

# Golden West College

## NON-INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

**Department Name:** EOPS/C.A.R.E./Guardian Scholars

### **Department Contact Information:**

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# NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

## PROGRAM INFORMATION:

The Extended Opportunities Program & Services Department (EOP&S) consists of three separate programs under one umbrella which also includes our C.A.R.E. and Guardian Scholars programs which are funded by the state of California to assist low-income, educationally disadvantaged, current/former foster youth students, as well as, first-generation students successfully complete a post-secondary education. The program is mandated to provide "above and beyond" student personal and financial support. Personal support is provided by faculty and staff to students through a variety of services including transfer assistance, priority registration, one-on-one counseling, tutoring, access to our on-site EOPS computer lab for homework completion and life skills workshops. Financial support is provided in depending on a students' program eligibility the form book vouchers, emergency loans, meal cards, bus passes, gas cards and merit grants. These services are provided to assist students achieve their educational goals whether it is to transfer to a four-year university, complete an Associates' degree or a certificate/vocational program.

In addition to EOPS, students may also be eligible for the C.A.R.E. program. The C.A.R.E. Program is designed to assist single parents who either they or a child is receiving public assistance (TANF/CalWORKs) with additional personal and financial support. We work in tandem with the CalWORKs department to ensure students have the books, transportation, and supplies they need to be successful in college. C.A.R.E. also offers a variety of services and a weekly support group for C.A.R.E. eligible students. The C.A.R.E. Program can help qualified students balance the needs of family, work, and school with additional financial assistance and extra support services.

Golden West College's Guardian Scholars Program was established to support current and former foster youth students achieve their educational goals. This program is funded in part by the States 3 year CAFYES program, private donations, and grants. The program provides a safe haven for students to obtain information related to education, financial aid, housing, food, and other educational or basic necessities. The combination of support services and dedicated staff contribute to our Guardian Scholars' retention and achievement of their educational and personal goals.

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.

**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 EOPS/C.A.R.E./Guardian Scholars Programs served 876 students of Golden West College.

Diversity:

The following is the breakdown of our student population compared to Non-EOPS GWC students.

Ethnicity	2010 Fall		2011 Fall		2012 Fall		2013 Fall		2014 Fall	
	#	%	#	%	#	%	#	%	#	%
<b>EOPS</b>										
Hispanic	121	13%	162	15%	174	16%	182	18%	222	23%
African-American	15	2%	18	2%	16	2%	14	1%	15	2%
American Indian Native Alaskan	4	0%	2	0%	1	0%	1	0%	1	0%
Asian* predominantly Vietnamese	662	70%	738	70%	718	67%	667	65%	595	61%
Pacific Islander	3	0%	4	0%	6	1%	10	1%	7	1%
Multiple Ethnicities	6	1%	8	1%	11	1%	12	1%	8	1%
Other Non-White	1	0%	1	0%	0	0%	0	0%	0	0%
White	108	11%	99	9%	94	9%	110	11%	109	11%
Unknown / Non-Respondent	21	2%	26	2%	45	4%	26	3%	13	1%
<b>Total</b>	<b>941</b>	<b>100%</b>	<b>1,058</b>	<b>100%</b>	<b>1,065</b>	<b>100%</b>	<b>1,022</b>	<b>100%</b>	<b>970</b>	<b>100%</b>

**Student Success:**

As a whole the program structure and regulations ensure that we are in constant contact with our EOPS students, which raises overall retention rates of participating students.

EOPS Participant	2006/07-2011/12			2007/08-2012/13			2008/09-2013/14		
	X-Fer	Cohort	%	X-Fer	Cohort	%	X-Fer	Cohort	%
Not an EOPS/ CARE participant	338	785	43%	373	901	41%	362	923	39%
EOPS Participant	126	265	48%	116	225	52%	106	232	46%
<b>GWC Total</b>	<b>464</b>	<b>1050</b>	<b>44%</b>	<b>489</b>	<b>1126</b>	<b>43%</b>	<b>468</b>	<b>1155</b>	<b>41%</b>

Insert Transfer rates, graduation rates, vocational certificate completion rates, retention rates  
*\*Requested these statistics from Research and these will be inserted after the initial review*

**Student Support:**

The program is mandated to provide “above and beyond” student personal and financial support. Personal support is provided by faculty and staff to students through a variety of services including transfer assistance, priority registration, one-on-one counseling, tutoring, access to our on-site EOPS computer lab for homework completion and life skills workshops. Financial support is provided in depending on a students’ program eligibility the form book vouchers, emergency loans, meal cards, bus passes, gas cards and merit grants.

**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).

- California Education Code
- Title IV Financial Aid: Reporting of resources
- Title V Implementing guidelines
- Title 9

## **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](#)

Our previous Program Review was written during the last fiscal crisis. Many of the challenges and opportunities focused solely on the loss of our categorical funding allocation. In addition, there were no metrics woven into the program goals in order to measure effectiveness. Now that the budget crisis is over, the challenges faced due to budget restraints are no longer an obstacle, as the EOPS Program has been almost restored to prior funding levels. The one challenge in our previous review that is still pending for our program is the loss a working database to accurately monitor student demographic data, financial resources provided to the students, and other data required tracking.

## **SWOT ANALYSIS**

Strengths:

- What does your program/department do well?
  - o The EOPS/CARE/Guardian Scholars provides additional ‘above and beyond’ financial and personal support to students. The following is a breakdown of the support services we offer.

EOPS: Base “above and beyond” services of all eligible students	
Textbook Services Mandatory Educational Counseling Priority Registration Transfer Assistance EOPS/CARE/Guardian Scholars Club Activities	Upgraded Computer Study Hall Scholarships Emergency Loans Food Bank Meal Cards Additional Tutoring Services
CARE: Services in addition to the EOPS “above and beyond” for single parents	
School Supplies Workshops Specialized Counseling/Support Group Merit Grants	Referral Services (outside agencies) Clothing Referrals Gas Cards
Guardian Scholars: Services in addition to the EOPS “above and beyond” for foster youth	
Paid health, materials, & student activities fee Complete cost of textbooks Referral for Chaffee Grant Transportation Referrals Housing Referrals	Clothing Referrals Gas Cards Supplies Specialized support Additional Tutoring

- What do you believe your students, potential employers, or transfer institutions see as your program’s/department’s strengths?
  - o 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.

Weaknesses:

- In what areas does your program/department need to improve?
  - o Learning Skills Class: Student Participation is down in the two sections we offer. We need to reevaluate the need for this particular course and consider offering classes that are college transferable to increase course participation numbers.

- Outreach and Recruitment: Although we have an Outreach staff member, this position has not been used for Outreach and little has been done aside from campus events to recruit students from our current GWC student population. There are no classroom presentations or referral incentives for growth.
  - Student Progress Reports: our current process is labor intensive, ineffective when communicating with faculty, and is staff driven not student driven.
  - Tracking Program Effectiveness: We do not currently track program effectiveness. We do not conduct student satisfaction surveys or take the time to identify if the current structure of services are meeting the needs of our student population. In addition, we do not ask for feedback as to our workshop effectiveness offered to our CARE and Guardian Scholars students.
- What are your program's/department's immediate needs?
    - Part-time counselor for our Guardian Scholars Program.
    - New database for effective data management and tracking of financial support given to financial aid students.
    - Dynamic Application that allows a student to apply electronically for the EOPS/C.A.R.E./Guardian Scholars Program
  - What limitations or barriers is your program experiencing?
    - Because our budget fluctuates we are unable to hire permanent ongoing faculty/staff. We currently pay for 2 part-time adjunct faculty and 6 classified hourly positions. The goal would be to hire a 1 year non tenure track counselor to serve EOPS/Guardian Scholars students and 1 a year contract Guardian Scholars Specialist/Coordinator to serve our foster youth (classified).

### Opportunities

- What opportunities exist for your program/department?
  - The Coast Community College District was selected to begin the implementation of the Cooperating Agencies Foster Youth Education Support Program (CAFYES), which is known as the Guardian Scholars program at Golden West College and Orange Coast College. This has brought additional funding into our program to provide financial support to our most vulnerable DI group on campus, foster youth.
  - Our program is also working in partnership with Cal State Fullerton and Orange Coast College to develop relationships with outside agencies such as, Orangewood Children's Home, Social Services, Probation and other community partners that work with foster youth. The goal of the Stuart Grant is to create sustaining partnerships that provide a pipeline to educational access for foster youth. We are called the OC Network.

- What opportunities exist that may allow your program/department to expand/improve on efficiency?
  - o The CAFYES program has brought additional funding to our department to focus on serving the unique needs of our foster youth population at Golden West College.
  
- What external funding opportunities are available for your program/department?
  - We are currently looking to identify additional revenue streams in the form of Grants and private donations. This year our district/GWC was chosen to receive additional funds from the state to service our foster youth population. We will be receiving these funds for the next 3 years.
  
- What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?
  - o We need to establish a functioning advisory board with our community partners. We are in the process of restructuring our board and identifying who needs to be part of the governing body. In addition, we need to use our board to assist with the development of our policy and procedure manual.

### Threats/Challenges

- What challenges exist for your program/department?
  - o Increasing our student numbers to 1,000 in order to stabilize and increase our current budget allocation from the State. Stabilization will provide us the opportunity to give sufficient staff/faculty support to our students.
  - o We also need to put into place a department policy and procedure manual that outlines what we provide to students and the criteria we use to determine eligibility. The department does adhere to the application and contract requirements as outlined in the regulations. However, there are no written policy and procedures for appeals, contract extensions, written guidelines for program disqualification. This leaves the student under the impression that our decisions for admission or disqualification may be arbitrary and bias. Having a policy and procedure manual outlines and protects the efficacy of the program.
  
- What budgetary constraints is your program/department facing?
  - o Our constraints are directly linked to our program numbers. We must increase our numbers to increase our categorical budget allocation from the state.
  
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

- The State is creating a new budget allocation formula to use for assessing the amount of money each program will be receiving. The formula will take the highest number of students the program has had in the last 3 years and our future allocation will be based on the highest number of students served between the years of 2014/15, 2015/16, and 2016/17. Growth will be capped based on the highest student count.
- The State is also implementing new Satisfactory Academic Progress guidelines for the Board of Governors Fee Waiver. These guidelines may

Technology: The program is in need of a new database to track all student demographic, educational data, financial assistance data, and program term limits in order to ensure that we are tracking and reporting all pertinent data to the state.

## PROGRAM DATA AND ANALYSIS

### Measures of Scope of Program (Who does your department serve? How many do you serve?)

- Student      Number of Students Served: 876
- Faculty      Number of Faculty Served: **Click here to enter text.**
- Staff      Number of Staff Served: **Click here to enter text.**
- Managers      Number of Managers Served: **Click here to enter text.**

### Describe student population of EOPS

Ethnicity	2010 Fall		2011 Fall		2012 Fall		2013 Fall		2014 Fall	
	#	%	#	%	#	%	#	%	#	%
<b>EOPS</b>										
Hispanic	121	13%	162	15%	174	16%	182	18%	222	23%
African-American	15	2%	18	2%	16	2%	14	1%	15	2%
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Multiple Ethnicities	6	1%	8	1%	11	1%	12	1%	8	1%
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### Measures of Effectiveness/Customer Satisfaction?

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

Currently the program has relied only on institutional data to track program effectiveness and student satisfaction. We will implement student surveys and conduct a small focus group of students annually to ensure that our choices of services meet the needs of the students.

- What type of data did you use to measure departmental accomplishments? Provide your analysis of the data
  - o Our program only uses the data provided by our institutional research department. The goal is by the beginning of the Fall 2016 to design and develop an electronic survey to assess to administer to students in order to evaluate our program effectiveness.

### **Measures of Efficiency/Productivity**

- What type of data did you use to measure improvements in efficiency and productivity? Focus on:
  - o Time: No Data Tracked
  - o Personnel: No Data Tracked
  - o Other Resources: No Data Tracked

### **What are we doing better and quicker/less money**

### **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)

We are a categorically funded state program. Our allocations are driven by the number of students we serve. The State requires does require that the district provide a match of general funds be used to support the EOPS/C.A.R.E./Guardian Scholars Program.

## **PROGRAM PLANNING**

Based on your analysis of previous program review and current data/information:

- What does your program want to accomplish in the next three years?
  - o Goal #1: Raise our program numbers to 1000 participants
  - o Goal #2: Implement a Summer Bridge Program
  - o Goal #3: Create a Policy and Procedure Manual for EOPS/C.A.R.E./Guardian Scholars Program that aligns with State Implementing Guidelines
- What areas does your program plan to improve?

- Improvement #1: Raise campus awareness of the EOPS/C.A.R.E./Guardian Scholars Program.
  - Improvement #2: Collect useable program data to assess the effectiveness of our support services, workshops, and support groups.
  - Improvement #3: Change student progress report process to be student driven instead of current process of leaving forms in faculty mailboxes.
- What specific actions will you take to improve upon those areas?
    - Improvement #1: Increase Outreach/In-reach activities such classroom presentations, advertising in classrooms/student gathering areas, community events, group homes, coordinate with foster youth liaisons, and identify other opportunities for building relationships.
    - Improvement #2: We will create surveys for students who attend workshops, identify what additional support services they need, and our support groups.
    - Improvement #3: Students will be responsible for meeting with their instructors face-to-face and completing the progress report with their professor. Students will return progress reports to the EOPS department, where they will be reviewed and if needed referred for additional tutoring services.
- How will you assess whether your program has accomplished those goals?
    - Goal #1: Measurement for accomplishment will be program numbers.
    - Goal #2: The Summer Bridge Program will be developed and offered by Summer 2018.
    - Goal #3: The EOPS/C.A.R.E./Guardian Scholars will have a department Policy and Procedure Manual by Summer 2017 to ensure program compliance with the State implementing guidelines

## **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: 1 full-time non-tenure track counselor and 1 CAFYES/Guardian Scholar Specialist
- Facilities: None
- Technology: New Database for Program Tracking
- Equipment: Scanner for the student lab.
- Funding for Professional Development:

## 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 org chart is out of date and the changes have been reported to the personnel office.

### 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/Dean

- (0) (0) a. Significant declines in the quantity and/or quality of services from over multiple years
- (1) (1) b. Precipitous decline in participation in the program
- (0) (0) c. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) (0) d. Scarcity of qualified faculty, staff, or management
- (0) (0) e. Incongruence of program mission with current college mission and goals, or state mandates, etc
- (0) (0) f. Budgetary issues that warrant significant change in services provided
- (0) (0) g. Negative impact on other programs caused by the organization or management of this program
- ( ) ( ) h. Other \_\_\_\_\_

### Signatures, Individual Comments

Department Head: Natalie Timpson

Date: 5/2/16

Comments:

The program in the past has not used multiple measures to monitor program effectiveness for students. We will work with research to develop useful surveys and conduct an annual review with students to ensure we are meeting their needs.

Dean: Robyn Brammer

Date: 5/2/16

Comments: The EOPS team has undergone extensive changes and a reorganization since the last program review. They have also started the guardian scholars program, which will be bringing additional funds to the program over the next three years. As we explore further grant programs, the department will be needing to hire additional team members, but much of this will be based on the funding received.

Vice President:

Date:

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)

Bush, Hoai-Huong

Friend, Hilda

Perez, Lorena

Sambrano, Michelle

Terry, Russell

Vu, Bridget