a consistent and compatible manner with other Student Services.
IMPLEMENTATON TIMELINE:	ASAP

SLO/SSO MEASURED:	50% of EOPS students will be able to develop and utilize an individual education plan to achieve an educational goal (Transfer, AA/AS/Certificate)
ASSESSMENT TOOL:	Rates of achievement in each of the areas (Transfer, AA/AS/Certificate)
ASSESSMENT ANALYSIS:	
NEXT STEPS:	Coordinate measures with RPIE and other District research entities to compile data in a consistent and compatible manner with other Student Services.
IMPLEMENTATION TIMELINE:	Contingent on RPIE and District research readiness

PURPOSE OF SECTION 5.3 – 5.6: To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.

5.3 How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	The SIP Coordination team and faculty assess each previous year's experience, trends, outcomes to discuss needed modification and refinement for upcoming SIP Experience
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	Although done in an informal and anecdotal manner, the Coordination Team and Faculty meet during the semester preceding SIP to discuss and coordinate, reading, writing, discussion elements of the courses offered and extracurricular activity and continue with weekly coordination meetings throughout the Summer.
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5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	Faculty are required to participate in coordination meetings.
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5.6 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	As discussed earlier, we need to develop a well-coordinated process between the EOPS Cluster programs and RPIE to conduct ongoing scheduled research, statistical analysis, and reports of our program impact on students, SLOs/SSOs
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PURPOSE OF SECTION 5.7- 5.10: For departments that offer courses of Instruction. To describe how curriculum is maintained and/or developed.

5.7 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	The only component of the EOPS program that currently offers courses is the Summer Institute Program. Each semester we assess whether the course offerings of English 105, Counseling 120, and sometimes a basic math course are the best options for our students according to their assessment levels, and high school performance. Likewise the number of cohorts has varied from two to three depending on our capacity. There appears to be an emerging trend of students placing at higher English levels than in the past which causes program staff to re-evaluate our offerings.
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PURPOSE OF SECTION 5.8: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.

5.8 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	We have not had occasion to alter curriculum.
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PURPOSE OF SECTION 5.9: To describe what the department does to maintain high academic standards amongst its faculty.

5.9 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	This pertains to our SIP Offerings only. Coordination with faculty occurs throughout the Spring Semester and weekly throughout the SIP session.
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PURPOSE OF SECTION 5.10 – 5.11: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve your SLOs/SSOs.	Better define course objectives and SLOs
<input checked="" type="checkbox"/>	Change or improve how the department/program assesses SLOs/SSOs.	Coordinate with campus research services for measurement and reports
<input checked="" type="checkbox"/>	Change or improve department/program services as a result of SLO/SSO findings.	Discussed and decided during weekly Counseling and staff meetings and in coordination with the Academic Department.
<input type="checkbox"/>	Other	

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

- To have department/programs examine the effectiveness of the program.
- To have departments/programs explain what they have done to improve student success.

6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:	Enhanced Counselor Training in coordination with General Counseling and ARC, Enhanced coordination with Career services to develop career exploration and decision making to inform Education Plan development, better coordination with pertinent student clubs and student community to develop student leadership and accountability, enhanced counseling/advising group activity as part of student experience with EOPS
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PURPOSE OF SECTION 6.2: To have departments/programs explain what they have done to improve student equity and support to special populations.

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	EOPS student by definition are the disproportionately served student population or special populations. To qualify students must be high potential students who have been faced with hardships and obstacles to their education: low-income, English as a second language, basic skills placement on college assessment.
Support:	Students become part of a student success community, are required three Counselor contacts per semester (may see counselors as often as needed beyond the required three contacts,) receive direct student support in the way of book voucher services, book and equipment loans, transportation assistance, meal cards, graduation regalia, Faculty coordination of clubs, and lots of tender loving care.

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Not yet available		

PURPOSE OF 7.2: Summarize findings of additional data provided to your department/program by the Data Liaison.

Comments:	Not yet available
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PURPOSE OF SECTION 7.3: To have the department/program examine the trends represented in the data from 7.1 or 7.2.

7.3 What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

Comments:	To be answered upon data analysis and reports
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SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1 Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
Counselors (4 f/t, various p/t)	Responsible for assisting students throughout their career at Grossmont College by offering ongoing orientation throughout their first year, minimum of three counseling contacts per semester, development of abbreviated and comprehensive educational planning, culturally sensitive counseling services, progress monitoring, high-touch engagement with students, informational and referral services, student community building and leadership development activity.
Program Specialist/Admin Assistant/Student Workers	Coordinate program logistics, budget development, purchasing and tracking, Coordinate orientation, counseling scheduling, and delivery of direct services to students. Direct student contact in delivery of services, serves on campus-wide coordinating committees, reception services, and addresses miscellaneous student needs.

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	They are the backbone and implementation arm of the program. See above description.
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8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly's. If available provide supporting documentation.

Comments:	As mentioned earlier, each semester up to 200 students are turned away from the program due to lack of space and the counseling services that would be offered. With additional space additional full time and part-time counseling staff would be pursued to meet the college need.
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PURPOSE OF SECTION 8.4 – 8.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

8.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	Currently share limited space with a growing CalWORKs Program, CAFYES/NextUp, and a CARE Program that has more than doubled in number in Bldg. D-106. During the SIP Program campus facilities provides classroom space, the Career Services Department has very generously permitted use of one of their offices for a for a few hours of counseling service. At this time the Program Director and two full-time counselors must work from home one day a week each in order to provide space for adjunct counselors form our different programs. There is no conference area for our programs so they use College Conference rooms whenever necessary,
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8.5 Are the spaces listed in 4.1 adequate to meet the program’s educational objectives?

Yes No x

- If you checked ‘yes’, please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘no’, please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	
No:	The student demand is greater than space allows. Program budget could support additional staff but space is prohibitive. There has been a promise of additional “temporary” space for over a year now but to date it is not ready for move-in and delay after delay has been communicated to the program.

8.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Constant nagging at every opportunity, communication with administration and facilities officials, program readiness to move two programs in to promised space.
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PURPOSE OF SECTION 8.7: Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).

8.7 Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request, P, T, PH, PD, O :	Brief Description:
Providing Specialized Counseling Services to meet campus need	(PH) Space	Additional space to adequately need the campus need. This would contribute greatly to student success, engagement, and retention.
Program Accountant	(P) Staff	Former position was never refilled after a retirement several years ago. Duties have fallen on the Administrative assistant. This poses an undue hardship and limits ability to attend to other important clerical and coordinating functions
Counseling Faculty	(P) Faculty	To meet unmet student demand
Research, measurement and data reporting	(O)	To coordinate, develop, and provide regular data reports for program validation and improvement

*P = Personnel; List faculty and staff in order of priority.

T = Technology

PH = Physical; List facility resources needed for safer and appropriate delivery of services.

PD = Professional Development; List need for professional development resources in priority order.

O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: The committee is looking to recognize department/program efforts for outside funding.

8.8 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	Ongoing system wide funding for EOPS and CARE used for prescribed goals, activities, and student support. Funding of the CAFYES NextUp Former Foster Youth Initiative.
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SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

- 9.1 Please rate the level of your agreement with the following statements regarding the program review process:
1. This year's program review was valuable in planning for the continued improvement of our department/program
 2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Regular and accessible KPI data in advance of Program Review processes would facilitate comprehensiveness and completion.
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- 9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	<p>The primary long-standing concern is the inadequate space to provide service to all qualifying students. This translates to a campus wide concern related to meeting college retention and persistence goals. The more students we turn away due to inadequate space, the more student go off without receiving critical support which correlated directly to their achievement, retention, persistence, completion and transfer.</p> <p>An additional concern is system wide initiatives being proposed to consolidate programs under a Block Grant model. The history of this strategy has proven detrimental to the progress, growth, and very existence of programs a such as EOPS/CARE</p>
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APPENDICES

Please follow these instructions when gathering appendices information.

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well, continuing the page count from the rest of the report.

- A. Definition of Terms (Reference for Instruction Courses Data)
- B. Blooms Taxonomy & Common Verbs & SLO/SSO Cycle Diagram (References for SLOs/SSOs)
- C. Enrollment Data
- D. Student Success Data – Program Retention and Outcomes, Course Outcome Data
- E. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)