

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name:

Academic Year: 2011-2012

Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE)

Program Contact: Krystal Romero

Program Review Submission Date: 3/14/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

In support of the institutional planning documents:

- Extended Opportunity Program and Services (EOPS) offers 'above and beyond' support services designed to increase the access, retention and success rates of low-income, often first generation college students who are enrolled full time and meet income and education criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who are state cash-aid recipients, single head-of-household with children under the age of fourteen and at least eighteen years of age.
- EOPS/CARE offers eligible students assistance with counseling, priority registration, book service, tutoring, transportation (bus pass or semester parking permit), grants, computer and printing access, help completing financial aid and scholarship applications, transfer services including application and transcript fee waivers, university tours, and study skills workshops. CARE students receive all of the EOPS supportive services as well as supplies, parenting and self-development workshops, meal cards, and child care costs.
- EOPS will assist the college with increasing the number of students enrolled that are affected by language, social and economic disadvantages; to complete their chosen educational objective; to transfer to a four-year institution following completion of their related educational program; and improve the delivery of programs and services to the disadvantaged.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In addition to program satisfaction, students were surveyed on the following learning outcomes:

- Knowledge of the three educational goals available at CSM
- Knowledge of unit and grade point average (gpa) requirements for the associate degree

Results: 89% of responding students were able to identify at least two primary educational goals available at CSM and 100% could correctly identify at least one primary educational goal. 74% of responding students were able to list the required units and gpa to earn an associate degree. 94% of responding students could list one of the requirements. Program counselors will continue to engage students in individual sessions regarding these two outcomes, and continue to encourage enrollment in CRER 120 or 121 courses which are designed to enhance student understanding of college educational goals and requirements to reach these goals; as well as an understanding of campus programs and resources.

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- EOPS students have requested additional office hours of availability. The EOPS office extended hours four-days a week to accommodate day and evening students and by arrangement. The program has four counselors (equivalent of two full-time counselors); their time is split with other duties or programs.
- Provided presentations and workshops to more than 575 college and high school students, community participants in fall 2011; additional contacts will be made in the spring term.
- Collaboration with ESL faculty to provide information and services to ELD high school students continued in fall 2011 and spring 2012.

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.
 - EOPS supportive services and staff contribute to the success of students attending the College of San Mateo. A primary mission of the program is to provide supportive services that assist students to stay in college. EOPS students were surveyed, 89% of the respondents stated that EOPS supportive services helped them stay in college Significantly, while 11% said that services Moderately helped them stay in college.
 - When asked “what EOPS services did you find most useful” the program book service and counseling are important support services, with bus pass, parking permit and priority registration highly desirable. When asked “what EOPS services do you wish could be provided” students expressed: job resources, more tutors, computer rental, more textbook funds, and gas assistance. In response to “what have you learned from being in EOPS” students indicated: believing in oneself, how to stay on top of goals, how to use resources, to work as a group not an individual, be organized and responsible, and understand requirements for degree and transfer.
 - Using SARS data, over 2500 student appointments were completed by four part-time counselors; program participants are required to complete a minimum of three appointments each semester. Many students request additional appointments to explore educational and career options and discuss personal issues that may affect their success. Academic success workshops on time management, note taking, and taking exams and applying for scholarships provide an opportunity to engage students in a group setting.
 - 35 students have applied for an associate degree, 19 students have applied for certificates, 24 students have applied for transfer, 80 students applied for scholarships and 48 students earned dean’s list honors.
2. Discuss any differences in student program usage across modes of service delivery.

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Historically, the best mode of delivery for the student population that EOPS serves is face to face. This is still the best way to reach our students, so we have continued with in person orientations for new and continuing students. However, to adapt to this generation's familiarity with technology, we offer some services electronically. Students complete their mandatory progress reports online, receive updates about upcoming events and reminders via email and they can also "like us" on Facebook to receive communication from EOPS. These additional modes of delivery have proven to be effective for most students.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

The vast majority of student contact is through individual meetings; however, new program participants will attend a group orientation to familiarize them with EOPS supportive services and mutual responsibility contract; college catalog, registration process, academic and grading standards, college terminology, financial aid application procedures, add and drop procedures and educational goals supported by the program. Continuing students are provided a review of the mutual responsibility contract, EOPS and college policies and regulations for student success. Academic success workshops that address time management, note taking, and taking exams; and applying for scholarships are provided throughout the year. Due to an enforced no show policy, most students cancel appointments rather than no-show for an appointment.

D. *Course Outline Updates(if applicable)*

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
n/a		
		Tab to add rows

E. *Website Review*

Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Krystal Romero	Summer 2013
Tamara Hom	Summer 2013

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

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B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No changes are anticipated in the current SLO assessment process or schedule.

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

EOPS' program definition supports the college's Institutional Priority #1, student success. EOPS students are basic skills students who receive intrusive support in order to reach their educational goals of certificate, degree, and/or transfer. Because of the support that EOPS students receive, students are more likely to succeed than basic skills students who are not EOPS students. In addition to student success, EOPS is charged with also making sure that staff and faculty who work with EOPS students meet minimum qualifications and be culturally competent to serve EOPS students. This charge helps to fulfill CSM Institutional Priority #5 "to create a campus climate in which multi-cultural and diverse perspectives are embraced." In addition, EOPS students are assessed on their knowledge of educational goals and requirements; these SLOs are directly related to the institutional/general education SLOs. This understanding provides students with the tools necessary to communicate and critical analyze their educational choices and requirements.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

- The program needs a specific work environment that allows for students to engage in a variety of program services that require small group space for tutoring and quiet study, large group community interaction, and one-on-one confidential counseling, and adequate storage. In the current configuration of the center, it is difficult for all services to be efficiently accomplished. Communications with appropriate decision makers will continue to discuss solutions and/or alternatives.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Tutorial subjects and hours were expanded in response to feedback on the program satisfaction survey. Tutors participate in a monthly training with program services coordinator. A book loan program was established to meet on-going student needs for textbook assistance.

B. Program Vision

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What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Historically, EOPS was developed to serve the needs of low-income, underrepresented, and educationally disadvantaged students. Looking at student demographics from our Educational Master Plan and the report in increase of students who qualify for financial aid, EOPS services are still in high demand. Unfortunately, due to 2008-09 budget cuts of 40% and much needed increase in salaries and benefits, instead of increasing with the number of qualified students, EOPS has had to serve less students so that students could receive quality holistic counseling and provide less financial service. When looking at the Student Equity Report of 2005 and the DIAG Equity Report of 2013, we notice that underrepresented students and basic skills students are still having the most difficulty achieving their educational goals. The college has been very generous in supporting EOPS in the past and with the recovery of the economy and increased focus on student success, we trust that the college will continue to support EOPS financially, so that we can help our most vulnerable CSM students have the support they need to begin to change their lives and the lives of the generations that will come after them. Our long-term goal would be to increase the numbers of students we serve by obtaining permanent counseling and office staff.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Continue to have professional development activities addressing the needs of students from underrepresented backgrounds i.e. cultural, ethnicity, former foster youth, low socio-economic status, immigration status.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Maintain the current stream of communications with the campus transfer center for events, activities and services that EOPS student can engage in; knowledge of available learning center resources (i.e. study groups); work with basic skills faculty (reading and math) to coordinate and reinforce usage of their respective learning support services (i.e. math resource center). Faculty and staff participation and monetary support of the EOPS scholarship through attending the EOPS celebration would be a healthy interaction to foster future collaborations. At this celebration, student accomplishments are highlighted. Faculty, staff, and administrators have an opportunity to hear in student's own words how EOPS services provide the necessary access and support to their educational goals while persevering through personal struggles.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: There is a possible retirement of our EOPS/CARE Coordinator within the next 5 years.

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Equipment and Technology: Along with the equipment the new College Center, it is projected that our computers and other equipment might need to be replaced within the next 4 years

Instructional Materials: 4T

Classified Staff: 4T

Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Create a referral process for EOPS students with the new Learning Center

Description

Collaboration with the newly created Learning Center for extended tutorial assistance for program students.

Action(s)	Completion Date	Measurable Outcome(s)
This goal will take place when full implementation of Learning Center Services are available. A referral process will then be developed.	Spring 2013	Use of Learning Center tutoring.

Plan 2

Title:

Reinstitute the Academic Success Project to address needs of low performing students.

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Description

Access gpa and course completion data and target students for the Academic Success Project, currently, students are able to voluntarily participate.

Action(s)	Completion Date	Measurable Outcome(s)
Attendance is a mandatory requirement for continued program participation.	Spring 2013	Improved gpa and completion rate.

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Full-time EOPS Counselor (Form will be completed when faculty requests are submitted to the dean.)	-1-

Complete [Full-Time Faculty Position Request Form](#) .

1-Full-time counselor	This will allow staff to meet the counselor/student ratio needed to provide three counselee appointments each term and follow-up to improve retention.	Personalized and consistent counseling contact reinforces program SLOs; and meets Title V mandates for EOPS operating guidelines.
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Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

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Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

1-Career Resource Aide	Support program staff and students with office functions; serve as front person for scheduling, responding to inquiries and appointments.	When outreach staff are off-campus, the use of student workers is unpredictable.
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Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

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B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	