

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

**DEPARTMENT OR PROGRAM:** Extended Opportunity Program and Services (EOPS)  
and Cooperative Agencies Resources for Education (CARE)

**DIVISION:** Counseling

**1. BRIEF DESCRIPTION OF PROGRAM:**

- 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/CARE serves 364 and 12 students respectively.
2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

- 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.
  - 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.
  - 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.
  - 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.
  - Conducted academic success workshops on time management, taking exams and applying for scholarships.
  - 12 students have applied for an associate degree, 8 students have applied for certificates, 10 students have applied for transfer, 75 students applied for scholarships and 49 students earned dean's list honors.
  - Program staff participate on a number of campus committees including, Diversity in Action Group (DIAG), Basic Skills Initiative Committee, Accreditation sub-committee, hiring committee, scholarship committee, ad hoc Asian and Pacific Islander Group, advisors to EOPS Club, Latinos Unidos, Polynesian Club.
3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.
- Outreach to one middle school in feeder area.  
Due to staffing constraints we were unable to add middle school outreach activities for this year, but will continue to keep early outreach as a goal for the future.
  - Assess third and sixth semester program participants on program outcomes.  
We met this goal.

- Collaboration with the newly created Learning Center for extended tutorial assistance for program students.  
This goal will take place when full implementation of Learning Center Services are available. A referral process will then be developed.
  - Reinstitute the Academic Success Project to address needs of low performing students. We started the initial steps by accessing gpa and course completion data and targeting students for the Academic Success Project, but at this time students were able to voluntarily participate.
4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).
- Create a referral process for EOPS students with the new Learning Center.
  - Develop outreach activities to target Foster Youth and create awareness of services.
5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?
- An increase in program staff will ensure the program meets its goals and objectives. While we recognize the college's fiscal situation, we plan to annually put forth a request for additional staff.
  - 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. We have communicated our concerns with appropriate decision makers and will continue to discuss solutions and/or alternatives.

**6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

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.

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

**SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (cont'd)**

<b>Full-Time Faculty Positions Requested (if applicable)</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
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.

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
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.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-

printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<b>Item:</b> Computer <b>Number:</b> <b>Vendor:</b> <b>Unit price:</b> <b>Total Cost:</b> <b>Status*:</b>	Outreach and Recruitment	

\*Status = New, Upgrade, Replacement, Maintenance or Repair.

## 8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation:

Please list the department's Annual Update for Program Review and Planning report team as appropriate:

Primary program contact person: Krystal Romero  
 Phone and email address: (650) 378 7223  
 Full-time faculty: Sylvia Aguirre-Alberto, Ruth Turner  
 Part-time faculty: Lorena del Mundo, Adrian Orozco  
 Administrators: Marsha Ramezane, Jennifer Hughes  
 Classified staff: Tami Hom, John Vehikite  
 Student: Estela Garcia, Nahedh Kadoumi

  
 Primary Program Contact Person's Signature Date 3/27/12

  
 Full-time Faculty's Signature Date 3-26-12

  
 Full-time Faculty's Signature Date 3.26.2012

  
 Classified Staff Person's Signature Date 3-26-2012

  
 Student's Signature Date 3/26/12

  
 Dean's Signature Date 3/23/12

