

College of San Mateo

EOPS PROGRAM REVIEW

2023 - 2024



2023-24 Program Review

Program Name: EOPS/CARE
Program Contact: Patrice Reed-Fort
Academic Year: 2023 - 2024
Status:
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1. Description of Program (200-400 words)

Provide a brief description of the program and how it supports the following:

- o [CSM Mission and Values Statements](#)*
- o [CSM Statement of Solidarity](#)*
- o [CSM's Strategic Priorities](#)*
- o [SMCCCD's Strategic Goals](#)*
- o [CSM Forward 2028 - Education Master Plan](#)*

Extended Opportunity Programs and Services (EOPS) offers 'over and above' support services designed to increase the access, retention and success rates of low-income, often first generation college students who are enrolled full-time and meet income and education criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who are state cash-aid recipients, and are single head-of-household with dependent children. NextUp is a programmatic component under the EOPS umbrella that serves qualifying former and current foster youth with a wide variety of support services.

EOPS/CARE/NextUp provides eligible students with holistic, wrap-around support services which include: individualized counseling, priority registration, book service, tutoring, transportation support, grants, computer and printing access, assistance in the completion of financial aid and scholarship applications, transfer support and university application fee waivers, university tours, and study skills workshops. CARE students receive all EOPS support services as well as supplies, parenting and self-development workshops, meal cards, and assistance with childcare costs. NextUp students receive all of the aforementioned EOPS support services in addition to increased financial support, meal cards, referrals to community resources, personal support, enhanced access to academic technology.

As a program born out of the Civil Rights Movement, and codified by Title 5, EOPS has historically and remains today, a program rooted in expanding access, support, and intentional interventions for some of the California Community College's most vulnerable and marginalized students. The program's spirit, mission, and goals align closely with the College of San Mateo's (CSM) Mission and Value Statements, Statement of Solidarity, Strategic Priorities, the District's

Strategic Goals, as well as the Education Master Plan.

- *Alignment with CSM's Mission and Value Statements, District Strategic Goals, and the Education Master Plan:*

- o #1 – *Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success*
- o #2 – *Establish and Expand Relationships with School Districts, 4-year College Partners, and Community-based Organizations to Increase Higher Education Attainment in San Mateo County*
- o #3 – *EMP - Serving the geographically underserved*

In its commitment to Equity, Academics, and Community, the EOPS program is proud to assist the college in increasing the number of students enrolled that are impacted by language, social and economic disadvantages. We actively seek out, recruit, and provide intentional hands-on support to prospective students, who by nature of the various intersections of their identities find themselves under-served, under-represented and under-resourced in higher education. Through intentional outreach and recruitment at our local high schools, adult schools, shelters, juvenile detention centers, and alternative/continuation schools, EOPS is committed to increasing access to higher education for the broader San Mateo County community. EOPS provides a safe, supportive, inclusive and non-judgmental space for students to critically engage in their academic endeavors. Furthermore, EOPS is unwavering in its commitment to hire counselors and staff reflective of the diverse community of students we are privileged to serve.

The ingenuity and foresight of our program's founders, uniquely positions EOPS as a program designed to support our students holistically, while upholding CSM's commitment to academic excellence and the District's Strategic Goals. Some of the ways we engage in this work include:

- o ensuring each student collaborates with an EOPS counselor to: 1) identify their educational/career goal(s), and 2) create a comprehensive student educational plan (SEP) that is dynamic and responsive to the student's commitments outside of the classroom. This provides each EOPS student with a clear pathway to their educational goal(s).
- o providing in-depth transfer support and 4-year university tours
- o facilitating and collaborating with campus partners to provide specialized academic and personal development workshops
- o establishing an EOPS cohorted math course (Math 200) with built-in support to aid students in the successful completion of transfer level math.

While there are numerous ways EOPS' commitment to equity and supporting underserved hyper marginalized students inherently aligns with the Education Master Plan, the EMP's commitment to serving

geographically underserved areas such as the coast aligns with EOPS' efforts to increase outreach through partnership with CSM's Community Relations & Marketing department with the College Recruiter.

- *Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:*

There are a number of factors that have impacted the EOPS program and the students served over the past two academic years. Most notably is the shifting socio/economic landscape of San Mateo County that has been exacerbated by the global COVID-19 pandemic and that is referenced in the *External Scan (Assessing the changes in the context in which our college operates)* section of our EMP. The EMP expertly highlights the external forces greatly impacting EOPS eligible students such as the county's soaring cost of living, worsening income disparities, the disproportionate need for low and moderate income earners to leave the region, and the decline of school age populations as the county's population shifts to an older, highly educated and wealthier demographic. To meet the financial criteria to qualify, EOPS students must be on the extreme lower end of *state* income guidelines, as they are mandated to qualify through federal poverty guidelines. EOPS students often feel the disparate impact of the county's socio-economic impacts to an extreme degree. As a whole, the county has been experiencing low to moderate income earner flight, as people move to more affordable geographical locations. Even with the financial support provided by the EOPS program both academically and financially, those financial benefits can be of greater impact in an area with a lower cost of living. A number of EOPS students live in multi-generational households and found themselves needing to take on additional care-giving responsibilities, while others took on additional work hours to have income to meet basic needs. As a result, many students withdrew from courses and made plans to either reduce their course loads below the required full-time EOPS state mandate. Per Title 5 regulations, students must be full-time when accepted into the EOPS program. Although the California Community Colleges Chancellor's Office (CCCCO) implemented an emergency waiver of the full-time requirement down to nine units of enrollment for the 20- 21 academic year, our EOPS new student enrollment declined substantially. The emergency 2021-22 Program Review waiver for full-time enrollment at time of acceptance has since been removed, contributing to a continued decline in EOPS enrollment.

Further impacting the number of students served is the inability to carry out our typical retention, outreach, and recruitment plans. Connection with local high schools and other community partners for a return to in-person/on-site outreach/recruitment engagements has been challenging at best and non-existent for most. Because the EOPS program actively seeks to onboard and support low-income non-traditional students, many of whom are first generation, re-entry, student-parents, students who have had encounters with the carceral system, and former foster youth; outreach, recruitment and retention efforts require a higher level of consistent visibility and engagement.

Now that the height of the global COVID-19 pandemic has passed and the educational landscape continues to adjust, a hybrid existence both for our students and for student support programming has greatly highlighted and exacerbated the innumerable inequities and challenges many in our EOPS student community face; not just in higher education but in society overall. With the hybrid nature of courses offered and remote learning being a preferred or at times, necessary choice, access to technology is still a major issue. While the institution has bolstered its' technology lending program through the library, the demand for technological loaners far outpaces the number of units that the library has to offer. Due to the income requirements of the EOPS program, EOPS students are often the least able to afford technological access which has led to the EOPS program trying to fill the gaps left once CSM's loaner program is exhausted on a semester basis. As such, the EOPS program has invested substantial resources to ensure we can provide graphing calculator loaners and chromebook technology loaners for our students.

In response to the outreach, recruitment and retention challenges above, the EOPS program implemented a number of action items to expand access to support for our new and continuing students. Some of those items included: purchasing graphing calculators and chromebooks specifically for EOPS students, the establishment of a new online EOPS application with built in SmartSheet workflow to determine eligibility, the establishment of a comprehensive EOPS Program Canvas site, virtual tutoring and staff drop-in hours, Zoom/phone counseling appointments, as well as virtual workshops. As reflected in our surveying of current EOPS students, the majority of our students are opting for a hybrid course load while balancing work and life commitments. As such, the EOPS program has been making efforts to socially support students as they return to campus (some for the first time). We have endeavored to build community by offering students engaging on-campus opportunities to connect with their peers.

During this time, the EOPS Program has also been intentional about strengthening our collaborative efforts with a wide-range of campus partners such as MCCDC, DIAG, EEC, Promise, Financial Aid, Mana, Puente, Umoja, Katipunan, SparkPoint, and Personal Counseling.

2. Results of Previous Program Review (200-500 words)

- a) *Describe the results of your previous Program Review's action plan and for identified equity gaps.*
 - a. *Previous Goals*
 - b. *Results Achieved*
 - c. *Changes Implemented*
 - d. *Plans still in progress*
 - e. *Any notable or surprising results and outcomes*

b) Explain any curriculum or programmatic changes since last program review

a. To specific courses, or to any discipline as a whole

b. Includes degree, certificate, or course sequences, program delivery or structure, etc

<u>Item</u>	<u>Purpose/Action</u>	<u>Estimated Completion</u>
Increase EOPS New Student Enrollment (on/off-campus)	Expand outreach efforts internally and externally through continued collaboration w/ campus partners and reconnection with community partners.	Ongoing
Create term specific Canvas shell to recruit current CSM students who are potentially EOPS eligible	Because we experienced a substantive decline in students served from the 19-20 to the 20- 21 academic year, the EOPS team will utilize a trusted means of student engagement to bolster and enhance our in-reach to eligible students.	Completed
Increase retention and persistence rates amongst current EOPS students	Expand in-depth student support through the creation/hiring of a F/T Retention Specialist position.	Completed
Increase EOPS On-Campus Visibility	Increase faculty/staff and student name recognition of EOPS/CARE/NextUp services to ensure faculty/staff are able to potentially identify students who can benefit from EOPS services and direct them to the program	(Ongoing)

b. Results Achieved

Expanded outreach efforts to increase programmatic enrollment and increased campus-wide collaboration was a major focus of our last program review. Despite

the challenges experienced throughout the pandemic, EOPS was able to achieve the vast majority of actions proposed in our previous program review. The EOPS program created an EOPS Canvas Shell to increase efficiency with student tracking processes, automated communication to share timely announcements and critical resources with our EOPS students. The innovative in-reach/outreach methods employed by the CSM EOPS team resulted in a 16% increase in the number of EOPS students served from 21-22 to 22-23. While some may consider this a modest gain, taken contextually, many other neighboring EOPS programs experienced substantial declines in programmatic enrollment during this same time period.

EOPS continued our partnership with Financial Aid to identify potentially eligible students. Upon receipt of this reporting, EOPS worked to craft a specific Canvas recruitment page for the aforementioned students. This creation served a dual purpose, we were not only able to connect with eligible students, but we were able to overcome the technology fatigue that students continually expressed they were experiencing through our programmatic surveys.

EOPS established and continues to maintain a close partnership with the Promise Scholars Program with the hopes of streamlining the onboarding and overall experience felt by the students who are served by both programs. Two counselors were trained in the best practices, mission and vision of both programs and bi-monthly collaboration meetings are held to ensure the efficiency of our collaborative efforts.

While we are still in an ongoing process to increase EOPS name recognition on campus, we completed a number of engagements to ensure faculty and staff are able to connect potentially eligible students to EOPS. We connected and partnered with the CSM Welcome Center to present an in-depth discussion of EOPS Student Support Services to faculty and staff. In addition, we partnered with faculty/staff new hire orientations and continued our on-going partnership with the Learning Communities (LC) to present to newly enrolled LC students.

c. Changes Implemented

Due to COVID-19 the EOPS program had to create an innovative, effective, and accessible way of reaching our students. We streamlined and digitized our in-reach efforts to connect to potentially eligible EOPS students and to promote efficiency of said contacts. As noted above, we created a Canvas Shell for potentially eligible EOPS students to connect to the program and review the benefits of that connection. We increased retention and persistence rates through the hiring of a full-time Retention Specialist that has played a pivotal role in providing ongoing personal and academic connection with our continuing students. Our retention specialist has created substantial connections with key faculty across various

disciplines. With the lack of a formalized institutional Early Alert program, our EOPS Retention Specialist has partnered with key faculty members to identify students who are academically at-risk and offer personalized support.

d. Plans still in progress

While the CSM EOPS team was successful in accomplishing the goals outlined in the previous program review, we continue to make ongoing progress with the following items:

<u>Item</u>	<u>Purpose/Action</u>	<u>Estimated Completion</u>
Increase EOPS New Student Enrollment (off-campus focus)	Expand outreach efforts to historical community partners that support hyper marginalized persons such as community groups, churches, shelters e.g. Samaritan House, Juvenile Detention Center, Adult School).	Ongoing - Partners are now beginning to allow on-site visits and partnerships in a manner similar to pre-pandemic collaboration efforts
Build out EOPS Student Outreach and Recruitment (SOAR) Team - EOPS Club	Targeted outreach to local high schools with an increased focus on peer-to-peer engagement. Redesign/re-tool workshop offerings that are geared towards high school partnerships.	(Ongoing)

e. Any notable or surprising results and outcomes

Some notable or surprising results worth mentioning are conceptualized based on the following areas: engagement, recruitment, and program income mandates.

Engagement

Our students have continued to demonstrate the need to access our services remotely. Students value in-person connection/support but still want to access services virtually/remotely. This is due to our students having to prioritize work to either provide for themselves, family, and/or contribute to their households. Our

students still value in-person support when they have schedule availability. Due to SMCCCD changing policies, procedures, process, services, etc. our students tend to need a more hands on approach to accessing services. As a result, CSM EOPS/CARE has adopted a hybrid approach in serving our students and will continue to adjust offerings to meet the needs of our students.

Recruitment

Another contributing and surprising factor to the decrease of program participants is due to shifts in identifying EOPS eligible students and the potential oversaturation of institutional marketing for newer district initiatives. The pandemic's need for all communication to coalesce into the same outreach strategies has led to technology fatigue where students are less likely to respond to traditional communication methods. Students are also highly confused by the differentiation of student support programs such as EOPS and the Promise Scholars Program and district initiatives such as SB 893, often displaying the inability to understand what support SB 893 provides and the benefits of connecting to student support programming.

Although there has been a slight decrease in EOPS/CARE program numbers, student needs have increased. For instance, students need additional support navigating the matriculation process and applying for student services such as: financial aid, admission, student support programs, food insecurity, housing, etc. As a result, the team spends more one-on-one time with students to fully assist them and ensure they are served. EOPS has always experienced a certain, smaller percentage, of our students connecting to the college and EOPS programming once the semester has already begun. Students who are hyper-marginalized often lack the support to be fully prepared and complete matriculation prior to the start of the semester. Since our return to in-person offerings, however, the number of students who are connecting late and need to navigate the full matriculation process once classes have already begun has increased exponentially. This has been evident to us by the number of EOPS eligible students who are not completing financial aid applications until 4-6 weeks into the start of the semester. We will continue to monitor EOPS student matriculation trends and assess if additional support resources may be necessary.

Program Income Requirement

In Fall 2022, SMCCCD enrollment was down 7% and EOPS/CARE program participants decreased by almost double the institutional average. EOPS/CARE percentage of student participants is based on EOPS/CARE state mandated income requirements. The CSM EOPS/CARE program cannot bend on state mandates that are supported by Title 5. Our program's sole mission is to support first generation and/or college students with a household income below 150% of the federal poverty guidelines. Due to various current economic and environmental factors our program enrollment is reflective of students having to make the choice of prioritizing survival over pursuing higher education. As

mentioned in Section 1, as a whole, the county has been experiencing low to moderate income earner flight, as people move to more affordable geographical locations. Even with the financial support provided by the EOPS program both academically and financially, those financial benefits can be of greater impact in an area with a lower cost of living. The surprising result of programmatic income requirements is that of the number of students served by the CSM EOPS program each academic year, there consistently remains a portion of the overall CSM student population (often averaging approximately 2-3 times the number of students served by EOPS) that meet EOPS eligibility criteria but are not connected to the program. EOPS has adopted numerous strategies outlined in previous sections of this Program Review to connect eligible students to our support services. We will continue to monitor these trends, work to expand the reach of our on-campus partnerships and connect to more eligible students.

See chart below:

**2022-23 California College Promise Grant
Type B Income Standards**

Family size	Base Year Income
1	\$19,320
2	\$26,130
3	\$32,940
4	\$39,750
5	\$46,560
6	\$53,370
7	\$60,180
8	\$66,990
Each Additional Family Member	\$6,810

b. Explain any curriculum or programmatic changes since last program review

Program Changes/Enhancements:

Since the last program review CSM EOPS has been working on improving the student experience in a hybrid educational environment by ensuring a smooth transition between in-person and online learning, and by offering more engagement opportunities, particularly during the evenings, to accommodate a wider range of student schedules and preferences. This has been a substantial lift for EOPS staff, as we have effectively doubled our engagement offerings to ensure that there are substantial offerings for students who are fully remote, students who are fully in-person and those that have opted for a hybrid schedule. As a result, we have made great strides with student engagement and have both expanded and improved modes of communication and access to support. Additionally, we are tracking student engagement and requesting survey feedback from our students on a consistent basis to ensure that our offerings are timed strategically and cover relevant topics with an aim at greatest impact.

Additionally, EOPS continues to collaborate extensively with learning community (LC) coordinators, counselors, and the Promise Scholars team (counselors, staff, and administration) to identify students within student success programs who may be eligible for EOPS services. We have partnered to streamline the student experience for those students who are enrolled in multiple support programs. EOPS staff maintains strong ties to our learning communities and Promise Scholars by presenting program updates and important information to LC-linked courses, holding bi-monthly meetings with the Promise team, and attending LC planning meetings and events. During these meetings, discussions on student retention take place, during which both programs collaboratively address student concerns and specific cases.

Since the last Program Review, and through the efforts of our Retention Specialist, EOPS has actively sought to build relationships and connections with faculty in various disciplines. This effort has resulted in the establishment of an unofficial EOPS Academy, fostering close ties with faculty members across different fields. These connections are vital for our retention efforts, particularly in the absence of an institution-based early alert program. In response, we have proactively created an early intervention initiative for students who may encounter difficulties in their classes. This initiative ensures that struggling students receive the support they need to excel academically.

3a. Student population equity:

For the 2021-22 and 2022-23 academic years, EOPS served 716 students. Of the 716 students served, nearly 69% indicated they were the first in their families to attend college. According to Data Mart, out of the students attending CSM during the same time period, 48% of non-EOPS students indicated they were first generation.

Below is additional demographic data for 2021-22 and 2022-23 EOPS students: •
 Gender: 68% identified as female, 29% identified as male and 2% declined to state.
 • EOPS ethnicity data for 2021-22 and 2022-23

Ethnicity Data	Count
African American	25
Asian	50
Filipino	20
Hispanic	462
Pacific Islander	23
White	99
Multi-Ethnicity	23
Unknown	14
Total Served	716

EOPS continues to serve some of the most under-represented and hyper-marginalized student populations on campus. We utilize this data to inform our day-to-day programming through the lens of cultural humility and student-centered support services. As the method of instruction changed for our district due to the pandemic, we have experienced a decrease in program enrollment and engagement, which prompted the implementation of multi-faceted interventions. 716 students served is a decrease from the 834 students served during the 2019-20 and 2020-21 academic years. While CSM’s EOPS program experienced a decrease in the number of students served, our ongoing outreach efforts ensured that the decline experienced was relatively low as both the college and the district experienced a decrease in enrollment during the same time period. Additionally, neighboring EOPS programs experienced more substantive declines in students served, with decreases ranging from 30-40% during this same time period.

EOPS has always employed intrusive counseling and retention strategies that consist of intentional contact with students through methods infrequently used by other student support programs (including text, phone calls, class visits, etc.). Upon the transition to a virtual learning environment, the methods of engagement used by EOPS were oversaturated resulting in zoom/virtual fatigue as reflected in the numerous surveys that EOPS students submitted. Additionally, EOPS outreach methods in the greater San Mateo County community have shifted after the height of the pandemic. Traditionally, EOPS has conducted outreach to the county’s most

vulnerable communities including homeless shelters, juvenile detention centers, and centers for those impacted by domestic violence. Traditional outreach methods became unsustainable during the pandemic and continue to serve as an outreach challenge. We look forward to being able to re-engage with these efforts as community and interpersonal engagement return to traditional engagement levels.

3b. Modes of Delivery equity:

As mentioned in the previous section, modes of delivery not only affected programmatic enrollment but its effects were wide reaching including student engagement, spotlighting basic needs, and spotlighting gaps that we have expended great effort to address to re-engage students now that our instructional methods have shifted again.

While basic needs have always been a concern for students served by the EOPS program, distance education places a greater lift on students who usually have institutional safety nets to support their educational pursuits. With limited technological access, many EOPS students in the last few semesters, were unable to access the basic technological needs to successfully complete their classes. In response, EOPS strengthened engagement with institutional basic needs efforts and financially invested in technology loaner purchases for EOPS students. Additionally, EOPS was able to coordinate with SparkPoint to address one of the long-standing student needs of food insecurity. Every semester during hybrid instruction, the EOPS program has collaborated with SparkPoint to ensure that a great majority of EOPS enrolled students were able to access the food insecurity cards offered by the district in addition to the drive through grocery services offered by the Community Market. Additionally, EOPS has partnered with Sparkpoint to offer fresh fruit and snacks in our communal student space.

As we continue to offer hybrid instruction and programming, there are a number of areas that EOPS will have to bolster to re-engage currently enrolled and prospective students. EOPS has always prided itself on being a space that embraces a student's whole existence and in providing a physical space that is reflective of student connections. Stepping back into our physical space has provided the perspective and consideration that there may be more conducive physical configurations (laptop-bar, multifunctional furniture, etc.) that lend itself to community building and student collaboration. Additionally, there are a number of programming efforts that have historically proven increased in-depth engagement and student participation with the program, such as our high school (SOAR) outreach team and our Southern California University Tours which has been pivotal in affirming and recruiting hyper-marginalized students.

Vulnerable student populations have historically been most impacted by high-touch and proactive student support. Some of the events that allow for our high-touch programming will need institutional resource support such as tutoring efforts, ROPES courses that build personal development and team building,

cultural engagement activities, Summer College Readiness Programming (SCRIP), Southern California University Tours, and a redesign of our physical space. EOPS looks forward to assessing the shifting needs of our students and providing them with the type of wrap-around and high touch model support that has proven most effective.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.** Your summary should explain:

- *SLO/SAO*
 - *What did the assessment focus on?*
 - *Was it was a discipline-specific or interdisciplinary (for instruction only)?*
 - *Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?*
- *Assessment results*
 - *What was the activity or intervention?*
 - *What were the outcomes?*
- *Program improvements implemented*
 - *What did you learned from it?*
 - *What changed?*

In the past, EOPS has historically addressed a Service Learning Outcome that has assessed the percentage of EOPS students who could correctly identify the three educational goals at College of San Mateo. This SLO was originally prioritized to assess students' knowledge of key concepts frequently reviewed, both in EOPS counseling, a core EOPS service, and the COUN 111: College Planning course, which EOPS students must complete by the end of their second term in the program. However, with the changing needs of our students, EOPS would like to revamp our SLOs/SAOs to better suit the direction in which the program is moving.

In an effort to reduce one of the barriers our students face in completing their educational goals; degree applicable and transfer level math, the first EOPS Math cohort sequence launched in Fall 2020 with Math 120/Math 820 and Spring 2021 with Math 200. Although no longer offered, completing MATH 120 historically satisfied the Associate Degree math competency requirement and provided students an opportunity to strengthen or gain grasp of basic college level math skills. MATH 200, a transfer-level math, often acts as a "gate-keeper" course that can deter underrepresented and hyper-marginalized students from completing and/or continuing their education. In an effort to improve equity and increase the success rates of EOPS students in these courses, the program developed EOPS cohorted courses in partnership with CSM's Math department. In addition to

building community within the cohort to retain students, the professor, Angel Pilar, provides tutoring specifically for EOPS students outside of class time and there is extensive collaboration with the EOPS retention specialist in supporting students experiencing challenges with the class. With the tremendous success of this cohorted course, EOPS students have asked for a similar model with transfer level English courses. In upcoming semesters, the EOPS program would like to partner with the English Department to offer the targeted and cohorted instruction that has been so successful in the discipline of Mathematics.

Now, in the second year of the cohort in Fall 2021, 22 students registered in the course and 16 passed with a “C” or higher. Spring 2022, 19 students registered for the course, 1 withdrew and 16 passed with “C” or higher. 32 of the 40 students enrolled in the EOPS Cohorted Math 200 courses for the 21-22 academic year successfully passed the course yielding an 80% completion rate.

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>1. Improve completion rates of EOPS students in “gate-keeper” Math courses - Math 200</p>	<p>Fa21-Sp22 (Math 200): 41 students registered 1 student withdrew after census 32 students completed with a Pass/C or better (80% completion rate)</p>	<p>Maintained EOPS Math Cohort in partnership with CSM’s Math Department and expanded support with implementation of EOPS retention specialist.</p>
<p>2. Increase recruitment of EOPS eligible students in the remote learning environment</p>	<p>During this Fall 2021 EOPS recruitment period, 68% of applicants indicated that they were connected to the program via newly implemented virtual outreach methods (i.e. CANVAS, virtual outreach events, etc.)</p>	<p>Developed EOPS recruitment CANVAS shell. Developed virtual recruitment programming such as virtual EOPS Preview-Day.</p>

<p>3. Increase EOPS student engagement in the remote learning environment</p>	<p>During EOPS Academic Progress Report assessments in Fall 2022, 156 of 164 respondents (95%) indicated that EOPS engagement is effective and that there are no other modalities of</p>	<p>Developed EOPS term-specific CANVAS shell. Offered general and event specific drop-in support hours (ie. transfer support, priority registration, and Financial Aid support).</p>
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	communication preferred by students	
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(d) Challenges and Opportunities: Describe any other particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

One of the most pressing and time-sensitive challenges recently faced by EOPS has been an increase in statewide funding to support NextUp endeavors without the person power to initiate those endeavors effectively. Spring of 2023 saw the expansion of the State Chancellor’s budgetary commitment to NextUp funding, which effectively allowed campuses that did not have NextUp programming to establish and implement strategic support for former/current foster youth. While our sister campuses have employed formalized foster youth services through existing FY programs, such as Guardian Scholars, CSM has informally supported former/current foster youth through EOPS and the Multicultural Center and Dream Center (MCCDC). Those efforts have been based on student self-disclosure rather than programmatic outreach. Furthermore, those efforts have focused primarily on community building and social support. There are a number of undertakings that the EOPS program must initiate to fully actualize the creation of a new support program including: creating a comprehensive system for identifying and engaging potential program participants, developing a two-year program plan, prioritizing the hiring of staff with experience working with foster youth and delivering trauma informed services, developing on-campus and external collaborative partnerships, developing budgetary plans and developing a programmatic evaluation of services. Following the aforementioned efforts, the NextUp staff must then create a welcoming, academically and financially supportive environment which provides holistic support that address the most pressing needs of former/current foster youth including: academic support, financial support, housing support, personal guidance and social support, community-building activities, student workshops, leadership opportunities, career services, and a direct pathway to accessing county and non-profit benefits/resources.

A second and on-going challenge to the program has been access to EOPS-specific data. With the support of Planning, Research, Innovation, and Effectiveness (PRIE), EOPS would like to gain clarity on the different data collection sources in order to more accurately and efficiently improve program assessments. Additionally, EOPS would like to partner with PRIE to assess the effectiveness of our internal student assessment tools. This collaboration will help us determine the effectiveness of our programming, while also allowing increased responsiveness

to the shifting needs of our students.

A third challenge that the EOPS team has consistently experienced since the last program review has been programmatic changes in staffing combined with personnel challenges (occurring with differing faculty/staff at differing times) that have resulted in the inability of our team to operate at full capacity at any point during the last two academic years. At numerous times since 2021, the EOPS team has missed the presence of 1-3 staff members, which has made it extremely difficult to maintain continuity of support services to our students. Even with this unique challenge, we have strived to ensure that our students have experienced little to no impact in our programmatic offerings.

A fourth challenge has been a reduction in EOPS eligible students due to the economic landscape post pandemic, and the transition to remote then hybrid services has made it a challenge for our students to complete full-time course loads. While a temporary emergency waiver of Title 5 eligibility allowed EOPS to accept more students into the program with 9 versus 12 units through Spring 2021, the limitations of the Title 5 eligibility criteria continue to impact EOPS enrollment. Many potential students have reduced their unit-load because of the need to balance work, familial commitments and exacerbated challenges related to finances, food and housing. One identified potential action that could address this enrollment gap is a partnership with Community Relations and Marketing in addition to the Counseling Department. Annually, there are approximately 800-1,200 College of San Mateo students who are likely EOPS eligible and have not connected with our program. As we have seen with the Promise Scholars Program and the Learning Communities, engagement with student support programs tends to increase if students are introduced to those programs earlier in the matriculation process. Institutional support also lends programmatic credibility and name recognition to students.

4. Planning

a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)*
- What actions you plan to take*

- *What measurable outcomes you hope to achieve*
- *A timeline*
- *Who is responsible*
- *What support do you anticipate needing in order to achieve your goals and plans, including:*
 - *Professional development activities*
 - *Institutional support*
 - *Collaborations*
 - *Training*
 - *Resources*

Because we experienced nearly a 15% decline in students served from the 20-21 to the 22- 23 academic year, the EOPS team will implement plans to enhance our outreach, recruitment and retention efforts. Led by the charge of our program's mission and Title 5, EOPS at CSM we will re-strategize to expand access, support, and intentional interventions for some of the college's most vulnerable and marginalized students. Supporting the College of San Mateo's (CSM) Mission and Value Statements, Statement of Solidarity, Strategic Priorities, as well as the District's Strategic Goals, below is our detailed plan:

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
<p>1.</p> <p>Increase EOPS New Student Enrollment (on/off-campus)</p>	<p>a) Targeted outreach to local high schools and community groups/orgs (churches, shelters, e.g Samaritan House juvenile detention center, adult schools)</p> <p>b) Continue collaboration w/ campus partners (MCCDC, LCs, Promise, SparkPoint, Welcome Center PEP, Middle College, MESA, faculty)</p> <p>c) Enhance proactive working relationship w/ Marketing & Student Ambassadors/College Recruiter</p> <p>d) Build out EOPS Student Outreach and Recruitment (SOAR) Team</p> <p>e) engage new students with academic, transfer, social/cultural, and community building events</p>	<p>Outreach reports to demonstrate # of events/contacts w/ prospective students</p> <p>Utilize EOPS application data to track how students learned of program</p> <p>Create event calendar and track implementation</p>	<p>a) Fall 2023 and ongoing</p> <p>b) Ongoing</p> <p>c) Ongoing</p> <p>d) Ongoing</p> <p>e) Fa22-forward</p> <p>f) Sp24-forward</p>	<p>a) A. Aguilar, G. Kenny, P. Reed-Fort</p> <p>b) Entire EOPS team led by P. Reed-Fort, A. Aguilar, G. Kenny</p> <p>c) A. Aguilar, P. Reed-Fort</p> <p>d) A. Aguilar, G. Kenny, P. Reed Fort</p> <p>e) G. Kenny, P. Reed-Fort</p> <p>f) Entire EOPS team</p>	<p>d) Ongoing institutional funding for (4) Student Assistants at 20 hrs/week</p> <p>f) Institutional funding for off-campus academic engagement opportunities.</p>

	<p>f) increase engagement opportunities with academic, transfer, social/cultural, and community building events such as Southern California Campus Tours and Summer College Readiness events</p>				
<p>2. Targeted programming, recruitment and retention of former/current foster youth.</p>	<p>a) Recruit and hire skilled staff to support the expanding needs of EOPS/CARE</p> <p>b) establish NextUp Steering Committee or established specialized NU sub-group within existing EOPS/CARE Advisory Committee</p>	<p>Utilize application data to track how students learned of program</p> <p>Review SmartSheet data and engagement tracking from automated messaging</p> <p>Review Data from term-specific NextUp Canvas shell to engage</p>	<p>a & b) targeted Sp 24 - forward</p>	<p>a & b) P. Reed-Fort</p>	<p>a) Programmatic funding is already in existence, Institutional support is needed for additional support personnel</p> <p>b) collaboration with key campus and community partners</p>

<p>3.</p> <p>Creation of term specific automated retention Smartsheet</p>	<p>Build out Smartsheet that can serve as EOPS specific early alert data in addition to fostering real time support alerts to EOPS staff through automated counselor triggered workflows.</p>	<p>Utilize smartsheet response times to as certain efficiency in staff support</p> <p>Review academic success indicators such as gpa, academic suspension status pre & post implementation to compare success of early intervention efforts.</p>	<p>Spring 2024</p>	<p>A. Aguilar, with support from G. Kenny and P. Reed-Fort</p>	
<p>4.</p> <p>Explore combined EOPS / CSM Promise Scholars Program interest sheet and/or programmatic application</p>	<p>EOPS and the Promise Scholars Program have collaborated extensively to support students who are eligible for support from both programs. Implementing a combined interest sheet and/or application will aid in the streamlined onboarding process for eligible students.</p>	<p>Utilize shared application data and data prior to combined application to show increased application submissions.</p>	<p>TBD</p>	<p>P. Reed-Fort</p>	<p>Possible district-wide Student Services Application</p>

<p>Increase in-office tutoring offerings - with specific focus on partnerships with faculty offering office hours in EOPS space</p>	<p>Continue collaboration w/ faculty members that have a high enrollment of EOPS students</p> <p>Partner with faculty members to offer office hours in the EOPS office</p> <p>Increase EOPS tutoring services and in-course embedded tutoring offerings with institutional support to compensate tutors</p>	<p>Examine grades and Pre and Post intervention along with the examination of responses to academic progress reports</p>	<p>c) Sp24-forward</p>	<p>P. Reed-Fort</p>	<p>Instructional support and expand the commitment of instructors to collaborate with EOPS to close the equity gap</p> <p>Institutional funding support to compensate tutors</p>
<p>Expand one-stop shop experience for EOPS students through partnerships with on-campus partners such as Sparkpoint, Financial Aid, Personal Counseling offering support hours in the EOPS space</p>	<p>a) Collaborate with personal counseling to offer hours in the EOPS space.</p> <p>b) Collaborate with Financial aid staff to offer FA services to EOPS students in the EOPS, in addition to dedicated time to review EOPS FA applications and aid students who require appeals and additional support.</p> <p>c) Partnerships with Sparkpoint to facilitate workshops such as CalFresh screenings</p>	<p>a)Examine the number of students pre and post intervention that have not completed FA applications and/or need FA support</p>	<p>Ongoing</p>	<p>Alma Aguilar Gwen Kenny</p>	