

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)

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 323 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.

- One hundred and thirty-eight (138) students responded to the program student satisfaction survey.

QUESTION:	Excellent	Very Good	Good	Fair	Poor
Quality of Program Services	78%	16%	6%	n/a	n/a
Satisfaction with Program Staff	88%	10%	1%	n/a	1%

Ability of Staff to Answer Questions	82%	16%	1%	1%	n/a
Hours of Availability	65%	28%	6%	1%	n/a
	Significantly	Moderately	Very Little	None	
Extent of EOPS support to help stay in college	89%	11%	n/a	n/a	

In brief, EOPS supportive services and staff contribute to the success of students attending the College of San Mateo. EOPS students seem to be requesting additional hours of availability. The EOPS office has extended hours four- days a week to accommodate day and evening students and by arrangement; therefore, this request may be addressing available counseling hours. The program has four counselors (equivalent of two full-time counselors) but their time is divided with other duties or programs. This will be addressed in the summary of resources section. When asked "what EOPS services did you find most useful" students expressed appreciation to the program staff; overwhelmingly, book service and counseling was most notable, with bus pass, parking permit and priority registration mentioned. When asked "what EOPS services do you wish could be provided" students expressed a need for more textbook funds, gas assistance and tutoring. In response to "what have you learned from being in EOPS" students shared: how to manage time, be organized and responsible, and understand requirements for degree and transfer.

- Provided presentations and workshops to over 850 college and high school students, community participants in fall 2010.
- Continued collaboration with ESL faculty to provide information and services to ELD high school students in fall 2010 and spring 2011.
- Conducted academic success workshops on time management, taking exams and applying for scholarships.
- Fifteen students have applied for an associate degree, 10 students have applied for certificates, 10 students have applied for transfer, 85 students applied for scholarships and 42 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, 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.

- Tutorial services hours and subjects were expanded. Tutors participate in a monthly training with program services coordinator.
- Collaboration with the Basic Skills Committee to identify textbooks to be located in the campus Library; progress with the book loan program continues.

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.).

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

- Outreach to one middle school in feeder area.
 - Assess third and sixth semester program participants on program outcomes.
 - Reinstitute the Academic Success Project to address needs of low performing students.
5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?
- A reduction in state program funding could jeopardize the number of students served, a limit on book service funds to students and outreach to local schools and community agencies.
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 survey, students were surveyed on the following learning outcomes:

- Knowledge of three primary educational goals offered at CSM
- Knowledge of required units and gpa for an associate degree

Student Learning Outcome	Number of Correct Responses		
	3	2	1
Knowledge of three educational goals	17	5	3

Student Learning Outcome	Number of Correct Responses		
	Units	GPA	No Response
Knowledge of units/gpa for degree (60 units/2.00 gpa)	19	20	6

Key Findings: Sixty-two percent of the identified students completed the learning outcome survey. At least 88% of respondents were able to identify at least two educational goals available at CSM; 17 students had knowledge of all three which is a 40% increase from last year. Although the above findings are positive, program staff will continue to engage students in individual sessions regarding these two outcomes, and enrollment in CRER 121 which is critical to enhancing students' understanding of campus educational goals and requirements will be mandated.

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
(Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)
- 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.

Full-Time Faculty Positions Requested (if applicable)	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.
1-full time counselor requested	This will allow staff to meet the counselor/student ratio needed to provide three counselee appointments each semester and follow-up necessary to improve retention.	The personalized, consistent counseling contacts reinforces SLO's learned in CRER 121 course; and meets Title V mandates for EOPS operating guidelines.

Classified Positions 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.
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 or program 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 (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your 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.
Item: n/a. Number: n/a. Vendor: n/a. Unit price: n/a. Total Cost: n/a. Status*: n/a.	n/a.	n/a.

*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: Ruth Turner
Phone and email address: (650) 574 6154; turner@smccd.edu
Full-time faculty: Ruth Turner, Sylvia Aguirre-Alberto
Part-time faculty: Lorena del Mundo, Adrian Orozco
Classified staff: Tamara Hom, John Vehikite
Students: Patrice Reed
Dean: Marsha Ramezane

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>