STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

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

Cooperative Agencies Resources for Education

(CARE)

Coordinator: Mike Perez

Presentation semester: Spring 2018

SECTION 1 – MISSION

Name of Program:	Cooperative Agencies Resources for Education **CARE**

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:	**Our Mission** is to support single parents in creating a community of engagement and connectivity on campus. And to promote and support educational, career, and family success.
Relationship to College mission:	Exceptional Learning Environment: The CARE program provides this through community building activities and staff support. The following are examples of this: - Single parent related workshops - Yearly continuing student orientation and family BBQ - Family movie night - CARE Club sponsored events " community meet-ups" - Holiday Party Services: - Daily Meal Cards - Book vouchers - Grants Counseling and staff support assist with ensuring educational and personal goals are met. Diverse Individuals: The CARE population is reflective of both our campus and community diversity. Our students are supported through culturally and racially sensitive counseling and workshop/group discussion. Hopes, Dreams and Full Potential: The CARE Program provides an understanding of a clear academic goal through consistent CARE designated counseling (3 mandatory counseling appointments), workshop topics, and family engagement activities. Developing Enlightened Leaders and Thoughtful Citizens for Local and Global Communities: This is provided through CARE Club, hiring three CARE student assistance, designated workshops, attending the annual EOPS&CARE Region X Student leadership Conference, and CARE Region X Best Practice Conference. All activities focuses one building both soft and hard skills to become effective leaders in their careers and personal lives as single parents head of household.

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

Plan:	

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:	Blanche Goldstein founded the Cooperative Agencies and Resources for Education **(CARE)** programs as an EOPS Special Project at Imperial Valley College in **1977.** In 5 years it had grown to 13 colleges throughout the state, and is now found at each of the 113 community colleges in California. Since its initiation, CARE has assisted well over 250,000 single parents towards reaching their college educational goal each year. Through Blanche's guiding spirit, the CARE program continues to encourage the women & men who participate in it, to believe they and their children are important and capable, to break the cycle of poverty.
	CARE is a program offered through EOPS for single parents who are receiving CalWORKs and who meet other eligibility criteria. The primary goal of the program is to provide single parents additional "over and above" support to help them attain economic self-sufficiency by earning a two year degree, a certificate of achievement or to transfer to a four year college. The mission is to also provide academic, personal, and financial support to qualified community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college.
	The CARE program reflects the unique circumstances and requirements for serving students at the campus by providing programs, services, and activities that supplement what is generally available to students. Additional support services include on-campus meal tickets, gas cards, parking permits, ASGC Benefits Card, emergency automotive repair, child care support, and grants. Every effort is made to provide supportive services in a coordinated, non-duplicative manner with contributions from campus-, public agency, and community-based resources.
	In 2016-2017, we served 66 students
	In 2017-2018 the CARE Program served approximately 83 students. Our student's children totaled 155.
	2018 -2019, our goal is to serve 100 students
	The CARE program consist of the following staffing: - Coordinator – EOPS/CARE Counselor - Administrative Assistant – part-time auxiliary - CARE Adjunct Counselor 2 CARE Student Assistants 1 CARE Student Community Ambassador The CARE program is also supported by the following positions: - Associate Dean of EOPS/CARE/CalWORK's/next-up and Dream Center - EOPS Program Specialist - Administrative Assist II - EOPS/CARE Counselors

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:	**SPECIAL POPULATIONS –** From the federal definition, special populations are • individuals from economically disadvantaged families • single parents • displaced homemakers • individuals preparing for nontraditional training and employment • individuals with disabilities • individuals with other barriers to educational achievement, including individuals with limited English proficiency • individuals who are first generation college students • Many come from being raised in single parent households • Many have few extended family support • Many have multiple diagnoses, with PTSD, anxiety, and panic disorder
Needs:	• Affordable housing • Therapy for many – Many have experienced domestic violence and/or other trauma • Transportation • Book, school supplies, and laptops • Food • Emotional support • Academic support • On campus child care • On campus employment

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

Service:	Description:
Academic, Career, Personal and Crisis Counseling	Academic: Provide flexible and efficient educational plans to help students have a balanced schedule, opportunities to change majors to benefit them in their college journey, and to maximize financial aid and other support, in hopes of seeing them through the university. Career: Help choosing a career and major that fits each student's interests and abilities. Having a better understanding of their interest and strengths as it applies to major and career choices. Crisis: Each day a CARE Same Day appointment with an EOPS/CARE counselor is available to assist with any immediate personal or crisis counseling. We make referrals when needed such as walking student over to Health Services to schedule appointment with mental health counselor, or utilizing a binder of community resources. All staff and student assistants are directed to speak with the CARE Coordinator or CARE Admin. Assistant if a CARE student indicates or suspects a crisis.

Monetary support	• $8.00 Meal cards each day student is scheduled to attend class. Meal cards are issued bi-weekly • $350.00 Grant each semester • $350.00 Book voucher each semester • $25.00 3 Gas cards issued each semester. • Parking Permit • ASGC benefits card issued each semester • Gift cards provided through community donation and Foundation account. • Automotive and child care assistance on a limited basis These services provide some stability and a peace of mind when managing their family finances.
Voluntary academic support	Bi-weekly CARE club meetings and off campus student and children gatherings called community meet-ups. Creating workshops relating to specific majors and needs of single parent (foster community peer partnerships). Encourage the use of the tutoring center and extended time offered to EOPS/CARE students.

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.

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 CARE.

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

Goal:	Description:	Action Plan:
1. Improve academic success: GPA, retention, persistence, competition rates	Improve academic outcomes for a student population who are raising children on their own while attempting to improve their quality of life.	Continue detailed case management: • Pull transcript at the end of each semester to review grades • Confirm contact, workshop, and project requirements • Financial Aid Status • Completion and updated educational plans Closely monitor and respond to mid-semester Progress Reports Continued monetary services in an efficient timely manner and assist with accessing additional monetary resources such as the Soroptimist live your dream scholarship Continued advisory board meetings (2 a year) Continued relationships with community partners to provide additional support for single parent households Continue utilizing the extra support provided by the Tutoring Center for students in EOPS/CARE & Next-up programs Identify and visit CSU's and UC's who provide additional services for single parents or students with families Present CARE services and the challenges CARE students experience to instructional faculty.

		Continued collaboration with CalWORK's and the Child Development Center to maximize available resources
		Continue collaboration with all CARE Region X programs to identify best practice.
2. Increase in-reach and outreach	Conduct outreach and in-reach to grow the number of students in the program	Continue to designate information tables throughout the campus. Tables will have CARE student assistants available to describe program and how to access.
		Continue community liaison and outreach/in-reach team of student ambassadors.
		Work with Admissions and Records and Financial Aid to identify single parent applicants
		Continue relationship with Grossmont Union High School District's teen parent center
		Establish a stronger partnership with Foothills Adult Center
		Continue to nurture our excellent relationship with our Child Development Center, CalWORKS, and Financial Aid departments
		Continued outreach partnership with CalWORKS
3. Increase contact frequency with student	Increase the percentage of completion and attendee for the following contact requirements/opportunities: • 3 Counseling Appointments • Completion of progress report • Attend 1 workshop • Complete project or additional workshop • Club participation • Soroptimist scholarship applications and awardees • CARE Holiday Party attendees • Continuing student orientation attendees Each contact is also designed to encourage peer relationship development. The goal is to create a culture of engagement and community.	Case management – monitoring all contact requirements and phoning student and sending a reminder through the app REMIND (a private mobile messaging platform that enables our staff to communicate with our CARE students) for scheduled appointment Provide relevant workshops for single parent: • Healthy Relationship & Empowerment series • Understanding Education for single parents • In-demand Jobs • Couponing & Budgeting • Nutrition on a budget • CPR First Aid Certificate • Preparing for Interviews • Stress management • Advocating for our children in K-12 system

4. Increase family engagement on campus	Encourage CARE student to engage with their child in a higher education environment. Each activity is to also make the child feel like they are part of mom or dads educational journey. Finally, it can help the CARE student reaffirm the purpose and or the main reason why they are sacrificing so much to be in school.	Provide continued family opportunities through: • Movie Night • Continuing student orientation and BBQ • Holiday party • Designated workshops • Clothing and school supplies for CARE children • End of year graduation celebration picnic • Community service (CARE Club sponsored) • Club meet-ups

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:	Since this is the first Program Review for CARE this will be assessed in future reviews

3.4   Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	Since this is the first Program Review for CARE this will be assessed in future reviews

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:	Since this is the first Program Review for CARE this will be assessed in future reviews

*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):**
Designated Coordinator	A designated coordinator was assigned 3 years ago. The assignment gave CARE organizational structure that was lacking under former leadership.
Designated Adjunct Counselor	A designated counselor was assigned shortly after the coordinator assignment. This role included development and implementation of workshop and project requirement. This counselor built immediate rapport with CARE students and took the role as faculty advisor for Club CARE
Established CARE Advisory Committee	The CARE advisory committee was established 3 years ago and it consist of 18 members reflecting both the Grossmont College and our East County community. Each

member was selected due to their specific service to single parents. Members come from the following departments:

- Child Development
- Student Affairs
- Financial Aid
- CalWORK's
- Instructional Operations
- Community Relations

CARE services have been strengthened due to the dedication of this committee. A highlight of our committees work was when the majority of our members attended the Facilities and Planning meeting to voice the need for changing tables and access to designated breast feeding rooms.

Prior advisory committees combined EOPS& CARE. This change allowed for 100% focus on CARE and its unique student needs.

Established Foundation account CARE Families	The establishment of the CARE Families foundation account 2 years ago has allowed the CARE program to solicit donors on campus and throughout San Diego County. The monies has allowed for purchases of backpacks and supplies for each of our CARE students children. It has also allowed us to fund our CARE Holiday party this past December. This vital resource allows flexibility that the CARE regulations may otherwise not allow. An example being purchasing of grocery cards or paying for a fees owed so a CARE student can get their hold at admissions and records lifted so they can register for classes.
Established - CARE Region X Best Practice Conference	The 1st Annual CARE Region X Best Practice Luncheon took place last spring 2017 and our goal was to invite each CARE programs from region x to participate. Grossmont College, Cuyamaca, Mira Costa, Southwestern, Miramar, Palomar, City College and Mesa College gathered and introduce their best practices. Two or three CARE staff and students attended from every college (50 participants) and present their best practice. Grossmont College CARE Program presented "Social Media and Networking". We introduced our Facebook page, Instagram and Remind Account. This event was well attended and it was encouraged by each campus to continue this collaboration conference/luncheon every spring. We will be hosting the 2nd annual region X Best Practice Conference on 4/27/18
Hired two CARE Student Assistants and one Student Ambassadors	The hiring of CARE student assistants and ambassador allowed for specific task designated to the service of just CARE students. It allowed for additional case management, distribution of CARE monetary services, along with outreach and In-reach assignments. It also provided a more visible presence of the CARE program. The hiring of CARE students demonstrated our commitment to CARE students and it's place in the EOPS/CARE/CalWORK's office
Hired half-time CARE Administrative Assistant	With the continued increase of CARE students, a part-time Auxiliary position was added to assist with the processing of new student application, orientation, and monetary distribution of services. This position was added one year ago.
Established social media and	CARE social media and technical support was developed by CARE Student Ambassadors and CARE Counselor. The online service called REMIND was also introduced as a tool to quickly get the word out to our students regarding workshops or

technical support programs	appointment deadlines. These services have been incorporated in both new and continuing student orientation.
Established CARE Club	In Spring 2017 our club was built with a total of 18 club members. Through our club we have been able to build a community amongst our CARE students and through them, it is now evolving into being a part of the campus community. The club did numerous community service events; A Water Drop with Border Angels, Father Joe feeding the homeless, and Grossmont gives back Month Service. In participating in community events it created network with other Clubs and programs it also gave a chance to share resources. This spring club members will be participating in a campout during spring break. This event has been funded through an ASGC grant secured by this year's club president. The CARE club also organizes weekend "meet-ups" where they bring their children to engage in activities such as hikes, picnics, and dinners at club members' homes.
Added additional contact requirements	The addition of one workshop and project was added as an internal program requirement. These requirements focused on encouraging student engagement and building community within the CARE program. Workshops and projects are all developed to assist with the many challenges single parents face. Because of these workshops, CARE students are seen studying together and participating in the Club CARE. Many participants also felt more comfortable making appointments with the counselor conducting the workshop.
Created outreach materials	CARE Outreach materials were not available prior to the start of the start of the designated coordinators assignment. The materials developed were created by CARE students, advisory board members, and CARE staff members.
Established outreach and community contact list	An assigned CARE Student Ambassador coordinates outreach specific to perspective single parents. This assigned ambassador also collaborates with the CalWORKs outreach lead.
Established family engagement activities	Develop activities which incorporate activities specific for CARE student's children.
Finals Study Jams	Conducted "StudyJams" which took place the Saturday before finals from 9:00am-2:00pm. Services included tutors in each subject requested, child care, light breakfast, and lunch.

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

Comments:	Currently a survey is only being utilized for the workshop series Healthy Relationships & Empowerment. All other assessments have been in the form of informal, qualitative feedback. Assessment tools will be implemented once the CARE SSLO's are solidified.

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:	

3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:	The CARE program has an ongoing partnership with the Child Development Center (CDC) and CalWORKs programs. The relationship with CDC has been instrumental in providing referrals for services and access to licensed child care providers to assist with on campus events CARE events. The activities supported have included assistance with finals Saturday Study Jams and continuing student orientation. The CDC provided the use of toys, books, and supplies for children and the use of their community room to conduct workshops. This semester, we are recommending our students register in a recently added one unit CD 101 Parent Education class which would waive our workshop requirement. Both CDC supervisor and Child Development Department Chair are our most active CARE advisory committee members and they are eager to collaborate and recommend ideas on how to better serve our CARE student population. Because of this partnership, next year 2018/2019 the CARE Club will be outreaching to all single parents on campus and the CDC Supervisor has agreed to be a co-club advisor. Unfortunately, CDC is limited in the number of CARE students they can accept due to the lack of space and impaction. The CDC's hours of operations has also been a barrier for our students who do utilize child care because they close at 4:00 pm. Our CARE students who are fortunate enough to have their child in are center does considerably better in retention and persistence compared to students who rely on community based child care. Although I don't have data to support this, as a counselor, I have noticed a pattern. The relationship with CalWORKs has also been instrumental because 75% of our CARE students also receive CalWORKs. The CalWORKs coordinator has streamlined a referral system when identifying a CalWORKs applicant as single parent. The CARE admin assistant also works directly with CalWORKs when identifying when a CARE/CalWORKs student is "timing out" of CalWORKs. This allows CARE to pick-up services that CalWORKs once provided like book voucher, parking permit, and gas cards.

3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	Track the number of student counseling appointments, workshops, projects, and club participation attended and the relationship to academic outcomes. Track monetary services provided and the relationship to academic outcomes. Track family engagement on campus and the relationship to academic outcomes.

3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
x☐	Change or improve services.	Continually refine and improve services to students. Conduct CARE student roundtables focusing on evaluation of CARE services and recommendations.
x☐	Change or improve department/program assessment.	Initiate a pre-and post-assessment process to measure key CARE SSLO's
x☐	Improve involvement with the community.	Continue to strengthen current community partnerships and continue to fund student ambassador community lesion position

x☐	Improve coordination with other programs on campus.	Strengthen Collaborate with both Career Services and Student Health Services.
☐	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:
☐	Knowledge of Human Cultures and the Physical and Natural World.	☐ Broad, Integrative Knowledge. ☐ Specialized Knowledge.
☐	Intellectual and Practical Skills	☐ Communication (written and oral) fluency ☐ Use of information resources ☐ Critical and Creative inquiry ☐ Teamwork and problem solving
☐	Personal and Social Responsibility	☐ Productive citizenry (civic knowledge and engagement) ☐ Intercultural knowledge and competence ☐ Ethical reasoning for action ☐ 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	Having both ambassador and counselor adjunct being single parents has been a strength due to their ability to reach out to the appropriate community agencies and maintain a continued relationship. A CARE video directed by the CARE ambassador highlighting CARE services and testimonials from current students was also a successful part of our outreach efforts. The video was also edited for an outreach conducted at the Las Colinas Detention Facility. CARE students shared their stories and encouraged single parents at Las Colinas to come to Grossmont and join the CARE program.

Engagement	The success of the CARE club and the on campus family engagement activities, has been well attended and received. The addition of workshops has also encouraged CARE students to network amongst each other and engage with CARE staff.
Retention	The counseling appointments, progress reports, workshops, and collaboration with additional supporting programs such as CalWORKs, ARC, Puente, and Umoja, assist greatly with retention efforts.
Institutional Capacity	Our Budget has allowed us to purchase computers, printers, and scanner for the new space which we are scheduled to move to during the spring 18 semester.

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

Strategic Goal:	Challenge(s):
Outreach	In-reach Recognizing single parents who qualify for CARE at the time of application.
Engagement	Many CARE students have jobs, off campus child care, transportation challenges, and lack of extended family support. These are some of issues that cause challenges to for CARE students to engagement.
Retention	The following are common challenges as it relates to retention: • Missing class due to a sick child • Affordable housing • Homelessness • Domestic challenges – Domestic violence • Lack of extended family support • Childs educational or emotional challenges • On campus child care • Transportation • Mental health Consistent CARE staffing and monetary assistance will also play a vital part in ensuring successful engagement and retention for CARE students.
Institutional Capacity	The impending CARE program office move The CARE will be logistically challenging for the following reason: CARE students are EOPS students first: Although the counselor coordinator and the assigned CARE adjunct counselor will be housed in building 36 Room 350, a CARE student will continue to have the option of seeing their EOPS/CARE counselor they regularly meet with in the EOPS/CalWORKs office in building 60 Room 125. In this case, this student would have to walk across campus to receive any monetary assistance such as gas cards and meal cards. The CARE coordinator is also an EOPS counselor who will be meeting with EOPS students across campus from the EOPS office. I believe this challenge will improve as our students become use to the process. Although this move is a temporary (2-4 year) solution to accommodate the need for additional space to serve more students it is important to bring CARE back under the umbrella of the EOPS department when adequate space is available.

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 CARE program supports student learning through providing support services. These include academic, career, personal and crisis counseling; financial support for books, transportation (gas cards) and general life expenses (in the form of grants); and meal vouchers for every day a student is attending class throughout the semester. We also provide workshops specific to the needs of single parents. A consistent dedicated staff and leadership has also demonstrated our commitment to ensure their academic and personal success.

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:	SLO/SSO's, tools, analysis and next steps need to be established for future measurement.
ASSESSMENT TOOL:	
ASSESSMENT ANALYSIS:	
NEXT STEPS:	
TIMELINE FOR IMPLEMENTATON:	

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

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

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:	

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

Comments:	

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

Comments:	

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:	

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:	

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:	Not applicable

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:	Not applicable

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:**
☐	Change or improve your SLOs/SSOs.	
☐	Change or improve how the department/program assesses SLOs/SSOs.	
☐	Change or improve department/program services as a result of SLO/SSO findings.	
☐	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 CARE 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.

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 CARE program supports access of students from special populations through outreach and our presence in the community who serve single low income parents. Perspective CARE applicants are able to schedule a counseling appointment to assist with educational planning before acceptance into program. The CARE application period is extended a month past the EOPS deadline due to the number of barriers CARE applicants face. One on one EOPS and CARE orientations are available so to expedite all counseling and monetary services.
Support:	Soroptimist live your dream scholarship workshops facilitated by Soroptimist members have been very successful. There has been a noticeable increase of awarded recipients from Grossmont College. *Soroptimist* International is a worldwide volunteer service organization for business and professional women, working to improve the lives of women and girls in local communities and throughout the world.

SECTION 7 – STUDENT DATA

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

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

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:

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

Comments:	Data not available at this time. Program is in first funding cycle.

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:	

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	Counseling • Academic • Career • Personal • Crisis • Financial Aid Petitions • Recommendation Letters– scholarships, employment, educational institutions • Provide interventions for students not meeting program or SAP requirements Program Coordination • Work and manage student workers • Work and manage Auxilary part-time Administrative Assistant • Work with CARE Adjunct Counselor • Provide training for student workers and periodically for faculty and staff • Budget oversight • Report to EOPS director • Track academic outcomes • Plan and facilitate advisory meetings • Community Liaison • Collaborate with EOPS Program Specialist and Administrative Assist II • Collaborate with Child development Center, Financial Aid, ARC, Instructional Operations, Health Services, and Foundation • Provide training for student workers • Complete CARE State mandatory reporting • Attend two yearly State mandatory conferences
Adjunct Counselor	Counseling • Academic • Career • Personal • Crisis • Financial Aid Petitions • Recommendation Letters– scholarships, employment, educational institutions • Provide interventions for students not meeting program or SAP requirements • Develop and facilitate workshops • Provide trainings for student workers

CARE Administrative Assistant	• Case Management
	    ○ Student individualized case management
	    ○ Provide general support to students
	• Process new CARE student applications & check eligibility
	• Distribution of monetary services to CARE students (i.e. Meal cards, gas cards, parking permits, bus passes etc.)
	• Provide clerical support for the CARE Coordinator counselor & program specialist.
	• Proficient with Microsoft Office (i.e. Word, Excel Power Point, Publisher etc.)
	• Schedule CARE/EOPS appointments w/counselor.
	• Answering incoming calls/ make outgoing calls (student etc.)
	• Organize new & continuing CARE orientations
	• Regular (daily) update social media & send reminders through (Remind.com, Facebook page and Instagram)
	• Organize campus & community outreach events
	• Working in conjunction with CARE student assistants / workers & peer advisors
	• Refer student to campus resource.
	• Provide organization support for all CARE Workshops
	• Provide coordinating support with events on campus
	• Provide general administrative and clerical support including mailing, scanning, faxing and copying to management
	• Maintain electronic and hard copy filing system
	• Perform data entry and scan documents
	• Assist with program calendar
	• Assist in resolving any administrative problems
	• Prepare and modify CARE program documents
	• Assist with scheduling and coordinating meetings
	• Dictate notes for professional meetings such as advisory and planning meetings
	• Research and create presentations
	• Generate Reports
	• Handle multiple projects
	• Monitor and track expenses & invoices
	• Request Meals & Refreshments for events.
	• Assist with generating flyers for upcoming events.

CARE Student Assistant	• Student individualized case management • Proficient with Microsoft Office • Provide clerical support for the CARE Coordinator, Counselor, Program Specialist, and Administrative Assistant • Working in conjunction with Student Assistants and Peer Advisors • Provide administrative and student success support for all monthly CARE Workshops • Process new CARE student applications and check eligibility • Distribution of CARE student support services (i.e. meal cards, gas cards, parking permits etc.) • Schedule CARE student appointments with counselor • Provide coordinating support for new and continuing CARE Orientations • Manage social media for CARE communication regularly • Refer students to campus resources • Advocate for CARE students • Collaborate with CalWorks and be a liaison between the two programs

CARE Student Community Ambassador	- Proficient with Microsoft Office - Work in conjunction with the CARE team - Organize campus and community outreach events - Provide coordinating support with events on campus - Refer students to campus resources - Advocate for CARE students - Collaborate with CalWorks and be a liaison between the two programs - Create flyers for CARE events

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

Comments:	Each position within the CARE team is instrumental in the daily flow of the EOPS/CARE program, and has positively impacted the CARE program and our students. Everyone involved is able to resonate as a parent with our student population understanding the challenges of raising a family, while attending school and working; this allows a sense of compassion and empathy when working and supporting single head of household parents. Our Student Assistants and Community Ambassador are essential as they advocate for their student population being a liaison on campus, in the community and within our program. These positions identify and respond in different ways depending on our backgrounds and expertise to better serve our students and support them in their educational journey despite their daily challenges. The entire team plays a role in tracking academic performance in order to increase retention and success both academically and personally, while always utilizing a holistic approach.

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 levels of staffing are not currently adequate. The responsibilities required in supporting our CARE program and our students demand a full-time administrative assistant. We have had additional support from the EOPS specialist, administrative assistant II, and full time counselors in the EOPS office, but with the complexity and detail required to maintain a program that is organized and provides quality, non-duplicated services, a full time CARE administrative assistant is essential. This will allow for more time to be focused on a more expedient and consistent student data tracking system to continue increasing retention and success among our population. As mentioned before, the CARE program will be relocating to a new building on campus in February, with the CARE Coordinator being the only full time employee transferring. Many of the logistics and administrative duties will weigh even more heavily on the CARE team, and our part-time CARE administrative assistant will not be able to meet the demands of our increasing number of students. This will impact our CARE program significantly, preventing us from providing quality services and addressing the many needs of our students.

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. We currently utilize the following spaces on campus: • EOPS office • Board room • ASGC Club room • On campus class rooms for Orientations & Workshops • Grossmont College Griffin Gate dinning / Center for CARE events • Equipment deliveries: Grossmont College Warehouse • CARE donations mail room • ARC Classroom/Meeting room

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.

Yes:	
No:	

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:	

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:

*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:	As we continue to work with our CARE students and assess their needs, we have realized we are not only serving the student, but their children as well. We have organized two different events that have embraced the student and their family. We have a yearly orientation where we provide a backpack and supplies to all school aged children. In addition we have an annual holiday party celebrating the single parents and their children, where they receive gifts. The following are donations received:
	• CARE Annual Orientation
	o SAY San Diego- Backpacks and school supplies
	• CARE holiday event donors
	o Toys 4 Tots donated toys to families
	o Gifts Cards were donated for teenagers in the amount of $990
	o Natural History Museum 4- Admission Tickets
	o Midway Museum 4- Admission Tickets
	o San Diego Soccer 4- Admission Tickets
	o Children's Museum 4- Admission Tickets
	o Urban Jungle 4- Admission Tickets
	o Rubio's $15 free entrée
	o Olive Garden $30 gift certificate
	o Cheese Cake Factory $ 50 gift card
	o O' s American Kitchen $40 gift card
	o Slater's 50/50 $30 gift card
	o Woodstock Pizza $30 gift certificate
	o Lolita's Restaurant 4-25 gift cards & $150
	o Boomers 2 family 4 packs
	o Fuddruckers $30 gift card
	o Laser Tag/ Ultra Zone 4 -1 hour passes
	o Grande Colonial Nine-Ten Restaurant $100 gift certificate
	o Culligan of San Diego $50
	o Food 4 less 20- $10 gift certificates = $200
	o City Nursey – Gift Basket
	o CVS $25 gift certificate
	o Philly Steak Subs 4-$15 gift cards
	o Oriental Trading $50 gift certificate
	o Wal-Mart $1400
	o FOGO DE CHAO Brazilin Steak house $150
	o CARE Program and Club fundraised $380
	Total donations = $4,710.00

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   **Agree**
   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	☐	☒	☐	☐	☐
2. Useful for Analysis & Assessment	☐	☒	☐	☐	☐

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

Comments:	

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:	