

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

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



Name of Program	NextUp Foster Youth Services
Writing Team	Brian Woolsey Sam Rigby
Presentation semester	Spring 2018

SECTION 1 – MISSION

Name of Program:	NextUp Foster Youth Services
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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>MISSION: The goal of NextUp Foster Youth Services at Grossmont College is to support current and former foster youth in the pursuit of their academic, career and personal goals. Each student will leave the program with a high level of university and career readiness, as well as with the self-advocacy and leadership skills necessary to become the creators of their own futures.</p> <p>MANTRA: Success through 360-degree support</p>
Mission’s relationship to College mission:	<p>Exceptional Learning Environment: The NextUp program supports this through creating support for foster youth to help them fully engage in the learning environment: Transit passes and meal vouchers help these students arrive at the campus ready to learn. Book vouchers and grant money help ensure they are fully equipped as college students. Counseling helps ensure an efficient educational path with full financial aid support throughout, as well as responds to personal crisis.</p> <p>Diverse Individuals: The foster youth population largely reflects the diversity of the campus. We support these students with culturally and racially sensitive counseling and services.</p> <p>Hopes, Dreams and Full Potential: This is supported through Academic, Career and Personal Counseling (four mandatory appointments of one-hour each), as well as through community-building, which provides social skills practice, and the aforementioned services that support the educational journey of these students.</p> <p>Developing Enlightened Leaders and Thoughtful Citizens for Local and Global Communities: We hire student workers and give them real-world experience in serving others, being sensitive to the needs of others, and in developing self-leadership skills so that they may be sensitive and caring leaders in their careers and day-to-day lives.</p>

	<p>For this population, off-campus collaboration and support can be critical to success. We partner with Independent Living Skills and work closely with our Advisory Board members, who represent housing, ILS, the county, Just in Time for Foster Youth (local non-profit), Promises2Children, and Voices for Children. Hence the mantra: Success Through 360-degree Support</p>
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1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

<p>Plan:</p>	<p>While there are no plans to change or revise the mission, I think we can do better in developing enlightened leaders. Hiring two student workers at a time does not reach enough students. We plan the program so we can hire, train and work with a team of student ambassadors to do outreach to current foster youth and to help with in-reach and services to the students already on the campus. We began this early this semester with a group of four students and plan to continue throughout the semester and into the future.</p>
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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>NextUp program funding was awarded to the district for the 2015-2016 academic the funding, however, didn't reach the campus until the spring semester, and the counselor/coordinator position was not filled until May of that year. Hence, from a practical standpoint, the program really launched in 2016-2017. The program specialist, who is crucial to the operations of the program, didn't join until July 2017.</p> <p>In 2016-2017, we served 36 students.</p> <p>In 2017-2018, we will likely serve 45 to 50. At this writing, there are a handful who have not provided all the documentation, nor completed the orientation and assessments requirements, deemed necessary by the State to be counted as served.</p> <p>The campus, though, has a long history of serving foster youth. We were known as, and are largely still known as, one of the strongest programs in the county. The feedback we've received from referral sources since launching the NextUp program is that we provide more personal and compassionate service to students, as well as to supporting our referral sources. A team of caseworkers was brought here from the metro region to "see Grossmont's highly collaborative approach" to working with those who support foster youth.</p> <p>Mesa College was long seen in a similar light, but for years abandoned the program. City College had a similar lapse in services to foster youth. Both have now re-committed themselves to this population.</p> <p>Both Michael Perez, EOPS Counselor, and Michael Copenhaver, Financial Aid Director deserve much of the credit for starting and growing the initial effort. Their work helped make possible the district being awarded the funding to support the NextUp program.</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.)

Population Information:	<ul style="list-style-type: none"> - All students were in foster care, even if for one day, between ages 16 to 18 - All are 25 or younger - Many are completely on their own, with no stable adult to provide financial or emotional support
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	<ul style="list-style-type: none"> - Many have reunited with their biological parents, which sometimes turns into very troubling circumstances - All are likely to suffer from post-traumatic stress disorder - Many have multiple diagnoses, with PTSD, anxiety, panic disorder and depression being common - Many will not take prescribed medication - Many will smoke marijuana to reduce anxiety, help with sleep, and “feel normal”
Needs:	<ul style="list-style-type: none"> - Book money - Living money - Housing - Food - Transportation - Therapy for many - Permanency, a sense of consistent, stable, and compassionate support: All have had the rug pulled out from under them by authority figures charged with caring for them, and most by peers in group-home settings, over and over again - Remediation: Students who were in foster care often attend several different schools and have several different placements. It is not uncommon to meet with a matriculating college student who attended three, four or even five high schools. Many wound up in continuation schools for behavioral issues. This chaos leads to low assessment scores.

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

Service:	Description:
Academic, Career, Personal and Crisis Counseling	<p>Academic: Provide flexible and efficient ed plans to help students have a balanced schedule, opportunities to change majors as deep into their college journey as possible, and to maximize financial aid and other support, in hopes of seeing them through university.</p> <p>Career: Help choosing a career and major that fits each student’s interests and abilities (the student who wants to go into computer science but tells me she struggles in and hates math would be wise to explore other options).</p> <p>Personal: A sensitive ear and strengths-based approach can help relieve students of stress, anxiety, mild depression, a sense of being overwhelmed and more; we also have ample referral sources both on and off campus, should a student deeper, more therapeutic support.</p> <p>Crisis: Depression, suicidal or self-harm thoughts or plans, panic disorder, post-traumatic stress responses, and more; we help in the moment and make referrals as appropriate.</p>
Voluntary academic support	Weekly meetings focused on setting and achieving milestones and creating self-accountability. We call this sub-program The Scholar Effect. Just one semester in, this is still in a trial phase.
Monetary support	Book vouchers, grant money, transit passes, food vouchers, gas cards, emergency grant money and Target cards represent our primary monetary support for this population. This enables them to have a more stable, consistent life, ensures

	multiple contacts at the office – and hence, check-ins and positive feedback – and otherwise helps these at-risk students start and stay in college.
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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.

SSPR Recommendations:	This is the program’s first review cycle.
Department/Program Response to Recommendations:	

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.

Comments:	This has not yet happened.
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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:	First program review for NextUp (CAFYES). The program is in its first funding cycle.
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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:
Increase in-reach and outreach	<p>Conduct outreach to grow the number of students in the program.</p> <p>This will help the campus reach the Student Equity Plan goal to “Develop greater outreach and support for foster youth students.”</p>	<ol style="list-style-type: none"> 1. Increase onsite visits to: <ul style="list-style-type: none"> - high schools - continuation schools - juvenile detention facilities - group homes - San Diego County Foster Parent Association - other institutions and organizations where we can find a high concentration of foster youth. 2. Develop and abide by an MRC with the Grossmont Union High School District 3. Continue to nurture our excellent relationship with Independent Living Skills (ILS). 4. Collaborate with the new Financial Aid Specialist who is serving foster youth. 5. Create a community liaison position and outreach/in-reach team of student ambassadors. <p>Both the community liaison and the student ambassadors will visit ILS events and high schools, as well as group homes, non-profits and other locations where foster youth congregate.</p>

<p>Increase student contact frequency</p>	<p>Our belief is that students in this population will have improved outcomes through increased frequent and deliberate contact with counselors and with each other. "Deliberate" means that there are specific actions to be taken and needs to be fulfilled. While we've had success in this, participation has been low.</p> <p>This will help the campus reach the Student Equity Plan goal to "Engage more foster youth students in staying in college and successful completion of courses."</p>	<p>Continue and refine The Scholar Effect appointments initiated in Fall of 2017. This follows a life coaching or mentor format, with weekly meetings focused on upcoming milestones both on campus and off. This, too, helps create a greater sense of connection with the campus, and can help students and counselors identify challenges before they become crisis situations.</p> <p>Continue with our series of Midweek Meltdowns, started in Spring of 2017 on Wednesday afternoons and expanded to Tuesday and Wednesday afternoons for Fall of 2017. Allow students to continue to have the bulk of decision-making power regarding how the time is used. This is community building within the population, with the goal of students becoming more connected to the campus.</p> <p>Create a community liaison position and outreach/in-reach team of student ambassadors</p>
<p>Improve academic success: GPA, Retention, Persistence, Completion (Close the Achievement Gap)</p>	<p>Improved academic outcomes for higher education's most at-risk population.</p> <p>This will help fulfill the Student Equity Plan goal to "Engage more foster youth students in staying in college and successful completion of courses."</p>	<p>Keep refining the Scholar Effect appointments to serve this student population. This can be done through training, discussions of best practices between the counselors who facilitate the appointments.</p> <p>Create a partnership with the First Year Experience</p> <p>Continue partnership with the Summer Institute Program</p> <p>Continue to utilize the extra support provided by the Tutoring Center for students in the NextUp program.</p> <p>Closely monitor and respond to mid-semester Progress Reports.</p> <p>When feasible, encourage students to obtain a certificate of completion along their way to a degree or transfer in the same discipline.</p> <p>Additionally, visit colleges with relatively high success rates with foster youth, Santa Ana being one of the few. Check in with on-campus programs that have had success in improving outcomes, such as Umoja.</p>
<p>All of the previous goals, simply stated in</p>	<p>Generate student success, growth and achievement</p>	<p>Support: Counseling, book vouchers, transit passes, gas passes, grants.</p>

<p>the Student Services mission statement: Fostering student success, growth and achievement through support, guidance and empowerment.</p>		<p>Guidance: Academic, career, personal and crisis counseling.</p> <p>Empowerment: Move toward self-accountability through counseling and Scholar Effect appointments.</p>
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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:	<p>With a population of less than 50, we have so far done much of this by hand in-house. In response from the State, we started tracking this population via MIS in Summer of 2017. We are committed to data-informed decision making and are watching what works. No one we know of has consistently solved the problem of working with such a traumatized population. We’re hoping we can contribute to the solution and have the numbers to demonstrate the success students have realized.</p>
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	<p>Increasing contact frequency was our most successful goal. This was done through the state-mandated requirement for four contacts per semester, as well as through the Midweek Meltdown meetings. The Scholar Effect also made a small contribution.</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>The Scholar Effect had only 26 appointments for Fall 2017. More were set, but students too often no-showed for those appointments. One challenge was not having student ambassadors trained and hired for fall. We lost two last summer, and identifying students from the population who are interested, a good fit for the position and the office, and qualified grade-wise can be challenging. We’re hiring two new student ambassadors for spring, who will be able to make reminder calls a day or two before the appointments and follow-up calls when students no-show. Other obstacles include student commitment to learning, memory issues due to high levels of trauma, and low academic-esteem. While I would call our initial semester a soft launch, these numbers are disappointing. The Scholar Effect will be more heavily promoted this semester. If numbers remain disappointing, we will rethink this part of the program.</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):
Initiated the CAFYES program (now called NextUp statewide)	In 2016-2017 the district was one of ten in the state to receive CAFYES funding. The new funding has thus far been used to hire a full-time counselor coordinator, a full-time specialist, and an adjunct counselor.
Direct student support	The new funding is also being used to provide this very vulnerable population with extra services, including book money above and beyond what EOPS provides, grant money, transportation support in the form of transit passes and gas cards, a meal voucher for each day a student is on campus throughout the entire semester, and emergency grant money.
Additional support services	<p>As mentioned previously, the program also hosts a Midweek Meltdown, now twice weekly, for students to meet, have lunch, talk and create deeper connections to other students in the program. We also have the Scholar Effect, in which students can voluntarily enroll to meet weekly in a life coaching or mentoring program designed to help create greater accountability and help instill habits that support college, career and life success.</p> <p>Additionally, the state has mandated that students in this program attend four one-hour appointments each semester. This is compulsory above-and-beyond service in comparison to the three, half-hour appointments required of EOPS and CARE students.</p>

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

Comments:	Students have thus far assessed the program through providing evaluations on the counselor/coordinator. All other assessments have been in the form of informal, qualitative feedback.
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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:	The State legislation voted to expand the program to up to ten more districts – without providing additional funding. In response, the State Chancellor’s Office created a budget allocation formula that, if adopted, would slash budgets throughout the state by in the neighborhood of 50 percent.
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	<p>At the same time GCCCD initiated the CAFYES program, San Diego Mesa College earmarked SSSP funds to create a counselor/coordinator position and support outreach, provide students services, and so on. For the first time in several years, almost a decade, the Mesa College program is very actively pursuing outreach and community networking opportunities to grow their program. City College has since taken similar steps. Historically, we have had students pass other colleges to attend Grossmont. It would be reasonable to assume that fewer students will do this. To counter this, the plan is to provide more personal service to our referral sources, writing thank you notes for referrals and checking in more frequently. Students in the program sign a release giving us clearance to talk to social workers, housing representatives, and others with a stake in their success.</p>
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3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

<p>Comments:</p>	<p>The NextUp program has an ongoing partnership with Financial Aid. This is important, as a lack of money is the primary reason foster youth do not start college, drop out, and stop out. Financial Aid provides priority review of petitions for reinstatement of financial aid that's been lost. The department has also recently hired a new specialist, who will be bolstering financial literacy training for this population. As money is the number one reason for students not finishing, this partnership and extra effort for students in NextUp program can enhance institutional effectiveness by improving retention, persistence and completion.</p> <p>We also have established a relationship with Tutoring, in which students from NextUp will be given twice the hours students usually receive for tutoring, as well as an opportunity to choose a dedicated tutor. This, too, can improve student outcomes around GPA, retention, persistence and completion.</p> <p>We fairly routinely refer students to Health Services for mental health counseling and collaborate with Matt Ring, who is the full-time mental health counselor, on an as-needed basis. Such instances are usually when a student is in crisis. Having students who make an appointment with Health Services for counseling sign a release up setting the first appointment would enable Health Services to notify us of times students no-show their appointments. We, in turn, could follow up with those students. Mental health issues can be a significant road block for students in this population. They are, in our experience, routinely diagnosed with Post-Traumatic Stress Disorder, Panic Attacks, ADHD, and depression.</p>
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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.

<p>Comments:</p>	<p>Track the number of student counseling appointments attended and the relationship to academic outcomes. Track the number of Scholar Effect appointments attended and the relationship to academic outcomes. Track monetary value of services provided and the relationship to academic outcomes. Continually track and refine and innovate, to move toward a working model for serving this most vulnerable population, something no one has fully cracked. Take into consideration micro measures and soft measures, as explained in the appendices.</p>
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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.	Continually refine and improve services to students. Incorporate new models, such as Motivational Interviewing, and refine current models, such as the Scholar Effect. Three committee members expressed interest in supporting this population. Invite Bonnie Ripley, Natalie Ray and Graylin Clavell to use each of their unique skills to support students in the program.
<input checked="" type="checkbox"/>	Change or improve department/program assessment.	Initiate a pre- and post-assessment process for key areas identified by the state as crucial to college, career and life success for foster youth: Financial Literacy, Employment, Daily Living Skills, Educational Resources (these micro measures are included in the appendices) <ul style="list-style-type: none"> - Start collecting data to track ethnicities and completion - Map out unique challenges faced by this population and identify our highest impact services (using the information, in part, to generate awareness among administrators, instructional faculty and staff around the challenges this population faces and that support is available through the NextUp program)
<input checked="" type="checkbox"/>	Improve involvement with the community.	Budget allowing as we go forward, bring on the Community Liaison person to provide more proactive involvement with off-campus referral sources, as well as to help generate more on-campus involvement from students in the program.
<input checked="" type="checkbox"/>	Improve coordination with other programs on campus.	Again, budget allowing as we go forward, work more closely with the Accessibility Resource Center.
<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 checked="" type="checkbox"/> Broad, Integrative Knowledge. <input type="checkbox"/> Specialized Knowledge.
<input checked="" type="checkbox"/>	Intellectual and Practical Skills	<input checked="" type="checkbox"/> Communication (written and oral) fluency <input checked="" type="checkbox"/> Use of information resources <input checked="" type="checkbox"/> Critical and Creative inquiry <input checked="" 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 checked="" type="checkbox"/> Ethical reasoning for action <input checked="" 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	The NextUp program is deeply appreciated in the community. We have an excellent collaborative relationship with our key referral source, Independent Living Skills (ILS), as well as solid connections with other referral sources. This is largely due to our strong advisory board, comprised of members from ILS, the San Diego County office of Education, Promises2Kids, Voices for Children, Probation, and Just in Time for Foster Youth.
Engagement	In addition to the four counseling appointments required each semester, our Midweek Meltdowns and Scholar Effect programs help keep students engaged.
Retention	The counseling appointments, Midweek Meltdowns and Scholar Effect meetings all help with retention. More importantly, perhaps, we have been able to provide students with financial support for books, transportation and meals.

Institutional Capacity	Our budget has allowed us to acquire printers and a scanner for the program, and we are in the midst of ordering computers for the new space into which we're scheduled to move in January, 2018.
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4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Due to confidentiality concerns, feeder schools cannot identify to us which students are foster youth. We've also had a hard time firming up dates with new prospective outreach resources (and are taking steps to remedy this).
Engagement	Many students who were in foster care have jobs. Some have one or more children to care for. Many have transportation challenges and obligatory meetings to attend with social workers and caseworkers. Group and community events are generally lightly attended.
Retention	Foster youth are the most likely students to not start, drop out or stop out of college. No one statewide has consistently cracked this. A transportation snafu can undo an entire semester, as can homelessness and food insecurity.
Institutional Capacity	<p>The move we're making will likely be poorly received by this population, no matter how we frame it. In a smaller but similar circumstance, when we had to move a program to another room, a student responded, "Here we go again, getting shoved around." This is understandably a common response to change that is not seen as improvement.</p> <p>Non-applicable: The move has been cancelled.</p>

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:	The NextUp program supports student learning through providing support services. These include academic, career, personal and crisis counseling; financial support for books, transportation and general life expenses (in the form of grants); and meal vouchers for every day a student is attending one or more courses on campus throughout the semester. We also provide emergency grants to help cover housing and medical costs. We can also provide emergency funds for car repairs, to pay off money owed to another college (so a student can access their transcripts), and other expenses that could impede a student's opportunity to learn.
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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 pre- and post-assessment in the appendices is based on support and services identified by the State as crucial to the success of foster youth. We plan to adopt this for the 2018-2019 academic year. With 29 items, as well as an opportunity to provide clarifying comments, this is a comprehensive assessment of the full range services provided to students in the NextUp program.
ASSESSMENT TOOL:	A pre- and post-assessment sheet to track each students progress See attached
ASSESSMENT ANALYSIS:	This tool is new to us. Analysis is to come.
NEXT STEPS:	Implementation (see below)
TIMELINE FOR IMPLEMENTATON:	Implement pre-assessments in summer of 2018 and continually update on a per-student basis throughout the academic year. Evaluate and re-evaluate process and usefulness after close of each semester. Also garner student feedback on usefulness at close of each semester. Seek feedback from Advisory Board at first meeting in Fall and report progress at subsequent meetings.

SLO/SSO MEASURED:	Retention, Persistence, Completion
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ASSESSMENT TOOL:	Institutional Research
ASSESSMENT ANALYSIS:	To come
NEXT STEPS:	Complete paperwork/request to Institutional Research
TIMELINE FOR IMPLEMENTATION:	Implement in Summer, 2018

SLO/SSO MEASURED:	
ASSESSMENT TOOL:	
ASSESSMENT ANALYSIS:	
NEXT STEPS:	
TIMELINE FOR IMPLEMENTATION:	

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:	
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	
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5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	
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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:	
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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:	
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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:	
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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:	
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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 type="checkbox"/>	Change or improve your SLOs/SSOs.	
<input type="checkbox"/>	Change or improve how the department/program assesses SLOs/SSOs.	
<input type="checkbox"/>	Change or improve department/program services as a result of SLO/SSO findings.	
<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:	The NextUp program contributes to student success outcomes through above-and-beyond academic, career and personal counseling services, as well as the variety of financial support services detailed previously.
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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:	The NextUp program supports access of students from special populations through outreach and our presence in the community of people who serve former foster youth. This generates greater awareness of the program in the community and that, in turn, leads to referrals. We strongly encourage any prospective student who contacts us, and any person who works with foster youth, to bring any questions or concerns to us. We help with everything we can, every step of the way – from filling out the application to the college (most students have done this by the time we meet) to completing the FAFSA application (many students have not done this) to introducing prospective and new students to the Chafee Grant and scholarships aimed specifically at foster youth. We have a career personality assessment tool that we share with prospective and new students.
Support:	Counseling helps ensure appropriate course selection, career and major picks, psycho-emotional wellness, and response to personal crisis. We also provide referrals to both on- and off-campus resources, including those for therapy, housing and food. The monetary services provide eligible students with money for books and basic living expenses, transit passes, gas and food vouchers. We can also provide emergency grant money.

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: 16-17	Year 2 Quantity: 17-18
Total students served	40	54
Counseling Appointments	175	268
Scholar Effect appointments	N/A	45
Book Vouchers	49	70
Un-Met Need Grants	28	40
Meal Vouchers	838	2,584
Transit Passes	15	102
Gas Cards	25	125
Vendor Cards	N/A	950
Work Study referrals	10 with 5 placed	12 with 2 placed

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

Comments:	<p>Data not available at this time. Program is in first funding cycle.</p> <p>Statistics we calculated in-house:</p> <p>Fall 2016 to Spring 2017 persistence: 69%</p> <p>Fall 2016 GPA by Range:</p> <p> Below 2.0: 69%</p> <p> 2.0 to 2.49: 7%</p> <p> 2.5 to 4.0: 24%</p> <p>Fall 2016 Average GPA: 1.0</p> <p>Spring 2017 to Fall 2018 persistence: 57%</p> <p>Spring 2017 GPA by Range:</p> <p> Below 2.0: 60%</p> <p> 2.0 to 2.49: 3%</p> <p> 2.5 to 4.0: 37%</p> <p>Spring 2017 Average GPA: 1.2</p> <p>Fall 2017 to Spring 2018 persistence: 84%</p> <p>Fall 2017 GPA by Range:</p>
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	<p>Below 2.0: 49%</p> <p>2.0 to 2.49: 27%</p> <p>2.5 to 4.0: 24%</p> <p>Fall 2017 Average GPA: 1.6</p> <p>IMPORTANT TO NOTE: Average GPA in Fall 2015 was 1.3 and in Spring 2016 1.8, then we saw a significant drop to 1.0 in Fall 2016. While there will always be ups and downs with any population, perhaps this one in particular, we believe the sudden decline was a result of our success at outreach. We were meticulous in reaching key referral sources with news of the NextUp program. Social workers and caseworkers sent us more students and, we believe, more students who faced extreme challenges academically and in transitioning to independence.</p>
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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:	<p>The data for year two of the program, 2017 to 2018, is incomplete. What we can gather by the trends are:</p> <ul style="list-style-type: none"> - Fewer students have GPA's below 2.0, representing not just greater academic success, but greater access to financial aid, which supports their journey - Slight improvements in average GPA, with clear room for greater improvement - Monetary support has gone up at the same time, suggesting the possibility of correlation (monetary support includes meal vouchers, transit passes, gas cards, and vendor cards) - Given that the counselor/coordinator will complete his second year in May of 2018, and that the program specialist will reach his one-year anniversary in July, the trend lines are promising - Efficiency, responsiveness, and timeliness have all improved - Number of requests has increased
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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:
Counselor/ Coordinator	<p>Counseling</p> <ul style="list-style-type: none"> - Academic - Career - Personal - Crisis - Contact students for missed appointments - Provide interventions for students not meeting program or SAP requirements <p>Program Coordination</p> <ul style="list-style-type: none"> - Budget oversight - Determine services to be provided, including grant and book funding, vendor cards, transportation, etc. - Collaborate with Program Specialist on delivery of above services - Collaborate with Program Specialist, Adjunct Counselor and sometimes Financial Aid on creating and facilitating workshops and events - Track academic outcomes - Provide training for student workers and periodically for faculty and staff - Work with and manage student workers - Report to EOPS director
Program Specialist	<ul style="list-style-type: none"> - Track student appointments - Provide and track services of monetary value provided - Collaborate with Financial Aid on tracking of services - Alert students to upcoming events, deadlines - Contact students for missed appointments - Collaborate with EOPS specialists - Work with and manage student workers
Adjunct Counselor	<p>Counseling</p> <ul style="list-style-type: none"> - Academic - Career - Personal - Crisis - Contact students for missed appointments - Provide interventions for students not meeting program or SAP requirements

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

Comments:	These positions identify and respond in different ways to common needs of students who come from a foster care background. While not exclusive to foster youth, these needs are very common among this population. On top of tracking academic performance, positions can get involved in addressing needs that can become obstacles to college and career success. These include housing, food, and job needs, as well as general support and a kind of informal mentoring.
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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:	The staffing needs are not yet adequate. Coordination time of the counselor/coordinator, for instance, is often interrupted by urgent needs of students who come in on a walk-in basis. Some days, these needs can be quickly addressed. Other days, 90 minutes to two hours have been provided to address urgent financial aid or personal needs. This has hampered outreach, hence the addition of a Community Liaison position is currently being addressed. Additionally, the program has operated without student ambassadors since Spring of 2017. We are currently in the process of hiring two or three new student ambassadors, who will help with new student intake, delivery of services, reminder calls, appointment scheduling, and so on. This will give the Program Specialist more time to track data for both the campus and the state, as well as to collaborate with the coordinator on developing more sophisticated and polished outreach presentations.
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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:	The program currently utilizes 1.5 office spaces in EOPS, and will continue to do so after the anticipated move to a news space coming sometime in Spring 2018.
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8.5 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes No

- 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.

No:	Having two full offices rather than 1.5 would be ideal. This would allow the adjunct counselor and Community Liaison the space and privacy needed to more efficiently complete the functions of their jobs.
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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:	Hiring student workers to work in the new space will provide better use of the facility and help ensure continual staff scheduling at the reception desk.
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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:
Outreach/In-reach	P: Community Liaison	<p>This position will help the campus reach the Student Equity Plan goal to “Develop greater outreach and support for foster youth students.”</p> <p>The Community Liaison will maintain relationships with a variety of off-campus referral resources. This position will also work closely with students in the program, who are paid either through the program or Work Study, to develop a website and social media presence, as well as to conduct presentations in the community.</p>
Close achievement gap for foster youth	P: Community Liaison	<p>The Student Equity Plan also asks that we, “Engage more foster youth students in staying in college and successful completion of courses.”</p> <ul style="list-style-type: none"> • Most groups on campus completed between 63.6 and 76 percent of their courses • Foster youth completed 48.9 percent • Degree and certificate completion: Foster youth failed to complete 30 or more units at a higher rate than other groups <p>The Community Liaison position will provide more bandwidth for the academic, career and personal counseling of students who spent time in foster care.</p>

Outreach/In-reach and closing the achievement gap.	O: Student Ambassadors	Student ambassadors help with both outreach and in-reach. Developing this team also helps
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*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:	N/A
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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:	This is my first time through the process. It would be nice to have a completed model to use as an example. The document and efficiency of the process and perhaps usefulness going forward would maybe be enhanced by being shorter.
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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:	As of this writing, the current recommended budget for the coming academic year, 18-19, will be slashed by over 50 percent. While this is being contested by the EOPS Association, the program will almost certainly see a significant drop in funding.
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APPENDICES

Definition of Terms

There's an important distinction to make between classifications of foster youth on campus, particularly in tracking outcomes. To my knowledge, MIS first began making these tracking distinctions over summer of 2017. This is an important consideration for comparing foster youth outcomes to students identified as foster youth in previous academic years. Performance comparisons should be made to matching populations.

NextUp program eligibility: Students who are eligible for NextUp were in foster care, even if for just one day, on or after their 16th birthday and up to the day before their 18th birthday. This is the legal definition in California. This has been deemed the high at-risk group among students who were in care, and our experience bears this out. Unlike students who were reunited with family or adopted before age 16, the tumultuous journey of most all the students we serve continued into young adulthood. These students, with proper documentation, are eligible for both the NextUp program and Guardian Scholars.

Guardian Scholars eligibility: Students who are only eligible for Guardian Scholars were in care, even if for just one day, from their 13 birthday until the day before their 16th birthday. This is based on the Federal guideline, which says eligibility begins three years earlier than the state guideline, at 13, and continues until the child turns 18.

Extended foster care: Children who were in foster care in California can now choose to extend their time in care through their 21st birthday. This law was enacted in hopes of stabilizing the young person's transition into becoming a fully independent and self-supporting adult.

Micro Measures

This and the following three pages include a Pre- and Post-Assessment form for areas of learning in which foster youth often fall short. These are identified by the state of California as critical to the success of foster youth as they age out and become fully independent adults. We would like to begin to include these as part of our student performance review beginning in the 2018-2019 academic year.

Soft Measures

In addition to Micro Measures, there are what we might call Soft Measures with students in this population. These are measures that are unfortunately impossible to track. Two examples: In the first two years after leaving high school, the State Chancellor's Office has stated that 40 percent of young men transitioning from foster care will wind up in jail and 40 percent of young women will become pregnant. This, of course, comes at great expense to the community and state. Trouble is, we can never measure how many young people our educational opportunities and interventions save from these outcomes. Nor will we ever know how many youth we help complete a clean probation rather than breaking probation. While we recognize we are not in the business of providing social services, these are important contributions to the young people we serve, as well as to the city, county and state.

Pre- and Post-Assessments

Student Name:

Student ID:

Pre-date:

Post-date:

NextUp Student Services	Please indicate Yes, No or Non-Applicable for each item below.	
	Pre Assessment (Y, N or N/A)	Post Assessment (Y, N or N/A)
Outreach and Recruitment		
Orientation		
Assessment		
Service Coordination		
Academic Counseling		
Career Guidance		
Transfer Counseling		
Personal Counseling		
In-Person Contacts		
Book and Supply Grants or Services		
Tutoring		

Child Care Assistance		
Transportation Assistance		
Referrals to Housing Assistance		
Referrals to Mental Health Assistance		
Referrals to Other College Specialized Support Services		
Referrals to Cummunity Specialized Support Services		
Referrals to CalFresh		
Meal Tickets		
Emergency Food Support		
Laptop Loan		
Laptop to Distance Education Students as Supply		
Emergency Housing Support		
Work Study Awards		
Emergency Loans		
Health and Mental Health Services Payment Assistance		