



**PROGRAM REVIEW AND PLANNING**  
**Approved 9/2/08 Governing Council**  
**(Form Correlated with Student Services '07 PR Template)**

*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: EOPS/CARE**  
**Division: Counseling Services**

**I. DESCRIPTION OF PROGRAM** *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

Extended Opportunity Programs 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 educational criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who are at least eighteen years of age, single-head of household with children under the age of fourteen, and receive TANF (Temporary Assistance for Needy Families).

**II. STUDENT LEARNING OUTCOMES** *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

EOPS/CARE evaluates student learning outcomes each semester through a pre/post assessment in the Career 121: Planning for Student Success course. Students must complete CRER 121 with a 'C' grade or better by their second semester in the program. Surveys indicate that this course is a critical component in teaching students to navigate the college environment. Through the pre/post assessment instrument, we are able to determine what students know at the beginning of the course, if students are learning SLOs, and what specifically they are able to demonstrate at the end of the eight week course. As in previous semesters, students made marked improvement in relation to identified student learning outcomes. The Fall 09 findings are as follows:

Pre-Post Assessment Questions	Number of Correct Responses							
	Pre-Test				Post-Test			
	3	2	1	0/B*	3	2	1	0/B*
List 3 types of financial aid.	3	9	12	25	15	13	9	12
List 3 instructional programs (divisions).	1	7	4	37	13	20	3	13
	Yes	No	Blank		Yes	No	Blank	
Calculate gpa/formula.	1	17	31		29	16	4	
List principles for goal setting.	8	1	40		27	18	4	
*B=Blank								

**Pre-Test Comments - Those who commented had similar responses including:**

- Plan/meet with counselor
- Determination, patience, social skills, responsibility
- Have vision, agenda motivation, attend class
- Be familiar with campus
- What interests you

*[40 students had no comments]*

**Post-Test Comments - All but six students commented with the following responses:**

- Dated, Achievable, Personal, Positive, Specifics (17 responses)
- Good study habits; time management
- Start by trying your best, get better grades
- Focused, Realistic, time management
- Ed goal, counseling services
- Take step by step, meet w/counselor, know your major and courses required
- Motivation and responsibility, responsibility and vision, good knowledge of campus
- Make goals realistic and able to achieve them, break down goal into steps
- 60 units, general education – IGETC or CSU GE
- Reachable goals, break into smaller sections, organize a timeline, adjust as you go along
- Major, plan, take action, follow it w/counselor
- Research career (jobs etc.), stick to it, talk to others w/ similar goal, see counselor, review class needed, do SEP, set goals that are attainable, mentally/physically prepare
- Your interests in a career, setting up a planned schedule, figuring out how to do it, then take action
- You have to use self-discipline and know exactly what you want and make sure you do it...

**Conclusions:** CRER 121 remains a viable, efficient way to introduce educationally underprepared students to the college environment. Information learned through course participation is critical in teaching students to navigate the institution, how to develop and fulfill a goal, and what programs and services are available to assist along the way. Pre-post comments indicate a deepening knowledge, and more critical thought given to what it takes to complete a goal including student responsibility, time management and utilizing resources such as counseling services.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Requiring the CRER 121 course proves essential in teaching students with little to no college experience to navigate the community college system. It is instrumental in teaching students the language of academia, so that they are better able to utilize serves, access instructional and student service departments, and plan academic as well as personal goals. We will continue to require that new students complete CRER 121 by their second semester in the program. Staff will also continue to discuss ways to reiterate this information in individualized counseling sessions, workshops and other program services.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility

**III. DATA EVALUATION** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

For the 2009-10 academic year EOPS served 363 students—down 34% from the previous year. CARE served 14 students, down 13% from the previous year. This decline reflects the impact of budget cuts experienced by EOPS programs throughout the state, resulting in a reduction of student caps, at CSM from 536 to 323 students. Increasing the number of EOPS/CARE students has always been an annual goal. Though demand is high, EOPS was forced to limit the number of participants to preserve the quality of program services. Still, we are serving 11% over cap. Priority for entrance to EOPS services was given to CalWORKs students, many of whom are eligible for CARE, Foster Youth, and other populations eligible for the Board of Governor’s Waiver A.

EOPS services include: individualized counseling, assistance with required textbooks, transportation costs, priority registration, transfer services (applications, fee waivers, university tours), tutoring, computer access, help completing college, financial aid and scholarship applications, and student success workshops. CARE students receive all EOPS services plus the additional supportive services such as all required textbooks and supplies, child care costs, grants, meal cards, and parenting workshops. New students entering EOPS Spring 2010 did not receive book service. Other direct support services such as transportation assistance, grants, book service voucher amounts, and university tours were significantly reduced. Despite this, EOPS/CARE retains a high student satisfaction rate.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

N/A

- c. Referring to the Productivity data, discuss and evaluate the program’s productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College’s general target productivity will be recommended by the Budget Planning Committee.)

N/A

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

To increase survey responses, a monkey survey was e-mailed to fall students. Seventy-five continuing students and eighty-five new students participated, for a total of 160 students, 53.1% of the Fall 2009 program population. The results are as follows: **94%** of respondents rated the ‘Overall Quality’ of program services Excellent (77.5%); Very Good (16.3%) and Good (6%). Exceptionally, **100%** of students responding were extremely satisfied with staff: 80%, Excellent; 13.8%, Very Good; and 6.2% Good. Ratings for staff’s ability to answer questions, hours of availability and explanation of the EOPS application process (only queried to new students) were similarly high. Continuing students found the ‘continuing student status form’ particularly helpful, 81.3% said yes, 16% were unsure and 2.7% did not respond. Perhaps most significantly, 137 students or **85.6% said that EOPS services ‘Significantly’ helped them remain in school**; 13.8% replied ‘Moderately,’ and only .6% said ‘Very Little.’ Students find counseling, financial services such as transportation and book service, and tutorial services most useful. Students also commented on program staff, citing a friendly environment, a sense of belonging and a place they know they can receive assistance. Many students indicated their needs were being met by current program services. Others wish EOPS could offer more help with book service, grants, food, housing, more tutors (and a couple said better tutors), on-line counseling contacts, and help getting more lighting across campus. The program will develop an assessment of its tutorial component to determine how best to enhance services in light of the budget deficit.

- b. Briefly discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

In Fall 2009 EOPS celebrated its 40<sup>th</sup> Anniversary. A program founded during the latter half of the civil rights movement, EOPS, and later CARE), was instituted to provide access to higher education for historically underrepresented students who were low-income, first generation, and educationally underprepared to pursue a college education. Our program reflects the diversity of the CSM campus, and the surrounding community. We admit students of all ages, races, language groups, sexual orientations, abilities and religion affiliations. Students mirror the support they receive by a diverse program staff—helping one another by sharing information, offering personal support, and academic assistance in the form of study groups, and one-on-one tutoring. Fall 2009, EOPS enhanced its workshop offerings. We required students on ‘probationary’ status for academic progress to attend at least two presentations; and follow-up with an EOPS counselor. This cohort, the *Academic Success Project*, seeks to provide closer collaboration with students who are underperforming. We hope to have improvement data for the next review cycle. We had also planned to create supplemental services for African American and Latino male students to enhance program retention rates however budget constraints prevented us from securing an identified group facilitator. Staff will seek outside funding sources to help with this particularly vulnerable cohort.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	Program survey ratings are high. Staff is well regarded and remains committed to nurturing student success through enhanced counseling services, workshops, and tutorial services despite budget cuts, and fears of additional reductions.	Program demand and campus support of the EOPS/CARE mission is high.
<b>Weaknesses</b>	Dramatically reduced direct financial support services and enrollment cap has limited our ability to meet student needs for assistance with book & transportation services. Grants have been eliminated.	Additional cuts have been proposed for the 2010-11 fiscal year. If enacted, further erosion of program components, and possibly staffing could occur.
<b>Opportunities</b>	Lower student count allows program to more closely follow-up with participants; offer greater counselor /staff contact.	Increased success rates combined with program demand strengthen advocacy talking points for preserving/restoring program funding.
<b>Threats</b>	Diminished funding limits effective program services, particularly for transferring populations, first semester new students and will further erode program services, offerings, and possibly staffing.	Suggestions for program consolidation within District may reduce campus services; and dilute effective campus outreach activities such as EOPS Preview Day.

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

This fall we released our EOPS Specialist, a short-term position responsible for assisting office staff and students during peak outreach and recruitment periods. The position also helped us meet the increased service cap while maintaining quality, personalized approach to providing student services. The loss of that position has been felt by all but none greater than the students. Fortunately, the program has employed two equally beloved program services coordinators. These two positions are the glue that holds the program together, freeing counseling faculty time to provide meaningful, individualized interactions and follow-up with students. They also allow us to expand our workshop offerings, conduct consistent outreach within the campus and at our local feeder schools. At the end of this term we will lose a half-time counselor to retirement. Budget reductions have diminished adjunct counseling hours to a minimum. Surveys indicate, as confirmed by students who participated in the recently held college 'Teach-Ins' that it is this support: individualized, concentrated, consistent and engaged interaction that has made the difference in their educational experience. Restoration of the adjunct counseling hours, a permanent part-time EOPS Specialist and restoration of program funds will allow us to continue to provide the services that work: mitigating financial costs and a lack of personal support systems thereby allowing students to focus on reaching their educational goals.

**VI. Action Steps and Outcomes** (Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)

- a. Identify the program’s action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

**2010-11 program action steps include:**

- Assess and enhance tutorial services: increase subject offerings; conduct tutor trainings
- Seek additional funds to supplement book service program
- Collaborate with district to Advocate for instructor participation in the CSM Bookstore Book Loan Program
- Assess success rates of students participating in the *Academic Success Project*

- b. Briefly explain, specifically, how the program’s action steps relate to the Educational Master Plan.

Program action steps are designed to enhance student success through student engagement, individualized and responsive service delivery, thereby increasing student retention, course completion, degree and certificate earnings and transfers to four-year institutions for underprepared, low-income students.

- c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

- Increase in number of tutors and breath of available subjects
- Institute and conduct tutor training programs
- Survey *Academic Success Project* students to determine effectiveness of interventions with cohort
- Increase in number of faculty participation in CSM Book Loan Program

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (Data resources: Educational Master Plan, GE-SLOs, SLOs; 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.

Full-Time Faculty 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 Half-time counselor to replace existing position of retiring counselor.	Allows staff to continue to meet the counselor/student ratio needed to provide three contacts each semester.	Personalized, consistent counseling contact reinforces SLOs learned in CRER 121 course; and meets Title V mandates for EOPS operating guidelines.

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

- 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.

<b>Resources 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>
<b>Item:</b> Input text here. <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here.	Input text here.	Input text here.

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

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

<b>Course Number</b>	<b>Last Updated</b>	<b>Six-year Update Due</b>
Input text here.	Input text here.	Input text here.

IX. **Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

Claudia Menjivar, Director, Financial Aid Mike Mitchell, Program Services Coordinator, Transfer Center
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ACT report not currently available.

- b. Briefly describe the program’s response to and intended incorporation of the ACT report recommendations.

Upon receipt of the ACT report, staff will seek to incorporate recommendations and findings.

**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of evaluation:** March 18, 2010

**Please list the department’s Program Review and Planning report team:**

Primary program contact person: Danita Scott-Taylor; x6155 or scott@smccd.edu  
Full-time faculty: Ruth Turner, Coordinator/Counselor; Sylvia Aguirre-Alberto, Kitty Brown and Arnett Caviel; half-time counselors  
Part-time faculty: Lorena del Mundo; Adrian Orozco; adjunct counselors  
Administrators: Danita Scott-Taylor; Director, Student Support Services  
Classified staff: Tami Hom, John Vehikite; Program Services Coordinators  
Student Assistants: Nahedh Kadoumi; Michelle Carranza; Patrice Fort-Reed

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*Faculty’s and staff signatures*

*Date*

*Dean’s signature*

*Date*