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Student Services Program Review

Program Name: **Extended Opportunity Program & Services (EOPS) & CARE**

Program Contact: **Romero, Krystal**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

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.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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: 86% of responding students were able to identify at least two primary educational goals available at CSM and 94% could correctly identify at least one primary educational goal. 70% of responding students were able to list the required units and gpa to earn an associate degree. 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.

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.

The demographics of EOPS vary by ethnicity, educational goal and gender. We served 361 students in 2012-13, below are the demographic percentages that may have effected program usage:

- 64% Female
- 36% Male
- 51% Latino
- 13% White-Non-Hispanic (due to limited category choices 7% of students who identify in this category are Middle Eastern)
- 10% African American
- 5% Mixed race
- 3% Pacific Islander
- <1% Native American
- 3% Other

Based on the demographics above, we did not see a significant difference in how students access our services.

However, we do believe program usage is largely impacted by the same factors that qualify students for EOPS.

- All EOPS students meet eligibility for the enrollment fee waiver (BOG) which is economically different than students who just receive financial aid. For example, to be eligible for BOG the household income of a family of three must be below \$28,635 and for a family of one \$16,755. According to San Mateo County Housing and Community Development, this qualifies as being extremely low-income (30% of the area median income).
- All EOPS students meet the requirement for being educationally disadvantaged. Meaning that they place into basic skills (not pre-transfer) courses or have high school transcripts which reflect a poor GPA or remedial ELD coursework.

Due, to the factors associated with the aboved mentioned factors, EOPS students tend to request and value the following services:

- Additional office hours of availability. The EOPS office has extended hours four-days a week to accommodate day and evening students and by arrangement to access counselling and other program supportive services.
- Educational Workshops: EOPS provided presentations and workshops to more than 1400 college and high school students, and community participants in the 2012-13.

2. Discuss any differences in student program usage across modes of service delivery.

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 2200 student appointments were completed by four part-time counselors; program participants are required to complete a minimum of three appointments each semester. Students often 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.

42 students earned an associate degree, **33** students earned certificates, **30** students transferred, **82** students received scholarships and **81** students earned dean's list honors.

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 best mode of delivery for the student population that EOPS serves is face to face. EOPS students are required to meet with a counselor three times during the semester, not because students change their educational plans often, but because our students encounter non-academic factors that could inhibit their success i.e. work, family responsibility, issues associated with poverty. The EOPS program uses these appointments to build rapport with students and help them depend on a community of support so that EOPS can provide resources that address their situation. As a result, students find face to face interactions the most beneficial as noted above in our satisfaction survey. We have continued with in person orientations and workshops for 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.

3. 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.

New laws and changes to Title V may significantly impact EOPS students.

- Currently, EOPS students have priority registration. Starting Fall 2015, students who are on probation for 2 consecutive semesters will lose their priority registration. EOPS students on probation work closely with a counselor assigned to probation students to ensure that they are making the best decisions to obtain good academic standing. However, while we are working with those students to obtain good academic standing, it may be more difficult for them to schedule much needed classes due to work schedules, family responsibilities, and other factors associated with EOPS students.
- By qualification, all EOPS students qualify for BOGFW (Board of Governor's Fee Waiver). In Fall 2016, students who are on probation for 2 consecutive semesters will lose BOGFW eligibility. This issue creates an access divide where an affluent student may still be able to pay for their community college education, but eligible BOGFW students may not be able to access their education due to the lack of financial resources. These students will not even have the opportunity to enroll in college and obtain good academic standing.

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.

4. Planning

A. Results of Program Plans and Actions

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

Plan 1: Create referral process for EOPS students with the Learning Center

EOPS has established a referral process for students to access the Learning Center to participate in Summer Pathways as well as the mentoring program designed for basic skills students. The Learning Center has included EOPS tutors in their Tutor Certification course.

Plan 2: Reinstitute the Academic Success Project to address the needs of low performing students

The students were assigned to one counselor, who met with the students during their required EOPS counseling appointments as well as a minimum of one additional appointment. They had to attend one EOPS probation workshop and in addition to their self report on progress, students are required to submit a midterm progress report completed by their instructor. The counselor assigned to these students would then meet with the EOPS coordinator to report on each student's progress.

B. Program Vision

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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 supportive of 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.

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. In the next few years while the community colleges prepare to fulfill SSSP mandates, our ongoing goal is to increase awareness surrounding the difference in need between basic skills students and pre-transfer students, the support and retention services needed for students who are low-income, and the responsibility we have as an institution to hire and train culturally competent professionals that work with all of our students, but especially students of color.

Continue to collaborate with ESL faculty to provide information and services to ELD high school and adult school students.

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 students 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 Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

EOPS Coordinator/Counselor within the next 4 years

Equipment and Technology

Replacement computers for lab

Instructional Materials

Classified Staff

Facilities

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.

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. (Plans may extend beyond a single year.)

Plan 1: Expand outreach to private high schools and court and community schools

For academic year 2013-14, we plan to expand our outreach into Serra high school. We have noticed, that there some students who qualify for EOPS services although they are attending a private school. We also will partner with Gateway community school which is an assigned court school for students who have been expelled from the San Mateo high school district.

Plan 2: Create a plan to increase enrollment

2013-14 will be the first year that EOPS has received a portion of restored funding since the 40% budget cut in 2008-09. This funding will help to recruit students beyond the first 2 weeks of school.

5. Resource Requests

