

# Student Services Planning Council



## SSPC Meeting Minutes

Date: November 21, 2022

Time: 10:00-12:00 pm

Location: Join Zoom Meeting <https://smccd.zoom.us/j/94950753901#success>

Item	Presenter	Time (minutes)
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<b>I. Call to Order</b>	1
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Time Keeper – Sarah Cortez	1
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Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time [Check out this video link on how to do timekeeper easily on Zoom!](#)

<b>II. Roll Call</b>	1
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Quorum=14

Adolfo Leiva	(SparkPoint)	Goal 1.1
Aricka Bueno	(Faculty)	Goal 1.1 (Excused)
Bettina Lee	(Wellness Center)	Goal 3.3
Bob Haick	(Career Center)	Goal 3.3
Danielle Pelletier	(Faculty)	Goal 1.1 Chair
David Vera	(Financial Aid)	Goal 1.1
Eshton Liu	(Student Senate Rep)	Goal 3.3
Kathy Kohut	(International Student)	Goal 2.11
Lorraine Barrales-Ramirez	(EOPS, CARE, CAIWORKs, FYSI)	Goal 1.14 and Goal 3.2
Manuel A. Pérez	(VPSS)	Support all goals as SSPC Co-Chair
Maria Huning	(TRIO)	Goal 3.2 Chair
Maria Lara	(Admission & Records)	Goal 1.1
Mary Ho	(Post-Secondary Success)	Goal 2.12
Max Hartman	(Counseling Dean)	Goal 1.1 and Goal 1.14
Mayra Arellano	(Promise)	Goal 3.2 Chair
Michiko Kealoha	(Student Life)	Support all goals as SSPC Co-Chair
Nimsi Garcia	(Dream Center)	Goal 2.11 Chair and Goal 3.2
Olivia Cortez-Figueroa	(College Recruiter)	Goal 3.1 Chair and Goal a3.2
Sarah Cortez	(Welcome Center)	Goal 1.1
Soraya Sohrabi	(Transfer)	Goal 2.1
Wissem Bennani	(SS Dean)	Goal 1.1
Yesenia Mercado	(Classified Rep)	

Guests:

David Eck

<b>III. Adoption of the Agenda</b>	Michiko Kealoha	1
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Eshton Liu motions to approve the agenda for November 21, 2022

Maria Huning seconds the motion

Approved unanimously by all those in attendance

Mary Ho motions to postpone the minutes for November 9, 2022 until the next SSPC meeting  
Eshton Liu seconds the motion  
Approved unanimously by all those in attendance

**V. Reports****a. “Why” We Do What We Do – 2.0**

Mary Ho 2

*To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their “Why” – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.*

“Why I do what I do at the most basic level is to help students. I reflect on my educational experience and my brothers and realize we had two very different college experiences. I went to a four year university and was considered a high achieving student. I internalized a lot of the problematic minority stereotypes about being successful and being good at what I do. I never asked for help when I was at UC Irvine. I thought I just needed to do it because it was ingrained in my mind that being Chinese American that’s just what it is. I didn’t tell my parents I was struggling and in the first two years I did poorly. I never asked for help but I did use my peer groups but I did a lot on my own and found out I took the wrong classes and my grades were struggling. Finally I met some great folks who served as mentors for me and said you need to ask questions. We didn’t even have a discussion about what it meant to be first gen back then. So that was my educational experience.

For my brother, he went straight to a community college and he’s a few years younger than me. For him his experience was totally different. He did not get the help he needed and had to go through many hurdles just to take the right classes. Our struggles were the same but different because he tried asking for help but didn’t get the help he needed. He came to me and I pretended to help him because I felt like I needed to be there for him. So we had two very different experiences and for me the most basic little things you can do for a student that can make a huge difference. Those little practices you do on a day to day basis that can make all the difference. So for my brother finally got the help he needed from a professor who saw him continue coming to her class day after day and finally added him. This made a huge difference in his college experience. It took him a few years to graduate but he told me his story and I was very moved by it.

I do what I do for very many reasons but the most basic is to help students with their college experience.”

**b. Department Reports**

All

*Thank you for sharing your department reports in the chat.*

**ASCC/STUDENT SENATE**, We will be going to Alcatraz for the indigenous people sunrise ceremony on Thursday (i.e. Thanksgiving Day) If you all have any questions Dr. Kealoha has more info.

Dec 8. we will be have the last ASCC event of the calendar year, Winter De-Stress. Hope to see y'all there. We also had the last meeting of the calendar year on Nov.17 2022.

ASCC/Student Senate will be back in session on Jan 19 2023, wishing you all a happy holidays!!

Eshton Liu

SSPC Student Rep

**EOPS** – Is now accepting applications for spring 2023. We also have our “Hugs for Mugs” end of the semester event on Tues, 12/6, 5-6pm in person and Wed, 12/7, 1-2pm remotely.  
Lorraine Barrales-Ramirez

**TRIO Programs** are working on their big move to "new" offices in Building 9. All TRIO staff will be housed together in the heart of the Learning Center offices 9-213, 9-214, & 9-215. We are also in the process of completing our Annual Performance Reports to the Department of Education which have been delayed until January at the earliest. TRIO SSS just completed our final workshop for the semester on "Next Level Selfcare." Our last event of the semester is "Teatime with TRIO" on Dec. 1st at 1pm in 9-257A. All are welcome and there's always plenty of food and tea for attendants!  
Maria Huning

**Welcome Center Update:** We are collaborating with the retention Specialists' and have started our “Drop-in Registration” support events. Please encourage students to come and take advantage of the support for registration with this fabulous team. Welcome Center staff have been doing Classroom visits to remind students to update their SEP’s so they can register Spring 2023 Semester.  
Sarah Cortez

## VI. Standing Items

### a. Planning and Budgeting Council

Maria Huning

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PBC held two days of position justification presentations (Maria’s spreadsheet).

Department	Classified	Faculty	# of Positions Requested
<b>President Office</b>			
PRIE	1	0	1
Marketing	2	0	2
<b>VPSS Office</b>			
Equity	1	0	1
Cultural Center & DHSI Proj.	1	0	1
Promise Program	3	0	3
Outreach	2	0	2
<b>Enrollment and Special Programs Department</b>			
Sparkpoint	1	0	1
Health Center/PCC	1	2	3
Financial Aid	1	0	1
Admissions & Records	1	0	1
<b>Counseling</b>			
EOPS/FYSI	1	1	2
Welcome Center	1	0	1
Transfer	2	0	2
<b>VPI Office</b>			
<b>Humanities</b>			
CWA Project Director (80% to 100%)	1	0	1
Umoja	1	0	1
<b>KAD Department</b>	3	1	4
ASLT	5	0	5
Library Support Specialist (.48 permanent)	1	0	1
Learning Center	3	0	3
Professional Development	0	1	1
<b>Total Positions</b>	<b>32</b>	<b>5</b>	<b>37</b>

Comments and questions can be found here:

<https://docs.google.com/spreadsheets/d/1H9BWBB0nixGAy84phErltrv-hRZc6A7x4fyGELiGCQU/edit#gid=0>

## i. Strategic Enrollment Management Workgroup Timeline

Our previous VPI, Tammy Robinson, and Karen Engel led a strategic enrollment management group that met two times per month and was a mix of leaders and constituents to talk about strategic enrollment management and to develop a two to three year plan. This cycle finished and now the VPI and VPSS office will be coordinating the next phase. We'll be incorporating what we're already doing with our EMPs, our EMP workgroups, align that with the past and this updated cycle to make it operational.

This will be a draft process that we can move through to operationalize the plan and build out the plan itself. This could change after it goes to PBC the first time in December.

## Proposed Strategic Enrollment Management Operational Plan

### Planning Process (2023-2025)

11.14.2022

This document specifies the process for developing a revised and updated Strategic Enrollment Management Operational Plan 2023-2025 for Cañada College: responsible parties, timeline, and expectations for a revised/updated plan. The Office of Planning, Research and Institutional Effectiveness will provide staff support as well as research and data support to the process.

## Planning Team Roles and Responsibilities

### Strategic Enrollment Management Operational Plan Work Group:

**Responsibility:** draft the new Plan based on the [Educational Master Plan](#) and [Strategic Enrollment Management Plan](#), using the [PBC approved plan template](#). Solicit and incorporate feedback from college participatory governance groups. The Work Group reports planning progress to PBC.

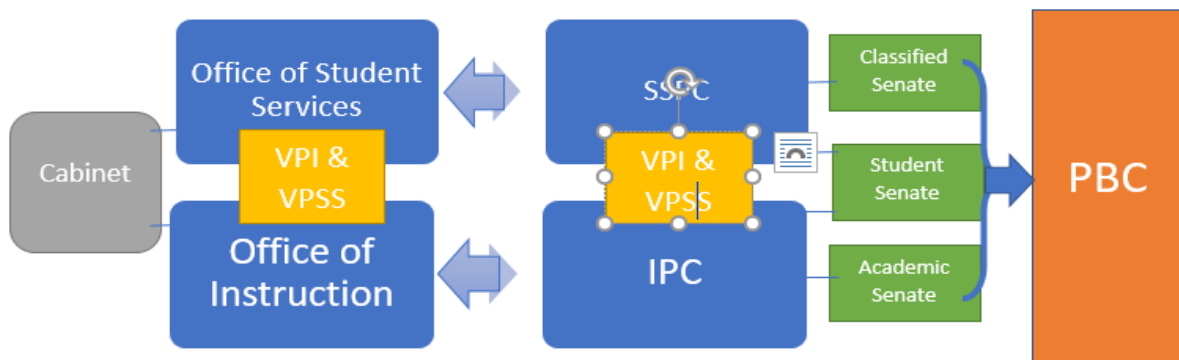
**Work Group Membership:** (Deans and VPs)

- a. Co-Chairs: Chialin Hsieh, Interim VPI and Manuel Perez, VPSS
- b. Instructional Deans: James Carranza, Ameer Thompson, Hyla Lacefield, Matt Lee, and David Reed
- c. Student Services Deans: Max Hartman and Wissem Bennani
- d. PRIE Dean: Karen Engle

## Planning Timeline (2022-23)

- a. November:
  - i. Work Group review the planning process (11/14)

- ii. VPI and VPSS inform IPC (11/18) and SSPC (11/21) on the planning process
  - iii. Work Group reviews progress on Strategic Enrollment Plan (SEM) 2020-2023 (11/28).
  - iv. Work Group reviews the alignment between EMP 2022-2027 and SEM 2020-2023 (11/28) (Karen provides the alignment?)
- b. December:
- i. Work Group shares the process and timeline to PBC (12/7)
  - i. PRIE assists in updating outcomes of the matrix outlined in SEM 2020-2023.
- c. January:
- i. Work Group work on the development of the operational plan.
- d. February:
- i. Work Group shares 1<sup>st</sup> draft Strategic Enrollment Management Operational Plan Objectives, Actions, Responsible Parties and Timelines to IPC, SSPC, and PBC
  - ii. Work Group shares 2<sup>nd</sup> draft with participatory governance groups and incorporates and/or addresses feedback
- e. March:
- i. Work Group shares 3<sup>rd</sup> draft with participatory governance groups and incorporates and/or addresses feedback
- f. April:
- i. Senates/IPC/SSPC/PBC—1<sup>st</sup> and 2<sup>nd</sup> read (final approval)



ii. Student Services Winter Huddle

Our follow-up Huddle is coming up on Friday, December 9 at noon and this will be our End of Semester celebration, as well. We want to gather and spend time and enjoy lunch together. Please spread the word and let everyone know we would like to get everyone together and we will be meeting in person.

## VIII. Discussion

- a. Program Review Presentations Manuel Pérez & Michiko Kealoha 30
- i. Four programs will take 15 minutes per presentation, with half time speaking to program's highlights, key points, and takeaways and the other half with Q&A on program's presentation
- EOPS, CARE, & FYSI – Lorraine Barrales-Ramirez
  - Outreach- Olivia Cortez-Figueroa (presentation at next meeting)
  - Puente – Yolanda Valenzuela and Sandra Mendez (presentation at our next meeting)
  - University Center – Mary Ho

Thank you in advance, folks, for your valuable feedback on our Student Services comprehensive program review:

[https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf_link)

EOPS, CARE, & FYSI Presentation (Lorraine Barrales-Ramirez)

Lorraine will be going over a few components today including EOPS, CARE and Foster Youth Success Initiative.

### Mission

**Extended Opportunities Program & Services (EOPS):** To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational and career goals. Services provided by EOPS must be "over and above and in addition to" what is already provided at the college.

**Cooperative Agencies Resources for Education (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.

**Foster Youth Success Initiative (FYSI):** A statewide effort supported by the California Community College Chancellor's Office. The purpose of FYSI is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound foster youth students.



# Who We Serve

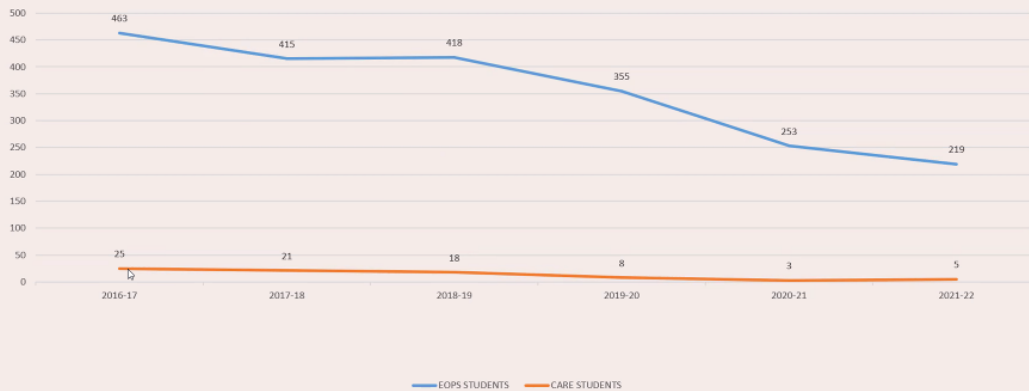
**EOPS** is a state-funded program that aims to assist low-income, first-generation, English language learners and students who have been historically disenfranchised students succeed in college.

**CARE** is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting.

**FYSI's** serves students who have been in foster care prior to the age of 18. Depending on the age they entered the system, will determine the level of financial support they may qualify for.



## EOPS & CARE Students Unduplicated (Fall 2016 – Spring 2022)



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Program Review  
Highlights

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The blue line is specifically students who are both EOPS and CARE and the orange line is solely our CARE students. We separated the CARE students because they have been significantly impacted during COVID. Many of our CARE students are single parents and many have moved out of the area. This has been a difficult time for them.

During COVID and the Shelter in Place, we did go down in numbers. We also noticed a decline when the Promise Program began accepting students. We worked very strongly with Promise to be sure we captured students who could qualify for both programs. A lot of our EOPS students are frontline workers and maybe the only ones in their families working. Many are also ESL students so we lost a lot of students because it's very hard for them to attend online classes during the Pandemic.

# EOPS/CARE Data

Key Findings from a Comparison Report of EOPS Students and Potentially EOPS Eligible Students, Fall 2018 - Spring 2022

- Overwhelmingly 73% of EOPS students identify as Latinx.
- EOPS students perform better academically with higher Fall to Spring persistence.
- EOPS students are more likely to take more units than the comparison group.
- EOPS students are far more likely to attain a degree or certificate than the comparison group.

Ethnicity	EOPS 710		Comparison 2,330	
Number				
American Indian/Alaskan Native		0.0%	1	0.0%
Asian	22	3.1%	140	6.0%
Black - Non-Hispanic	29	4.1%	71	3.0%
Filipino	7	1.0%	82	3.5%
Hispanic/Latino	522	73.5%	1,472	63.2%
Multirace[s]	12	1.7%	96	4.1%
Pacific Islander	12	1.7%	34	1.5%
Unreported	59	8.3%	136	5.8%
White Non-Hispanic	47	6.6%	298	12.8%

FTES	EOPS 710		Comparison 2,330	
Number				
2018-2019		0.74		0.64
2019-2020		0.69		0.61
2020-2021		0.66		0.57
2021-2022		0.64		0.57

• Area of improvement needed

	EOPS 710		Comparison 2,330	
Number				
Enrollment	9,357		24,608	
Success	6,397	68.4%	16,970	69.0%
Retention	8,375	89.5%	22,088	89.8%

Fall to Spring Persistence	EOPS 710	Comparison 2,330
2018-2019	86%	80%
2019-2020	82%	78%
2020-2021	77%	74%
2021-2022	77%	72%

Awards	EOPS 710		Comparison 2,330	
Number				
Any Award	231	32.5%	466	20.0%
Certificate	153	21.5%	202	8.7%
Degree	188	26.5%	398	17.1%

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Program Review  
Highlights

2

Historically EOPS students do very well in comparison with the comparison group with the same income guideline and criteria that EOPS requires for admission. We noticed the majority of our students are Latin X and students of color. Their persistence rate is really good in comparison to the comparison group, as well as, how many certificates and awards they received. And EOPS students because they are required to be full time, they do contribute into the FTES of the college overall. One area of improvement I mentioned, from the last slide, is our success and retention did go down and typically in past years, it's actually higher than the comparison group.

## FYSI Students Unduplicated (2019-2022)



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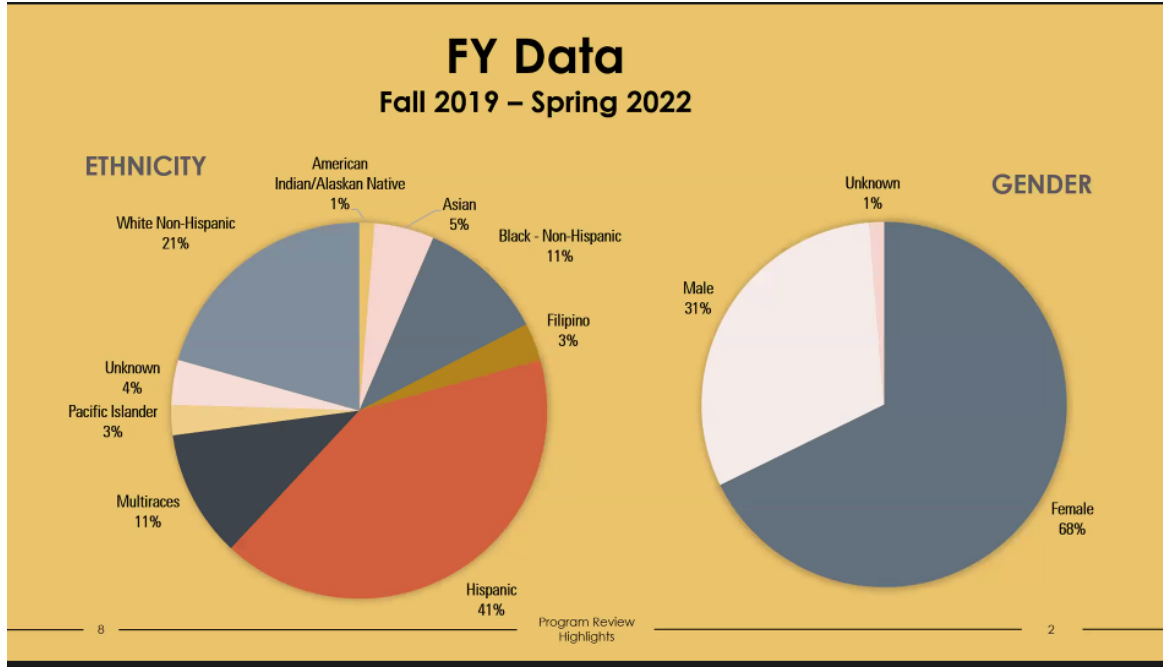
Program Review  
Highlights

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The orange line is the total number of students that identify as Foster Youth and the blue line are the students we directly serve. Prior to 2019, we didn't have any funding to help students here at Cañada. What we would typically do is identify the students and reach out to them and if they responded, try to connect them to resources on and off campus. At this time we didn't keep track of this information because we didn't have a lot of financial support. Fortunately Manuel had a connection with the Pinpoint Foundation and we were able to apply for a grant the last three



years to supply some additional funds to help support our Foster Youth students. That has gradually increased and we had a change in staffing, as well, and we were able to do a lot more outreach to our Foster Youth population. We've also created a committee called the Rose Committee to hone in on how we can more specifically help our Foster Youth on campus. This semester we have 13 students we're working with and we hope to increase this during the Spring semester.



## SAOs

- ### 1. End of the Semester Survey

In fall 2019 we created the End of the Semester Survey. Surveys were sent to students via Canvas and emailed in May 2020, December 2020, and May 2022. Since SIP was in effect during those semesters, we included questions that pertained to services and the challenges they were facing at that time. In addition, in spring 2022 we included questions about using SSL. [https://smccd-czqfp.formstack.com/forms/eops\\_end\\_of\\_the\\_semester\\_survey](https://smccd-czqfp.formstack.com/forms/eops_end_of_the_semester_survey)
- ### 2. Exit Survey

The Exit Interview/Survey was sent to students via Canvas and emailed in May 2022. Since classes and services continued to be offered in a virtual setting, we included questions that pertained to services and the challenges they were facing at that time. [https://smccd-czqfp.formstack.com/forms/exit\\_survey](https://smccd-czqfp.formstack.com/forms/exit_survey)

9 Program Review Highlights 2

We had two SAOs we send to our students. The first we send to all our students and the second is an EOPS requirement that we call our Exit Interview. This is sent to students who are not returning to us and EOPS whether they are transferring or going out into the workforce or just not returning because they maxed out on their units.

# End of Semester Survey

(124 out of the 627 total EOPS students)

## After meeting with a counselor:

92% of students were either very confident or confident about selecting and identifying the correct courses for their academic goals.

88% of students felt very confident or confident about the time it would take them to achieve their academic goals.

## The top four EOPS services the student ranked the highest were:

88% Book Voucher

84% Counseling

75% Transportation Assistance

75% Priority Registration

98% of the students felt that EOPS contributed to their success.



# Exit Interview/Survey

(33 out of 116)

68% of students indicated that counseling was very helpful or helpful




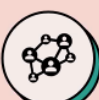

100% of students felt supported by EOPS

100% of students felt that EOPS contributed to their success

Overall students ranked EOPS services at 75% or higher as helpful



**EOPS  
Accomplishments**

-  The EOPS full-time tenure track counselor position started in fall 2021.
-  With SMCCCD Equal Employment Opportunity Committee Award created videos for EOPS.
-  Collaborated with Promise to have a combined EOPS/PSP Adjunct Counselor that started in spring 2021.
-  In collaboration with Promise we create and implement an online student self-reporting Progress Report through SmartSheets that has been used by EOPS, CalWORKs, Promise, TriO, STEM, ESO, Puente, and International Students.
-  In fall 2022, we started a Men of Color support group led by our new EOPS Counselor and Retention Specialist. The goal is to expand this and partner with other programs on campus.

Our Tenure Track Counselor, Jose Manzo, was hired in Fall 2021.

We used the newly created EOPS videos to put on our website and use them in our orientations and promotions.

Jessica Boyle is our Counselor for Promise and EOPS.

Thank you to Mahitha Rao for her work on the Progress Reports! We share the same spreadsheet so students don't have to submit multiple progress reports.

Jose Manzo and Jillian Gomez started the Men of Color support group in EOPS. We hope to expand this partnership with other programs on campus.

Accomplishments in regards to FYSI, for the last 1 ½ years we've been working collaboratively with partners on campus, as well as, community partners (the county) to help support our Foster Youth. This has been a huge success because we've been able to revamp our website and provide a workshop during Flex Days for our professional development. This has also been helpful to be able to recruit students and have more resources readily available for students.

We created an icon for our Rose Committee and this is the 3<sup>rd</sup> year we've been able to secure funding from the Pinpoint Foundation that is able to directly support our students and pay for a Career class as a cohort for our Foster Youth.

This Fall we were also able to launch our FYSI Canvas site. Here we can plug in students who identify as foster youth to make sure they are connected. Thank you to Jillian also for writing the blurb that our Instructional faculty can use to add to their syllabus so students are aware of the support we have on campus for our FYSI

# EOPS/FYSI Update



The State approved for \$30M in additional funds to expand NextUp programs at Community Colleges.

The CCCCCO's intent is to have NextUp at all the Community Colleges.

The CCCCCO will be mailing out a letter of commitment to colleges that do not already have a NextUp Program.

If accepted, the colleges will receive the funding starting in spring 2023 and it will be the entire year's allocation.

We're hopeful Cañada will accept the funds from the State for NextUp because we've already done so much with our Rose committee and for our FYSI students.

## Challenges

There continue to be various challenges in assisting students with how they can stay connected while learning remotely. The EOPS team continues to learn how we can better support our students in this virtual environment and keep in line with our mission of providing "over and above" what the College provides as mandated in Title 5.

Due to the pandemic, statewide EOPS/CARE programs saw a significant decline in student enrollment and we are no exception. Many of our students are frontline workers and the main caregivers to their families. The struggles they have had to endure during this tempestuous time with COVID have only amplified the barriers to financial stability, including housing and food insecurities, and the increased need for mental health support.

We lost the student study area in 2011 and if we do receive funds from NextUp, we're hoping we can get back a space for our EOPS, CARE, CalWORKs and FYSI students. This is critical to provide a safe space for our students.



Resource Requests
Full-Time, Tenure-Track EOPS/PSP/FYSI Counselor
Full-Time, Permanent FYSI Program Services Coordinator
EOPS Summer Counseling Hours
EOPS Transportation Assistance
EOPS Staff Professional Development
EOPS/CARE/FYSI/CalWORKs Student Space

Please provide your thoughts on the Feedback link below.

[https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf_link)

University Center Program Review 2023 Presentation (Mary Ho)

**The University Center:** provides an opportunity to go from an associate's degree to a bachelor's degree at Cañada College with one of the partner universities.



- **NDNU:** Reinvigorated the NDNU partnership at the District-wide level and developed two Bachelor's Degree completion programs (Business Administration and Psychology). Developed data-sharing agreement MOU with NDNU.
- **SFSU:** Folding our partnership with SFSU that stemmed from our ESO! Adelante grant in the University Center contributed to developing a long-term vision on a range of University partnerships that can be considered to help students transfer to a 4-year university.



The University Center has close to 20 years at Cañada College.

During the last Program Review we had one of our goals to reimagine, reinvigorate and rethink what the University Center can be and align it with a number of our Strategic Plans.

In 2019 and 2020 we reinvigorated the NDNU partnership at the District level. We developed two Bachelor's Degree Completion Programs; one in Business Administration and one in

Psychology and we developed a data share agreement with our partner university. We also pulled into the menu of university programs and our partnership with San Francisco State in developing what it can be as we talk about the long term vision for the university center programs with our partnerships.

## Challenges and Opportunities

- NDNU Bachelor's Degree Completion Program in Business Administration launched in late fall 2021 during a pandemic
- Re-education of NDNU
- NDNU Staffing transitions
- Aligning the University Center with the College Transfer Plan (2021-2024) and Colt-U Transfer Station to meet our 2022-2027 EMP.
- The University Center is now a central service and support within the Colts-U Transfer Station



We entered into the Pandemic in 2020 and launched the Business Administration degree in the Fall of 2021 which was very challenging and difficult to bring in a cohort of students as we tried to launch this new program. Meeting our threshold number has been a challenge. We've had students interested and have enrolled a small number of students, however, we were never able to meet the threshold number for Business Administration.

We do have a commitment from NDNU for Spring 2023 to bring in a small group of students even if we don't meet the threshold for the Business Administration Completion program.

In Fall 2019 through 2020 there was a pause around restructuring NDNU because of, mainly, financial issues with NDNU. They finally were able to restructure and developed a way to provide undergraduate programs for students especially for the Business Administration program. NDNU began recruiting, outreaching and reeducating what NDNU is about and their vision for prospective students.

With the restructuring and reorganization of NDNU there were some key staffing transitions from NDNU that they knew would happen, such as, the Director of Admissions and Transfer Advisors. NDNU has hired specific Transfer Advisors to help with both Completion Degree.

The University Center programs are an arm of the Colts-U Transfer Station. It's critical that we work closely with our Transfer Counselor and Manager in helping to really pull together what it can be as we work collaboratively.

# Student Area Outcomes

## Previous SAO:

- Develop opportunities for students to go from an Associates Degree to Bachelor's Degree.

## New SAOs:

- SAO#1: Develops and coordinates University partnerships
- SAO#2: Support students in the transferring to a 4-year university

When we're talking about University Center Programs, such as NDNU and key learnings we have with San Francisco State and the !ESO; Adelante Program, and now that we have the AANAPISI Grant, which is a transfer pathway grant with San Francisco State University, we really want to focus on what are the academic pathway workshops we can do, the campus visits, the warm hand-offs workshops, and the map the journey workshops to name a few. How do these things fit into the Student Area Outcomes?

When we talked about reinvigorating the NDNU partnership, the focus was centering equity, also anti-racism and what it meant to be an HSI and AANAPISI campus.

The Business Administration Completion Program is now 100% online.

## Serves students with an educational goal to transfer:

- Evening students
- Part-time students
- Working adults

## Program Offerings:

- NDNU Bachelor's Degree Completions: Business Administration and Psychology
  - AS-T Business & AA-T Psychology
- 100% online & Hybrid
- Full-wrap around services

Recruitment for the Psychology Program officially launched in Spring 2022 but the plan is to not bring a Cohort in until the Fall of 2023. This program will be a Hybrid. The two programs will offer wrap around services.

### **High-touch micro-site (Colts-U Transfer Station):**

- Hispanic Serving Institution STARS grant
- Mentoring program
- Transfer advising
- High-touch career readiness
- Financial literacy peer-coaching
- Financial and academic advising.
- The program also offers personal counseling and health services to the students from Cañada College.



### **Addressing Antiracism:**

- Evening programs: accessible to working adults and non-traditional students
  - BIPOC in total comprise of our working adults & non-traditional students
  - Latinx evening students: 2020-2021: 52% and 2021-2022: 60% (PRIE)
- Title V: STARS program components align with our College Transfer Plan
- ADT completion programs target students who completed ADTs but never transferred.
- Clear model for completion



## Addressing Equity:

- \$10,000 institutional aid for pell eligible students
- No text book cost
- Accessible (evening programs) online & hybrid
- High-touch and wrap around support
- **EMP College Goal #3:** increase **35%** of the number of Cañada College transfer-seeking students to **achieve transfer readiness** and the number of students who **apply to a 4-year University** between **2022-2027** and to **reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.**



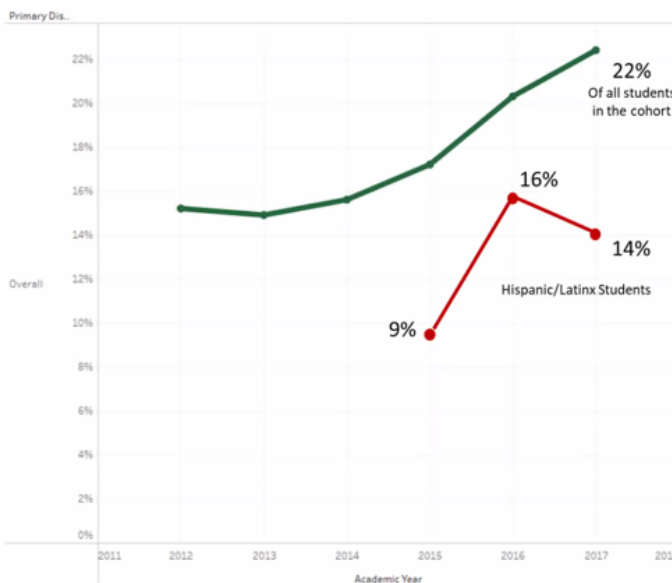
## Resource Request

- Program Service Coordinator: Colts-U/Arc Project

This position will be partially funded by our AANAPISI grant.

## Student Equity and Achievement Program Plan (2022-2025)

Primary Disaggregation  
Transferred to a Four-Year Institution within Three Years



<i>Year 1</i> (2022-23)	Increase by 4 percentage points from 14% in 2020-21 (the 2017-18 cohort) to 17% in 2022-23 (the 2019-20 cohort).
<i>Year 2</i> (2023-24)	Increase by 4 percentage points from 17% in 2022-23 (the 2019-20 cohort) to 21% in 2023-24 (the 2020-21 cohort).
<i>Year 3</i> (2024-25)	Increase by 4 percentage points from 21% in 2023-24 (the 2020-21 cohort) to 25% in 2024-25 (the 2021-22 cohort).

Please provide your thoughts on the Feedback link below.

[https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform?usp=sf_link)

Michiko and Manuel will reach out to Olivia Cortez-Figueroa (Outreach Program Review Presenter), Yolanda Valenzuela and Sandra Mendez (Puente Program Review Presenters) to present at the next possible SSPC meeting. We want everyone to have the full Program Review with feedback experience. Michiko and Manuel will also reach out to Karen Engel, for purposes of documenting for Accreditation, to let her know we will be hearing from these two programs but it won't happen until after our prescribed timeline that was public to the college.

Max Hartman wanted to let SSPC know that everyone's Program Review that he's read has done spectacularly when answering the Equity question. He thought Puente did exceptionally well. Please review their Program Review document if you are interested.

- |  |     |    |
|--|-----|----|
| b. EMP Cañada Collaborates Workgroup                     | All | 60 |
| i. SSPC EMP Goal Teams Breakout:                         |     |    |
| What would you like your SMART goal to be?               |     |    |
| What updates would you like PBC to know on September 21? |     |    |

EMP long doc

<https://docs.google.com/document/d/1WKRhjm9k6RPfY8bV6dwibcxSG0YnFzDuCUqBCpI4Xqw/edit>

EMP highlights doc

<https://docs.google.com/document/d/1WZQ75STRId-kkKyb4WOqt44apTjTfV6qNbYRDrzS3Q8/edit>

In preparation for our Dec. 7<sup>th</sup> presentation at PBC

**Goal 1.1 - Make Registration Easier**

- **Chair:** Danielle Pelletier Team Members: Sarah, Adolfo, Aricka, Maria Lara, Wissem, David, Max
- **Progress Thus Far:**

**Goal 1.14 Strengthen and Scale Student Affinity Pro**

- Team: Lorraine and Max
- **Progress Thus Far:**

**Goal 2.11 - Develop Cultural Center**

- Chair: Nimsi Team: Mary, Kathy, Soraya, Michiko
- **Progress Thus Far:**

**Goal 2.12: Identify and Address Equity Gaps in Program Review**

- Team: Mary Ho
- **Progress Thus Far:**

**Goal 3.1: Update Marketing and Outreach to Be Culturally Informed**

- Chair & Team: Olivia and Megan
- Goal:
- Progress Thus Far:

**Goal 3.2: Reach New Community Members in N. Fair Oaks, Belle Haven, and East Palo Alto, Especially BIPOC Communities**

- Chairs: Mayra and Maria H. and Team: Olivia Cortez-Figueroa, Nickie Dulmage-Bekker, Stephen Redmonde, Nadya Sigona, Jeanne Stalker, Nimsi Garcia, Samantha Vargas, Melissa Maldonado, Nikolas Stelmashenko, Mahitha Rao

**Goal 3.3: Utilize Relevant Social Media and Websites to Ensure We Reach a Diverse, Inclusive Audience**

- Team: Bob, Eshton, Bettina
- Goal:
- Progress Thus Far:

**Goal 3.6: Triple the Number of High School Students on Campus During the Summer and on Saturdays During the Academic Year**

- Team: None
- Goal:
- Progress Thus Far:

**Goal 4.3: Create a Hub for Evening and Weekend Students**

- Team: None
- Goal:
- Progress Thus Far:

<b>IX. Open Forum and Feedback</b>	All	1
Next SSPC Meetings – January 25, 2023	All	2

We will be lifting back up our Transformational Anti-Racist Leadership framework to bring forward our movement we said we would anchor to a longer process as our Student Area Outcomes and our Student Learning Outcomes. We will discuss how we develop these and place throughout our framework.

Colorado Springs discussion

Quote from Lachrista Greco: When the first responders entered the Pulse Nightclub after the massacre in Orlando, they walked through the horrific scene of bodies hollering, “If you are alive, raise your hand.” Hardly anyone raised their hand. Hardly anyone, because when the shots were fired, people assumed they were the beats of a song. They died shining with dance sweat. They died holding each other’s hands. They died while falling love. They died while loving themselves in spite of every single way this world has taught queer people not to. As we grieve through this time, I beg us to understand who, in addition to the shooter, is guilty here. I implore us to speak up to the deadly and lie-filled rhetoric of lawmakers apathetic to who is sacrificed on their quest for wealth and power.

Thank you for allowing us to hold space together for just a moment to think about the events of this weekend.

Is the building of a stronger, more loving campus that far removed from what we’re trying to strategize about? Especially if we’re talking about campuses where students feel that they belong, where our faculty, staff and administrators feel like they belong, where we can feel like we can be ourselves and bring our fullest selves, that of our families, our histories, our heritage, our identities are honored and valued, but not only that, their invited. The transition may feel rough but if you need the time, you take the time but/and how can we make sure that with our actions and our building of a stronger campus that we keep these ideas central to our strategies?

<b>X. Adjournment</b>
Next meeting



**E O P S**  
Extended Opportunity Program and Services

**C A R E**  
Cooperative Agencies Resources for Education

**F Y S I**  
Foster Youth Success Initiative

## Program Review Highlights

Lorraine Barrales-Ramirez  
EOPS/CARE/FYSI Counselor &  
Coordinator



# Highlights



Mission & Who  
We Serve



Data & SAOs



Accomplishments  
& Challenges



Resource  
Requests



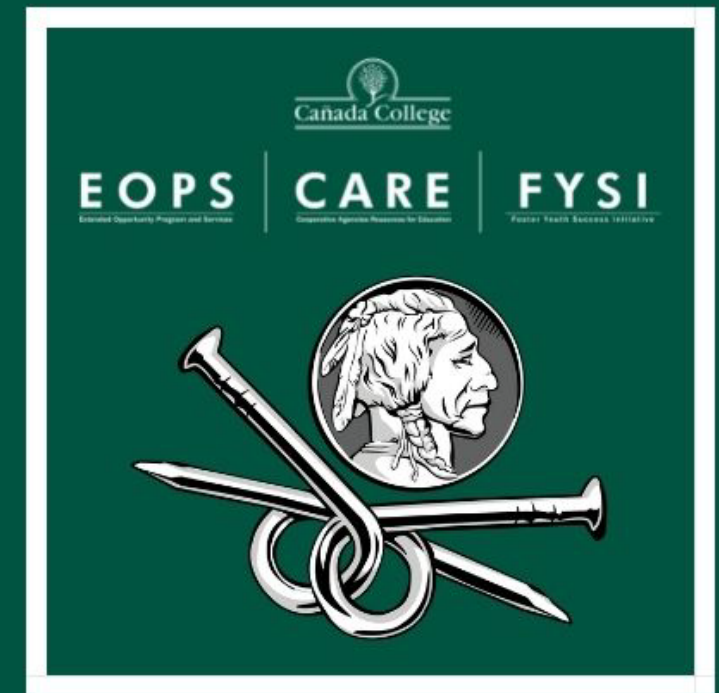
Q & A

# Mission

**Extended Opportunities Program & Services (EOPS):** To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational and career goals. Services provided by EOPS must be “over and above and in addition to” what is already provided at the college.

**Cooperative Agencies Resources for Education (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.

**Foster Youth Success Initiative (FYSI):** A statewide effort supported by the California Community College Chancellor’s Office. The purpose of FYSI is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound foster youth students.



# Who We Serve

**EOPS** is a state-funded program that aims to assist low-income, first-generation, English language learners and students who have been historically disenfranchised students succeed in college.

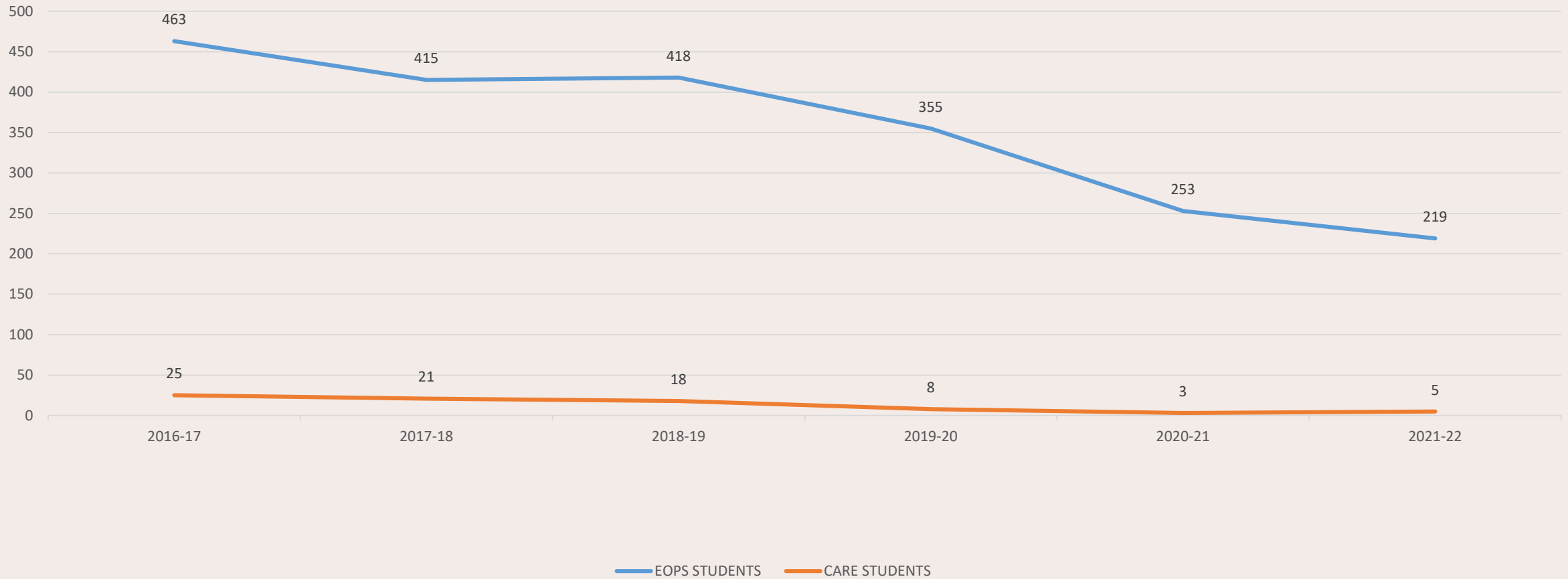
**CARE** is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting.

**FYSI's** serves students who have been in foster care prior to the age of 18. Depending on the age they entered the system, will determine the level of financial support they may qualify for.





# EOPS & CARE Students Unduplicated (Fall 2016 – Spring 2022)





# EOPS/CARE Data

## Key Findings from a Comparison Report of EOPS Students and Potentially EOPS Eligible Students, Fall 2018 - Spring 2022

- Overwhelmingly 73% of EOPS students identify as Latinx.
- EOPS students perform better academically with higher Fall to Spring persistence.
- EOPS students are more likely to take more units than the comparison group.
- EOPS students are far more likely to attain a degree or certificate than the comparison group.

Ethnicity	EOPS		Comparison	
Number	710		2,330	
American Indian/Alaskan Native		0.0%	1	0.0%
Asian	22	3.1%	140	6.0%
Black - Non-Hispanic	29	4.1%	71	3.0%
Filipino	7	1.0%	82	3.5%
Hispanic/Latino	522	73.5%	1,472	63.2%
Multiraces	12	1.7%	96	4.1%
Pacific Islander	12	1.7%	34	1.5%
Unreported	59	8.3%	136	5.8%
White Non-Hispanic	47	6.6%	298	12.8%

FTES	EOPS	Comparison
Number	710	2,330
2018-2019	0.74	0.64
2019-2020	0.69	0.61
2020-2021	0.66	0.57
2021-2022	0.64	0.57

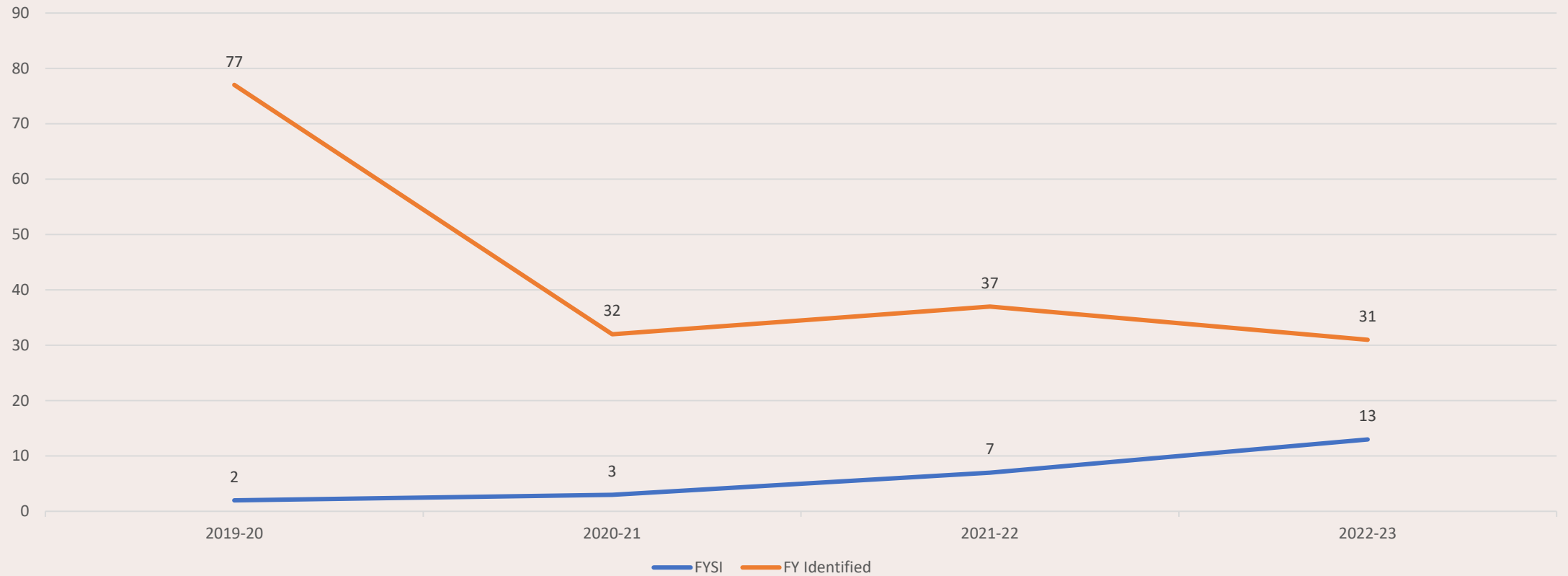
- Area of improvement needed

	EOPS		Comparison	
Number	710		2,330	
Enrollment	9,357		24,608	
Success	6,397	68.4%	16,970	69.0%
Retention	8,375	89.5%	22,088	89.8%

	EOPS	Comparison
Fall to Spring Persistence	710	2,330
2018-2019	86%	80%
2019-2020	82%	78%
2020-2021	77%	74%
2021-2022	77%	72%

Awards	EOPS		Comparison	
Number	710		2,330	
Any Award	231	32.5%	466	20.0%
Certificate	153	21.5%	202	8.7%
Degree	188	26.5%	398	17.1%

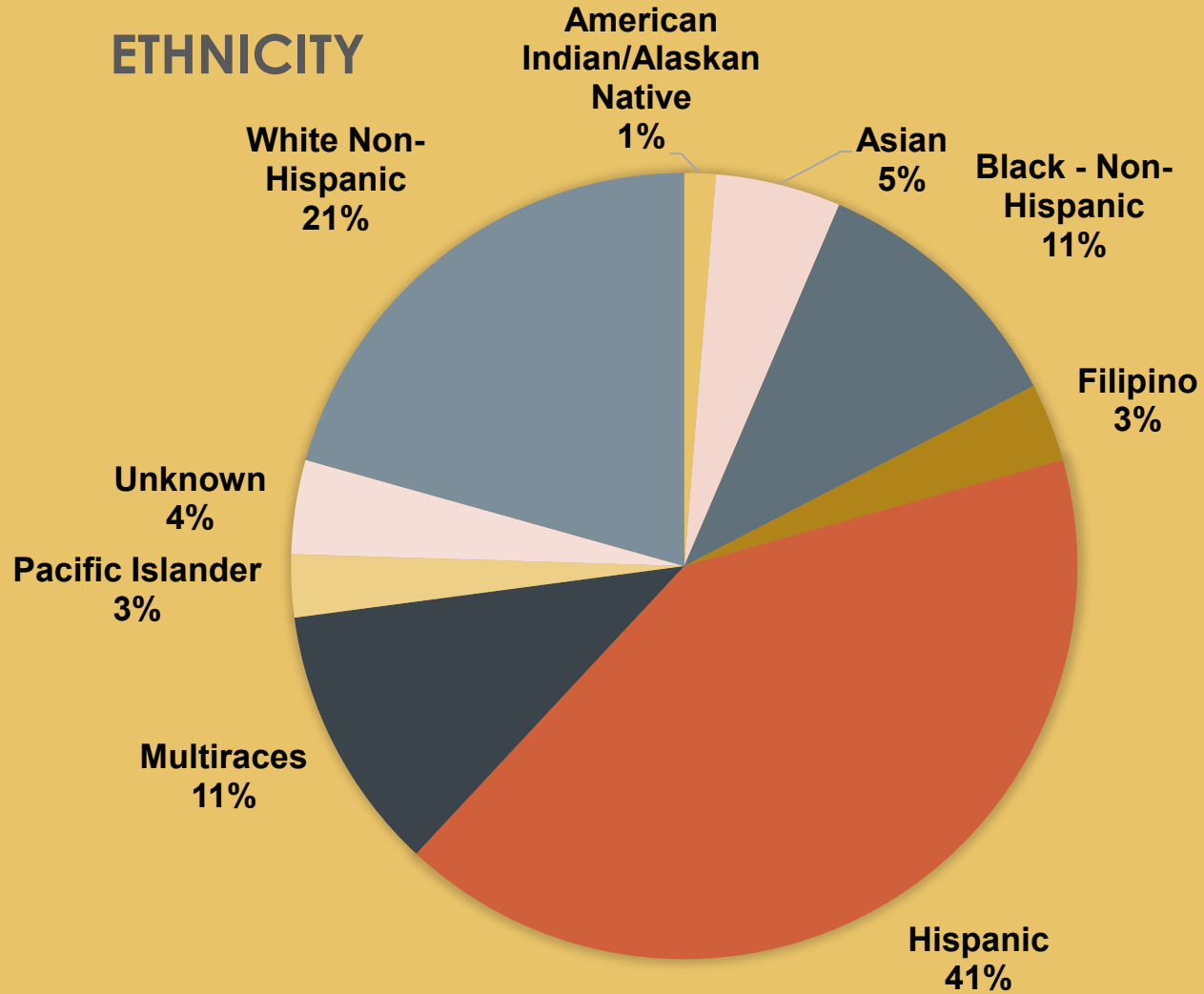
# FYSI Students Unduplicated (2019-2022)



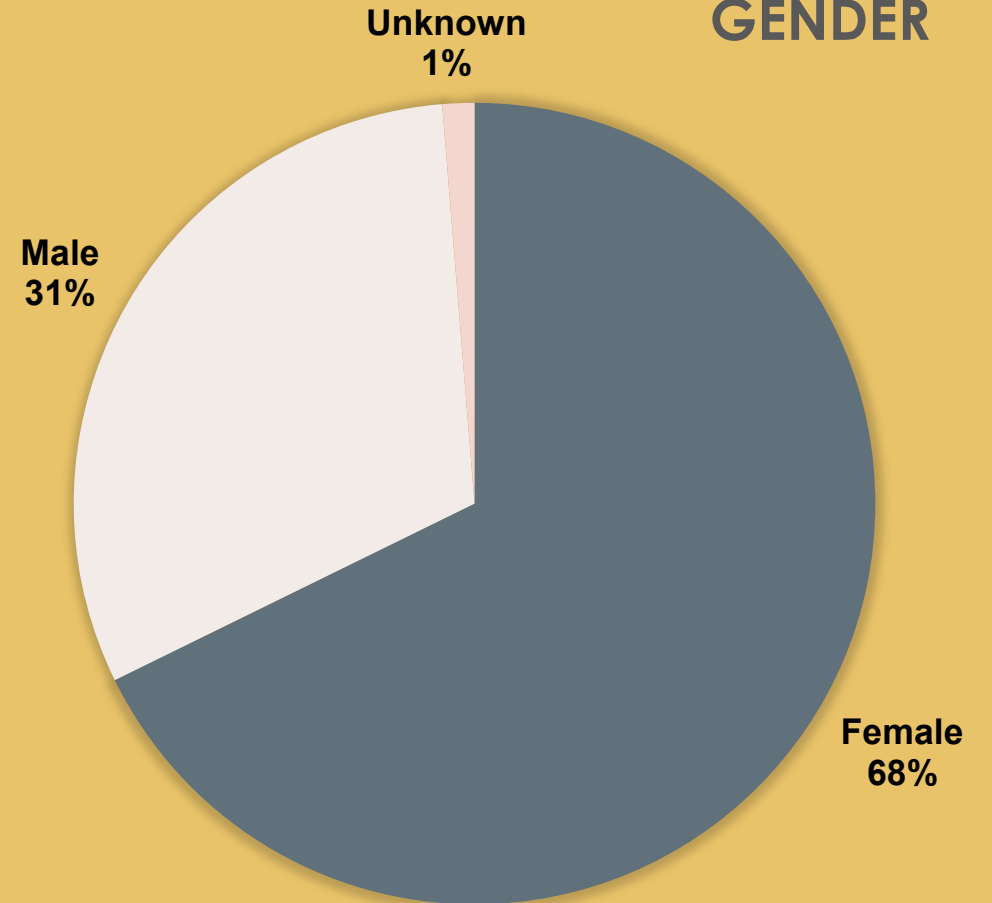
# FY Data

## Fall 2019 – Spring 2022

### ETHNICITY



### GENDER



# SAOs

## 1. End of the Semester Survey

In fall 2019 we created the End of the Semester Survey. Surveys were sent to students via Canvas and emailed in May 2020, December 2020, and May 2022. Since SIP was in effect during those semesters, we included questions that pertained to services and the challenges they were facing at that time. In addition, in spring 2022 we included questions about using SSL. [https://smccd-czqfp.formstack.com/forms/eops\\_end\\_of\\_the\\_semester\\_survey](https://smccd-czqfp.formstack.com/forms/eops_end_of_the_semester_survey)

## 2. Exit Survey

The Exit Interview/Survey was sent to students via Canvas and emailed in May 2022. Since classes and services continued to be offered in a virtual setting, we included questions that pertained to services and the challenges they were facing at that time. [https://smccd-czqfp.formstack.com/forms/exit\\_survey](https://smccd-czqfp.formstack.com/forms/exit_survey)

# End of Semester Survey

(124 out of the 627 total EOPS students)

After meeting with a counselor:

92% of students were either very confident or confident about selecting and identifying the correct courses for their academic goals.

88% of students felt very confident or confident about the time it would take them to achieve their academic goals.

The top four EOPS services the student ranked the highest were:

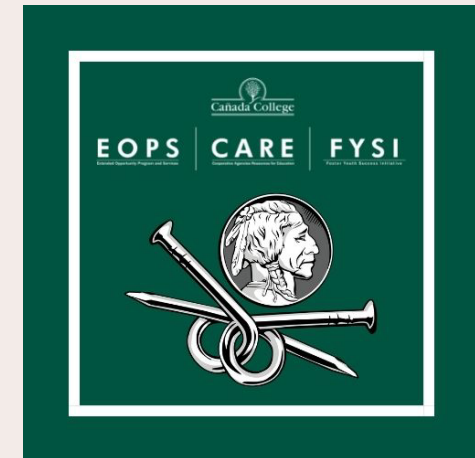
88% Book Voucher

84% Counseling

75% Transportation Assistance

75% Priority Registration

98% of the students felt that EOPS contributed to their success.



# Exit Interview/Survey

(33 out of 116)

**68% of students indicated that counseling was very helpful or helpful**

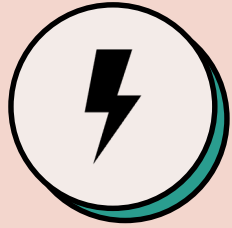
**100% of students felt supported by EOPS**

**100% of students felt that EOPS contributed to their success**

**Overall students ranked EOPS services at 75% or higher as helpful**



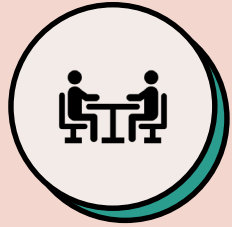
# EOPS Accomplishments



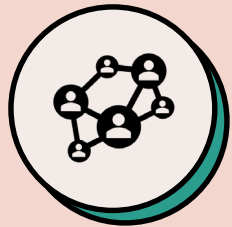
The EOPS full-time tenure track counselor position started in fall 2021.



With SMCCCD Equal Employment Opportunity Committee Award created videos for EOPS.



Collaborated with Promise to have a combined EOPS/PSP Adjunct Counselor that started in spring 2021.



In collaboration with Promise we create and implement an online student self-reporting Progress Report through SmartSheets that has been used by EOPS, CalWORKs, Promise, TRiO, STEM, ESO, Puente, and International Students.



In fall 2022, we started a Men of Color support group led by our new EOPS Counselor and Retention Specialist. The goal is to expand this and partner with other programs on campus.

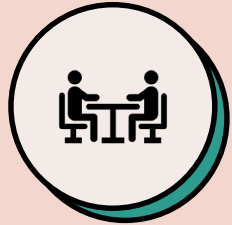
# FYSI Accomplishments



Formed the Resources & Opportunities for Success & Excellence (ROSE) Committee, which is a partnership with other on and off-campus partners to create a broader range of support for our Foster Youth students.



Created new logs for FYSI and an icon for ROSE.



FYSI facilitated Flex Day workshops on how to support FY students and learn about informed trauma practices (October 2021, January 2022, April 2022, and October 2022).



Over the last 3 years have been awarded a total of \$26,250 from the Pinpoint Foundation to support our Foster Youth students recipients.



In fall 2022, we launched our FYSI Canvas site. Students who identify as former FY students will have access to the site and receive information about support.



# EOPS/FYSI Update



The State approved for \$30M in additional funds to expand NextUp programs at Community Colleges.

The CCCCO's intent is to have NextUp at all the Community Colleges.

The CCCCO will be mailing out a letter of commitment to colleges that do not already have a NextUp Program.

If accepted, the colleges will receive the funding starting in spring 2023 and it will be the entire year's allocation.

# Challenges

There continue to be various challenges in assisting students with how they can stay connected while learning remotely. The EOPS team continues to learn how we can better support our students in this virtual environment and keep in line with our mission of providing “over and above” what the College provides as mandated in Title 5.

Due to the pandemic, statewide EOPS/CARE programs saw a significant decline in student enrollment and we are no exception. Many of our students are frontline workers and the main caregivers to their families. The struggles they have had to endure during this tempestuous time with COVID have only amplified the barriers to financial stability, including housing and food insecurities, and the increased need for mental health support.

# Challenges

Through our Annual EOPS Program Plan, this will be the seventh 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. Much work still needs to be done to address this much-needed support.

Since 2010 the EOPS/CARE/FYSI/CalWORKs student study area was used as swing space due to remodeling 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/FYSI/CalWORKs activities, food pantry, computer and printing usage, textbook library, etc. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.



## Resource Requests

Full-Time, Tenure-Track EOPS/PSP/FYSI Counselor

Full-Time, Permanent FYSI Program Services Coordinator

EOPS Summer Counseling Hours

EOPS Transportation Assistance

EOPS Staff Professional Development

EOPS/CARE/FYSI/CalWORKs Student Space

# How do these requests further the College's ability to achieve its strategic goals & immediate priorities?

## **EMP COLLEGE GOAL #1 Student Access, Success, and Completion**

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and anti-racist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

1.11 -- Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).

1.14 -- Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS and create strong ties and coordination between them and the Interest Area Success Teams such that BIPOC and LGBTQ+ students are well supported to complete their educational journeys at Cañada within 3 years.

1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data); (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center).

How do these position requests further the College's ability to achieve its strategic goals & immediate priorities?

## **EMP COLLEGE GOAL #2 Equity-Minded and Antiracist College Culture**

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

2.6 - 1. Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the hiring of a diverse pool of faculty and staff applicants.



# How do these requests further the College's ability to achieve its strategic goals & immediate priorities?

## **EMP COLLEGE GOAL #3 Community Connections**

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

3.2 -- Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American.

3.3 -- Utilize relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive.

Q & A







**University Center  
Program Review  
2022 -2023**

**The University Center:** provides an opportunity to go from an associate's degree to a bachelor's degree at Cañada College with one of the partner universities.



- **NDNU:** Reinvigorated the NDNU partnership at the District-wide level and developed two Bachelor's Degree completion programs (Business Administration and Psychology). Developed data-sharing agreement MOU with NDNU.
- **SFSU:** Folding our partnership with SFSU that stemmed from our ESO! Adelante grant in the University Center contributed to developing a long-term vision on a range of University partnerships that can be considered to help students transfer to a 4-year university.



# Challenges and Opportunities

- NDNU Bachelor's Degree Completion Program in Business Administration launched in late fall 2021 during a pandemic
- Re-education of NDNU
- NDNU Staffing transitions
- Aligning the University Center with the College Transfer Plan (2021-2024) and Colt-U Transfer Station to meet our 2022-2027 EMP.
- The University Center is now a central service and support within the Colts-U Transfer Station





# Student Area Outcomes

## Previous SAO:

- Develop opportunities for students to go from an Associates Degree to Bachelor's Degree.

## New SAOs:

- SAO#1: Develops and coordinates University partnerships
- SAO#2: Support students in the transferring to a 4-year university

## **Serves students with an educational goal to transfer:**

- Evening students
- Part-time students
- Working adults

## **Program Offerings:**

- NDNU Bachelor's Degree Completions: Business Administration and Psychology
  - AS-T Business & AA-T Psychology
- 100% online & Hybrid
- Full-wrap around services

## High-touch micro-site (Colts-U Transfer Station):

- Hispanic Serving Institution STARS grant
- Mentoring program
- Transfer advising
- High-touch career readiness
- Financial literacy peer-coaching
- Financial and academic advising.
- The program also offers personal counseling and health services to the students from Cañada College.





## Addressing Antiracism:

- Evening programs: accessible to working adults and non-traditional students
  - BIPOC in total comprise of our working adults & non-traditional students
  - Latinx evening students: 2020-2021: 52% and 2021-2022: 60% (PRIE)
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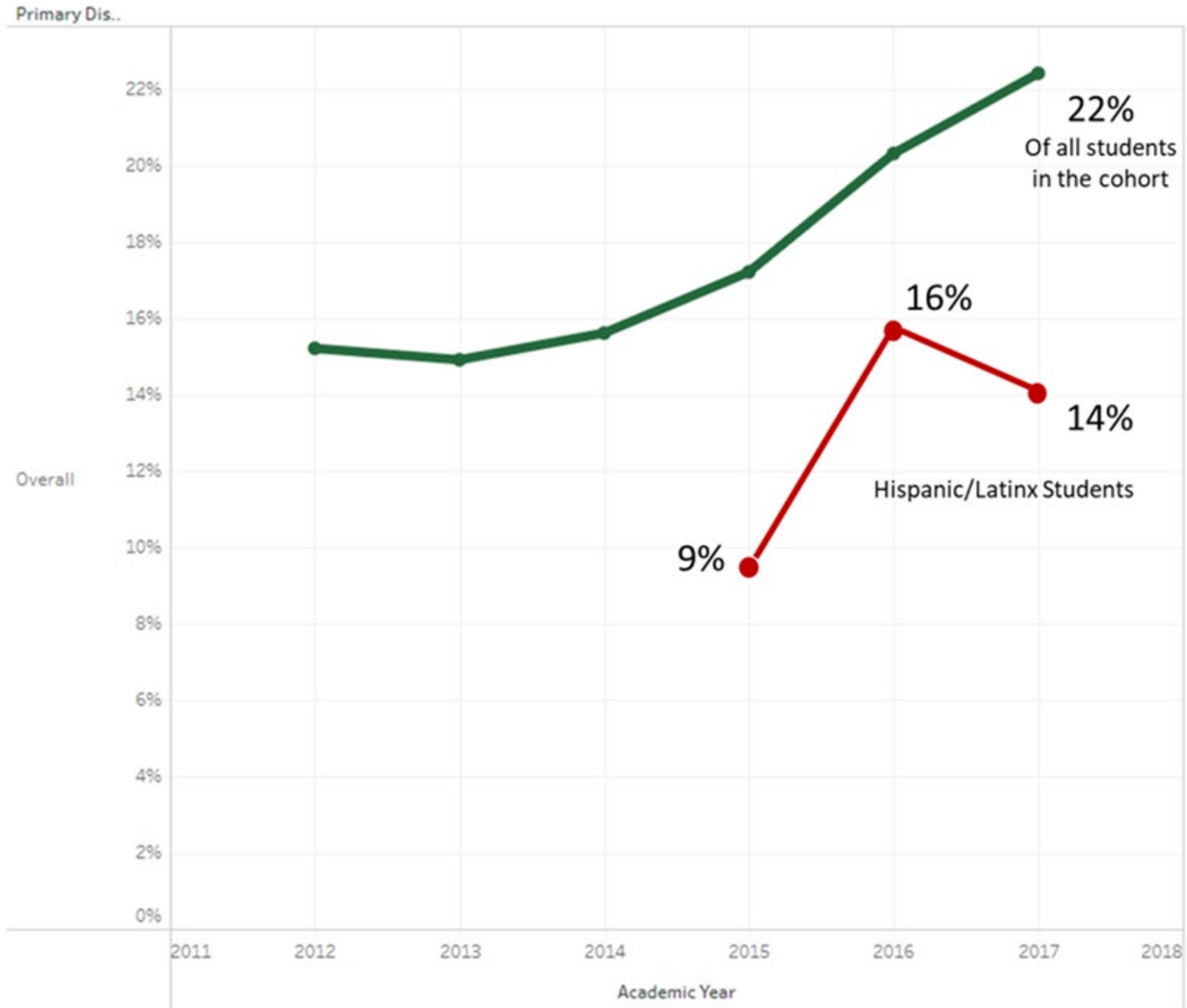




# Student Equity and Achievement Program Plan (2022-2025)

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# Resource Request

- Program Service Coordinator: Colts-U/Arc Project



Thank you! and Questions?