Golden West College

NON-INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Department Name: Counseling and Social Science Division

Department Contact Information:

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NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader doesn't know anything about your program/department. Briefly describe your department and how your department supports one or more of Golden West College's mission and goals. **This description will likely be used on your department's website**.

The counseling programs at GWC assist all students in meeting their academic, transfer, and career goals. The programs use state-of-the art analytics to reach out to at-risk students, provide students with abbreviated and comprehensive educational plans, and assist students with identifying and fulfilling their transfer and career goals. Special services are provided to single parents (through CARE and CalWORKs), emancipated foster youth (through the Guardian Scholars Program), and for students who are affected by social, economic, educational, or language disadvantages (EOPS).

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The counseling programs works closely with students across the campus to ensure student success. This will become more important next year, as students must complete their education plans early to receive SSSP funding and BOG fee wavers. The division also works closely with student equity (graduation pathways project, cultural orientation, and others), and counselors play important roles in ground-breaking technology (such as Civitas, EAB, EPI, and others), district collaboration (for Canvas and other instructional activities), and fiscal resources (as the primary recipient of SSSP and student equity funding).

College goals (check all that apply):
- ☑ Institutional Mission & Effectiveness
- ☑ Instructional Programs
- ☑ Student Support Services
- ☐ Library and Learning Support Services
- ☑ Student Engagement
- ☑ Student Equity
- ☐ Human Resources
- ☐ Facilities & Campus Environment
- ☑ Technology

☑ Fiscal Resources
☑ Planning Processes
☑ District Collaboration
☑ Community Relations
☑ Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program/department by the state, federal regulations, or other external accrediting bodies (If applicable).

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program/department achieved. (2 pg limit) Link to Previous Program Review Reports

Over the past two years, the counseling division has accomplished a host of projects. This includes:

1) Created express counseling blocks
   a. Organize express counseling windows where faculty will each work with drop-in students.
   b. Eliminate distinction between drop-in and express.
2) Piloted Counseling in other Departments
   a. Create counseling assignments specifically targeted to athletics, financial aid, nursing, international studies, and CTE
   b. Successful in Financial Aid and International studies. Continuing to work on optimizing athletics, nursing, CTE, and Criminal Justice. Goal is to increase comprehensive SEPs for these areas by 5-10%.
3) Developed at GWC Career Center's Job Fair
   a. Scheduled the first job fair in 4 years (2015)
   b. Repeated the job fair in 2016.
4) Technology personnel reorganization
   a. Created an E-54 position (Senior Staff Assistant) to implement Civitas, EAB, SARS upgrade, and future projects.
   b. Created an E-42 position to stabilize the front desk staffing and the number of filled counseling appointments by 5%.
5) Deployed technology initiatives to improve the systems and processes used to support students' educational planning activities:
   a. Update SARS-GRID to SARS-ANYWHERE
   b. Purchased SARS-MSGR and SARS-TRAK (target implementation date, Summer 2016)
   c. Completed trials 2 and 3 of the EAB onboarding module (target date Summer 2016)

      d. Launched Inspire for Advisors (Civitas) (Target date Spring 2017 with pilot Fall 2016)
6) Graduation Pathways Project
      a. Hired a transcript evaluator (Maria Tran) who evaluated 987 transcripts of students who were identified as being close to graduation.
      b. Approximately half of the students evaluated were close enough to graduate in spring or summer. Those students were then emailed and called. When possible, appointments were booked with counselors to assist the students in completing their educational goals.
7) Online appointment scheduler
      a. In Spring of 2016, we started offering an online appointment scheduler for students to sign up for appointments.
      b. This is a limited system (not appointments are listed) but it provides students with a way to schedule times to meet with a counselor online.
8) CalWORKs reorganization.
      a. We are in the process of reorganizing the department.
      b. We will transition from a faculty director to a staff coordinator.
9) Alignment of EOPS, CalWORKs, and general counseling.
      a. CalWORKs and EOPS are on schedule to implement a single shared database (implementation summer 2016). This will be the first time the departments have shared student information.
10) Cultural orientation.
      a. A campus-wide taskforce was created to start the Cultural Orientation project.
      b. Cultural Orientation is a faculty/peer mentor program. The program will focus on students from disproportionately impacted (DI) groups. However, the program will be open to other cultural groups as well. In this program, 17 cultural groups (e.g., Foster Youth, LGBT, African American, Latin@s, Pacific Islanders, etc.) will be identified. Five faculty members will work be selected fall 2016 to work with 50 student mentors (10 student mentors each) over summer 2016. Implementation of the first project will occur fall 2016.
11) Equipment upgrades
      a. Purchased new computers for counselors.
      b. Purchased a new network and computer system for the Career and Transfer lab.
12) Online Probation Workshops
      a. Created an online new probation workshop to more effectively and efficiently orient, track and report on at risk students.
      b. Over 3,000 students were entered into the program during its first year.
13) EOPS reorganization
      a. Shifted from a faculty coordinator to a full-time director (administrator)
      b. Increased funding for the foster youth coordinator.
      c. Hired a new CARE Coordinator
14) The Cooperating Agencies Foster Youth Education Support (CAFYES)
      a. GWC worked with the district to receive a three year grant to provide additional services to emancipated foster youth.
      b. The grant started January 2016.
15) Categorically funded positions

      a. Created year-to-year counseling positions to meet the immediate needs of the students. Positions were created for CalWORKs, General Counseling, International Counseling, and Puente.

      b. Three tenure track positions were created after the first year of the categorically funded positions.

16) Partnerships with individual departments

      a. Work with the Developmental Math instructors to provide abbreviated SEPs to students in their labs (Initiated Spring 2016).

      b. Nursing

      c. Financial Aid

      d. Athletics

      e. CTE

      f. International Students

      g. Developmental Math

17) Freshman Priority Registration

      a. We merged the process of students receiving abbreviated education plans with enrolling in fall classes.

      b. This effort served nearly 600 students in the first year. Of those students, over 90% were enrolled still enrolled at fall census.

SWOT ANALYSIS

Strengths:
- What does your program/department do well?
    - o Assist students in meeting their academic, transfer, and career goals.
    - o Use state-of-the art analytics to reach out to at-risk students, provide students with abbreviated and comprehensive educational plans, and assist students with identifying and fulfilling their transfer and career goals.
    - o Provide special services are provided to single parents (through CARE and CalWORKs), emancipated foster youth (through the Guardian Scholars Program), and for students who are affected by social, economic, educational, or language disadvantages (EOPS).
- What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?
    - o "Golden West College is a major transfer all-star; its combined UC and CSU transfer rate placed it in the top 10 percent of all California community colleges in 2014. It also offers a sizable share of online classes — a feature a full one-third of its students flex each year. These distinctions are not the only factors that draw students to Golden West: it's also set in Huntington Beach, the true Surf City USA, home to one of the state's most popular beaches and the laid back lifestyle for which the area is known."

Weaknesses:

- In what areas does your program/department need to improve?
  - We need to provide more comprehensive SEPs to students
  - We need to assist more students identify their career goals and find jobs
  - We need to work better with academic programs to ensure students start on the right academic path early
  - We need to onboard students better and direct them counseling earlier in their tenure
- What are your program's/department's immediate needs?
  - When the Luminus upgrade is complete, develop a program to create a sophisticated online appointment program.
  - Work with the STEM faculty to ensure counseling is closely tied to their proposed grant.
  - We need to work more closely with the SSSP coordinator in reconciling our budget.
- What limitations or barriers is your program experiencing?
  - We are still waiting for the optimal system to be determined for just-in-time orientation.
  - We need to get faculty involved for the Inspire for Advisor's early alert program to work effectively.

Opportunities
- What opportunities exist for your program/department?
  - We are hoping to create more first-semester experiences for students to help them identify their course of action.
  - We are working with students with more than 60 units, to ensure they are on track.
  - We are beginning to work with students over age 25 to meet their specific needs.
- What opportunities exist that may allow your program/department to expand/improve on efficiency?
  - We will work with Civitas to find additional avenues to connect with students.
  - We will work with EPI to see if additional programs could facilitate more holistic perceptions of students.
  - We will work with EAB to ensure the onboarding process is optimized for students.
- What external funding opportunities are available for your program/department? (If applicable)
  - We are planning to work with the proposed STEM grant.
  - The majority of our funding comes from SSSP.

- o We receive a substantial amount of money from the Student Equity program.
- o Counseling receives some funds from the Basic Skills initiate.
- o Title 3 is closely tied to counseling.
- o EOPS and CalWORKs receive external funding for their programs.
- o The CAYFEYs grant is funded through Student Equity and run through EOPS.

- What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?
  - o Counseling, EOPS, CARE, CalWORKs, Career Center, Transfer Center, and Guardian Scholars have been developing important relationships across the college. However, more can be done.
  - o EOPS is working closely with financial aid regarding guardian scholars.
  - o Counseling is working closely with developmental math, athletics, CTE, financial aid, nursing, international students, and special programs. However, we are hoping to develop a closer relationship with College 100 courses, English 99 classes, the social sciences, Criminal Justice, and STEM.
  - o CalWORKs will be better integrated with EOPS.

Threats/Challenges
- What challenges exist for your program/department?
  - o As the campus considers creating a student services vice president, counseling will need to decide it if functions more with instruction or student services.
  - o Counselors are still finding the balance between working within specific areas and balancing their time within the counseling department.
  - o Not all counselors report to the counseling department, which has created some inconsistency with MIS reporting and receiving state funding.
- What budgetary constraints is your program/department facing?
  - o We are facing a number of retirements in counseling and EOPS that could have a significant impact on the stability of the program.
  - o The CalWORKs reorganization is still in process and will need to be completed quickly to ensure optimal services for students.
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.
  - o The new requirements for financial aid will affect all students and require student education plans.

o   Changes to SSSP and Student Equity would directly impact counseling and the services provided.

PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?) Based on statistics between May 26, 2014 and May 25, 2015

☑ Student   Number of Students Served: <u>17,349 GRAND TOTAL (13,880 unduplicated)</u>
☑ Faculty   Number of Faculty Served: 28 in Counseling, 5 in EOPS, 2 in CalWORKs
☑ Staff   Number of Staff Served: 10
☐ Managers   Number of Managers Served: 2

Measures of Effectiveness/Customer Satisfaction?
-   What type of data did you use to measure customer satisfaction? Provide your analysis of the data.

o   Students completed surveys about the departments where service was provided. The results of these are in the counseling department's project review.

-   What type of data did you use to measure departmental accomplishments? Provide your analysis of the data.

o   Accomplishments are largely reported through the SSSP, CalWORKs, and EOPS reports. For the most recent year, we received less SSSP funds than expected. It was determined that some of this was due to faulty record keeping in the SARS database. We are hopeful the 2016 report will restore funding back to expectation.

Measures of Efficiency/Productivity
- What type of data did you use to measure improvements in efficiency and productivity? Focus on:
o   Time

o   In spring of 2015, the time of all counseling faculty with their students was tracked. The average time with students was 44 minutes. We used this analysis to construct new matrices for scheduling time with students.

o   Personnel

- All faculty have been assigned to specific majors. We have entered these into BANNER and will begin using these major assignments to assign students into Inspire for Advisors.
  - Other Resources
    - We use the SSSP report to determine the number of SEPs created and the number of follow-up services provided. This data is tracked regularly and adjustments are made when possible.

Review of Budget/Expenditures
Provide a breakdown of your allocated budget and actual expenditures
(Please summarize here and provide excel spreadsheet of your budget as an attachment)
PROGRAM PLANNING
The majority of the division's funds comes from categorical expenses. We currently receive $1.5million from general funds and over $2million in categorical or external funds. EOPS is not included in the attached budget, as their funding is directly under another manager. The SSSP and Student Equity funds are not directly under this division, so those actual expenses are not provided here (only the projections used for the division).

Based on your analysis of previous program review and current data/information:
  - What does your program want to accomplish in the next three years?
    1. Deploy a number of technology initiatives to improve the systems and processes used to support students' educational planning activities
    2. Create long-term personnel solutions to improve the counseling support structure
    3. Just-in-Time Orientation
    4. Move into the One-stop building
  - What areas does your program plan to improve?
    1. Optimize the Freshman Priority Registration experience
    2. Develop more efficient system for running the CalWORKs program.
    3. Develop the Guardian Scholars (Emancipated Foster Youth) Program
    4. Move components of the Career Center (i.e., employment resources) to CTE
  - What specific actions will you take to improve upon those areas?
    1. Deploy a number of technology initiatives to improve the systems and processes used to support students' educational planning activities

- Implement SARS-MSGR and SARS-TRAK (target date Summer 2016)
- Complete trials 2 and 3 of the EAB onboarding module (target date Summer 2016)
- Launch Inspire for Advisors (Civitas) (Target date Spring 2017 with pilot Fall 2016)
- Create a bridge from BANNER to assist with online scheduling of appointments. (Suspended until Liminus upgrade and evaluation of developing programs from the chancellor's office)
- Design a new program to assist with identifying students who have fulfilled all graduation requirements.
- Implement early alert strategies incorporating SARs Alert and Civitas Inspire for Advisors as tools used to assist instructors, counselors, and other college personnel with helping at risk students succeed in their courses in order to reach their educational goals. (Pilot will be completed Spring 2016 with full implementation Fall 2016).

2. Create long-term personnel solutions to improve the counseling support structure
   - Develop and implement long term solutions for providing abbreviated plans to first semester students.
   - Work with the Developmental Math instructors to provide abbreviated SEPs to students in their labs (Initiated Spring 2016).
   - Work with 100-level classes to schedule department specific comprehensive plans.
   - Hire counselors with categorical funding to work with financial aid, STEM, outreach, and STEM articulation.

3. Just-in-Time Orientation
   - Work with the counselors in developing a Just-in-Time orientation process.
   - This may be developed through EAB, the district, or the State.
   - Until the district finalizes the mechanism, it is not possible to set a timeline or budget to this. However, I will work to establish a process with EAB, which will be piloted in 2016.

4. Move into the One-stop building

- ▪ Purchase new computer system to optimize faculty and staff operations
- ▪ Identify ways to blend resources between EOPS, CARE, Guardian Scholars, and CalWORKs.

5. Optimize the Freshman Priority Registration experience
   - ▪ Place all incoming students into a registration workshop that will permit them to gain an SEP and register for classes during a single day (Target Summer, 2016)
   - ▪ Create supplemental SEP/registration seminars throughout the summer (Target Summer 2016)
   - ▪ Create an orientation welcome day before the start of fall classes. (Target Fall 2016)

6. Develop more efficient system for running the CalWORKs program.
   - ▪ Evaluate required tasks and identify tasks that may be shifted from the faculty director to staff members.
   - ▪ Work with EOPS to devise a new software tracking system for students.
   - ▪ Develop a position for a CalWORKs coordinator and eliminate the faculty director.
   - ▪ Create a budget model that internally covers all CalWORKs expenses (rather than using general funds).
   - ▪ Provide adequate clerical support to check counselor notes and meet county needs.

7. Develop the Guardian Scholars (Emancipated Foster Youth) Program
   - ▪ Develop appropriate resources for outreach, sustainment, counseling, and administration to run the Guardian Scholar's program. (Target Summer 2016)

8. Move components of the Career Center (i.e., employment resources) to CTE
   - ▪ Work with CTE to create an employment center and internship center that provides experiences field work and job placement services to students.

- How will you assess whether your program has accomplished those goals?

   1. Deploy a number of technology initiatives to improve the systems and processes used to support students' educational planning activities

- Combined goal is to increase student retention by at least 3%, as indicated through Civitas.

2. Create long-term personnel solutions to improve the counseling support structure
   - Increase abbreviated SEPs to at-risk students by 10%.
3. Just-in-Time Orientation
   - Goal will be to increase the numbers of students who apply to enroll for classes. Target of 5% increase.
4. Move into the One-stop building
   - Move into the new one-stop building
5. Optimize the Freshman Priority Registration experience
   - Goal for the above is to increase students participating in pre-enrollment activities by 10%
6. Develop more efficient system for running the CalWORKs program.
   - Goal is to provide current level of service without requiring external funding.
7. Develop the Guardian Scholars (Emancipated Foster Youth) Program
   - Increase the number of students in the program by 10% per year.
8. Move components of the Career Center (i.e., employment resources) to CTE

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. Link to resource request form.

- Staffing (Request forms will not be filled out until additional funding sources are procured)
  - Hiring for 2015/2016
    - E-48 Staff Assistant (counseling) (Completed Fall 2015)
    - EOPS Director (Completed Fall 2015)
    - EOPS/CARE specialist (Completed Fall 2015)
    - Instructional Associate, Career Center (Completed Fall 2015)
    - Foster Youth coordinator (Spring 2016)
    - Two tenure track counseling positions (Completed for Summer 2016 hire)
    - CalWORKS Senior Staff Assistant and coordinator (Completed Spring 2016)

- o Part-time CalWORKS office coordinator (E-42) (Target Summer 2016)
  - o Financial aid counselor (Half time) (Target Fall 2016)
  - o STEM outreach and articulation counselor (Target Fall 2016)
  - o Employee placement service coordinators. This team will be hired through CTE. The proposals are currently in discussion.
- o Facilities
  - o Although we have current facility needs, we are waiting for the one-stop building to be complete before making additional changes.
  - o It would be helpful to have some funds to rearrange CalWORKs, EOPS, Counseling, Transfer, and the Career Center to experiment with a single-entry check-in station prior to moving into the new building.
- o Technology
  - o There are a number of technology projects underway, it is difficult to determine how EPI, EAB, Civitas, College Scheduler, and the Liminus upgrade will interact.
  - o We will need to hire a programmer to assist with integrating additional scheduling options to the new Luminus system, when it is online.
  - o SARS-Trak is still not available, but we are hoping to implement it soon.
  - o SARS-MSGR is still not available, but we are hoping to implement it soon.
  - o Civitas is looking promising and we are hoping to have it fully implemented in Spring 2017. We will need to continue funding for this program.
  - o Just-in-time orientation will need to be reexamined in the fall to determine if we will use EPI or another system.
- o Equipment
  - o We need to purchase card scanners for SARS-TRAK.
  - o Additional career inventories will be needed in the near future.
  - o Other equipment needs are listed individually through the department program reviews.
- o Funding for Professional Development

- We have adequate SSSP funding for professional development at present.

Program Updates Checklist

(x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
(x) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel. The information on the q drive is 6 years old and is not accurate for our area. We have provided updates to personnel.

Program Manager and VP Review
Complete this section after reviewing all program review information provided. Mgr and VP are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2.
(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)
Mgr/VP
(0) () a. Significant declines in the quantity and/or quality of services from over multiple years

(0) () b. Precipitous decline in participation in the program

(0) () c. Significant change in facility and/or availability and cost of required or necessary equipment

(1) () d. Scarcity of qualified faculty, staff, or management

(0) () e. Incongruence of program mission with current college mission and goals, or state mandates, etc

(0) () f. Budgetary issues that warrant significant change in services provided

(0) () g. Negative impact on other programs caused by the organization or management of this
            program

( ) ( ) h. Other _____

Signatures, Individual Comments

Dean: Robyn Brammer   Date: May 2, 2016

Comments: The counseling departments/programs have made significant improvements over the past two years. We have dramatically increased transfer applications, provided the first job fair since the recession, received grants for EOPS, started the reorganization of CalWORKs, and implemented a variety of changes in counseling. We are looking forward to making continued changes over the coming three years.

Vice President: Omid Pourzanjani   Date: May 2, 2016

Comments:

(X) No further review necessary

( ) We recommend this program for Program Vitality Review
Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)

(X) Ann Yarchin