

2018 EOPS/CARE/CalWorks Annual Program Plan

EOPS EOPS/CARE/CalWorks

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The purpose of Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and California Work Opportunities and Responsibility to Kids (CalWORKs) is to provide students from educationally and economically disadvantaged backgrounds with access to higher education.

The goal of EOPS/CARE and CalWORKs is to increase enrollment, retention and transfer-readiness, and to facilitate the successful completion of students' academic, personal, and careers goals.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

- Melanie Espinueva+Aure, EOPS Counselor/Faculty Coordinator
- Tia Holiday, Interim EOPS/CARE and CalWORKs Program Services Coordinator
- Imelda Hermosillo, EOPS and CalWORKs Counselor
- Suzanne Poma, EOPS Counselor
- Cynthia Haro, Adjunct EOPS/CARE and CalWORKs Counselor
- Linda Liu, Temp Office Assistant II
- Marie Estacio, Student Assistant
- Herri Sundiam, Student Ambassador
- Cassandra Gutierrez, Student Ambassador
- Brandi Morello, Student Ambassador

II.A. **Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Progress made on previously established program objectives

Goal #1: Be a model EOPS/CARE and CalWORKS Program across the state

Objectives –

Training and Professional Development - The EOPS/CARE and CalWORKS counselor/coordinator and program services coordinator attend state level and regional training meetings to stay informed of current legislation and guidelines. The Program Services Coordinator participated in a Student Equity Division training.

Counselors attend bi-monthly Division trainings. A counselor also attended the Flex Day training on the assessment of the Strong Interest Inventory.

Student Tracking: The current procedures are viable and effective. The EOPS Staff and faculty, including the Office Assistant, Counselors and Coordinators, work to ensure timely and accurate reporting for a myriad of program implementation tasks/functions.

Key tasks include:

- Data entry for MIS term reporting
- Preparation for internal audits of student files to ensure compliance with Title 5 regulations.
- Student participation monitoring
- Ongoing counseling appointment attendance
- Track student persistence from term to term
- Ensure that CalWORKS students maintain good standing with their county office liaison.

Evaluation, Assessment and Development: Faculty and staff regularly review and discuss how to streamline the delivery of services. The Counselor/Coordinator meets regularly with the staff from PRIE to review EOPS student persistence, retention and success rates. Goals, objectives and progress implementation are discussed in bi-monthly team meetings. A program retreat is planned for the upcoming year.

Goal #2: Increase number of unduplicated EOPS/CARE and CalWORKS served by 5% each year.

Objectives -

Outreach: To increase visibility at Skyline College and the larger community, program staff and student ambassadors collaborated with other student services programs throughout the year, for example the Career Center, Transfer Center and ASSC, to promote an EOPS presence at on-campus events. This increased presence provided information to a wider audience of potential EOPS students. Student Ambassadors conducted a series of informational classroom visits to tell students how to join EOPS in basic skills and ESOL courses. Program staff intend to continue classroom visits in upcoming semesters.

EOPS collaborated with the team of Student Equity Programs - Guardian Scholars, DRC, Veterans - to launch the "Lunch and Learn" workshops. Open to all Skyline students, the workshop topics focused on building student success skills.

Partnerships with campus faculty, staff, programs and departments are strong. Since the program inception, EOPS has been an integral part of the campus community. With the implementation of the College Re-Design and Promise Scholars, EOPS is redefining the way the program interfaces with instructional programs.

The development of marketing materials will be determined in the next budget cycle.

Recruitment: The program staff refined the tracking and follow-up procedures resulting in a more effective system to monitor applications and service participation in services. Staff also redesigned the system for collaboration with the Office of Financial Aid and the College Bookstore to efficiently prepare and deliver student financial services and the acquisition of required textbooks.

To develop a strong referral process for on-campus and off-campus partners, EOPS will meet with stakeholders to discuss how best to partner in support of students. EOPS will connect with local high schools, adult schools and key community organizations.

A diverse delivery format of program orientation meets the needs of students' schedules and preferences. Online, in-person and one-on-one orientations are available.

The EOPS, EOPS/CARE, CalWORKS office receives regular ARGOS reports from Financial Aid of potentially eligible program students based on BOGG A/B/C

eligibility. EOPS/CARE/CalWORKs coordinators then send an outreach email to students with intentional recruitment messaging inviting students to apply.

Retention: The continuous process of building and re-creating a sense of community is the underpinning of EOPS values and practice. Students are attracted to the program for the many services and learn, during their program participation, to build student success strategies, develop networks, and achieve their goals within a context of support, interdependence and a commitment to self-care and grit.

EOPS continues to deliver high-quality, wrap-around and over-and-above support services to students. Identified as the “gold-standard” of best practices since the program inception, EOPS staff is discussing the implementation of a case management model for students. One of the intended outcomes of this model will be the development of a referral and intervention procedure system for students experiencing challenges that may negatively affect their retention and goal completion.

MIS data reported the following unduplicated count of student’s served:

Fall 2016 = 280

Spring 2017 = 389

Fall 2017 = 305

Spring 2018 = 413

Counseling appointment availability remains at the past 9 year level due to fiscal realities. The program plans to increase the numbers of students by 5% each year. This success of this goal will require the addition of an additional counselor.

EOPS staff are also attended e-counseling training to pilot e-counseling services this Fall 2018. This technology will broaden access to students.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

External Changes

1. ***Division-wide counseling approach for new students is being redesigned to incorporate student support services referrals. (Implementation: May 1st, 2018)***

The Counseling Division, as part of the campus re-design, is refining its counseling approach for new students to complete a student resource survey during their first counseling appointment as part of SSSP. Students who show an interest in EOPS will have their identifying information sent to the EOPS team who will then follow-up with the students regarding program information, eligibility, and applications. This will provide an additional stream of students to contact for recruitment.

2. ***Impact of EOPS-Promise students who are interested in Learning Communities may have to choose between specific Learning Communities or Categoricals (Implementation: Fall 2018)***

If Promise Scholars Program students will be required to choose between EOPS and certain Learning Communities, EOPS might see a decrease in the number of applications submitted for the program.

3. ***Potential drop of CARE/CalWORKs numbers District-wide(current)***

There is a trend across all district campuses of decreased EOPS/CARE and CalWORKs numbers – primarily due to eligible families moving out of county due to increased cost of living. Although the benefits are available in the county, the support still does not meet the need of families. We expect this downward trend to continue in the upcoming year. We began the Spring 2018 semester with 16 CARE/CalWORKs student compared to 24 students last Spring 2017. With continued recruitment efforts, we have been admitting new students into CARE/CalWORKs and are currently at 23 active students.

4. ***E-counseling (Fall 2018)***

EOPS will be one of the student services programs piloting e-counseling in the form of video conferencing with students for

virtual appointments. This will provide more accessibility for students, especially our parent-students, to meet for counseling needs and requirements. EOPS staff/faculty will undergo ongoing training.

Internal Changes

1. Staff changes:

EOPS, EOPS-CARE, and CalWORKs has experienced a number of staff changes and instability over the past year such as:

EOPS Counselor/Coordinator

The exit of a the full-time EOPS counselor/faculty coordinator (Summer 2018), which resulted in an interim counselor/coordinator for Fall 2017 and a newly transitioned in permanent full-time EOPS counselor/faculty coordinator as of Spring 2018;

EOPS/CARE and CalWORKs Program Services Coordinator (PSC)

Most recently, the EOPS/CARE and CalWORKs Program Services Coordinator position has been vacated – a position that provides major support for all three programs – leading to an interim coordinator currently split between another student support service;

EOPS Office Assistant

The current Office Assistant position has been a short-term temporary detailed position since Spring 2017, and it is anticipated that the permanent position will be posted by Summer 2018;

EOPS Student Ambassadors

EOPS currently has four student ambassadors who have been worked with the program consistently over the past year since Spring 2017; At least two student ambassadors will be transferring which calls for the need to hire more student ambassadors before Summer 2018.

Adjunct Counselors

Fall 2017 semester EOPS hired a shared EOPS-TRiO counselor to meet the needs of shared EOPS-TRiO students. Due to budgetary constraints and the return of a full-time counselor/coordinator, the program could no longer support this adjunct position. However, the need to serve shared EOPS-TRiO students still exists; With the upcoming move to support shared EOPS-Promise Scholars Program students, the full-time counselor will take on a caseload of 50 EOPS-Promise students starting in Fall 2018. This caseload will grow to 150 over the next three years.

EOPS Grad Tutor

The schedule of the dedicated EOPS Grad Tutor has been altered a few times this year due to contractual limitations causing disruption in tutoring provision for students.

2. Program Changes

The following internal program changes are currently being planned to take effect in Fall 2018:

E-counseling

EOPS, EOPS/CARE, and CalWORKs will be one of the pilot student service programs to provide video conference e-counseling to students to provide a more comprehensive e-counseling service compared to the current e-counseling format of email correspondence. Counseling faculty have undergone an initial training and will continue training in the upcoming academic year as the service rolls out.

Counseling approach

The EOPS, EOPS/CARE, and CalWORKs team has discussed the desire to move towards a caseload approach in working with students. The details of capacity and how caseloads will be determined are currently being discussed and will be planned further over the summer months.

Student Ambassadors

EOPS student ambassadors will be taking on more programmatic lead roles such as classroom presentations, orientation facilitation, event planning, front desk support, as well as undergoing student leadership trainings. A student ambassador retreat is planned for Summer 2018.

Associated Objectives
 514-Provide effective shared counseling between Promise/EOPS/TRiO

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Active PSLO (Fall 2017-Summer 2018):

80% of EOPS/CARE students will maintain satisfactory academic standing (2.00 GPA) each semester and will maintain greater than 67% course completion rate.

Supporting Documents:

- EOPS_GPA Report_SU2016-FA2017
- EOPS_Program Review_201314-201718

Per data reports provided by the PRIE office, the following PSLO measures have been collected:

Satisfactory Academic Standing

In analyzing EOPS students' earned grade point averages, we found that only 69% of EOPS student enrolled in Summer 2017 earned a term GPA of 2.0 or above while in Fall 2017 only 75% did. However, when looking at EOPS students' cumulative GPAs after the term grades posted, we saw that EOPS was meeting the PSLO with 96% of EOPS student earning a cumulative GPA of 2.0 or above in Summer 2017 and 86% earning such in Fall 2017. Thus, we learned that overall the program is meeting this component of the PSLO, but should provide more academic support (i.e. more tutoring, academic workshops, study space, counseling) each semester so that EOPS students have the necessary tools/resources in place to ensure the obtainment of higher term GPAs.

Course Completion Rate



It was determined that the data for the second component of this PSLO (course completion rate) cannot be easily obtained currently in report form through PRIE. The best way to obtain accurate data for this component currently is to manually obtain the numbers by recording completion rates of each EOPS/CARE/CalWORKs student individually in a spreadsheet. Moving forward, the EOPS team will work to record and maintain this data for future PSLO measurement. Based on the Program Review Report provided by PRIE, the closest measurement provided that compares to EOPS students' course completion rate is EOPS students' success and retention rate (see Appendix B).

It should be emphasized that these are not exactly what the PSLO hopes to measure, but we did find that EOPS students have a 74% success rate and an 87% retention rate for this academic year. With these figures it can be deduced that the program is meeting this component of the PSLO.

When looking at the success and retention rates by ethnicity, we noticed that Black-Non-Hispanic as well as Pacific Islander EOPS students are obtaining lower success rates (62% and 65% respectively). This could inform the EOPS team to be more intentional in provision of program support for these students.

The EOPS team would like to work on the manual record tracking to identify exactly what percentage of EOPS students are currently maintaining above a 67% course completion rate to accurately measure the PSLO.

Evidentiary Documents

-  [EOPS_GPA Report_SU2016-FA2017.xlsx](#)
-  [EOPS_ProgramReview-201314-201718.pdf](#)

Associated Objectives

-  [517-CalWORKs - Strengthening Career Readiness Services](#)
-  [507-Track Student Course Completion Rates Manually](#)

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Key Findings/Conclusions

Progress Achieved:

The EOPS team has done well to work toward being a model EOPS, EOPS/CARE, and CalWORKs program. The staff and faculty regularly attend regional meetings and statewide trainings, participate in various professional development activities on and off campus, and work collaboratively with other student services and community agencies to identify best practices in serving EOPS/CARE/CalWORKs students. The team is constantly working to track and maintain student records (contract requirements, student data, student files and county records) for program efficiency and identification of student support needs. Bi-weekly meetings allow for team discussions revolving around program updates, concerns, and action plans for improved program effectiveness and service provision.

Improved outreach, recruitment, and retention efforts have allowed our program to reach its goal of growing by 5%. Great impact in recruitment efforts was reached by collaborating with Financial Aid and being intentional with outreach messaging to eligible students. Outreach and recruitment efforts are underway for the upcoming academic year.

Program Environment:

EOPS/CARE/CalWORKs has been impacted by many external and internal changes within the current academic year – from county-wide trends to campus-wide and division-wide initiatives to internal program initiatives. These changes have had and/or will have implications for EOPS recruitment and retention efforts, and will require more staff/faculty stability along with ongoing staff/faculty professional development. Many internal changes will allow for further program development and student accessibility as EOPS/CARE/CalWORKs focuses on being more student-ready (via e-counseling, student ambassador leadership, etc.) in efforts to continue the program's over-and-above service provision and impact the institution's efforts of supporting students to Get In, Get Through, and Get Out on time.

PSLOs:

EOPS/CARE/CalWORKs are currently meeting the active PSLO of having 80% of students maintain a GPA of 2.0 or higher and having a course completion rate

of 67% or higher. The program will track course completion rate manually in hopes that a report for this data will be available through PRIE in the future. It was identified that EOPS/CARE/CalWORKs should be more intentional in providing academic support in the form of dedicated tutoring, mid-semester counseling, resource referral, supply and dedicated group study space, especially to Black-Non-Hispanic and Pacific Islander EOPS students in efforts to increase student term success and retention rates.

Associated Objectives
 <u>514-Provide effective shared counseling between Promise/EOPS/TRiO</u>

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

EOPS, EOPS-CARE, and CalWORKs programs did not participate in assessment of ISLOs this year.

IV.A. Strategy for Program Enhancement: Continuation/Modification


Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

EOPS/CARE will continue implementing the strategy set in the last CPR with goals of being a model EOPS/CARE/CalWORKs program that is student-ready, and work on steady growth of 5% each year. EOPS/CARE/CalWORKs will continue collaborative efforts with campus and community resources and identify strategies to efficiently support student success.

CalWORKs modification - increase focus of career development services/referrals: The CalWORKs coordinator and counselor will work with Skyline College resources, community and county agencies to secure more career readiness opportunities. Opportunities can include job search assistance, resume and cover letter review, information informational interviews and job shadowing. Administrative support in coordination efforts between Skyline College Career Center, SparkPoint, Workforce Development and CalWORKS.

Associated Objectives
 517-CalWORKs - Strengthening Career Readiness Services

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
 517-CalWORKs - Strengthening Career Readiness Services
 487-Focus on Career Readiness
 486-Focus on PSLO #1 for CalWorks
 514-Provide effective shared counseling between Promise/EOPS/TRiO
 507-Track Student Course Completion Rates Manually

Objectives of EOPS/Care/CalWORKs

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2335EOPS00	EOPS/Care/CalWORKs	Espinueva, Melanie

Objective Status: New/In Progress

486	Focus on PSLO #1 for CalWorks CalWorks coordinator and counselor work to ensure that PSLO is met by working with CalWorks to complete Comprehensive SEPs. No additional resources are required.
487	Focus on Career Readiness CalWorks coordinator and counselor will work with Skyline College resources, community and county agencies to secure more career readiness opportunities. Opportunities can include job search assistance, resume and cover letter review, information informational interviews and job shadowing. Administrative support in coordination efforts between Skyline College Career Center, SparkPoint, Workforce Development And CalWorks.
507	Track Student Course Completion Rates Manually To accurately measure EOPS/CARE PSLO#2, the program team will need to manually track student course completion rates. This data will need to be updated after grades post for each semester.
514	Provide effective shared counseling between Promise/EOPS/TRiO To provide a "home" counselor for shared students between any combination of Promise-EOPS-TRiO. This would allow for students to meet all program counseling requirements while meeting with only one centralized counselor.
517	CalWORKs - Strengthening Career Readiness Services CalWORKs modification - increase focus of career development services/referrals: The CalWORKs coordinator and counselor will work with Skyline College resources, community and county agencies to secure more career readiness opportunities. Opportunities can include job search assistance, resume and cover letter review, information informational interviews and job shadowing. Administrative support in coordination efforts between Skyline College Career Center, SparkPoint, Workforce Development and CalWORKS.