

Student Services Program Review Template

Executive Summary

0. Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. (200 Word Limit)

EOPS:

EOPS strengths lay in the intentional and intrusive counseling and retention services that are directly linked in influencing student persistence and completion rates. (Please see attached document with charts – Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students Fall 2013 – Spring 2016). We increased the number of students served by 9%: 425 in 2015-16 in comparison to 463 in 2016-17. Although our goal is to grow, the number of students we serve has declined, much like the College, we are also seeing a decline in applicants. We currently estimate a 13% decrease this year. The importance of targeted outreach and key partnerships are critical in our goal to serve more students.

Funding increased by 5% (\$566,126) in 2017-18 from 2016-17 (\$540,639). However, we currently estimate that salaries and benefits will increase by approximately 5% (\$379,031) in 2017-18 in comparison to 2016-17 (\$360,819). SSSP supported EOPS summer counseling hours in 2016 but since their funding was reduced, we were unable to provide that service in 2017. In 2016-17, Student Equity (ACES) allocated \$41,983 to EOPS that went towards direct services to students (i.e. books and transportation). This year, ACES has not been able to support EOPS. Although, the College has been supportive by providing a one-time allocation of \$25,000 for transportation. The budgetary challenges will continue as EOPS grows to service more students and takes on new partnerships and initiatives, like PROMISE and CAFYES.

Based on Title IV, since the charge of EOPS/CARE is to provide “over-and-above” services, the challenges will be: (1) to recruit as many students who qualify so that we can grow; (2) secure necessary funding to provide the essentials students need to succeed (i.e. book voucher and transportation costs); (3) and to continuously improve and expand services to students (i.e. tutoring)

CARE/CalWORKs:

We have been able to work collaboratively with the San Mateo County Human Services Agency in order to help students maintain eligibility for CalWORKs (child care and cash assistance). The challenge is that due to the high cost of living in San Mateo County, we are seeing a trend of students moving out of the area. We plan to do outreach at the San Mateo County Human Services Agency in April and May to recruit new students. Our budget has remained about the same from last year (2016-2017) to the current year (2017-2018).

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CARE's budget decreased this year by 8% (\$60,491 in 2016-17 to \$55,829 in 2017-18). In addition, we have seen a sharp drop in enrollment. Although there was a rise of 19% increase from 2015-16 (21) to 2016-17 (25), this year we are estimating a 56% decrease. Staff are working with San Mateo County Human Services Agency to do targeted recruitment.

Program Context

1. Mission

EOPS: To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational goals.

CARE: To assist single-parent EOPS students, receiving county aid, to overcome the obstacles of single parenthood in order to succeed in college and help expand their educational and job training opportunities.

CalWORKs: To assist CalWORKs students to transition from public assistance to economic self-sufficiency

FYSI: To support the California Community College Chancellor's Office (CCCCO) statewide FYSI outreach and retention efforts to better serve current and former youth.

2. Program Description

Extended Opportunity Programs and Services (EOPS) is a state funded program that aims to help low-income and educationally disadvantaged students succeed in college. EOPS provides the following services: counseling, priority registration, book services, workshops, transfer services, and other types of support. To be eligible for EOPS, students must be a California resident, enrolled in at least 12 units when accepted into the program, meet the guidelines for the Board of Governors Waiver (BOGW), and have an educational disadvantage.

Cooperative Agencies Resources for Education (CARE) is also a state funded program that helps single parents receiving county assistance from CalWORKs and TANF (Temporary Assistance to Needy Families, formerly AFDC) succeed in college. CARE provides assistance with counseling, meals, transportation and other types of support.

CalWORKs provides assistance to CalWORKs students by providing academic, personal and career counseling; case management and tracking of student progress; job development and placement; and by providing unduplicated support services such as work-study, book vouchers, transportation, and educational supplies.

Foster Youth Success Initiative (FYSI) is under the umbrella of EOPS. FYSI's purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four-year university.

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3. Community & Labor Needs

N/A – based on feedback from last program review cycle I'm including the following.....

This year the Chancellor's Office recently implemented the following allocation formula for EOPS. The CCCCO determined the student caps for 2017-18 from the highest number of EOPS students served in one of the prior three academic years: 2014-15, 2015-16 and 2016-17. The student cap will help maintain the dollar per student from year to year, and protect funding for those programs who are unable to or choose not to serve additional students. After 2018-19, the cap is expected to be based on the number of students funded in the "prior prior" year. The student cap does not establish a ceiling or restrict the number of students counted as served by EOPS. However, the new EOPS funding formula will have a two-year phase in to fully implement the use of "prior prior" year students served data and the new growth element:

1. 2018-19 (First year of implementation of formula):
 - \$150,000 base
 - 95 percent for students served in "prior prior" year (2016-17)
 - 5 percent for college effort
 - 95 percent guarantee of prior year's initial allocation
 - Minimum of \$150,000 per program
 - Fiscal adjustments applied last
 - Student cap—same cap as in 2017-18

2. 2019-20 (Second year of implementation of formula):
 - \$150,000 base
 - 90 percent for students served in "prior prior" year (2017-18)
 - 5 percent for college effort
 - 5 percent for student growth
 - 95 percent guarantee of prior year's initial allocation
 - Minimum of \$150,000 per program
 - Fiscal adjustments applied last
 - Student cap will be generated based on number of students funded in 2017-18

Therefore, it is critical that EOPS plan to grow incrementally and that we strategically plan to invest toward the college effort. Both elements have an impact on how EOPS will be funded.

In addition, the new CARE allocation formula will be implemented as follows:

- 2018-19 (Implementation of formula):
- \$30,000 base
 - Remaining funds for students served in "prior prior" year (2016-17)
 - 90 percent guarantee of prior year's initial allocation
 - Minimum of \$30,000 per program

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- Fiscal adjustments applied last (COLA and growth funds)

The recruitment for more CARE students is more of a challenge. Although the CCCCCO changed the minimum age of the child from no older than 14 years old to no older than 18 years old, the declining numbers of CalWORKs (TANF) recipients, not only in the Bay Area but also in the State, has bleakly affected our student numbers.

4. Major Accomplishments

EOPS/CARE:

2016-17 Highlighted Accomplishments:

-Served 463 unduplicated students in 2016-17 (9% increase), compared to 425 in 2015-16.

-EOPS Book Voucher Augmentation of \$7,968 and CARE Grants and Food Voucher Augmentation of \$6,909.

-50 EOPS student transferred to various four-year universities.

-Graduation:

192 Total Certificates and Degrees

67 Certificates

125 Associates Degrees

-132 scholarships were awarded 100 EOPS students for 2017-18.

-EOPS Club fundraised to support the EOPS Scholarship \$500 and the Pamela Ward-Smith (CARE/CalWORKs) Scholarship \$500.

-EOPS paid the Phi Theta Kappa (PTK) Honors Society membership fees for 32 students to join.

-Provided graduation regalia for approximately 40 students, including PTK honor cords, sashes and teasels.

-At the end of the year celebration, students are recognized for earning a certificate, associate's degree and/or transfer. In addition, we recognize students for the EOPS Student Awards:

EOPS Advocate of the Year: Recognizes a student who has participated and helped the EOPS Program and Club.

EOPS Eternal Flame: Recognizes a student who had to overcome major life obstacles and still managed to succeed

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EOPS Unsung Hero: Recognizes a student who has demonstrated any of the following qualities: strong work ethic; followed all program rules & regulation; has gone above & beyond to participate in the program; has been a major positive, influence on other EOPS students.

-Increased transportation by 9%, from \$42,478 in 2015-16 to \$46,236 in 2016-17, which included monthly bus passes and parking permits.

-Continued to provide survival kits/backpacks to students.

-Increased transportation for CARE students, by more than double, from \$2,291 in 2015-16 to \$5,291 in 2016-17.

-Student Equity supplemented the following direct services to students in 2016-17:

Book Vouchers: \$24,156

Transportation: \$5,610

CARE Food Vouchers: \$525

Laptops for students use: \$11,692

-Student Equity also supports 30% of our Retention Specialist, which focuses that time to DREAMERS and Foster Youth in EOPS.

-SSSP supports 100% of one of the EOPS adjunct counselors during the fall and spring semesters.

-In collaboration with EOPS/CARE and CalWORKs, we continue to work with San Mateo County Human Services Agency to have a County Employment Services Supervisor out-post at Cañada College at the beginning of every semester (summer/fall/spring).

-In working with our Office of Planning, Research & Institutional Effectiveness, we have been able to gather the following demographic, retention and persistence data. Please see attached.

CalWORKs:

-We were able to utilize 30% of our total funding (\$175,431) for direct student support services such as transportation assistance, school supplies, workshops, and work study program.

-In addition to professional and personal development workshops that we have developed for our CARE/CalWORKs students, we have also provided monthly support group meetings for our students to discuss various topics and/or challenges that they have encountered.

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About 90% of our students have attended the workshops and monthly support group. The students really enjoy attending the monthly support because it provides them with the opportunity to connect, share and support one another.

-We have provided a start-kit for all new CalWORKs students and school supplies available all year round for continuing students. We have laptops for all CalWORKs students to borrow until the end of semester, and been able to purchase a parking permit for all CalWORKs students.

-One of our CalWORKs students won the scholarship award from California Community Colleges CalWORKs Association. This was the first time that our student was selected for this competitive award.

-In 2016-2017 academic year, we served 30 CalWORKs students (unduplicated). Our college honored 7 associate's degrees and 3 certificates to CalWORKs students. Two students were accepted to CSU East Bay to pursue a bachelor's degree in Business Administration and Criminal Justice. Nine students (30% of our students) participated in our on-campus work study.

5. Impact of Resource Applications

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

SSSP has helped to support additional counseling hours by funding an additional adjunct counselor. EOPS students are required to meet with an EOPS counselor a minimum of three times per semester. This funding has allowed us to serve more students and ensure they are able to fulfill this essential program requirement to continue to maintain eligibility in EOPS. Starting in spring 2016, we were able to hire an adjunct counselor (18 hours per week). In planning for our State allocation for next year, this is critical because our funding is directly linked to how many students we serve annually (unduplicated count).

In 2016-17, EOPS requested funding through Student Equity to help supplement services for summer 2016 and fall 2016. The approved proposal funded the following services:

Transportation - \$5,610

Laptops - \$11,692

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Books - \$24,156
CARE Food Vouchers - \$525
TOTAL - \$41,983

Unfortunately, this year ACES has not been able to assist EOPS/CARE and CalWORKs. Although, the College has been supportive by providing a one-time allocation of \$25,000 for transportation. However, the budgetary challenges will continue as EOPS grows to serve more students and takes on new partnerships and initiatives, like PROMISE and CAFYES.

Current State of the Program

6A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

Strengths:

EOPS strengths lay in the intentional and intrusive counseling and retention services that are directly linked in influencing student persistence and completion rates. (Please see attached document with charts – Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students Fall 2013 – Spring 2016). We increased the number of students served by 9%: 425 in 2015-16 in comparison to 463 in 2016-17. The counselors and staff contacts for 2016-16 increased by 6% (3,791) from 2015-16.

EOPS continues to provide students with a \$350 book voucher each semester (fall/spring). In spring 2018, we have been able to collaborate with the Bookstore and ASCC to offer students, for the first time, a food voucher for up to \$6 per day.

CARE increased the food voucher from \$7 per day to \$10 per day in spring 2018.

In fall 2016 as part of the transportation assistance, EOPS expanded the service to cover students parking permit. This year, the College is providing one-time funding of \$25,000 towards EOPS transportation this year.

Students are able to attend a Group Counseling Session as one of the three required counseling contacts. Due to having a counseling intern, this semester we were able to include a couple sessions for our evening students. During the past two years, the following topics have been offered: time management, how to choose a major, transfer workshops, personal statement, financial aid, resume & cover letters, student-faculty relationships, interview essentials, stress management, and learning styles.

Each semester we create an EOPS/CARE/CalWORKs/FYSI Newsletter to distribute to students and the College community. We include updates, upcoming events and highlight former students. We also posted them on our website and our Facebook page. (Please see attached Newsletters – F16, SP17, F17, SP18)

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The last couple of years the EOPS Club has been very successful in fundraising for the two program scholarships: EOPS Student Scholarship and the Pamela Ward-Smith Scholarship.

EOPS/CARE/CalWORKs provides students with a reminder call and text for counseling appointments. Since we implemented this in spring 2016, we have seen a decline in no shows. Additionally, we contact students who have not kept up with their required appointments – calls, email and texts.

We work collaboratively with other College support services programs, such as SparkPoint, Financial Aid, DRC, Transfer Center, DREAMERs Center, Career Center, and PROMISE.

Although our community partnership help many of our students with an array challenges, the following further support our DREAMERs/AB540 and Foster Youth students, such as Catholic Charities, Fair Oaks Community Services, Woodside Giving Circle, San Mateo County Independent Living Program, StarVista, San Mateo County Immigrant Forum, and HIP Housing.

In spring 2018, the new permanent Dean of Counseling & Director of EOPS/CARE/CalWORKs/FYSI was hired after having an interim for two and a half years. It is critical that we now have more permanency moving forward as we take on new initiatives, challenges, and expand on services.

We continue to loan out a limited number of laptops, calculators and digital recorders.

CalWORKs: We have developed and continued to strengthen relationships with all departments on campus so we have been able to place 42% of our students to work on campus. We have a very good working relationship with the San Mateo County Human Services Agency. As a result we have helped students to not fall into sanction status with the county and lose their county cash and child care benefits. The county has been very receptive when we recommend additional child care for study time. In addition, this year's budget can support student needs beyond what they currently receive from the County (i.e. additional text support and supplies, and transportation).

We have been able to provide an array of various topics for the CARE/CalWORKs workshops and monthly support groups. Students have found these to be very supportive and helpful. During the past two years the following topics have been offered: What to Do When Children Lie: How to Raise Honest, Responsible; Finding The Light Within; CalFIT; Staying connected with your children & holiday resources; Managing & Coping with Stressors; The Importance of Self-Care; Inter-semester activities ideas; Behavior Issues and Disciplines; Mindfulness; Connected or Disconnected: Technology and Your Family; Balancing School, Work and Home; How do you make ends meet financially; Scholarships & Personal Statement; Achieving Self-Sufficiency; Building Self-Esteem in Children; Healthy Snacks; Self-Care for Parents; Balancing School, Work and Home; and How do you teach your child responsibility such as household chores.

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We annually participate in the planning and coordination of the CARE/CalWORKs Region III Retreat. Approximately 80-90 students participate at an all-day event that allows them the opportunity refocus on the importance of staying focused and goal setting; at the same time feel that they are supported regardless of the daily struggles they have to overcome in order to just attend school.

Challenges:

Due to the decline in enrollment, not only District-wide, but at Cañada, the number of students we served EOPS this year has gone down in comparison to last year – so far a 13% decrease from 2016-17. It is critical that we focus our efforts on recruitment for EOPS. Although the Retention Specialist has worked diligently on increasing our outreach efforts, in collaboration with the College Recruiter, more needs to be done because of the newly implemented allocation formula. Currently there are 1,452 students with less than 70 degree applicable units that qualify for BOGW A or B that could potentially be eligible for EOPS. Not only is it important to recruit students who have already applied for financial aid, but it is also imperative that we have targeted outreach efforts in the community.

Student Equity was very supportive in 2015-16 (\$12,128) and 2016-17 (\$41,983) to fund direct services to students (i.e. books and transportation). However, this year they have not been able to provide any funding. The challenge for EOPS has been trying to find other funding sources so that it will not affect the number of students we serve and continue to provide what Title IV requires as “over and above” services.

Through our Annual EOPS Program Plan, this is the second year that we have had to request a waiver from the State Chancellor’s Office to not provide EOPS tutoring services. Although it is a high demand from our students, we have not been able to provide them with the additional tutoring hours needed. This is a challenge that we will need to continue to work on in collaboration with the Learning Center. As the College is piloting an online tutoring option, we look forward to seeing how EOPS students will be able to access this critical service.

Although loaning out educational equipment is one of our strengths, it is also a challenge because we need to replace them due to normal wear and tear, damages, and being lost/stolen. In working order, we currently have fifteen laptops, seven calculators, and one digital recorder. We also see a need for flash drives and pulse pens & notebooks. All these items are in high demand and we are limited as to purchasing them.

Last year we were not able to provide assistance during the summer session. When possible, we have supported students with a \$75 book voucher, transportation costs and counseling services. Last summer SSSP and ACES were not able provide us with additional funding to support these costs. For many of our students not having EOPS support over the summer meant they were not able to take class(es).

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Over the last few years, our EOPS Student Club has been integral in fundraising for our student scholarships. The student officers that lead these efforts transferred and this year it has been a challenging identifying students that have the time to dedicate to the club. However, we will continue to work with students to encourage them to build on their leadership skills by becoming an officer within the Club.

CalWORKS – In 2017-2018, we have seen a drastic decrease in the number students due to the high cost of living in this area. Last academic year we served 30 students (unduplicated), and for this academic year we currently serve 14 students (unduplicated). We might be able to recruit 2-3 more students by the end of summer 2018. Majority of our students are referred by the San Mateo County Human Services Agency, the county also has experienced the significant decrease in the number of clients that they have never seen before. In the effort to increase the number of students, we have scheduled to do outreach at the San Mateo Human Services Agency in April and May.

EOPS/CARE/CalWORKs student study area was used as swing space due to remodeling to building 5 and the addition of CIETL. When the remodeling was completed that space was not returned to the Programs. The area was used by students to study, EOPS Cub meetings, EOPS/CARE/CalWORKs /FYSI activities, food pantry, computer and printing usage, text book library, etc. This has also limited the opportunity for the Programs to offer additional academic support and resources due to the lack of space. The need to have space close to the EOPS/CARE/CalWORKs office allows the programs to build community, a safe haven to study, and to connect with students. This is shown in programs that are at Cañada already (i.e. TRiO, STEM, etc.). Significant research supports the creation of a space to help students, especially first generation students, create community, meaning, and context to their college experience.

6B. State of the Program - Evaluation

What changes could be implemented to improve your program?

Our goal continues to be to serve more students and to expand and improve services. We are currently working Districtwide on the PROMISE initiative to better streamline services. With the goal of both PROMISE and EOPS wanting to grow, we believe we could make a strong case to hire another EOPS full-time counselor. Having a full-time counselor will allow us to expand programming to our students (i.e. more evening Group Counseling Sessions and develop a peer mentorship program within EOPS – Please see hiring justification for more examples). In addition, our District will be submitting an Application to Participate to operate a Cooperating Agencies Foster Youth Educational Support (CAFYES) Program. which is a subprogram of EOPS. If the application is approved, we will advocate having a Counselor/Coordinator and a Program Services Coordinator or Retention Specialist to support this program. We look forward to taking on new initiatives that will allow us to expand on serving the underserved student population. The challenge will be to identifying necessary resources and funding that

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will allow us to expand without negatively affecting how much is spent on direct services/aid to students.

In spring 2018, collaborated with the Bookstore and ASCC to implement a new EOPS food voucher. Students can purchase food at the Bookstore or Pony Express for up to \$6 per day. In addition, we increased the CARE food voucher from \$7 to \$10 per day. The food voucher continues to be redeemable at the Grove. Although these are services we want to continue, it is yet to be determined if we will be able to sustain it.

This year we worked with CSM and Skyline to create a District EOPS online application. We are in phase one of working with IT and hope to roll out the new application by the end of spring 2018. It is our intention that the application will eventually be linked to the students' WebSMART account and populates required information already entered in BANNER (like the PROMISE application). The goal of the online application is to make it more accessible to students and easier for them to apply.

This year we have also taken on a Counseling Intern, who has opened up more appointments and providing group counseling sessions for evening students. This has been helpful because one of our adjunct counselors took on a teaching assignment at Phoenix Aspire East Palo Alto Academy and therefore it has reduced her appointment availability.

Our website is a continuous work in progress. Although there have been some updates and improvements we continue to strive to improve to provide essential information about our program. We look forward to our website being updated to the current standard to increase access and assists with our recruitment efforts.

General Counseling is proposing to do a pilot to implement the Zoom software for live video counseling. We believe this would be a wonderful resource for all students, and we look forward to the opportunity of implementing it in EOPS.

We would like to collaborate with Personal Counseling and International Students on implementing a Peer Mental Health Educators. Both EOPS and International Students have found the need to promote and advocate for mental health services. Our hope is that Cañada implement what CSM currently has in place with Active Minds and hire EOPS and International Students to become Peer Mentors.

7A. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

SAO

The SAO was updated starting in fall 2017. On the new survey, question #2 was reworded to better capture students' understanding of how to activate their book voucher; and question #3 was added confirm their understanding of the counselor contacts obligation.

CONTINUING STUDENT in EOPS/CARE

Orientation Survey (Used through Spring 2017)

To help EOPS understand how well we are assisting our students, we would appreciate you answering the questions below.

1. Did you understand the EOPS UPDATES slide?
Fully Understood ___ Understood Some ___ Did Not Understand At All___
2. Do you know how to activate your book voucher? Yes ___ No ___
3. Which one the of following count towards one of the 3 counseling contacts:
TRiO Counseling Appointment Yes ___ No ___
EOPS Drop In Counseling Yes ___ No ___
General Counseling Appointment Yes ___ No ___
General Counseling Drop In Yes ___ No ___
EOPS Counseling Appointment Yes ___ No ___
EOPS Group Counseling Session Yes ___ No ___
4. Can you use your EOPS Book Voucher at CSM or Skyline bookstore? Yes ___ No ___
5. Do you have any suggestions or feedback to include in future EOPS Continuing Student Orientations?

CONTINUING STUDENT in EOPS/CARE (Updated Fall 2017)

Orientation Survey

To help EOPS understand how well we are assisting our students, we would appreciate you answering the questions below.

1. Did you understand the EOPS Continuing Student Orientation?
Fully Understood ___ Understood Some ___ Did Not Understand At All___
2. Do you feel confident that you know how to activate the book voucher? Yes ___
No___
3. How many EOPS counseling contacts are required per semester? _____
4. Which of the following count towards the required counseling contacts? Check all that apply
TRiO Counseling Appointment _____
EOPS Drop In Counseling _____
General Counseling Appointment _____
General Counseling Drop In _____

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EOPS Counseling Appointments _____
EOPS Group Counseling Session _____

5. Can you use your EOPS Book Voucher at CSM or Skyline bookstore? Yes ___ No ___
6. Do you have any suggestions or feedback to include in future EOPS Continuing Student Orientations?

SLO

STUDENT in EOPS/CARE/CalWORKs

Counseling Survey

To help Student Services understand how well we are assisting our students, we would appreciate your completing the information below.

This Counselor:

1. Provided useful information regarding academic and career planning.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE DOES NOT APPLY

2. Assisted me in understanding requirements for graduation, transfer, or certificate programs.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE DOES NOT APPLY

3. Helped me in planning my educational program in a manner that is consistent with my personal objectives.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE DOES NOT APPLY

In what specific ways was this counselor most helpful to you?

5. a) I have identified my educational goal (check all that apply)

CERTIFICATE AA/AS TRANSFER UNDECIDED

b) Major: _____

EOPS/CARE

Exit Program Interview

If you are leaving Cañada College, we would like to know how you are doing in reaching your future goals. Please leave us your address and telephone number where we contact you. Thank you!

First Name: Last Name:

Phone: Email:

Last Semester/Year with Cañada EOPS

I will not enroll next semester because: (please select one of the following)

- Attending another two-year college
- Attending a four-year university
- Graduating from Cañada College
- Completed educational goal
- 70+ units
- None apply

If none applies please let us know your college plans for next semester.

(Please select one of the following options)

- Lack of resources (e.g. financial, childcare, transportation, etc.)
- Health related problems (e.g. illness, pregnancy, etc.)
- Academic difficulties
- Personal reasons
- Moving out of the area
- Seeking/obtained employment
- I have other plans

	No Opinion	Not Helpful	Helpful	Moderately Helpful	Extremely Helpful
Academic Counseling/Advising	Please rate the following EOPS/CARE services:: Academic Counseling/Advising (No Opinion) <input type="radio"/>	Academic Counseling/Advising (Not Helpful) <input type="radio"/>	Academic Counseling/Advising (Helpful) <input type="radio"/>	Academic Counseling/Advising (Moderately Helpful) <input type="radio"/>	Academic Counseling/Advising (Extremely Helpful) <input type="radio"/>
Book Vouchers	Book Vouchers (No Opinion) <input type="radio"/>	Book Vouchers (Not Helpful) <input type="radio"/>	Book Vouchers (Helpful) <input type="radio"/>	Book Vouchers (Moderately Helpful) <input type="radio"/>	Book Vouchers (Extremely Helpful) <input type="radio"/>

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Transportation Assistance (Bus Passes)	Transportation Assistance (Bus Passes) (No Opinion) <input type="radio"/>	Transportation Assistance (Bus Passes) (Not Helpful) <input type="radio"/>	Transportation Assistance (Bus Passes) (Helpful) <input type="radio"/>	Transportation Assistance (Bus Passes) (Moderately Helpful) <input type="radio"/>	Transportation Assistance (Bus Passes) (Extremely Helpful) <input type="radio"/>
New Semester School Supplies	New Semester School Supplies (No Opinion) <input type="radio"/>	New Semester School Supplies (Not Helpful) <input type="radio"/>	New Semester School Supplies (Helpful) <input type="radio"/>	New Semester School Supplies (Moderately Helpful) <input type="radio"/>	New Semester School Supplies (Extremely Helpful) <input type="radio"/>
Progress Report Check-in	Progress Report Check-in (No Opinion) <input type="radio"/>	Progress Report Check-in (Not Helpful) <input type="radio"/>	Progress Report Check-in (Helpful) <input type="radio"/>	Progress Report Check-in (Moderately Helpful) <input type="radio"/>	Progress Report Check-in (Extremely Helpful) <input type="radio"/>
Orientation	Orientation (No Opinion) <input type="radio"/>	Orientation (Not Helpful) <input type="radio"/>	Orientation (Helpful) <input type="radio"/>	Orientation (Moderately Helpful) <input type="radio"/>	Orientation (Extremely Helpful) <input type="radio"/>
Counseling appointment availability	Counseling appointment availability (No Opinion) <input type="radio"/>	Counseling appointment availability (Not Helpful) <input type="radio"/>	Counseling appointment availability (Helpful) <input type="radio"/>	Counseling appointment availability (Moderately Helpful) <input type="radio"/>	Counseling appointment availability (Extremely Helpful) <input type="radio"/>

Do you feel the services provided by the EOPS/CARE programs contributed to your success at Cañada? YES/NO

Do you feel you obtain support from our staff? YES/NO

Comments: Recommendations or suggestions for improvement and what you consider the best in the program:

Please answer the following about tutoring:

Did you use tutoring? YES/NO

If YES, Did you use drop-in or appointment?

Drop-in

Appointment

Did you find tutoring helpful? YES/NO

Would you consider using online tutoring? YES/NO

7B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

EOPS

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The continuing students on Alert Status (students who did not meet one or more EOPS requirements the previous semester) are required to attend a one hour continuing student orientation. We wanted to find out how many students understood the EOPS program requirements after attending the orientation so that they could continue in good standing the next semester.

The Exit Interview/Survey provides us with insights about why students are leaving EOPS. We want to learn more about their reasons for leaving to see how we can support their transition. In addition, it allows us to gather feedback for suggestions on how to improve the program and/or what was helpful while there were in the program.

7C. SAO Assessment Results and Impact

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

EOPS

2016-17 Continuing Student Orientation Survey

Summary of the survey results

Between 95-98% of students who attended the continuing orientation fully understood the EOPS program requirements, and this will enable us to retain more students in our program. Fall 88% of students understood how to use our electronic book voucher, however this improved in Spring 2017 to 98% and 90% in Fall 2017.

Fall 2016 Continuing Student Orientation Survey. 59 students surveyed.

Did you understand the EOPS Updates slide?			Do you know how to activate your Book Voucher?		Which of the following count towards one of the 3 counseling contacts						Can you use your EOPS Book Voucher at CSM or Skyline bookstore?	
Fully Understood	Understood Some	Did Not Understood At All	Yes	No	Trio Counselign Appt.	EOPS Drop In Counseling	General Counseling Appt.	General Counseling Drop In	EOPS Counseling Appt.	EOPS Group Counseling Session	Yes	No
95%	5%	0%	88%	3%	5%	25%	31%	8%	92%	86%	7%	88%

Spring 2017 Continuing Student Orientation. 62 Students Surveyed.

Did you understand the EOPS Updates slide?			Do you know how to activate your Book Voucher?		Which of the following count towards one of the 3 counseling contacts						Can you use your EOPS Book Voucher at CSM or Skyline bookstore?	
Fully Understood	Understood Some	Did Not Understood At All	Yes	No	Trio Counselign Appt.	EOPS Drop In Counseling	General Counseling Appt.	General Counseling Drop In	EOPS Counseling Appt.	EOPS Group Counseling Session	Yes	No
97%	0%	0%	98%	0%	6%	27%	19%	2%	90%	73%	0%	98%

Fall 2017 Continuing Student Orientation. 52 students Surveyed.

Student Services Program Review Template

Did you understand the EOPS Updates slide?			Do you know how to activate your Book Voucher?		Required counseling contacts	Which of the following count towards one of the 3 counseling contacts						Can you use your EOPS Book Voucher at CSM or Skyline bookstore?	
Fully Understood	Understood Some	Did Not Understood At All	Yes	No	#	Trio Counsellgn Appt.	EOPS Drop In Counseling	General Counseling Appt.	General Counseling Drop In	EOPS Counseling Appt.	EOPS Group Counseling Session	Yes	No
98%	2%	0%	96%	4%	97%	2%	23%	4%	2%	94%	90%	6%	94%
					answered correctly								

Spring 2018 Exit Interview/Survey

Summary of the survey results

For question #1, students were able to select more than one reason. Therefore, could indicate that they were graduating from Cañada and transferring to a four-year university.

In question #2, the majority of the student found the EOPS/CARE services to be extremely helpful.

In question #3 and #4, 100% of the students indicated the EOPS contributed to their success and that the staff was supportive.

The responses for the tutoring questions indicated that the ones that did seek tutoring found it helpful. As the College is embarking on offering online tutoring, we are also gauging if students will use this valuable tool. The majority indicated that they would or maybe consider using online tutoring. In collaboration with the Learning Center and instruction, we will need to help students in how to use and what the benefits can be to online tutoring.

Student Services Program Review Template

EXIT INTERVIEW/SURVEY RESULTS					
SPRING 2017					
7 students participated					
1. I will not enroll next semester because:					
Attend another two-year college	2				
Attend a four-year university	3				
Graduating from Cañada College	3				
Completed educational goal	3				
70+ units	2				
None apply	0				
2. Please rate the following EOPS/CARE services:					
	No Opinion	Not Helpful	Helpful	Moderately Helpful	Extremely Helpful
Academic Counseling			1	1	5
Book Voucher	1				6
Transprotation Assistance	1			2	4
New Semester School Supplies	2			1	4
Progress Reports	1			1	5
Orientation	1		1	2	3
Counseling appointment availabiblity	1		1		5
3. Did you feel the services provided by the EOPS/CARE programs contributed to your success at Cañada?					
	YES	NO			
	7	0			
4. Did you feel you obtained support from our staff?					
	YES	NO			
	7	0			
5. Did you use tutoring?					
	YES	NO			
	4	3			
6. If yes, Di d you use drop-in or appointment?					
	Drop-in	Appointment			
	2	4			
7. Did you find tutoring helpful?					
	YES	NO			
	4				
8. Would you considering using online tutoring?					
	YES	NO	MAYBE		
	2	3	3		

Students comments/feedback:

Student Services Program Review Template

Students comments/feedback:
I don't really think there's much to improve within the program, staff is great, they make you feel welcomed every time and are just happy to help you with everything and anything you need. The only thing that might need some improvement would be how fast the bus passes are available, since sometimes it took over a week to have them ready for students to pick up. The best thing that EOPS offers would be the counseling. Having required meetings each semester was really helpful for me and has really contributed to my success. I would have never met with a counselor so many times, and the fact that in EOPS they're required made me get more informed on what my future plans were not only for classes but for goals and 4 year universities I wanted to attend. Thank You!
I don't have any recommendations to improve the program. I really liked that my progress was monitored and that appointments were readily available. The counselors I saw (Cindy and Sara) were awesome, incredibly helpful, always answered my questions, made information available to me and were very encouraging.
I considered the required counseling appointments for EOPS the best and most helpful. They encouraged students to meet with a counselor and set a plan for classes to take and when to complete them by in order to keep moving their education forward.
N/A
I have gotten the best support from the staff in the EOPS program. I am grateful that I was able to be part of it. I am at my dream school Calvin College where I have been able to put into practice the encouragement that was given to me during my time at Cañada College. I began being part of EOPS program since spring 2013 and because of their time and endless support I was able to transfer to a 4 year institution and now I am on my second semester as a Junior pursuing my BA on International Relations!
The EOPS has been an integral part of my success here at Cañada. The assistance and support that the EOPS team have provided to students like me was definitely motivating and reassuring.
None

7D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

We continue to use the same pre and post SLO survey which looks at measuring the student's level of understanding of graduation and/or transfer requirements. The pre-survey was given to the student prior to their counseling appointment. Once the counseling session was done, the student was instructed to complete the post-survey. A total of 346 surveys were completed in fall 2016, spring 2017 and fall 2017.

7E. SLO Assessment Results and Impact

Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment? 015-16 Academic Year

SLO results in Fall 2016, Spring 2017 and Fall 2017:

Overall the survey results show that majority of our students have obtained more knowledge after their counseling meeting.

SLO Fall 2016 Results

Summary of the survey results

- 45% of students have gained full knowledge after meeting with our counselor (30% increase of knowledge)

Student Services Program Review Template

- 25% of students have gained substantial knowledge (**4% decrease of knowledge**)
- 24% of students have some knowledge instead of 43% (this is a good indication that students gained more knowledge after meeting with our counselor)
- 6% of students have no knowledge **instead of 13% (this is a good indication that students gained more knowledge after meeting with our counselor).**

Results out of 84				
Survey	No Knowledge	Some Knowledge	Substantial Knowledge	Full Knowledge
Pre- appointment Survey	13%	43%	29%	15%
Post- appointment Survey	6%	24%	25%	45%

SLO Spring 2017 Results

Summary of the survey results

- 50% of students have gained full knowledge after meeting with our counselor (**28% increase of knowledge**)
- 31% of students have gained substantial knowledge (**2% increase of knowledge**)
- 14% of students have some knowledge instead of 36% (this is a good indication that students gained more knowledge after meeting with our counselor)
- 5% of students have no knowledge **instead of 13% (this is a good indication that students gained more knowledge after meeting with our counselor).**

Results out of 137				
Survey	No Knowledge	Some Knowledge	Substantial Knowledge	Full Knowledge
Pre- appointment Survey	13%	36%	29%	22%
Post- appointment Survey	5%	14%	31%	50%

SLO Fall 2017 Results

Summary of the survey results

- 57% of students have gained full knowledge after meeting with our counselor **(35% increase of knowledge)**
- 28% of students have gained substantial knowledge **(5% decrease of knowledge)**
- 13% of students have some knowledge instead of 32% (this is a good indication that students gained more knowledge after meeting with our counselor)
- 3% of students have no knowledge **instead of 14% (this is a good indication that students gained more knowledge after meeting with our counselor).**

Results out of 125				
Survey	No Knowledge	Some Knowledge	Substantial Knowledge	Full Knowledge
Pre- appointment Survey	14%	32%	33%	22%
Post- appointment Survey	3%	13%	28%	57%

Looking Ahead

7F. SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement.

Although we implemented a new EOPS Exit Interview/Survey in fall 2016, when the College did not renew the Survey Gizmo, we lost that data. At the end of last semester, we started to use Formstack. We hope to capture more students moving forward.

Since EOPS is a counseling program, we have decided to continue to use the same SLO.

9. Program improvement Initiatives

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need? Construct

Student Services Program Review Template

Planning Objectives (through the Associated Planning Objectives field below) that you intend to accomplish over the upcoming two-years. Be sure to add Action Plans and Resource Requests that will be needed in order to achieve your objectives.

- To work with the Guided Pathways initiative in order to identify strengths and challenges to better improve services.
- To continue to work on efforts to recruit and support our AB540/DEAMers and Former Foster Youth, in collaboration with Outreach, the DEAMers Taskforce, A&R and Financial Aid.
- Work with our sister campuses to identify goals that will assist us in better serving students District-wide.
- To continue to work collaboratively with programs such as PROMISE and ESO Adelante to better streamline services for students.
- We will also seek out professional development opportunities in order to learn how we may better support students through retention efforts.
- To continue to increase the number of students served in EOPS (up to 500 students).
- Since we are increasing the number of students we will be serving, we need to identify funding for the educational equipment, supplies and services.
- Continue working with the San Mateo County Human Services Agency for outreach to increase the number of CalWORKs students.

Resource Request:

1. Although loaning out educational equipment is one of our strengths, it is also a challenge because we need to replace them due to normal wear and tear, damages, and being lost/stolen. In working order, we currently have fifteen laptops, seven calculators, and one digital recorder. We also see a need for flash drives and pulse pens & notebooks. All these items are in high demand and we are limited as to purchasing them.
2. EOPS was established to provide "over and above" support services for financially needy and educationally disadvantaged students by creating an environment which values each individual's potential to achieve their goals, educational careers and objectives, including, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions. Transportation costs are a key element of support that we provide students. This year the College assisted EOPS with \$25,000. We would like to respectfully request that this be an on-going support.
3. EOPS was established to provide "over and above" support services for financially needy and educationally disadvantaged students by creating an environment which values each individual's potential to achieve their goals, educational careers and objectives, including, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions.

Student Services Program Review Template

Last year we were not able to provide assistance during the summer session. When possible, we have supported students with a \$75 book voucher, transportation costs and counseling services. Last summer SSSP and ACES were not able provide us with additional funding to support these costs. For many of our students not having EOPS support over the summer meant they were not able to take class(es).

EOPS Resource Request February 2018			
Items	Units	Price/Unit	Total Cost
Transportation: Bus Passes & Parking Permits			\$ 25,000.00
Laptops (including breif case & extended warranty)	15	\$ 1,411.18	\$ 21,167.70
Calculators	30	\$ 175.00	\$ 5,250.00
Pulse Pens & Notebooks	25	\$ 192.00	\$ 4,800.00
Flash Drives 32GB	100	\$ 39.00	\$ 3,900.00
Digital Recorders	25	\$ 42.00	\$ 1,050.00
Subtotal for equipment and supplies			\$ 61,167.70
Counseling 2018 Summer Hours (estimation)			\$ 10,000.00
Subtotal for Personnel			\$ 10,000.00
Total for both requests			\$ 71,167.70