STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Program: CalWORKs/ Foster Youth/EOPS/CARE (EOPS/CARE & CalWORKs)   **Planning Year: 20**19/2020

Last Year CPPR Completed: 2014/2015

Unit: Student Services   **Cluster:** Student Services

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

    A. Program mission (optional).

        EOPS/CARE & CalWORKs Programs' Mission: To provide equity-minded comprehensive support services, resources and referrals to CalWORKs, foster youth, and EOPS/CARE students in order to empower, motivate and encourage them to reach their educational, career and life goals in a welcoming and safe environment.

Brief history of the program.

    Extended Opportunity Programs and Services (EOPS) was created in 1969 to enable low income, educationally disadvantaged students "affected by language, social, and economic handicaps" to achieve a college education (SB 164, Alquist, Chapter 1579, Statutes of 1969).

    There are 114 EOPS programs funded in 72 districts throughout the community colleges system (California Education Code, sections 69640 through 69656, and California Code of Regulations, Title 5, sections 56200 through 56292). For nearly fifty years, EOPS, a model "Guided Pathways" program, has continuously provided guidance, motivation, support services and resources to help students complete their educational goals, including vocational certificates, associate degrees and transfer to four-year institutions.

    The CalWORKs program began in 1998 to fulfill the Welfare Reform Act of 1996 and a directive from the Chancellor's Office. Supported primarily by categorical funds from the CCC Chancellor's Office and grants funds from SLO County Department of Social Services and the Cuesta College Foundation, the CalWORKs program offers services such as case management, work-study/subsidized employment, job placement, academic counseling, direct support, and a supportive study environment. CalWORKs assists students as they engage in activities that will lead directly to gainful employment and family self-sufficiency. Reforms of program requirements and processes have been enacted through the years due to legislative reforms and budget changes and the Cuesta College CalWORKs program has remained in strong standing throughout.

    B. Include the broad history of the program and significant changes/improvements since the last Program Review.

        In Fall of 2016, Cuesta College CalWORKs, foster youth, and the EOPS/CARE programs became fully integrated into the Cuesta College CaFE Center, reporting to the Dean of

Student Services. The acronym CaFE was a blend of CalWORKs (Ca), Foster Youth (F) and EOPS/CARE (E).

The CaFE Center was renamed in the Fall of 2023, returning to the name of the three programs incorporated into the office. Foster youth was removed and a Program Coordinator for Foster Youth Services (Next-UP, FCKE/YESS) was hired as this program was moved under the direction of the Assistant Dean of Student Equity and Special Programs.

The EOPS/CARE/CalWORKs office and the merger of the three programs provides seamless intake, orientation, registration and academic and crisis support resources managed by a crossed-trained staff of five (5) at both the North County and San Luis Obispo campuses.

The EOPS/CARE/CalWORKs office provides unprecedented access to faculty counselors and staff. Faculty counselors provide crisis counseling, academic planning, Comprehensive Student Education Plans and career counseling, while Specialists provide case management support and Welfare to Work Plan compliance.

The North County Campus EOPS/CARE/CalWORKs office was moved to the first floor of the new Student Services building in the Fall of 2023. We gained more office space for EOPS/CARE/CalWORKS students, but unfortunately lost private offices for staff. We are working the administration to create a more flexible space that will support services such as counseling groups to facilitate the social networks while still supporting the confidentiality necessary for private conversations with staff in crisis situations.

C. Describe how the Program Review was conducted and who was involved.

EOPS/CARE/CalWORKs Staff reviewed program outcomes at the Annual Staff Retreat on March 8th. SSO's established at previous cycle were examined for relevance, and measurability.

Program Review was conducted by:
   o Hunter Perry, EOPS/CARE/CalWORKs Supervisor
   o Luis Ayala Garcia, Academic Counselor
   o Corinna Stolp, EOPS/CARE & CalWORKs Specialist
   o Diane Limon, EOPS/CARE & CalWORKs Specialist
   o April McGee, EOPS/CARE & Technician
   o Liana Rivera-Cardera CalWORKs Technician
   o Adriana Gaeta, EOPS/CARE/CalWORKs Assistant

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

Identify how your program addresses or helps to achieve the District's Mission Statement.

The EOPS/CARE & CalWORKs Programs support the Mission of Cuesta College by inspiring a particularly diverse student population of low income, first generation, and educationally disadvantaged students, including parents with children, and Foster Youth eligible for Next-UP. The programs work together to assist these students in meeting their educational goals to become self-sufficient. Our efforts are directed specifically toward helping improve participants' foundational skills, so that they in turn may earn certificates, associate or transfer degrees, and advance in the workforce; lifting themselves from poverty. Specifically, we support our students by providing the following services:

   • Dedicated & invested staff

- Caring and nurturing environment
- In person orientation and personal assistance with all facets of admission
- Advocacy services and planning with DSS
- Work study placements in students' specific area of education
- Dedicated Job Developer to assist with subsidized and unsubsidized work placements
- Gas vouchers and bus passes
- EOPS/CARE/CalWORKs/Next-UP common application assistance
- Financial Aid & DREAM Act application assistance
- Outreach activities
- Computer lab with free printing
- Book assistance
- Alpha Gamma Sigma membership fee
- Graduation Regalia
- Lending Library
- Back packs and school supplies
- Pre-Admission services
- EOPS/CARE/CalWORKs Food Pantry
- Food Bank Distribution Center Leaders
- Academic and Career Counseling
- Educational Workshops
- Scantrons and Blue Books
- Annual Educate Conference
- Flash drives
- EOPS/CARE grants
- EOPS/CARE online orientation
- First Alert and early intervention
- Evening Counseling
- Foster Youth, EOPS/CARE/CalWORKs Advisory Committee
- Region VI Summer Institute
- Letters of Recommendation
- Transfer assistance
- Virtual Workshop Support Group "Lunch with Friends"
- Virtual Workshop "Inside Scoop" offering extensive on campus and community resources presented bi-weekly and containing the most current information
- Virtual Workshop "Motivational Mondays"
- Chrome Books
- Lap Top Loaners
- Hot Spot Loaners
- Smart Pen loaners

Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: Access
Increase the Student Access to Higher Education

Institutional Objective 1.A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts
- Network with Department of Social Services, County office of Education and the Family Care Network
- Provide in service training for community groups to educate staff on EOPS/CARE & CalWORKs and Cuesta educational resources specifically designed to assist their clientele
- Participate as community liaisons for community focused non-profit agencies
- Collaborate with our local Housing Authority
- Educate Si-Se Puede annual event
- Outreach to local high schools

> **Measure 1**: Student equity participation rate: the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served

Institutional Objective 1C: Expand financial support and aid opportunities for students

- Assistance with financial aid application
- Provide work study opportunities
- Transportation assistance
- Publish monthly Inside Scoop informing students of local financial support services
- Participate in on campus SLO County Food Bank distribution
- Facilitate applications to grants and scholarship opportunities
- Provide emergency grants for housing assistance to homeless students
- Provide subsidized work study placements to supplement students' income

> **Measure 1**: Increase Pell grant recipients and total dollars available for students through scholarships

Institutional Goal 2: Completion
Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

Institutional Objective 2.A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

- Require current comprehensive Student Educational Plans (SEP)
- Require three (3) Counseling contacts
- Monitor students' academic progress with First Alert and provide early intervention
- Provide book Vouchers and educational supplies

- Provide life coaching to assist students in overcoming barriers
- Support Goal Setting
- Offer workshops - Budgeting & Money Management, Health & Wellness, and Stress Reduction
- Summer Institute
- Offer group counseling sessions for a variety of students with educational barriers
- Provide Retention Strategies
  - Meet with the Retention Specialist and/or Academic Success Coach
  - Refer to Tutors and/or attend workshops
  - Referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Provide academic, career and personal counseling in Spanish to support ESL students
- Provide work study and on the job work experience

Measure 1: Percent of student persistence in courses

Measure 2: Percent of students who earn either an Associate Degree or Associate Degree for Transfer

Measure 3: Percent of first-time students who complete a Chancellor's Office approved Certificate

Measure 4: Percent of students who attain completion, as defined by the Vision for Success goals

Institutional Goal 3: Transfer

Institutional Objective 3A: Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC).

- Support Goal Setting
- Field trips to universities
- Academic and Career Counseling
- Region VI Summer Institute
- Create a timeline for transfer
- Evaluate transcripts for transfer assistance

- Step by Step Transfer assistance and resource referral
- Provide fee waivers for transfer fee assistance
- Provide letters of recommendation for the EOP program at the university level

Measure 1: Increase the completion of Associate Degrees for Transfer for all student groups

Measure 2: Increase the number of students annually who transfer to a CSU or UC

Institutional Goal 4: Unit Accumulation
Decrease the average number of units accumulated by Cuesta College students

Institutional Objective 4A: Decrease the average units accumulated by Cuesta College students

- Three (3) counseling contacts
- Ongoing Career counseling to prevent numerous major changes
- Internship and work study opportunities to cement career choices
- EOPS/CARE & CalWORKs grants
- Monitor students' academic progress and provide early intervention/retention
- Transfer assistance
- Provide life coaching group counseling to assist students in overcoming barriers
- Refer to Guided Pathways events, Career Fairs and Career Connections workshops

Measure 1: Decrease among all students who earn an Associate Degree in the selected year and who enrolled in the previous or selected year, the average number of units completed among students who had completed at least 60 units at any community college.

Institutional Goal 5: Workforce
Increase median annual earnings of all students.

Institutional Objective 5A: Increase median annual earnings of all students.

- Internship and work study opportunities to explore career options and salaries
- Job Developer to assist developing job portfolios including resumes, cover letters and Letters of Recommendation
- Work study Placements/Internships to increase student awareness of the Job Market associated with their major

Table 1: CalWORKs Workstudy placements

Off campus placements	On campus placement
Bryan's Home (Addiction Recovery)	Student Support Center SLO
CAPSLO administration	Sustainability Center
Los Osos Cares	Disabled Students Program & Services
Sierra Vista ICU	EOPS/CARE/CalWORKs Offices NCC
City of Morro Bay-Fiscal Services	Associated Students of Cuesta College
True Earth Market	Miossi Gallery

Measure 1: Increase among all students who did not transfer to a four- year institution, sum of median earnings for four quarters immediately following academic year of exit.

Institutional Objective 5C: Increase proportion of all students with jobs closely related to their field of study.

- Workshops that explore Career options within Areas of Study
- Guided Pathways Mixers with employers associated with Areas of Study
- Career & Job Fairs that are focused specifically in Areas of Study
- Internship offerings that are focused specifically in Areas of Study
- Institute exit interviews with graduating students

> **Measure 1:** Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study.

Institutional Goal 6: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities.

Institutional Objective 6A: Align facilities and technology in accordance with the district's *Facilities Master* and the district's *Technology Plan.*

- Redesign EOPS/CARE & CalWORKs spaces to include areas for study while also including areas where community building can exist
- Improve scheduling software to allow easier access to appointments with staff
- Improve technology to align with current hardware found within the workforce to prepare students for jobs as they graduate.

  - Chrome Books for EOPS/CARE & CalWORKs students
  - Update and maintain student computer lab
  - Smart Pens for EOPS/CARE & CalWORKs students
  - Provide white boards for tutoring services
  - Provide Peer tutor computer stations and office space for community liaisons

> **Measure 1: Improve student-centered technology and building design**
>
> **Measure 2: Improve technology support to facilitate students' persistence to education goal completion.**

Institutional Goal 7: Fiscal

Build a sustainable and stable fiscal base

Institutional Objective 7A: Build a sustainable base of enrollment by effectively responding to the needs of the district as identified in the *SLOCCCD Comprehensive Mater Plan 2016-2026: Educational Master Plan.*

- Network with Department of Social Services, County office of Education and the Family Care Network

- Provide in service training for community groups to educate staff on EOPS/CARE & CalWORKs and Cuesta educational resources specifically designed to assist their clientele
- Participate as community liaisons for community focused non-profit agencies
- Collaborate with our local Housing Authority
  Educate Si-Se Puede annual event
- Outreach to local high schools and churches
- Partner with Department of Social Services to expand grant opportunities for student work study placements within the college and the community.
- Work with Cuesta College Foundation to seek out local, state and private grant opportunities specific to our student population and needs
- Apply to in-house grants that can support student success by supplying educational needs not otherwise covered by Title 5 funding sources

Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

- Academic Success Coaching
- Retention Strategies
- EOPS/CARE/CalWORKs food pantry
- Goal Setting
- Promote personal health and mental well-being
- Employment Services
- Workshops
- Counseling Contacts
- Cultural Events

PROGRAM DATA ANALYSIS CONTINUES ON NEXT PAGE

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

> **This should be an update on the data analysis from the last CPPR**
> Program data is available on the SLOCCCD Institutional Research and Assessment website.

Program Title: EOPS/CARE
In 2016-2017 the Student Services cluster started to use a standard set of common data elements. Each department/program has been tracking these elements to gauge progress towards the goals listed in the 2016-2026 Educational Master Plan. The data provided below will serve as a benchmark from which progress will be measured.

A. **Students Served/Enrollment-EOPS**

Figure 1 – EOPS and Care Students Served

Total Students Served*	2019-2020	2020-2021	2021-2022	2022-2023	2025 – 2026 Target
District-wide EOPS	**452**	**387**	**371**	**343**	**400**
• North County	129	31	51	63	110
• SLO	316	152	150	186	282
• South County	7	0	0	0	8
• Distance Ed	296	382	336	303	NA
District-wide CARE	**47**	**39**	**27**	**30**	**40**
• North County	26	4	4	8	12
• SLO	28	14	9	18	28
• South County	0	0	0	0	2
• Distance Ed	39	38	26	27	NA

Students Served: All students designated as EOPS/CARE according to CCCCO MIS in the academic year and who were enrolled in at least one course at census of that respective academic year.

The first common data element is total students served by both EOPS and CARE (Figure 1). Note that district-wide numbers reflect actual totals, while students may be counted twice in the location-specific numbers if they attended courses at multiple locations. From 2019-2020 through to 2022-2023 the total number of students served by EOPS decreased by 24.11%, while CARE numbers decreased even more by

almost 37%. Despite these decreases EOPS still easily made the 20-21 target of 274 students, while CARE numbers decreased below the 20-21 target of 42 students. The substantial decreases in numbers noted began in the 2020-2021 academic year with the COVID pandemic.

Numbers across the California Community College system decreased anywhere from 11-23% and have only just begun to recover which is shown in the slight increase of CARE number in 2022-23. This can be attributed to the referrals that the Department of Social Services made to the Cuesta College CalWORKs program after July 1, 2022 when CalWORKs participants were re-engaged in the program after a 2-year deferral due to COVID. Although the numbers were slow to grow, they have steadily increased over the past 2 years.

The EOPS target, as stated in the 2016-2026 Educational Master Plan, is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The CARE target as stated in the 2016-2026 Educational Master Plan is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The capacity to grow at these rates will be possible with the opportunities developed in the 2018-2019 academic year.

- An increase in EOPS and CARE categorical funding
- The hiring of additional staff

Program Title: CalWORKs

In 2016-2017 the Student Services cluster started to use a standard set of common data elements; A) Students Served, B) First-year Persistence, C) Student Success. Each department/program has been tracking these elements to gauge progress towards the goals listed in the 2016-2026 Educational Master Plan. The data provided below will serve as a benchmark from which progress will be measured.

A. **Students Served/Enrollment-CalWORKs**

Figure 1a – CalWORKs Students Served

Students Served	2019-2020	2020-2021	2021-2022	2022-2023	2025-26 Target
District wide	**102**	**76**	**65**	**88**	**100**
- North County	40	7	5	21	15
- SLO	60	25	26	32	85
- South County	0	0	0	0	1
Distance Ed	**76**	**75**	**63**	**77**	**NA**

Since

2019-2020 through 2021-2022 the CalWORKs Program has lost enrollment in the number of students served. This is mainly due to the COVID pandemic which caused CalWORKs participants to disengage from the program due to participation exemption. Finally in 2022-2023 we saw an increase in our numbers as CalWORKs clients' exemptions ended in July 1, 2022. However, the numbers are still not even close to meeting the 2020-21 target. I believe we need to reassess our 2025-2026 target going forward as growth year over year from 2021-2022 to 2022-2023 was only 25%. We will continue to

reach out to our community partners for referrals to our program, however several mitigating circumstances have caused this temporary trend:

- COVID Pandemic
- Low unemployment and a vibrant economy
- High cost of living
- Shortage of available low-cost housing
- Less overall participants in "the system" to be referred
- Slowing population growth in the group raising children in SLO County

B. **First Year Persistence-EOPS**

Figure 2 – EOPS-1st Year Persistence

The Second data element is Persistence. The relatively high 1st year persistence rates (Figure 2) of EOPS/CARE students can be attributed to the nature of the EOPS/CARE programs, the high impact activities in which EOPS/CARE students participate and the services they receive:

- EOPS/CARE online orientation
- Three EOPS counseling contacts
- Current comprehensive Student Educational Plans (SEP)
- Above and beyond academic, career, and personal counseling
- Book Assistance

- Goal Setting
- Transfer field trips
- Retention Interventions - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend EOPS workshops, referrals to other on campus resources
- Gas Vouchers & Bus Passes
- Student academic progress monitoring with First Alert and early intervention
- Social gatherings, potlucks, cultural events
- EOPS/CARE Food Pantry
- EOPS peer support network

The EOPS/CARE target, as stated in the 2016-2026 Educational Master Plan, is to increase the persistence rate by 2% by 2020 and an additional 1% by 2025. Unfortunately, with the emergence of COVID the 2020-2021 Persistence rate of 64.3% was the lowest overall during the past 5 years. However, EOPS has recovered well in both 2021-22 (90.3%) and 2022-2023 (85.7%) with Persistence rates that are between 20% and 25% greater than the overall College Persistence rates.

Identify areas if any that may need improvement for program quality and growth.
- Establish first contact with new students within first two weeks of school
- Include Career/Major review as part of initial counseling contact
- Implementing the Peer Advising Program by Areas of Study
- Implement first Alert to advise Counselors and Specialist about students that are struggling in the beginning of their classes
- Implementing ongoing Career Planning/Job Development workshops
- Improving program processes to be more student friendly and streamlined
- Utilize new ARGOS report to identify new students eligible for EOPS and maintain consistent outreach to them
- Implement new Outreach program to High Schools aligned with Enrollment Services

Recommend any changes and updates to program based on the analysis above.
- Hire Coordinator for EOPS/CARE/CalWORKs & Peer Mentoring programs
- Hire peer advisors (see resource plan worksheets)

B. Figure 2-CalWORKs First Year Persistence

Figure 2a – CalWORKs Persistence and Success
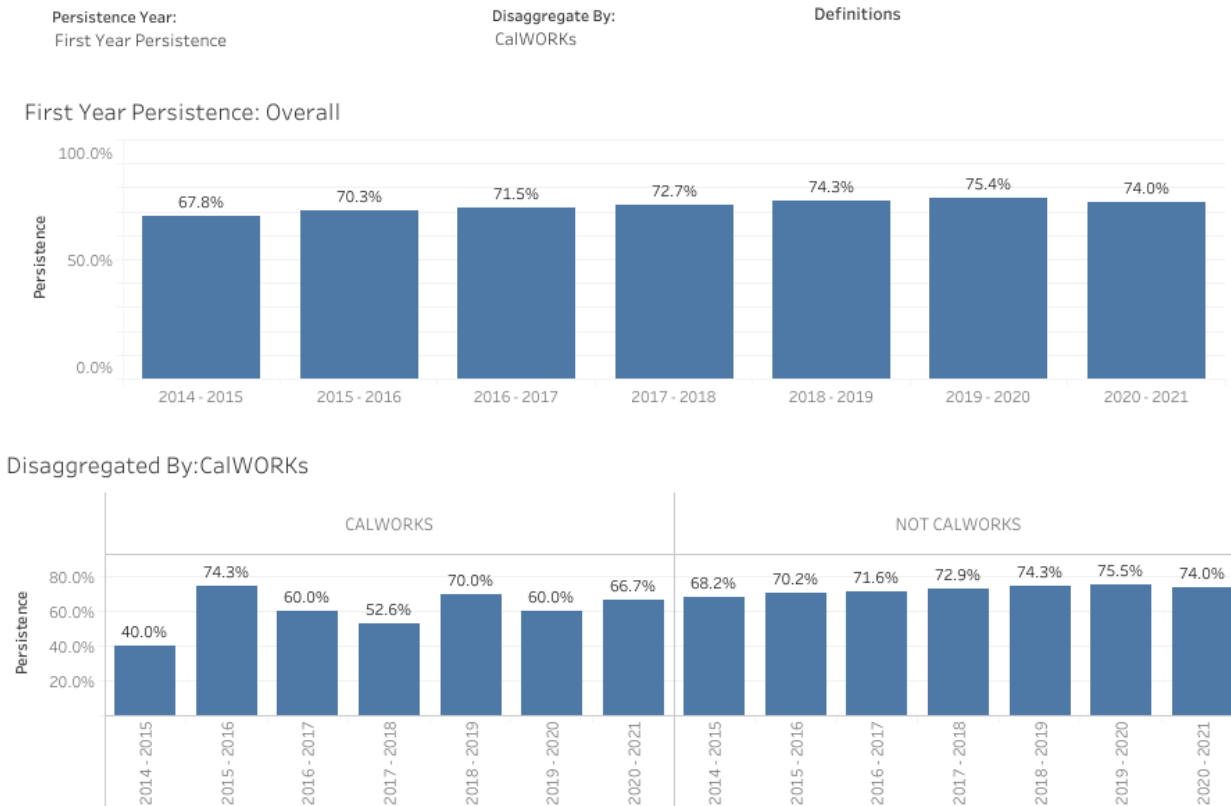
The first-year persistence of all Cuesta students is 74.0%. The first-year persistence rate of CalWORKs students is 66.7%. As one would anticipate CalWORKs students first year persistence rate is lower than that of all Cuesta College students. The larger number of additional issues impacting their lives affects their success:
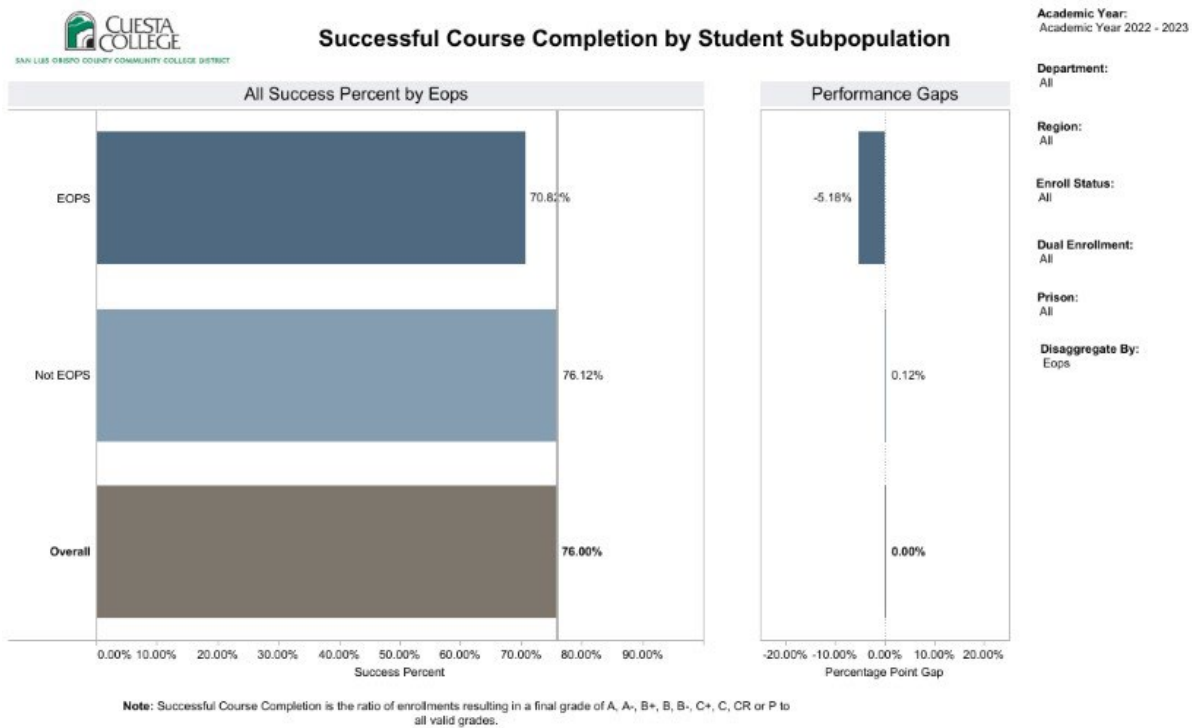
- Poverty
- Housing insecurity
- Food insecurity
- Parenting
- Trauma (past and ongoing)
- Domestic abuse
- Poor academic preparation
- Transportation
- DSS Compliance
- Deficient "soft skills"

The CalWORKs program will reach the first-year persistence rates of 70% in 2025 by implementing these and other initiatives:

- Creation of the EOPS/CARE & CalWORKs Centers to serve CalWORKs students more comprehensively by:
  - Hiring New Coordinator for EOPS/CARE & CalWORKs
  - Operationalizing the case management model in ConexED for all students served in the EOPS/CARE & CalWORKs
  - Implementation of a Peer Mentoring Program
  - Offering multiple workshops on life skills topics
  - Addition of embedded tutors in the EOPS/CARE & CalWORKs Centers

C. **Student Success – Course Completion-EOPS (See figure 2 below)**

Figure 3-EOPS Course completion

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
All

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Eops

All Success Percent by Eops | Performance Gaps
EOPS — 70.82% | -5.18%
Not EOPS — 76.12% | 0.12%
Overall — 76.00% | 0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion is defined as the ratio of enrollments resulting in a final of A, A-, B+, B, B-, C+, C, C, CR or P.

The third data element is course completion. In 2019-2020 Course completion for EOPS was 75.99. This was less than the overall college completion rate of 82.51% but will be noted as the highest completion rate of the last 5 years. As can be viewed in the Figure 2 above, EOPS students continue to struggle with course completion. In fact, every year since the last CPPR EOPS students have fallen farther and farther behind on course completion. The latest percentage being almost 5.1% points below the completion rate of 2019-2020. There are several reasons for this, the most prevalent seems to be that EOPS students must take 12 units to be eligible for the program even though we know that the EOPS population is mostly First Generation, disproportionately impacted students. First-time students often find the 12-unit load overwhelming and are struggling to keep all of the classes. We often find that

dropping one or more classes will help them to persist in the classes they have left and help them do better in those classes.

C. Student Success – Course Completion-CalWORKs (See figure 2 below)

Figure 3a-CalWORKs Course completion
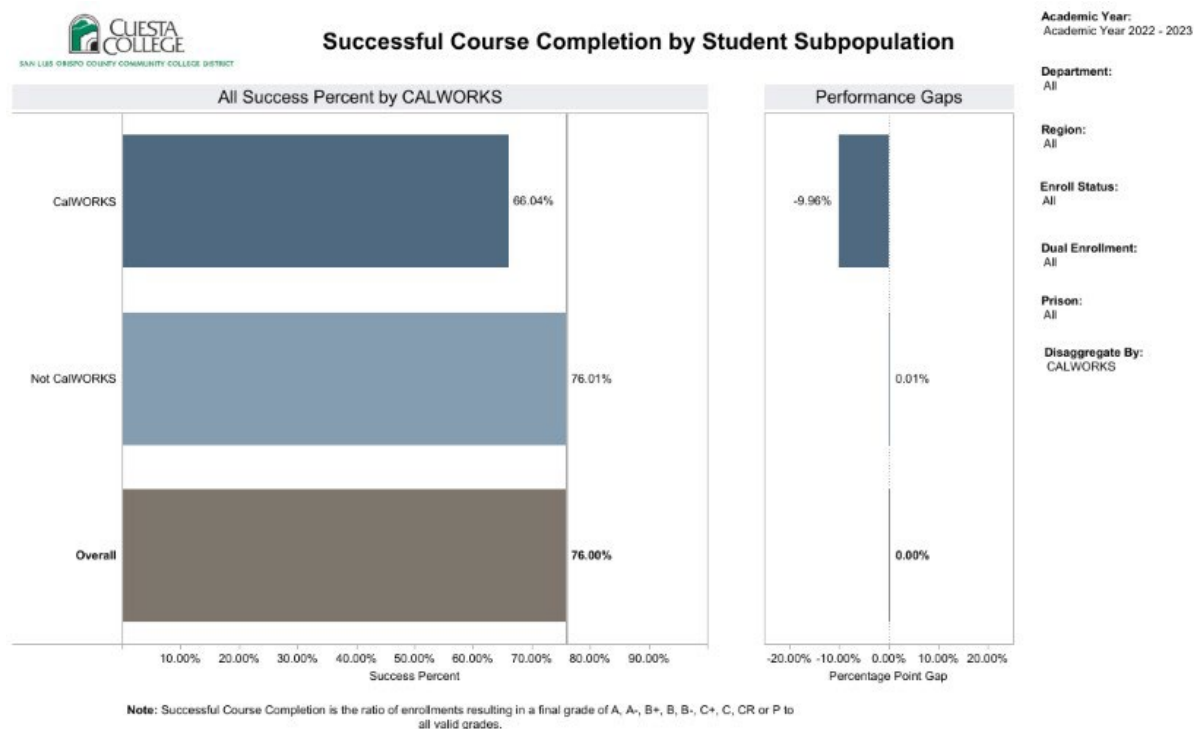
The third common data element is student success as measured by the units completed versus the units attempted. The CalWORKs student success rate in 2019-2020 was 72.67%. The district wide data indicates that the success rate of all students in 2019-2020 was 82.51. The CalWORKs target as stated in the 2016-2026 Educational Master Plan is to grow. CalWORKs students are, by definition, financially disadvantaged; most are also single parents. The previously relative low success rates of CalWORKs students as compared to all students in the District can be attributed to these barriers.

Unfortunately, like EOPS students, the CalWORKs Completion rate of 2022-2023 of 66.4%, has also slipped considerably since 2019-2020 (72.67%). While the amount of the gap (about 10%) remains about the same, CalWORKs students as young impoverished families have continued to struggle both financially and academically coming out of COVID, and currently find themselves not only 10% points behind the overall college completion rate of %76.01, but their actually completion has fallen 6.5 points from 72.67% to 66.04%; a full 6.5 percentage points lower than it was in 2019-2020.

Although many of the barriers faced by CalWORKs students can be remediated by the support and services students receive as a part of the program, many outside factors cannot be addressed by the CalWORKs Program and will continue to impact their success.

However, since the merger of EOPS/CARE & CalWORKs in 2016 through 2020 when the COVID pandemic disrupted education everywhere, both CalWORKs and EOPS persistence and completion were growing consistently year over year. This can be attributed to the relatively high staffing rates and ability of our students to get the necessary support they need to be successful. However, it is evident that the impact of COVID will have lasting effects on all of the students most especially those with long standing financial and academic barriers.

Other Relevant Program Data (optional)
> Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

D. EOPS Retention- Intra-term Course Retention Percentage of students who do not withdraw from class and receive a valid grade

Figure 4-EOPS Course Retention

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
S t u d e n t S u c c e s s & S u p p o r t P r o g r a m s , C o l l e g e C e n t e r s C o m p r e h e n s i v e P r o g r a m
P l a n n i n g & R e v i e w Approved Document to be Used for Submission Spring, March 4, 2024
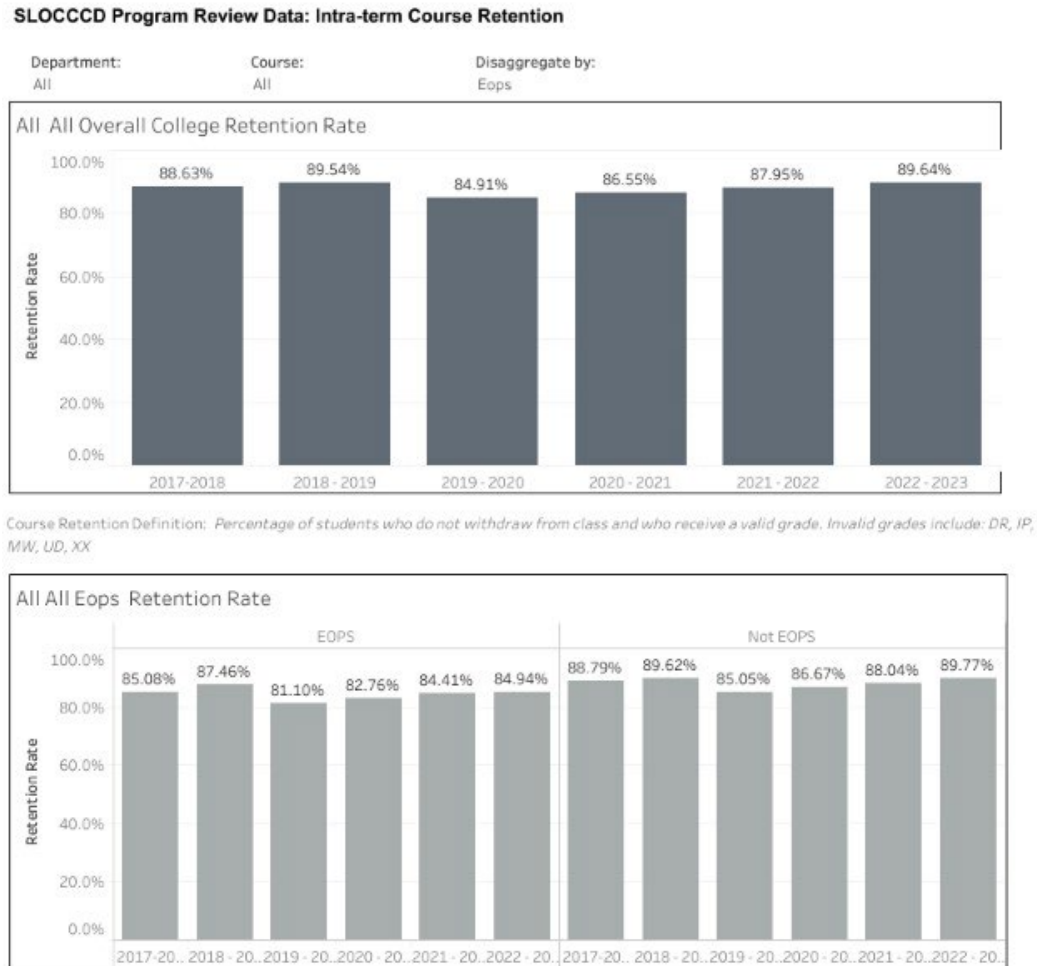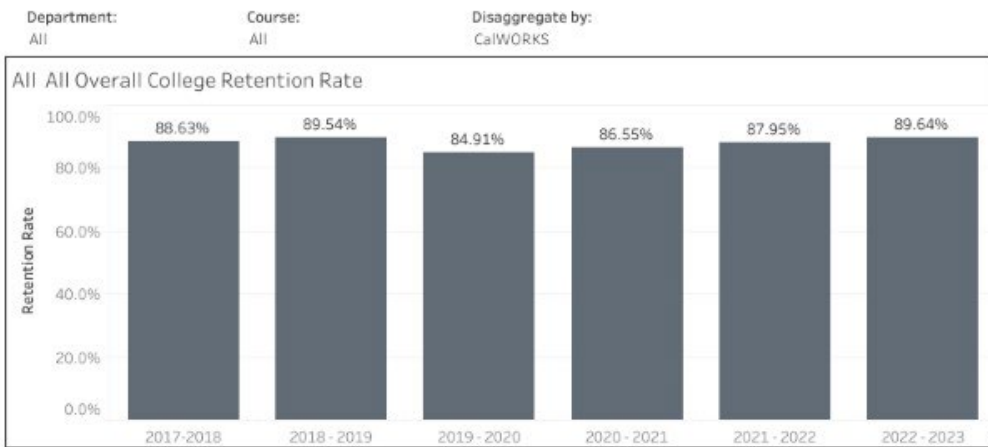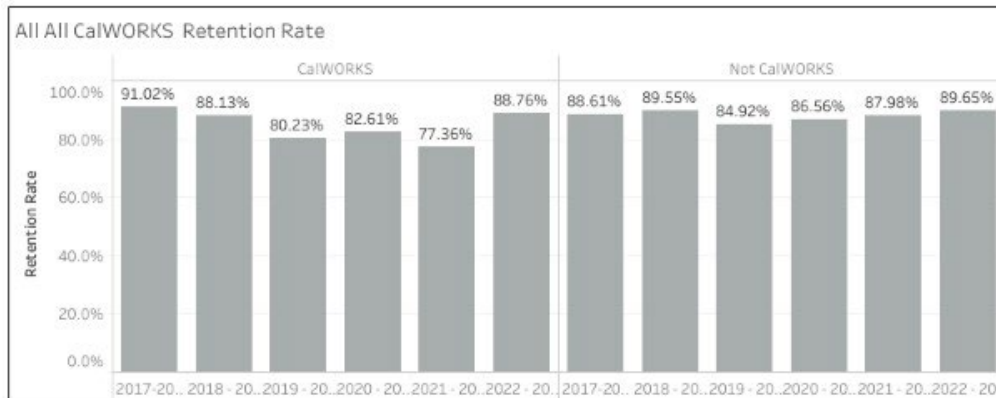
Figure 4a-CalWORKs Course Retention

SLOCCCD Program Review Data: Intra-term Course Retention

Course Retention Definition: *Percentage of students who do not withdraw from class and who receive a valid grade. Invalid grades include: DR, IP, MW, UD, XX*

Course Retention is another way to explain and determine student persistence. Unlike persistence which measures students' continuity at the college from semester to semester and year to year, completion measures a student's retention within coursework from the beginning of the semester to final grade awarding. As can be seen above (Figures 4 and 4a) the Completion graphs are similar to the persistence comparisons between EOPS and CalWORKs to the overall college in that EOPS Retention struggles each year to meet the college rate while CalWORKs retention fluctuates lower but also has rates equal to or higher than the overall college rate. As has been mentioned before, the COVID pandemic easily explains the largest drop in course retention for CalWORKs students but there are other factors involved. In 2017-2018 and 2018-2019 we had a full time Academic Success Coach embedded in the program as well as on demand Math and English tutoring. These two years represent the highest completion rates for both EOPS and CalWORKs and these years' data is also reflected in higher persistence rates for the programs as well.

While the completion and persistence rates are affected by many personal barriers from economic hardships and family situations, these two rates are also reflective of the demand put onto students who are first time EOPS students taking a full load of 12 units. While there are many students that are prepared academically and well situated to be successful college students the first time they enter

college, we know that many first- time college students and those with economic hardships even if academically prepared can be daunted by the college experience. These students face barriers to transportation, the demands of a full-time job and a lack of college cultural awareness. These barriers make negotiating the college environment a full-time job on top of managing a full credit load.

A. **PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE-EOPS/CARE**

Summarize assessment results for program outcomes.

SSO#1: Increase the percentage of EOPS/CARE & CalWORKs students who complete certificates, degrees (non-ADT's) and ADT's.

Assessment methods and criteria
SSO#1 will be assessed based on the comparison between the previous year's combined degree and certificated completion by EOPS/CARE & CalWORKs students and the current year available.

Figure 5-EOPS Total Number of Degrees and Certificates Attained Annually

EOPS-Type of Award	2019/2020	2020/2021	2021/2022	2022-2023	Target 2025
Certificates of Specialization	20	26	11	8	12
Certificates of Achievement	25	64	32	59	60
AA/AS Degrees	24	16	34	21	40
AST/AAT Degrees	15	21	15	6	20
Totals	**84**	**127**	**92**	**94**	**127**
Percent of Degrees/students	**19%**	**33%**	**25%**	**27%**	**31%**

Looking at the EOPS numbers of degrees and certificates In Figure 5 above, it is interesting to note that the year with the highest degree and certificate awards was the initial year that the COVID pandemic struck the country. It appears that those who were on track to finish their degrees were not put off by the hardships of distance education and were able to complete despite the challenges presented by COVID. In fact, this year represents the highest degree award percentage (33%) to students in the past 4 academic years. However, the substantially lower number of degrees and certificates in the following two years is evidence of the many students who were impacted by COVID and were not able to complete due to dropping out in the previous year or failing to pass their classes due to the barriers presented by distance learning. However, despite the drop in student numbers by as much as 24% by 2022-23, our percentage of degrees per student remained above 25%. This percentage is substantially higher than the 19% that was produced in 2019 when our overall student numbers were at their height before COVID. Overall, the trend is increasing from the 2019 CPPR.

The implications of this are varied but, it may be evidence that a lower caseload produces a higher degree and certificate production due to staffing availability. This is a data point that we used to track and which might be important to track again as we emphasize increasing our overall program numbers and growth of the programs going forward.

**Figure 5a-CalWORKs-Total number of Degrees and Certificates Attained Annually
2024 Program Review Data**

CalWORKs-Type of Award	2019-2020	2020-2021	2021-2022	2022-2023	Target 2025
Certificates of Specialization	3	0	1	0	2
Certificates of Achievement	2	1	3	2	4
AA/AS Degrees	5	1	3	1	3
AAT/AST Degrees	1	0	2	2	4
TOTAL	11	2	9	5	13
Degrees/students					

Figure 5b-Total number of degrees and Certificates awarded taken from 2019-2020 CPPR

CalWORKs-Type of Award	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Certificates of Specialization	3	3	17	5	4
Certificates of Achievement	7	9	38	11	4
AA/AS Degrees	16	20	24	13	6
AST/AAT Degrees	NA	NA	16	4	1
Totals	**26**	**32**	**95**	**33**	**15**

Looking at the two tables in Figures 5a above it would appear that we do not have accurate data for CalWORKs to make a determination about Degrees and Certificates Awarded. The numbers are so skewed and divergent that it would be difficult to determine any real assessment from this data. Suffice it to say that in the most recent table (Figure 5a), similar to the EOPS data, the table shows that the highest year of degree and certificate awards was the year of the COVID pandemic. And, similar to EOPS, the degree and certificate numbers drop substantially from Spring of 2020 in the following years.

SSO#2: Decrease the percentage of EOPS/CARE & CalWORKs students on academic probation.

   Assessment methods and criteria

   SSO#2 will be assessed based on the evaluation of all EOPS/CARE & CalWORKs students combined GPAs from semester to semester. This evaluation will be analyzed on a yearly basis to provide the information for the percentage each year.

Figure 6-EOPS Students on Academic Probation

	2019/2020		2020/2021		2021/	2022	2022/	2023	F2023	Target 2025
	F19	S20	F20	S21	F21	S22	F22	S23	F23	S25
Total Students	254	252	218	192	187	169	183	168	201	250
Total on Probation	97	44	67	53	46	62	58	34	44	50
Percentage	38%	17%	31%	28%	25%	37%	32%	20%	22%	20%

Analyzing the data in Figure 6 above is difficult as there are wide fluctuations from semester to semester and year to year. An almost consistent trend is that students end up on probation less in the Spring than in the Fall. This is true almost every year except 2021-2022. This would once again support the theory that new EOPS students taking 12 units struggle more initially than they do after they have a semester completed. The other trend which is emerging recently is that the percentage of students ending up on Probation is slowly decreasing over time. This is a good trend that we want to maintain to meet the goals of our Student Outcome. The average percentage over the 4-year period is 28%.

Figure 6a-CalWORKs Students on Academic Probation

	2019-2020		2020-21		2021-23		2022-23		23-24	Target 2025
	F19	S 20	F20	S21	F21	S22	F22	S23	F23	S25
Total Students	73	85	60	54	52	59	59	69	82	95
Total on Probation	15	23	15	5	19	17	17	24	22	22
Percentage	20%	26%	25%	9%	37%	29%	29%	35%	27%	20%

CalWORKs students on Probation fluctuate just as the EOPS students do. Most EOPS students can trace their probationary status to one or more barriers that they are facing at any given time during the semester. In particular housing issues and the cost of food and gas are primary reasons that CalWORKs student find it difficult to attain good grades. The average percentage over the 4- year period is 26%.

RECOMMENDED CHANGES AND UPDATES

A. Program interventions will include:
- Follow-up with all new students within the first 2 weeks of the start of the semester
- Direct, warm hand-off referrals for all new students to Student Success Center, DSPS and Financial Aid
- More signage at North County Campus for resources
- Collaborative reporting with the Student Success Center
- Embedded tutors at both EOPS/CARE & CalWORKs Center locations
- The use of the first alert form to target students who may potentially end up on academic probation.

A. Describe improvement efforts that have resulted from SLO assessment.
- Improved the EOPS Appeal Process
- Improved EOPS/CARE & CalWORKs Application
- FA Literacy workshops
- Priority Registration Process
- Retention Strategies
- Implemented the "EOPS/CARE & CalWORKs Resource Team" designed around Area of Study
- Implemented EOPS/CARE & CalWORKs contact #1 to be 1 hour long

B. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- Group counseling by majors
- Informational cohorts for classes
- Increased Field trips for Career education
- Adding Peer Mentors
- Improvements to EOPS/CARE & CalWORKs Website
- Increase the number of students who receive ADT's and AS/AA degrees and certificates
- Decrease the number of students on Academic Probation

C. Recommend changes and updates to program funding based on assessment of program outcomes.
- For elements that require funding, complete Section D – Resource Plan Funding Requests. See Resource Planning Worksheets
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

D. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

Implementation of Peer Mentoring Program with EOPS/CARE CalWORKs Coordinator.

ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:
A. Regulatory changes
- AB-705
- FA Changes

B. Internal and external organizational changes
- Increased food insecurities
- Increased housing insecurities
- Increased economic hardships due to inflation
- Transportation cost and availability
- Breakout of Next-UP from EOPS umbrella making it difficult to serve Foster Youth

C. Student demographic changes
- Increased number of Distance Education students which are difficult to serve
- Slowly recovering student enrollment numbers

D. Community economic changes – workforce demands
- Ongoing housing crisis
- Low unemployment
- Growing Hospitality and Tourism industry brining in low paying jobs

E. Role of technology for information, service delivery and data retrieval
- Affordability for internet services for EOPS/CARE & CalWORKs student population
- Continued improvement of on-line EOPS/CARE & CalWORKs application and orientation
- FAQ pages on website
- Student voice interview on website
- Develop Instagram and social media presence

F. Distance Education impact on services
- Counseling, workshops and tutoring for Distance Ed students
- Develop special Outreach plan to target increase in Distance Ed connection to college and program
- Book Assistance and supplies delivery costs due to postage
- Evaluate potential viability of Chrome book & laptop assistance
- Information on Hot Spots for service connection in different areas of the state

G. Providing service to multiple off-campus sites
- Staffing shortages
- Extended Office Hours
- Providing on-line counseling services
- Tutoring Services
- Providing Book assistance

H. Anticipated staffing changes/retirements- Retirement of Supervisor within 5 years

PROGRAM DEVELOPMENT FORECAST

Suggested Elements: Description of forecasted program development and objectives, based on information collected in I-IV
- Increase the number of students served in all EOPS/CARE & CalWORKs programs
- Collaborate with Next-UP for resource allocations and case-management
- Increase counseling coverage to include mandatory Career Counseling to help eliminate excess unit accumulation
- Develop Peer Mentoring program and assign Coordinator duties

A. Plans for improvement
- Creating new online Orientation
- Provide in person orientations for all students on Academic Probation
- Providing one hour of counseling for the first EOPS/CARE & CalWORKs contact
- Groups by majors, building relationships between students of the same major
- DSPS and FA support within the EOPS/CARE & CalWORKs Center
- Incorporating a Peer Mentor program
- Increase marketing for all EOPS/CARE & CalWORKs Programs

B. Support for Institutional Goals and Objectives and Objectives
- Continue to support the Institutional Goals and Objectives by providing the services mentioned above

C. Student and program outcomes evaluation.
1. SSO1-Increase number of student Degrees and Certificates
   - Enroll entire 10% of students taking less than 12 units into EOPS (who are not DSPS) to monitor how they complete first semester over students who take the required 12 units.
   - Create ARGOS report for both EOPS & CalWORKs to retrieve necessary data consistent with that which we are trying to track.
2. SSO2-Decrease the percentage of students on Academic Probation
   - Monitor all contacts for students with staff to assess how much staff support students are receiving to determine whether student contact is a variable in student GPA.
   - Create ARGOS report with Demographics to see if our disenfranchised populations are ending up on probation more often than other populations.

D. Recommendations from external agencies- None

E. New service coordination and collaboration – internal and external programs
- Outreach Collaboration with new Enrollment Success Coaches

F. Anticipated job description revisions based on program changes
- All Job descriptions within EOPS/CARE & CalWORKs need to be changed to remove CaFE description from each job.
- New Coordinator position needs to be written to incorporate both EOPS/CARE & CalWORKs as well as the Peer Mentoring program.

G. Staff training/professional development needs

- Ongoing ConexED training
- Ongoing Mental Health training
- Summer institute training for all Specialists and Technicians
- Updated FA information
- Ongoing District Training as required

B. OVERALL BUDGET IMPLICATIONS
Will be reflected in district planning and budget process

Elements:
A. Personnel

- New Coordinator EOPS/CARE/CalWORKs & Peer Mentoring
- Part-Time Counselor in EOPS/CARE & CalWORKs
- Peer Mentors and EOPS work study students
- EOPS/CARE & CalWORKs Assistant in NC
- Academic Success Coach for NC

B. Equipment/furniture (other than technology)

- Office partitions for North County Staff
- Additional Tables for SLO office
- Van

C. Match Technology

- Counselor Office printer
- Hot Spots
- 2 Loaner Laptops
- Chrome Books for EOPS/CARE & CalWORKs students

D. Facilities

- Wall for NC
- Housing for students

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

_____
Division Chair/Director Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

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Name   Signature   Date

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Name   Signature   Date

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Name   Signature   Date

_____
Name   Signature   Date

DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:**   **Last Year CPPR Completed:**

Unit: **Cluster:**

A. **CPPR Pre-Meeting**
    It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

    If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. **Narrative Analysis of CPPR Sections**
    Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

    - **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

    - **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

    - **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

    - **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

    - **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

    - **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:
Please provide a list of commendations and considerations based on the CPPR.

Commendations:
Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean	**Date**

Division Chair/Director/Designee	**Date**

Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.