College of San Mateo

Program Review Submission

2014-2015 Student Services Program Review

 Program Name: **Extended Opportunity Program & Services (EOPS) & CARE**
Program Contact: **Romero, Krystal**
Academic Year: **2014-2015**
Status: **Submitted for review**
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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, 2013/14-2015/16**, **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.

EOPS/CARE offers eligible students assistance with counseling, priority registration, book service, tutoring, 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 assistance with 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 underserved students. Working in collaboration with BSI, DIAG, SSSP, and Student Equity committees, EOPS helps to carry out committee missions and goals and fulfills the college Institutional Priorities #1 (Improve Student Success), #2 (Promote Academic Excellence) and #3 (Develop Responsive, High-quality Programs and Services), as well as promotes the message of CSM's Diversity Statement.

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2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

Students were surveyed on the following learning outcomes:

- Knowledge of the three educational goals available at CSM

Results: 85% of responding students were able to identify at least two primary educational goals available at CSM. This SLO is key for the development of EOPS students. Many EOPS students start CSM with limited knowledge of goals in education. Many students are the first in their family to attend college and start in basic skills/ESL classes. Counselors report that students designate a goal of completing a certificate, but with the support of their counselors and the knowledge of being able to achieve a degree and transfer, students often obtain all three educational goals.

Program counselors will continue to engage students in individual sessions regarding this outcome, 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.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

Program counselors also ask students to identify the three educational goals in their individual counseling session as a way to reinforce student learning. Consequently, counselors noticed that students were more apt to identify the three educational goals.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

SLO #1: Knowledge of the three educational goals available at CSM

Aligns with Effective Communication, Social Awareness and Diversity, Ethical Responsibility/Effective Citizenship

As stated earlier, it is essential that EOPS students know what educational goals can be obtained at CSM. Often times, students are unclear of educational pathways. This SLO aligns with GE SLO effective communication in that students listen, learn and understand their options for education. Their knowledge of how to obtain these goals also helps them recognize that they live in a diverse world and raises their awareness of cultural values, standards, and services that they may need to evaluate to ensure the goal they choose.

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 362 students in 2013-14, below are the demographic percentages that may have effected program usage:

Total EOPS students – 2013 - 2014:   362

Sex:

64% Female   36% Male

Race:

55%   Latino

14%   Caucasian (7.7% Middle Eastern)

13%   Asian

 7%   African American

 5%   Mixed Race

3%   Other

 2%   Pacific Islander

<1%   Native American

Educational Goal:

 49%   Transfer

19.5%   Associate Degree and Transfer

19.5%   Associate Degree

 4%   Associate Degree and Certificate

4%   Certificate

3%   Transfer/Associate Degree/Certificate

1%   Transfer and Certificate

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 below $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 low GPA or remedial coursework.

Due to the above mentioned factors, EOPS students tend to request and value the following services:

- Additional office hours of availability. The EOPS office has extended hours two days a week to accommodate day and evening students and by arrangement to access counseling and other program supportive services.
- Computer and internet access along with no cost printing in moderation
- Educational Workshops
- Tutoring in a safe familiar environment

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, 91.4% of the respondents stated that EOPS supportive services helped them stay in college Significantly, while 8.6% said that services Moderately helped them stay in college.

When asked "what EOPS services did you find most useful" the program counseling and tutoring are listed the most, with book service, parking permit, computer access, free 10 pages of printing and priority registration as the next highest listed. When asked "what EOPS services do you wish could be provided" most students expressed that they are satisfied with current services. Others listed: extended hours, tutoring in more subjects, 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 1600 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.

51 students earned an associate degree, 30 students earned certificates, 30 students transferred, 67 students received scholarships and 60 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 situations. 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 follow 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 2014, 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 Governer'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: Expand outreach to private high schools and court and community schools

For academic year 2013-14, we expanded our outreach into Serra High School. We have noticed, that there are some students who qualify for EOPS services although they are attending a private school. We also partnered with Gateway community school and Project Change to ensure prospective students who are EOPS eligible are connected with the program early

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. We focused on in-reach this year and will have more of a focus on expanding our outreach to community programs and agencies that serve our intended student population.

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, 2013/14-2015/16**, 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 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 and provide less financial services. When looking at the Student Equity Plan 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.

Through the help of PRIE, we were also able to quantify just how much EOPS helps our specific student population. PRIE provided data comparing EOPS students to non-EOPS students who have similar demographics (BOG A or B eligible, enrolled in at least 9 units, and placed into basic skills courses).

Key Findings:

- This study tracks the course and completion outcomes of EOPS students (n=1,128) and non-EOPS students (n=1,231) who were enrolled at CSM from fall 2009 to spring 2014.
- Non-EOPS students were selected based on academic and economic characteristics similar to EOPS students: placement in basic skills math, English, reading, and/or ESL; BOG waiver eligibility; accumulation of no more than 12 district units; and enrollment in a minimum of 9 units in the initial term.
- Course outcomes were assessed through fall 2014. Degree and certificate outcomes were assessed through summer 2014.

Course Outcomes by EOPS Status

	EOPS Students		Non-EOPS Students	
Number of Students	1,128		1,231	
Total course enrollments	20,504		15,809	
Course success	13,852	67.6%	7,949	50.3%

Course retention	16,838	82.1	11,887	75.2

Source: SMCCCD Student Database, Academic History

Term-to-Term Persistence by EOPS Status

	EOPS Students		Non-EOPS Students	
Number of Students	1,076		1,223	
Persisted from first fall to next fall	669	62.2%	589	48.2%
Persisted first 3 consecutive terms	702	65.2	607	49.6

Note: Analysis does not include students whose initial tracking term was spring 2014. Students whose initial tracking term was spring were tracked from the subsequent fall term to the following fall term.

Source: SMCCCD Student Database, Academic History

Degrees and Certificates by EOPS Status

	EOPS Students		Non-EOPS Students	
Total degrees and certificates earned	505		75	
Total associate degrees	257	50.9%	31	41.3%
AA/AS degrees	232	45.9	25	33.3
AA-T/AS-T degrees	25	5.0	6	8.0
Total certificates	248	49.1	44	58.7
Certificates of achievement	157	31.1	33	44.0
Certificates of	91	18.0	11	14.7

specialization

Note: Degrees and certificates tracked through summer 2014. Number of students includes those whose initial tracking term was spring 2014. Outcomes do not include transfers to 4-year institutions.

Source: SMCCCD Student Database, Degrees and Certificates

Award Earned by EOPS Status

	EOPS Students			Non-EOPS Students	
Number of students	1,128			1,231	
Earning any award	261	23.1%		51	4.1%
Earning an associate degree	186	16.5		27	2.2
Earning a certificate of achievement	145	12.9		28	2.3
Earning a certificate of specialization	58	5.1		9	0.7

Note: Degrees and certificates tracked through summer 2014. Number of students includes those whose initial tracking term was spring 2014. Outcomes do not include transfers to 4-year institutions.

Source: SMCCCD Student Database, Academic History

Although the research is unable to track transfer information, the research does indicate that the EOPS program supports the college's Institutional Priority #1, student success. EOPS students are basic skills (includes ESL) 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 critically 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.

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 3 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1: 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.

Plan 2: College Readiness series and San Mateo Adult school

Currently, we collaborate with ESL faculty to provide information and services to ELD high school and adult school students. However, we are starting to find through participation in ACCEL (program to create career pathways from adult school to industry) that a college readiness series may be beneficial for students in conjunction with our current orientation workshops and campus tours.

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5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Fulltime counselor	1

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Office Assistant	

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

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6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Ruth Turner	Summer 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Ruth Turner	N/A