Program Review

Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" **– Academic Senate for California Community Colleges**

Data Driven Decision Making

Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: *Technical Review* by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: *Content Review* by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: *Completed Revisions* submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
• President makes final faculty decisions and reports to Senate at Special Meeting. • Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

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AUTHOR INFORMATION

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_____

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Vice President First Name [Claudia]   Last Name [Lee]   Email [clee243@cccd.edu ▼]

Program Review - Draft
*Student-Services-Program-Review---EOPS,
-CARE,-NextUP,-Guardian-Scholars
(1).docx

Program Review - Final
Submission
*Student-Services-Program-Review---EOPS,
-CARE,-NextUP,-Guardian-Scholars (1)
(1).docx

This Program Review includes the following: * [None ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

This Program Review includes the following: * [None ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

Faculty Requests (up to 3)   Faculty Requests (up to 3)
One upload per request   _One upload per request_

Faculty Upload1   Faculty Upload1

Faculty Upload2   Faculty Upload2

Faculty Upload3   Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)   Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1	FTE Upload1
FTE Upload2	FTE Upload2
FTE Upload3	FTE Upload3
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

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Upload3

Supporting Materials (Optional)

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Upload3

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Natalie Timpson   10/06/2023
Author - Draft Signature

Date

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Natalie Timpson   11/07/2023
Author - Final Signature

Date

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Dean/Manager Draft Feedback

Feedback for Goals:
1- Implementation of Case Management: Add the utilization of Starfish to this area. Working with faculty and staff to allow the efficiency of a case management system to track appointments, track education plans, holds on student accounts.
2. Develop and coordinate Transfer programming for EOPS students- I would suggest adjusting this goal to include the increase of students who are earning ADT's and having the coordination with Transfer be one of the activities. Utilizing Slate for the workshops, emailing students, and tracking of event participation will be helpful for this activity portion of the goal. I would also suggest working with established partners such as CSUF, UCI, CSULB and working with their TRIO partners, Guardian Scholars to promote transfer for EOPS students.

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IEC Feedback

This program review is very thorough and well written, with only a few typos. I really enjoyed reading about our EOPS, CARE, NextUp, and Guardian Scholars.

I would expand on the SAO section, by listing the specific outcomes measured, describe the specific data collected, and the change that you completed because of what you learned.

You made an argument to hire a 3rd full-time faculty that is connected to your goals, but you did not enter a faculty funding request. If you decide to enter a faculty request, you must also send the request directly to the Academic Senate by October 27, 2023. Within the program review, I was wondering what the classified position advising looks like and does it meet federal requirement. What is the capacity if the 3rd counselor is not hired? Is there demand for more students in our current population, or do you expect increased demand if enrollment grows?

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Program Review Rubric Upload

Academic Senate Executive Board Feedback

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Program Review Rubric Upload

Dean/Manager Final Feedback

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Gisela Verduzco
Dean/Manager Signature   11/20/2023
                   Date

Vice President Feedback

EOPS is a strong program that provides above and beyond services to our students. They have established strong partnerships in the community. I support their continued growth.

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Claudia Lee
Vice President Signature   11/22/2023
                  Date

Downloaded to the following Committee Teams folder on: -- Choose -- ▾

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Lauren Davis Sosenko   12/05/2023
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Gisela Verduzco on 10/20/2023 4:46:20 PM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Lauren Davis Sosenko on 10/21/2023 8:31:38 AM

Program Review Purpose

"*Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices*" –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

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Submitter's ID:	
Submitter's Phone Number:	(714) 895-8992
Who is your Dean/Supervisor?	Gisela Verduco, Dean of Counseling
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
EOPS, CARE, NextUp, Guardian Scholars

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The EOPS program has continued to increase our program numbers since 2021-22 academic year where we ended with 478 students with more than 100 students graduating. The 2022/23 academic year we started with 298 and increased to 630. This is significant for our program as other campuses through out Region 8 continue to stuggle with recovery from post-pandemic challenges. The increase to program numbers can also be contributed to the diversity of direct services we are able to provide to our students. We developed an intentional survey to gather the data we needed to address the ever changing needs of our students. For example, we are able to identify the need to provide direct services to students enrolled in classes that had additional cost other than textbooks, such as art supplies, computer programs, access codes for homework programs, etc. using our unmet need grants for these additional course materials. We also created a calculator loan program for students enrolled in math and science classes to ensure they have the tools they need to do the work.

GWC EOPS for more than 25 years had operated with 3 full-time and 2 part-time counselors to meet Title 5 requirement that mandate each EOPS student must meet 3 times a semester with a counselor. As our program numbers increase the need for counselor appointment availabilty does as well. For example, our program numbers in 2021/22 were 478 this translated into 2,354 counseling appoints provided by 2 full-time and 3 part-time counselors. In the 2022/23 academic year, program numbers |

were 630 which translated into 3,331 counseling appointments with 2 full-time counselors and 3 part-time counselors. In addition, classified employees were pulled from their responsiblitie to provide case management appointments to assist students meet their 3 appointment requirement. Classified employees provided 1,319 case management appointments to ensure students did not loose their eligibility to receive direct financial aid.

As our numbers continue to increase, the loss of our 3rd full-time counselor, who retired during the SURP, is becoming problematic impacting our ability to meet the needs of our students. The position was a full-time tenured position and under contract was required to be replaced. The lack of support for this critical position because of the general fund portion of their salary has negatively impacted our program and the DEIA students we serve. This past year it was clarified that the position is permanently gone because it was allowed to be vacant more that two years.

In addtion, the previous GWC President removed the Equity Funding we received and the committee supported through the RFP process for our foster youth outreach specialist even though we showed a positive increase in serving disproportionately foster youth students. The reason given was he did not want any full-time positions paid out of student equity funds. We were ordered to absorb their full salary from EOPS funds. This created a supplanting challenge as we are not able to move individuals between categorical programs unless the is position restructured and those specific job duties are no longer being performed by that individual. This unequitable decision meant that the individual was restricted from recruitment activities and impacted our recruitment ability adversely impacting our program enrollment for foster youth in the NextUP programs.

Over the last 5 years, there has been diminishing support for the EOPS program from our campus administration ultimately impacting the DEIA students we serve and need.

What are your program's strengths?

EOPS is the largest student equity program on campus with dedicated student services professionals that imbodies the 'above and beyond' motto of our EOPS program. This is our greatest strength as a group and as a department. It requires us to stay abreast of our student's needs to assist them attain their educational goals

Our student population includes historically underrepresented students, first-generation, current/former foster youth, single parents and LGBTQA+ students. EOPS is the largest student equity program on campus with more than 50 years of providing academic and financial student support for our DEIA students. We provide intrusive counseling and programatic interventions for students who need additional academic and financial assistance to complete their post-secondary educational goals. The program is mandated to provide "above and beyond" services offered by the other campus programs.

To achieve this mandate, are current all the services provided by other campus programs, survey our students to determine where the gaps are and create a hollistic framework to serve the student. We support students through a variety of services including transfer assistance, priority registration, one-on-one counseling, access to our on-site EOPS computer lab for homework completion and life skills workshops.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

EOPS/CARE has not had any significant changes to our Title 5 regulations. However, the support of the community college chancellor's office with enforcement of our guidelines and regulations is non-existent. They have removed all guidelines and implementation resources from the State Chancellors website. Creating tension within the institution centered on the interpretation of the rules by allowing local control which does at times conflict with Title 5 regulations, especially in the areas of supplanting and understanding the regulations of how our funding can be used.

The NextUp Program regulations and guidelines are continuously changing every legislative session, especially from groups like John Burton Advocates who push legislation for foster youth through the state senate without understanding the impact on the program. The changes in the rules are often at odds with the EOPS/CARE Title 5 guidelines for example there are age restrictions, no cap on the maximum amount of units, student's do not have to have unmet need to receive direct services and have already obtained a bachelor's degree and still be eligible for grants and supplies.

How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?

We created an EOPS Program survey that focused on collecting intentional data needed to make decisions of how to best use our funds for direct services. The survey assisted us to identify the gaps in the services student's needed. For example, computer software and access codes for books, art supplies, student health fees for access to mental health and minor medical expenses/needs.

The survey questions were as follows:
Q1 Please tell us what program(s) you are currently using.
Q2 What is your primary method to commute to campus?
Q3 This semester, approximately how much money did you spend on books after using your EOPS book voucher?
Q4 Please tell us where you bought books from.
Q5 What supplies have you recently purchased for school? (Examples: scantron, blue books, binders, pens, access codes, computer programs, phone apps, etc.)
Q6 What challenges are you experiencing that you need more support with to assist you with your educational goals?
Q7 Did you attend any workshops offered by the program?
Q8 If you attended our workshop(s), which ones?
Check all that apply
Q9 If you did not attend any workshops we offered, please tell us why and what workshops you would find useful.
Q10 Tell us which of the following campus resources you used at GWC.
Q11 What other resources did you need, that you think the campus should consider offering?

We had 171 student participate in the survey and learned the following:
61% of our students drive to campus. This information was used to increase our Gas Cards from $25 to $100.

57% of our students reported spending $194.57 out of pocket per semester when we offered $400 book vouchers so we increased our book vouchers to $600 a semester per students. 84% of our EOPS students use the bookstore to purchase their textbooks.

We also used the data to provide unmet need grants to assist with the purchase of computer programs, art supplies, lab kits, etc.

We now have snacks in out Study Hall and in every office students meet with counselors or classified professionals.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility?

EOPS is the largest student based equity program and is the foundational program that Guided Pathways is built on due to the high success rates of degree, certificate, and transfer.

The majority of students served by the EOPS Program are students of color who have been identified as disproportionately impacted groups in our current Student Equity Plan. In addition, according to the new funding formula the students served by the EOPS program are the students that generate the most revenue for the college. Making our program critical to campus budget stability as the majority of our program is categorically funded separate from general funds.

All three of our programs align with the college mission and goals. We demonstrate a strong commitment to student learning. Ensure program excellence through student achievement, and service outcomes.

How does your department/program collaborate with other areas on campus to advance student success?

We work in collaboration with all areas of the campus community to holistically provide academic and support services for our student's this includes the Academic Success Center, Health Center, The Stand, Financial Aid, Student Equity, CTE, Foundation, Admission Records, BAT Team, Counseling: Career Center and Transfer Center, Public Safety, Puente Umoja, Student Life, DSPS, International Programs, Outreach, Bursars Office and instruction.

Examples of how we work with other areas include:

CTE Programs to address the cost associated with cosmetology and automotive leading to a reduction in the kit cost for all students. The partnership with CTE has also provided professional development opportunites for faculty and classified professionals to raise awareness of our foster youth students and how to best serve them.

Financial Aid collaboration is critical to our students and identifying ways to work together to ensure that EOPS students complete the financial aid process, assistance with problem solving challenges, working to ensure accurate reporting of benefits to decrease loan borrow has been instrumental in retention, degree completion, and persistence of our students.

Bursar's Office has been instrumental in assisting us provide additional resources for our students. We have established a check's and balances system with our distribution of gas cards, amazon cards, grocery cards, and other monetary resources for our students.

Instructional: Several faculty members assisted us in the creation of our Academic Progress Report (APR) in dynamic forms which is a requirement for all of our students to complete. Faculty input for this form was critical for it's success and all the feedback was incorporated into the final form.

How does your department/program utilize technology to support student success?

We use technology to communicate with students: GWC App, Dischord, email, signal vine, chat, and will be implementing Slate and Starfish.

We use google forms for our application, Banner, SAR's for counseling appointments, Student Access for program tracking requirements and inventory, Argos for reports and microsoft teams as a depository for our student files.

Canvas: EOPS has created and activated a canvas shell for our students to provide resources, program updates, and access to program forms

Zoom: Is used for counseling appointments, team meetings, student orientations and for other activities needed to provide services to students and the larger community.

Dynamic Forms: we implemented and converted our paper forms to electronic forms. This provided remote access to the forms students need to apply to our program and complete program required forms such as out Academic Progress Reports, Mutual Responsibility Contract and loan documents etc. throughout the semester.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	Prog.	2021/22	2022/23
	EOPS:	472	622
	CARE:	12	12
	NextUP/GS	27	31
Duplicated headcount (served):	Not available		
Number of students eligible for services:	Prog.	2021/22	2022/23

Program Review Request – Student Services
EOPS, CARE, NextUP, Guardian Scholars

	EOPS:	472	622
	CARE:	12	12
	NextUP/GS	27	31
Number of new students served:	Prog.	2021/22	2022/23
	EOPS:	235	306
Number of returning students served:	Prog.	2021/22	2022/23
	EOPS:	237	316
Number of students completing program (EOPS, Puente):	Program completion for these programs is defined as degrees and certificates earned:		
	Prog.	2021/22	2022/23
	EOPS:	549	499
	CARE:	12	12
	NextUP/GS	12	7
Retention rate:	Prog.	2021/22	2022/23
	EOPS:	91.7%	82.9%
	CARE:	79.2%	80.8%
	NextUP/GS	83.9%	83.3%
Completion rate:	Prog.	2021/22	2022/23
	EOPS:	549	499
	CARE:	64.9%	75.3%
	NextUP/GS	57.4%	65.4%

Demographics (C0 #'s to be provided to Institutional Research for demographic breakdown):		
Race/Ethnicity:	2021/22	2022/23
Asian:	278	313
Black/Afr. American:	8	14
Hispanic/Latinx:	127	209
Nat. Hawaiian/Pac.Islander:	1	1
Unknown:	11	13
White:	43	66

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
We are almost at capacity in our ability to serve students and are evaluating if a program cap should be set. We do not have the ability to meet all the counseling appointment requirements.

Program Questions

Number of applications received by the program:	We use one application for EOPS, CARE, and NextUp

	2021/22 2022/23 781 800
How many applications resulted in successful admission of students into the program?	2021/22 2022/23 235 New 306 New
How many applications resulted in students not being admitted?	2021/22 2022/23
How many students qualified for CARE, NextUP, Guardian Scholars?	2021/22 2022/23 CARE: 12 12 NextUP/GS 27 31
Number of students who were approved for admission into the program, but did not complete an Orientation:	Not Applicable
Number of students pending FAFSA, transcripts, Agency certification for CARE:	2
Number of student inquiries regarding program eligibility and status of student inquiries: receiving CW/TANF aid, receiving some form of aid (General Relief, Unemployment, SSI, CalFresh, Medical/Medicare), no aid but likely eligible, ineligible.	This data has not been collected

Data for Staffing Needs

Number of counseling appointments:	EOPS Program Students are required to attend 3 counseling appointments every semester: 2021/22 2022/23 2,354 3,331
Number of case management appointments:	1319
Number of contacts by modality (front counter, chat, email):	Contacts for the 2022/23 Chats: 569 Calls: 3042 Email Contacts: 2021/22: 12,314 2022/23: 19,282
Number of students who attended workshops:	197

PROGRAM-SPECIFIC QUESTIONS:
EOPS, CARE, NextUP, Guardian Scholars

Program Review Request – Student Services
EOPS, CARE, NextUP, Guardian Scholars

What challenges prevent onboarding?

Challenges to onboarding for our students include:

Incomplete FAFSA, income exceeds limits set by State,

Obtaining verification letters for foster youth or agency verification forms for CARE

Student is not enrolled in the majority of their units at GWC

Students have completed more than 40 transferable units

Students owe fees to the school

What are the current levels of direct services provided to students by program? What are the services requested that the program is not able to provide?

Direct services provided to our students include:

Book assistance

Meal Services

Transportation assistance (gas cards)

Assistance with expenses related to CTE programs: cosmetology kits, automotive tool kits, nursing program related expenses

Unmet Need Grants in Spring to assist students enrolled in summer classes with expenses

Educational Field trips

Class Supply services to assist with tools required for classes such as art, digital design, and other materials fees

Unmet need Grants (when funding permits)

Amazon Cards for books or supplies not offered in the bookstore and are required for courses

University Application fees for transfer students

Services Requested:

Car repair assistance

Housing

Bus Passes for LA County

Child CARE

How does the program work with other off-campus partners and resources to address the needs of students?

Community Partners are critical to our ability to holistical serve our students. We currently partner with several community groups.

EOPS Advisory Board The purpose of the advisory board is to assist the program with internal policy development, evaluation, and the development of community and campus support resources for our students.

Soroptimist International of Huntington Beach provided scholarships to CARE students and was invited to attend a dinner to honor the "Live Your Dream" award recipients from the EOPS/CARE/GS programs.

Project Self Sufficiency (PSS) students who were referred to PSS were given a variety of services and scholarships.

Mariners Church Invited the CARE students to participate in the following events:
November: Community Thanksgiving Dinner
December: they provided our students with presents, activities, entertainment.

Assistance League of Huntington Beach -Operations New Beginnings (ONB) is a non-profit organization design to help woman enter the workforce. They provide quality, interview appropriate clothing and gift cards, and accept clients on a referral basis only. It is a volunteer-based organization and all services are provided free of charge.

Melinda Hoag Smith Center for Healthy Living – attend meetings monthly to gather information to provide additional benefits for our students. Students receive invitations for special events, workshops, free food distribution, and backpack giveaways.

Sparks for Love: Developed a partnership with the organization to which provided toys for the children of our single parents.

Orange County Housing Authority: Created a partnership with the OC Housing Authority to find long-term placement for single parents and their families. 2 single parents and their families were able to find long-term housing this past year.

Barber City Women's Club: Westminster organization that offers direct scholarships to our CARE students.
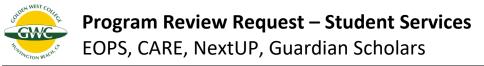
CIELO: coordinates workshops for professional development for our students with them and attends meetings to discuss what resources are available for our students.

Oakview Family Community Center: coordination of events for our students, recruitment from the community for eligible students, identify resources for the community members and our students.

Community Action Partnership OC: coordination of job development workshops and referral resource building for students.

What challenges arise for students that affect their ability to return?
Delays in services such as financial aid particularly the wait time for students who are appeal students, housing/food insecurity, transportation, child care, class availability/schedule/ modality (i.e. evening classes/on-line), frequency of course offerings, language barriers, limited hours for the EOPS Computer Lab (Open during building hours).

How do we increase student compliance with their mutual responsibility contracts to remain eligible for program services?
Continue sending consistent reminders to students to ensure they are completing all 3 required counseling appointments. The following are the current modalities for communication email, text, phone, Canvas, and in person. Expand communication reminders to include social media platforms and work with student workers to identify additional outlets our students use.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend
1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
Goal 1: Increase EOPS Program numbers

We continue to make progress toward raising our student numbers. Over the pandemic, we were one of the few programs to maintain 60% of our students. We are also recovering at a higher pace than other campus in Region 8. The data reflects our progress for the 2021/22 AY we served 472 students, 2022/23 we served 622 and for this year we are already at 551 for the Fall semester. We have accomplished this by creating an online recruitment video for student's visiting our web page, provided the link to all faculty, classroom presentations and outreach events.

Goal 2: Increase CARE Program numbers, retention, degree attainment and graduation rates of our single parent students.

Our CARE program numbers did not increase or decrease since our last review cycle. We had 12 students for both academic years. However, for Fall 2023 we have increased to 15 CARE students. This increase is the result of the realignment of CalWORKs with the EOPS Program. This has created a symbiotic relationship between the two programs and provided the opportunity to address student barriers by coordinating our services to fill the resource gaps for our single parents. Retention rates for CARE students increase from 79.2% to 80.8%, completion rate 64.9% to 75.3%. We continue to see an increase in these areas for our CARE students. This is to contributed to the increase in case management appointments providing a constant check-in with individual students to ensure we are meeting their needs as much as possible.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
Goal: Implementation of Case management database The EOPS program processes, student files and tracking of student data is precarious as it is predominately all manual since we transitioned from paper to electronic files. Serving students and the documentation of those services relies solely on manual data entry, and a make shift file system on the EOPS I:Drive. The implementation of a Case management database is critical for compliance with Title 5 guidelines, tracking of data points, history of communication with students and counseling components.

What actions will be taken to accomplish the goal?
EOPS/CARE/Guardian Scholars/NextUp and CalWORKs will implement a database, case management program, Clockworks to rectify and simplify our current processes. We will be working with District IT and the vendor to: Develop Project implementation plan

Designate department team to design and customize the system for our needs

Identify all forms and documents to be converted, completed and stored in the database

Identify all data that needs to be updated into Clockworks from Banner

Migrate all current files into the database

Train faculty and classified employees to use the database

Complete implementation

Explore the intergration of Starfish Program as a vehicle for tracking student academic progress

Increase our ability to track acurate data for faculty and classified professional for educational plans, student holds, case management appointments.

Use Slate for Outreach Activities: emailing prosepective students

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What metric will you use to measure your goal?
Database will be fully operational prior to the next program review cycle

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☐ Equity and Success

☐ Completion

☐ Workforce Preparation

☒ Facilities

☐ Professional Development

☒ Communication

GOAL 2 (Required)

Description of goal:
Develop and coordinate transfer programming for EOPS students to increase the number of students earning ADT's

What actions will be taken to accomplish the goal?
Collaborate with the Transfer Center to enroll student's into the transfer academy
Collaborate with the Transfer Center to application workshops for UC and CSU
University Transfer Tours UC and CSU
Workshop Transfer shock: navigate transfer barriers to increase persisitence toward a 4 year degree (your accepted now what)
Transfer center awareness of services raise awareness
Identitfy established partners such as CSUF, UCI, CSULB and collaborate with their TRIO partners and Guardian Scholars programs to promote transfer for EOPS students

What metric will you use to measure your goal?

Degree completion: ADT

CID# tracking through Slate for EOPS students accessing transfer center services: application, transfer academy, tours, drop-in, workshops

SAR's Data for attendance

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

GOAL 3 (Required)

Description of goal:
Increase proper coding and the number of Comprehensive Student Educational Plans (CSEP) to ensure all active EOPS students have a CSEP on file.

What actions will be taken to accomplish the goal?
EOPS program has continued to increase our program numbers since 2021-22 academic year where we ended with 478 students with more than 100 students graduating. The 2022/23 academic year we started with 298 and increased to 630. As our numbers continue to increase, the loss of our 3rd full-time counselor, who retired during the SURP, is becoming problematic impacting our ability to meet the needs of our students. Because of the Title 5 required three appoints for students in 2021/22 our counselors facilitated 2,354 counseling appoints, which was provided by 2 full-time and 3 part-time counselors. In the 2022/23 academic year, program numbers were 630 which increased our counseling appointments to 3,331.

The position was a full-time tenured position and under contract was required to be replaced. The lack of support for this critical position because of the general fund portion of their salary has negatively impacted our program and the DEIA students we serve. This past year it was clarified that the position is permanently gone because it was allowed to be vacant more that two years.

appointments allow the counselors to address support needs and provide intentional intrusive intervention for the student. This is a key component of the success of the EOPS program as counselors work with students to follow their Student Educational Plans and case management to address academic and personal support needs. Students who do not keep appointments are not able to receive our services or financial support.

Review and discuss current counseling procedures and policies with EOPS Counselors to ensure accurate reason codes are being selected in SARs and DegreeWorks after completing CSEPs.

Provide all new incoming students with at least one 1-hour appointment to allow time to develop their CSEP during their first semester as part of Title V compliance.

Ensure that all active continuing EOPS students with abbreviated student educational plans (ASEPs) have corresponding CSEPs on file, coded, and accurately recorded.

Run Argos reports at the beginning of every semester to identify students who are missing CSEP's and schedule appointments for completion to ensure we have 100% of our students enrolled in EOPS in compliance with Title 5 requirements.

Assign each part-time counselor to a full-time counselor to review their caseload and compliance with coding and completion

What metric will you use to measure your goal?

Transfer Rates, Degrees/Certificates Completion Rates, Retention Rates

Utilize data indicator through the Student Services Dashboard provided by the Office of Research to assess Title V compliance which requires all EOPS students to have CSEPs on file.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment
☒ Equity and Success
☒ Completion
☒ Workforce Preparation
☐ Facilities
☐ Professional Development
☒ Communication

OTHER INFORMATION

What additional information would you like to share about your program?

Students who are part of the EOPS/CARE/Guardian Scholars Programs have higher retention rates and persistence rates when meeting their educational goals. This is of particular importance to the institutions who accept our GWC EOPS transfer students. Students who meet all of their EOPS contract requirements demonstrate the ability to follow and abide by contracts which improves their chances of being successful in a working environment.

Our retention and completion rates are do to our high touch case management model that is outlined in our regulations. Our students must meet with the counselors and have a peer advisement appointment 3 times a semester. Adherence to the regulations assists us with intentional and intrusive interventions to meet educational and personal needs of the students we serve particularly our foster youth and single parents.

Program Review Request – Student Services
EOPS, CARE, NextUP, Guardian Scholars

Submitter's Signature: *Natalie Timpson*

Date: 10/6/2023

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.