



**Cañada College
Program Review for
EOPS/CARE**

June 2, 2009

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Program Review Team Members and Approvals

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Program Review Checklist

- Form program review team
- Gather documents (organizational chart/staffing profile)
- Solicit input from faculty and students
- Determine additional research needed
- Contact college research analyst if necessary
- Write program review report
- Submit report to Dean or VP for approval
- Submit report to Office of Student Services for approval
- Submit report to Planning & Budget Committee
- Present report to College Council
- Submit report to SMCCCD Board of Trustees

Section I: Executive Summary

EOPS is a state-funded program that was born out of the 1960's civil rights movement in an effort to level the playing field for underrepresented and low-income students. EOPS targets to correct the low enrollment of students who face barriers, either linguistically, academically, culturally, economically, or socially. The CARE program was implemented in the 1990s to respond to the growing number of single parents on county aid who were attending college and in EOPS. The purpose of the program is to provide additional support to ease some of the burdens of single parents on public aid. These burdens include a lack of transportation, support systems, and childcare.

In 2008-09, EOPS served 601 unduplicated students with a state-allocated budget of \$535,707. CARE served 27 unduplicated students with a state-allocated budget of \$34,898. Some of the student services EOPS rendered include a \$250 book voucher per semester, academic and personal counseling services, bus passes, laptop rentals, calculator rentals, and audio recorder rentals. In addition to receiving EOPS benefits, CARE students received benefits such as daily food vouchers, monthly bus passes, educational grants, and childcare grants. In order to continue in the program and qualify to receive all services, EOPS and CARE students are responsible for adhering to program requirements and rules.

Some strengths of the EOPS program include: having a team committed to serving students, a focus on assisting students to understand graduation and transfer requirements, rendering a book voucher program, and delivering "over and above" customer service which is the motto guiding the program. Some challenges include: the academic success of students, program budget, student retention, and timely participation of students.

Five years of Fall semester data (Fall 2003 - Fall 2007) on EOPS students shows that EOPS students have maintained an average current term G.P.A. that is equal to, or higher than, non-EOPS students studying at Cañada College. For the same time period, EOPS students have maintained a higher cumulative G.P.A. than non-EOPS students.

EOPS has identified 22 goals, in response to the need for new programming and improving existing services and programs. EOPS developed a program plan and objective chart that identify activities and information necessary to achieve program goals, which includes completion-date timelines, staff member who will oversee activity, and the anticipated outcome. In addition, the team linked its goals to the College mission and goals, and identified and categorized each goal with 5 themes: Collaboration, Development/Strengthening, Retention, Success, and Leadership.

EOPS has completed its first Student Learning Outcome (SLO) cycle in Spring 2008. It is currently finalizing its second SLO cycle and implementing its third cycle in Fall 2009. The first SLO measured students' understanding of the purpose of a student educational plan (SEP). Of the 41 students who completed the survey, 74% have identified an educational goal, are following an SEP plan, and consistently meet with his or her counselor to update the SEP. The second SLO attempted to measure students' knowledge of program requirements by using a pre-orientation and post-orientation survey. The third SLO will measure the effectiveness of the orientation in getting students to understand an SEP plan.

Section II: The Program/Department Overview

(Note to reader: This report synthesizes and discusses both EOPS and CARE in alternate basis throughout the document.)

A. The Mission of the Program and its Link to the College's Mission and Goals

The mission of Extended Opportunities Programs and Services (EOPS)/ Cooperative Agencies Resources for Education (CARE) and mission of Cañada College is aligned to ensure EOPS/CARE achieves its mission and goals while fulfilling the mission and goals of the College. *EOPS mission is to serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational goals. The mission of CARE program is to assist single-parent EOPS students receiving county aid to overcome the obstacles of single parenthood in order to succeed in college and help expand their educational and job training opportunities.*

EOPS/CARE mission is linked to Cañada College's mission and goals in various ways. The College has established its mission of ensuring educational access to students of diverse backgrounds for the purpose of identifying and completing their educational goals, which include delivery of quality instruction in: transfer and general education, vocational education, basic skills, certificate and A.A. degree programs.

EOPS/CARE mission and goals are linked to all eleven of the College's goals (see appendix D, Table 12). The EOPS/CARE employees have identified 22 goals along with a timeline, the team member(s) responsible for planning and implementing the activity, and a theme for each EOPS/CARE goals. Also, goals are grouped into one of five themes: retention, success, program development and strengthening, leadership, and collaboration.

B. Historical Background and Unique Characteristics of the Unit

EOPS history dates to 1969, when the state of California and community leaders developed the EOPS program in response to the civil rights movement as a way to level the playing field for students who have cultural, economical, social, linguistic, and educational disadvantages that affect their academic accomplishments. The intent and purpose of the California Legislature in establishing EOPS programs throughout California community colleges was to help "identify those students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students in achieving their educational objective and goals, including, but not limited to, obtaining job skills, occupational certificates, associate degrees, and transferring to four-year institutions" (CA Ed. Code, Article 8, 69640). The program is unique in that it maintains and delivers six general program standards which include the following services and commitments: 1) outreach, orientation, and registration services; 2) assessment; 3) counseling and advisement; 4) basic skills instruction and tutoring services; 5) transfer and career employment services; and 6) employing a full-time director to oversee the implementation of the program standards.

A unique characteristic of EOPS/CARE is its motto of offering services “over and above.” This provides more services to eligible students than the college offers non-EOPS students. This ensures that EOPS students overcome some of the obstacles faced as low-income and first-generation college students by providing resources that contribute to academic success. Another unique characteristic of the program is that services are limited to 6 semesters or when students complete 70 degree applicable units, as mandated by the Title 5 Regulations. To clarify, the units completed by students pursuing a certificate in ESL are not counted toward the 70 units. In addition, the semesters in which students enrolled in at least half of ESL or basic math and English courses are not counted toward the 6-term limit.

With CARE, a distinctive attribute is having an EOPS Counselor who also serves as CARE Coordinator. As mandated by the CARE Program Guidelines, the EOPS Counselor/CARE Coordinator serves as the inter-agency liaison to jointly monitor students’ needs and educational progress. Some of the agencies include county welfare departments, CalWORKs, food stamps, Tribal TANF, on-campus resources, and off-campus resources.

In the Fall and Spring semesters, the CARE Coordinator manages a CARE caseload of 20 students and provides counseling services to an EOPS student-load of 250 to 300 students. Specifically, EOPS counselors provide at least three counseling contacts per student, each semester. The EOPS Counselor/CARE Coordinator teaches a special topics CARE course each semester in which community agency representatives and guest speakers are invited to partake in the events. The special topics CARE course provides students a safe space to discuss personal issues and to brainstorm solutions. Students also serve as part of a support system, through their mentoring activities with one another.

Other unique characteristics of the EOPS and CARE programs include:

1. Providing book vouchers to help students with the cost of textbooks including paying for the cost of renting textbooks from the campus book store
2. Providing priority class registration each term
3. Offerings additional hours of tutoring services each week, per subject through the Learning Center
4. Developing, monitoring, and revising student educational plans (SEP)
5. Requiring students to fulfill at least three counseling contacts with their assigned EOPS counselor and providing deadlines for completing each counseling contact
6. Providing financial assistance in the form of granting monthly bus passes on an alternating basis, loaning laptops for an entire semester on an alternate basis, granting graduation caps and gowns, administering emergency loans, and gifting graduation and Phi Theta Kappa (PTK) membership grants
7. Partnering with the campus bookstore to provide priority/exclusive business hours to EOPS students to access the collection of books first.
8. Providing university transfer assistance in the form of career information, university orientation, university transfer educational planning, and a transfer application fee waiver, which pays the fee for up to four UC campuses and four CSU campuses
9. Providing other educational services in the form of orientation for new students, including offering college readiness/student success and learning skills workshops and

loaning dictionaries, textbooks, and audio cassette recorders

C. Progress since the last Program Review

Progress within EOPS/CARE program has improved significantly over the last two years. A principal reason for this progress is EOPS/CARE's full-time Director, which the group has had since January 2007. Prior to January 2007, EOPS/CARE was managed by an interim coordinator for three years. The interim coordinator was a full-time counselor within the EOPS program. While he did a great job assisting the college by ensuring the program was fulfilling program standards, his love for counseling students helped him decide to recommit his career as an EOPS counselor.

Many of the department's goals and visions of that time were difficult to implement due to a lack of permanent, full-time staffing. For example, the full-time interim coordinator relied heavily on adjunct counselors who work part-time, mostly on a temporary basis. Many of the adjunct counselors did not stay employed with EOPS for long periods, as they were recruited by other institutions and offered full-time counselor employment.

Some notable implementation of new services or improvement of existing services involve the book services, communication efforts, counseling contacts, orientation and retention services, a new EOPS student club and children's library, improved transfer/graduation recognition ceremony and university services. A brief progress update is provided below:

Book Rental Services. A significant change in EOPS/CARE programming involves converting the in-house textbook loan program to collaborating with the college bookstore, via participating in the book rental program. EOPS students are able to rent books through the bookstore at a fraction of the original cost and they may use the EOPS issued book voucher to cover the rental cost.

Book Voucher Services. A significant benefit of being an EOPS student is its Book Voucher Service which grants students with a voucher the ability to purchase textbooks. The process previously involved an actual coupon that was issued to each student. The process has been changed to a paperless process. EOPS staff sends an email to the bookstore with the names of students awarded a book voucher. Students are to then proceed to the bookstore to purchase their books upon attending a mandatory orientation and scheduling their first counseling contact for the semester. The amount of the voucher varies for students on probation but students on good standing receive \$250 book vouchers. This program serves as an incentive for students to fulfill program requirements in order to guarantee they get a voucher the following semester.

Children's Library. In Spring 2007, EOPS established a Children's Library as a way to assist EOPS students who are also parents or an older sibling. EOPS students may borrow children's books, portable DVD players, videos, and other learning tools. The items are loaned to EOPS students for a short period. EOPS students are encouraged to borrow items as a way to promote education in their home. Many EOPS students cannot afford some of these items, so the Children's Library gives the family an opportunity to use items that would typically not be accessible.

Communication. Until recently, EOPS has communicated with its students via telephone, in person or through U.S. mail. The program now primarily uses e-mail to communicate to its students. Other communication processes/practices that have been implemented include establishing a process where the EOPS Staff Assistant at the EOPS reception desks confirms student contact information (such as cell and alternate telephone number, mailing address, and email address) to ensure EOPS has correct contact information. Students are explained that not providing the program with the most current telephone number, for example, may result in missing a call from their EOPS counselor informing student about grant or scholarship opportunities. To ensure the program gives student messages, alerts are also placed in SARS such that, when student calls to schedule an appointment, the staff can relay a message or obtain a telephone number or follow-up with the alert message.

Counseling Contact Deadlines. The program's counseling services have been enhanced through implementing deadlines in which each of the three contacts is to be fulfilled by the student. This helps prevent students from waiting until the end of the semester to fulfill all three counseling contacts. The idea is not to punish the student, but rather to ensure students attend counseling appointments throughout the semester. The goal is for EOPS to provide intervention counseling or referrals to prevent issues from escalating to where the student may feel pressured to withdraw from college. The EOPS Staff explains to students that the appointment deadlines will also help to ensure that EOPS counselors have opportunities for interaction throughout the semester to assist students with personal counseling or conflict resolution.

Orientation Services. For years, EOPS requires its has implemented for EOPS students, both continuing and new to the program, to attend a mandatory orientation session prior to the start of each semester. As part of orientation for new students, EOPS provides new EOPS students with survival kits that include school supplies and a backpack. For the past two years, EOPS has included in the survival kit a planner with a college and EOPS calendar and program deadlines. - for the past two years. Budget constraints, however, may result in discontinuing these survival packs to new students. An advantage of requiring students to attend orientation is that it allows the EOPS team to administer surveys. More recently, EOPS has utilized the student orientation to collect student learning outcome (SLO) data on its services. This data has helped to make changes to how EOPS delivers services to students.

Retention Services. In an effort to improve retention rates of students, EOPS has recently implemented specific activities to its retention services. Some of those activities include the use of SARS calling, SARS alert, Banner's GWAMAIL, newsletters, planners with EOPS important dates, counseling contact deadlines, and promoting EOPS news via the College's televised marquee. The EOPS staff is in the process of establishing a Facebook account to stay connected with students. This account should be launched by Fall 2009.

Student Club. In the Spring of 2009, five EOPS students took the initiative to start an EOPS Student club as a way to give a voice to students in the program. The Club's vision is to help create a community among the many EOPS students. Some activities they have planned is to advocate for the program and mentor each other on personal and academic issues. The Club officially begins in Fall 2009.

Transfer and Graduation Recognition. The program went from loaning students a cap and gown to gifting the items. In addition, EOPS graduates receive a Cañada College stole, medallion, congratulations card, and EOPS graduate pin.

University Services. Implemented priority services to EOPS students. Created incentives for students to visit transfer center by counting 1 visit with Transfer Counselor. The Transfer Counselor is part of EOPS adjunct counseling team.

D. Current Strengths, Opportunities, and Challenges

In Fall 2008, the EOPS Team was asked to identify what they felt were the strengths, challenges, and opportunities of the EOPS/CARE program. Here are the results of the survey:

Program Strengths:

- Team dedicated to serving students
- Student assistance to understand graduation and transfer requirements
- Book voucher allowance
- Collaboration efforts with other special programs on campus
- Commitment to student success
- Compassion for students
- Connection built with students
- Customer service “over and above”
- Effort to improve services
- General organization
- Individual student assistance
- Provide students with avenues for growth and success
- Student referral mechanisms
- Student success resources and services provided

Program Opportunities:

- CARE application and contract
- Develop new orientation Power Point presentation
- Early programming of new students, such as priority registration
- E-mail weekly student newsletter
- Further develop rental book collaboration with bookstore
- Grow CARE program from small to medium
- Hire student assistants
- Implement career type workshops at orientation for continuing students
- Increase outreach to various diverse groups, i.e. Pacific Islander, African American, Asian, etc.
- Programming EOPS students to participate in First Year Experience and/or Crossing Borders programs
- Set a budget for “fun student events”
- Use counseling interns

Program Challenges:

- Academic success of students
- CARE students not having current “Notice of Action” forms on file
- Coordination with other programs to avoid duplication of services
- Getting students to comply with EOPS program requirements and rules
- Need of additional staff to add programs such as mentoring, single parent group
- Program Budget
- Retention of students, as the program loses too many students at the end of the semester
- Sufficient staff time to comply with EOPS regulations
- Student counseling contacts
- Student retention
- Students needing to make initial appointment
- Students’ family and work dynamics affect student enrollment and persistence
- Timely participation of students

Section III: Review Report

According to California Community Colleges 2001-02 report (2003) on EOPS and CARE programs, the programs have attained several noteworthy achievements. The achievements include:

- “EOPS and CARE students persist from term to term at a higher rate than non-EOPS full-time students (CCC, 2003, p. 2)”.
- “When enrollments are tracked over 5 years (Fall 1996 to Spring 2002), the average units attempted and earned by EOPS and CARE students are greater than for non EOPS full-time students (CCC, 2003, p.3)”.
- “EOPS students are more likely to earn a degree or certificate than other full-time students (CCC, 2003, p.3)”.
- CARE students earn associates degrees and certificates at an even higher rate than other EOPS students (CCC, 2003, p.3)”.

In reference to Cañada College EOPS student performance, EOPS students have maintained an average current term G.P.A. that is equal to, or higher than, non-EOPS students studying at Cañada College. For the same time period, EOPS students have maintained a higher average cumulative G.P.A. than non-EOPS students. In reference to the retention and success rate, EOPS students outperformed non-EOPS students in Fall 2008. However, the College data also shows that from Fall 2000 to Fall 2002, non-EOPS students had a higher success rate than EOPS students (see appendix G, Table 18). Yet, the trend changed positively from Fall 2003 through Fall 2008, where EOPS students’ success rates improved (with a slight dip in the success rate in Fall 2007, showing a 0.2% decrease) in comparison to non-EOPS students.

A. Programs and Services

The services, encouragement, and support the EOPS Team renders its students significantly play a role in contributing to students' academic successes. Using the motto of "over and above", the motto plays an integral part in the amount of services EOPS/CARE delivers to its students. As stated previously, EOPS and CARE provide a number of services that fulfill the six specific program standards, as required by Title V. The program standards include:

1. Outreach, orientation, and registration services
2. Assessment
3. Counseling and advising
4. Basic skills instruction and tutoring services
5. Transfer and career employment services
6. Staffing a full-time EOPS Director

When budget permits, the EOPS/CARE program provides additional services to students to improve their chances of success. To be considered for additional services, EOPS students are to sign-up for these services at the EOPS reception area. Services are not guaranteed and they are distributed based on a first-come, first-serve basis to EOPS students in good standing with the program. Some of these services include transportation and financial assistance, book vouchers, transfer services assistance, and the rental of electronics. A description of some of the services is provided below:

Transportation. With transportation, EOPS assist students by issuing bus passes for public transportation. Because the number of student requests exceeds the number of available bus passes, EOPS has implemented a first-come, first-serve policy and grants bus passes on an alternate basis, allowing the program to serve more students with limited funding. For example, if a student received a bus pass in February, the student will become eligible for another bus pass for the month April. With CARE students, if they are not selected to receive an EOPS paid bus pass, then a bus pass is funded by the CARE program. While our program does not pay for the cost of on-campus parking permits, students who receiving the Board of Governor (BOG) tuition fee waiver automatically qualify to purchase a parking permit for half the normal price. EOPS students are automatically eligible for the parking permit at a discounted price since it is required for EOPS students to be eligible for the BOG fee waiver for admission into the program.

Financial Assistance. EOPS assist its students financially by making emergency loans available to students who demonstrate an emergency need. Funding is provided by the college's Financial Aid Office. Students may request up to \$300 per loan. A second loan will not be approved until the first loan is paid in full. The student usually has until the end of the semester to repay the loan, or they may opt to have the loan paid from an upcoming financial aid disbursement.

Book Vouchers. Students on good standing with the program are rewarded with a \$250 book voucher in the Fall and Spring, and sometimes for summer (during summer school). When funds permit, EOPS may grant a second book voucher to help with the cost of textbooks. These second book vouchers are usually granted to students in majors with high unit and high cost of books

such as Radiology Technology, Nursing, Biology, for example. In addition, if EOPS has book voucher funds remaining from the fall and spring semesters, then it will grant students on good standing a summer book voucher for attending summer school.

Transfer Services. EOPS/CARE provides its students with counseling on transferring. The EOPS counselors encourage students in certificate and A.A./A.S. degree programs to pursue a four-year degree. The counselors assist students in designing a student educational plan to reach that goal. For students who pursuing university transfer, EOPS provides students with an application fee waiver which pays for the application fee of up to four UC’s and four CSU’s. The application fee is normally \$55 per university which can be a burden for low-income students. EOPS has offered university visits in the past but most recently collaborated with TRiO Student Support Services on visiting local universities for campus tours.

Rental of Electronics: EOPS owns 12 laptops (both Mac and Dell), which are rented out to students for an entire semester at no cost. Other electronic devices include calculators and digital audio recorders. Two laptops are reserved for CARE students, and one laptop is reserved for EOPS students who are also in DSPS.

Meeting the needs of Cañada’s Diverse Community

As part of the mission of EOPS/CARE, the founders of the program designed the program with the intent of increasing the enrollment of members of diverse populations which includes students who are disadvantaged by social, economic, cultural, and educational factors. Per Title 5, Section 56280, the EOPS/CARE program has identified some priorities to ensure that colleges try to attain and sustain a racial, ethnic, and gender composition among low-income students served that reflects the racial, ethnic, and gender composition by the income group population of eighteen years and older who reside in the college service area. Priority is given toward correcting the greatest underrepresented among students served on college campuses. Priority is also given to those that are the first in their family to attend college. This program helps the College meet its goal of providing access to diverse groups of students. Listed below are the EOPS and CARE student enrollment trends from 2003 to 2009, as well as information about the number of students served per academic year beginning 2003-04 to 2008-09:

Table 1. Total Number of Students Served in EOPS

	2003	2004	2005	2006	2007	2008	2009
FALL	349	372	360	347	431	437	-
SPRING	338	371	371	374	322	434	469

Table 2. Total Number of Students Served in CARE

	2003	2004	2005	2006	2007	2008	2009
FALL	14	11	21	16	16	18	-
SPRING	17	16	16	16	14	24	22

Table 3. Total Number of Unduplicated Students Served by Program

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
EOPS	462	503	470	447	487	601
CARE	21	19	22	16	20	27

Outlined below is relevant demographic information about the student population served by the EOPS and CARE programs between the academic years of Fall 2002 to Spring 2007. The section includes tables that reflect the number of students served in EOPS and CARE by ethnicity, gender, and age groups.

Table 4. EOPS Student Enrollment by Ethnicity

Ethnicity	2003-04	2004-05	2005-06	2006-07	2007-08
African-American	17	15	17	18	36
American Indian/Alaskan Native	1	0	0	0	0
Asian	15	13	15	12	11
Filipino	2	5	5	6	3
Hispanic	392	431	394	365	386
Other Non-White	3	2	2	4	4
Pacific Islander	12	12	14	11	14
Unknown/Non-Respondent	6	8	15	16	17
White Non-Hispanic	14	17	8	15	16
Total	462	503	470	447	487

Table 5. CARE Student Enrollment by Ethnicity

Ethnicity	2003-04	2004-05	2005-06	2006-07	2007-08
African-American	15	7	8	5	3
Asian	1	1	0	0	1
Filipino	1	1	0	0	0
Hispanic	2	8	10	5	5
Pacific Islander	0	1	0	0	0
Other Non-White	0	0	1	1	2
Unknown/Non-Respondent	0	1	2	3	3
White Non-Hispanic	2	0	1	1	2
Total	21	19	22	16	17

Table 6. EOPS and CARE Student Enrollment by Gender

Gender	2003-04	2004-05	2005-06	2006-07	2007-08
Female- EOPS and CARE participant	21	19	21	15	16
Female-EOPS	293	326	299	271	301
Male-EOPS	172	176	176	184	172
Unknown	2	5	5	7	14

Table 7. EOPS and CARE Student Enrollment by Age Group

EOPS Status	Age Group	2003-04	2004-05	2005-06	2006-07	2007-08
EOPS and CARE participant	18 & 19	1	0	2	3	0
EOPS and CARE participant	20 to 24	9	4	1	4	5
EOPS and CARE participant	25 to 29	5	3	4	3	4
EOPS and CARE participant	30 to 34	2	38	7	2	1
EOPS and CARE participant	35 to 39	2	3	5	2	5
EOPS and CARE participant	40 to 49	2	1	3	2	1
EOPS participant	1 - < 18	12	16	13	11	17
EOPS participant	18 & 19	75	129	137	117	126
EOPS participant	20 to 24	175	156	151	142	144
EOPS participant	25 to 29	66	61	66	70	75
EOPS participant	30 to 34	51	64	40	46	49
EOPS participant	35 to 39	33	33	31	33	28
EOPS participant	40 to 49	36	35	26	31	36
EOPS participant	50 +	19	13	16	12	12

For the most part, the majority of EOPS/CARE is represented by students of Hispanic origin, females, and individuals within the 20-24 age group. In comparison with data across the state and country, females are represented at a higher rate than males on college and university campuses. Redwood City has a large Hispanic community which has contributed to the high enrollment of Hispanic students. Also, Cañada College is a designated Hispanic Serving Institution, which attracts individuals from Hispanic origin because of the College's commitment to helping this population of students succeed academically.

Based on the data, a typical CARE student is female, and either Black or Hispanic. In reference to the age, there is not consistency in the average age of CARE students when comparing the

data for five years of CARE student enrollment. For example, in 2004-05 the average age of a CARE student was between 30-34 years old. In 2007-08, the average age was either between 20-24 years old or 35 -39 years old. This could be a result of CARE students remaining in the program and aging into different age groups.

EOPS/CARE Campus Collaborations

Over the years, EOPS/CARE has established many collaborative relationships on campus that have been driven by the need to streamline services and become more efficient when multiple programs within Student Services and Instruction Divisions are serving EOPS students. A benefit of these collaborative efforts is that duplication of services is more often avoided. Therefore, more resources are available to serve more students. Also, the communication among the programs, divisions, and departments is improved, which also helps the college personnel become more familiar with other programs and become better equipped to help students with diverse needs.

EOPS/CARE coordinates and collaborates with both Student Services and Instruction. Under Student Services, EOPS/CARE has coordinated its academic progress report along the same timeline as TRiO SSS, a federally funded program. Since we serve some of the same students, we believe this would eliminate some duplication of services. EOPS/CARE and TRiO SSS developed a letter for students and faculty describing the progress report and its purpose. The letter to faculty was sent via the college e-mail listserv.

A second collaboration EOPS/CARE established is with the Learning Center's Student Success workshops. Rather than duplicating the same workshops, EOPS Director and Counselors volunteered to give workshops through the Learning Center. It assisted EOPS/CARE logistically in scheduling, reserving locations, ordering catering, and signing-in students. Because EOPS/CARE is limited in staffing and resources, the coordination in services has helped both departments in serving students. Some of the workshops offered include time management, starting research papers, note taking techniques, research processes, plagiarism, citing references, exploring majors, obtaining financial aid and scholarships, transferring to four year universities, writing personal statements, and means of paying for college. The presenters were from various Student Services' departments including the Financial Aid Office, TRiO SSS, the Counseling Department, the Transfer Center, EOPS/CARE, and personnel from the Learning Center.

Other partnerships EOPS/CARE have established include the following services: collaboration reestablished with the Bookstore's book rental and with the College's Learning Center. The collaboration with the Learning Center allows for additional tutoring hours to EOPS students rather than delivering the tutoring in-house within the EOPS office. Directors and managers have presented their collaborative efforts at conferences. For example, the EOPS Director presented with the Financial Aid Director, Margie Carrington at the CCCEOPS Association 2008 annual conference. The EOPS/CARE Director also presented with Cañada's Bookstore Manager, Jai Kumar, on the textbook rental program collaboration. Table 8 lists the campus partnerships between EOPS/CARE and other programs and departments within the divisions of instruction and student services:

Table 8. EOPS Campus Collaborations

Program/Department	Focus
<i>Bookstore</i>	-Textbook Rental Program
<i>Business Office/Cashier's Office</i>	-Bus passes -Discounted Campus Parking Permits
<i>Counseling Department</i>	-Career Classes -Crossing Borders Classes
<i>CBET, ESL</i>	-Program Enrollment -Program Referral
<i>Cooperative Education</i>	-Program Enrollment
<i>DSPS</i>	-Student Referral -Reserving laptop, audio recorder, and calculators for DSPS students also in EOPS
<i>Financial Aid Office</i>	-Access to verification Banner screens for BOGG Eligibility
<i>Food Services</i>	-CARE students meal vouchers
<i>Learning Center</i>	- Student Success Workshops - Tutoring
<i>Library</i>	-Orientation Tours -Orientation Presentations
<i>Math Engineering Sciences Association (MESA)</i>	- Cultural Events - Progress Reports - Program Enrollment - University Campus Tours
<i>Outreach Department</i>	-Program Enrollment -Promoting EOPS/CARE
<i>Transfer Center</i>	-Priority transfer services
<i>Phi Theta Kappa (PTK)</i>	- Program Enrollment
TRiO, Student Support Services	- Cultural Events - Progress Reports - Program Enrollment - University Campus Tours
<i>Veterans Affairs</i>	-Program Enrollment

Methods of Evaluation

In EOPS/CARE, surveys have primarily been used as a method of evaluation. The purpose of the surveys is to get feedback from students about the quality of customer service, orientation, workshops; and rating presenters and presentation content. In the near future, EOPS/CARE will consider using other forms of evaluation such as focus groups and one-on-one interviews.

In Fall 2007, EOPS/CARE staff evaluated new and continuing students using a three-part survey which asked students to rate orientation presentations using a 5-point scale, with 5 being the highest score and 1 being the lowest score. The survey was organized intentionally into three

section to correspond to the three-part structure of the orientation: 1) review of EOPS/CARE program requirements and services, 2) a presentation on the IDA program which helps community members learn how to manage their finances and matches two for everyone that a participant saves into a personal account, 3) a workshop on stress management. Overall, the results of the survey were favorably with 5 being the average score.

The survey also provided information on the types of workshops EOPS students prefer. For example, the results from the English survey show that EOPS students have the greatest preference for a workshop on career planning, prioritizing time to match goals, and managing finances. In comparison, the survey in Spanish by EOPS students show that EOPS Spanish speaking students prefer workshops on career planning, balancing family and college, and prioritizing time to match goals. The results were shared with the Director of the Learning Center in order to inform others about preference for workshop of low-income and educationally challenged students. Many of these workshops are offered on a continuous basis; however, EOPS/CARE developed a workshop on balancing family and college based on the survey results, which it offered in Spring, 2008.

The results from the workshop section of the survey are provided below:

Table 9. Fall 2007 Survey Results: EOPS Students' Workshop Preference

ENGLISH ORIENTATION SURVEY (n=213)		SPANISH ORIENTATION SURVEY (n=123)	
5) What other workshop topic would you like EOPS to offer in the Spring semester orientation workshop?	Yes	5) ¿Qual otro tema le interesara para ofrecerle como mini-taller en la junta del proximo semestre?	Sí
Planning a career	80	<i>Planiar una carrera (Planning a career)</i>	42
Prioritizing time to match goals	53	<i>Balanciando la familia con los studios (Balancing Family and College)</i>	20
Managing finances	51	<i>Priorizando nuestro tiempo para lograr metas (Prioritizing time to match goals)</i>	15
Balancing family and college	49	<i>Calidades para ser lidere (Becoming a leader)</i>	13

Finding an internship	49
Becoming a leader	49
Marketing yourself for a job	48
Becoming a better note taker	44
Developing critical thinking skills	44
Taking tests with confidence	43
Understanding the way you learn	42
Interviewing techniques	38
Volunteering	37
Diversity Training	26
Library services	17

<i>Manera para presentarse lo mejor para el trabajo mas ideal (Marketing yourself for the job)</i>	13
<i>Encontrar un sitio para internar (Finding an internship)</i>	13
<i>Developing Critical Thinking Skills</i>	12
<i>Anotar mas eficiente(Becoming a better note taker)</i>	10
<i>Manejando finansas personales (Managing Finances)</i>	10
<i>Tomar examines con confianza(Taking tests with confidence)</i>	10
<i>Comprender como apredo yo miso (Understanding the way you learn)</i>	10
<i>Entrenamiento sobre culturas(Diversity Training)</i>	9
<i>Tecnicas para la entrevista (Interviewing techniques)</i>	9
<i>Servir como voluntario(Volunteerin)</i>	8
<i>Servicios de la biblioteca (Library services)</i>	2

EOPS/CARE Strengths and Weaknesses

As noted in section II of this document, EOPS Team identified some strengths and weaknesses of the EOPS/CARE program. Some of the strengths include the program’s commitment to serving students using the customer service motto of serving students “over and above.” what the college provides to non-EOPS students. A second strength is the program’s book voucher allowance which assists students financially by paying for \$250 per semester for the purchase of books through the campus bookstore. EOPS/CARE has a strong commitment to improving services in order to help students succeed academically. We strive to help the non-traditional and low-income student to become familiar with EOPS/CARE but also other campus services so that students are able to navigate the educational system. Counselors do an excellent job in their one-on-one counseling sessions ensuring students understand program, graduation, and transfer requirements; other avenues for growth and success; and the use of the referral process to direct students to other services such as psychological services, DSPS, tutoring, etc. The counselors strive to help students become self-sufficient and resourceful and assume control of their educational experience and success.

A challenge EOPS/CARE has encountered is related to the academic success of the students we serve. As many of our students have multiple responsibilities in addition to attending college, they tend to acquire more stress in addition to the usual pressures of being a college student. Many of our students have at least one job, contribute to their parents household income, or have their own family to support. At times, these students may have limited transportation, while others may have personal issues to deal with. As a result, the retention of students is affected and it takes longer for students to complete their education. Also, students often have family circumstances to consider where balancing family and school becomes difficult for first generation college students. Students also have a hard time completing their three required counseling contacts. As we are a small staff program, it becomes challenging to assist the hundreds of students the program serves with only limited funding.

Another challenge of the program is in its funding. EOPS/CARE funding is provided by the state of California. Therefore, if the state has financial difficulties, then these programs may be in jeopardy. The program is always at risk of facing budget cuts. While the program provides flexibility, it is also challenging to coordinate programs with other student services because of the regulations EOPS/CARE must adhere to.

EOPS/CARE Advisory Board

For various reasons, Title IV requires EOPS/CARE to use an advisory board. One reason is to obtain feedback and contribution from community members, college personnel, and students on policies pertaining to programming and delivery of services rendered by EOPS/CARE. A second reason is that, ideally, the advisory board will serve as advocates on behalf of matters affecting EOPS/CARE on- and off-campus.

Cañada's EOPS/CARE advisory board includes five members, three faculty members and two students. Following is the names and title of the 2008-09 the advisory board committee members: Jennifer Castello, ESL Professor/Interim Dean of Humanities; Yolanda Valenzuela, ESL Professor; Gloria Darafashi, CalWorks Coordinator and Counselor; Moises Quiroz, EOPS student; and Nicole Hines, EOPS/CARE student.

The program strives to meet twice a year to cover CARE agenda items and once a year to address EOPS agenda items. While the advisory board would ideally like to meet more often throughout the academic year, the different work and school schedules of the members makes it challenging.

SLOAC

EOPS/CARE has been active in SLOAC training and the creation of Student Learning Outcomes (SLO). EOPS/CARE has implemented two SLOs and completed the SLO cycle of the first. The program is in the process of analyzing data collected on the second SLO. Also, the program has identified a third SLO in which data will be collection at orientation via survey in Fall 2009. There are two SLO in the third SLO cycle, one for new students and the other for continuing students. The difference is that continuing EOPS students will be surveyed to measure SLO #1 because the sample size of the data collected in Spring 2008 was small and the method used to

administer the survey was inconsistent with each student who was invited to participate in the survey. Also, the themes of SLO cycle #3 will remain the same for both groups.

The following represents the three SLO's identified by the EOPS Team:

Theme: Critical Thinking

SLO #1: Students will be able to explain the student educational plan and its purpose.

Theme: Personal Responsibility

SLO#2: Students will be able to identify the EOPS program requirements and determine how to remain eligible for EOPS/CARE services.

Theme: Persistence and Academic Achievement/Personal Responsibility

SLO3#: Students will be able to identify the EOPS program requirements and determine how to remain eligible for EOPS/CARE services.

EOPS/CARE completed its first SLO cycle at the end of Spring 2008. It involved measuring students' understanding of the purpose of a student educational plan (SEP). Of the 41 students who completed the survey, 74% identified an educational goal, following an SEP plan, and meet with their counselor to update the SEP. Two of the 41 respondents had not identified a goal and had no knowledge of the SEP purpose. The EOPS Team concluded that the method of administering the survey possibly played a factor in the results as students, who were surveyed, were students who had immediately before or after participated in a counseling session. The Team concluded that two respondents were new students to the college and the EOPS program.

In Fall 2008, the EOPS program identified its second SLO and collected data on orientation participants. The second SLO attempted to measure students' knowledge of program requirements using a pre-orientation and post-orientation survey. The program is in the process of analyzing the data for findings.

Some of the findings from the first SLO included the need to improve the orientation to include a section that introduces student to SEP and its purpose. The program has made attempts to improve the orientation, which will include a presentation on the SEP plan and how it contributes to succeeding in college and realizing career goals. The EOPS/CARE team will administer the SLO #3 with both a pre-orientation and post-orientation survey to students in the Fall 2009 orientation sessions.

Course Curriculum

As part of serving as a support system, the CARE program provides a one-unit special topics course each semester. The topic of the course changes every semester. Prior to Spring 2009, the course was offered as an 18-week class. The class was recently revamped and shortened from an 18-week course to a one day/eight hours class in which guest speakers were brought in to inform the CARE students on available community services and programs. A reason for revamping the course structure was as a result of students experiencing difficulty in juggling additional responsibilities, including a full-time course load. The idea behind offering the course was

initially to provide a safe space for CARE students to speak with one other about personal issues, and to serve as a support system for each other. However, as students are at different levels of their academic goals, scheduling has become an issue for many. As a result, they do not enroll or participate in the CARE discussion class. A result of CARE, students not enrolling in the CARE class results in keeping the continuous CARE students from serving as mentors for incoming CARE students. This precludes students from learning to manage family, work, and school responsibilities.

Also, CARE Coordinator also serves as the EOPS/CARE counselor and the preparation of the class has resulted in the counselor having to shorten her counselor hours. For that reason, the class will not be offered in the Fall 2009. However, CARE students have formed a campus student club for parents and the CARE Coordinator will serve as the club advisor. The Parent Club will be open to all Cañada College students, regardless of their eligibility into CARE.

B. Staffing and Organizational Structure

The EOPS/CARE Director heads the organizational structure of the program. The full-time staffing structure within the EOPS/CARE program is comprised of two counselors and two classified staff members. The part-time staffing includes two adjunct counselors (.20 FTE), an outreach coordinator (.30 FTE), a counseling intern, one outreach student assistants, and several tutors. EOPS/CARE is housed on the first floor of the Student Resources Building (#9) along with the Counseling Department, Transfer Center, Placement Testing, Financial Aid Office, Admissions and Records, and Cashier's Office.

Every position within the EOPS/CARE program is essential in carrying out the everyday services of the program and to fulfill its mission and the College's mission. Our team members care about the impression that is made to EOPS students at the first point of contact. While the team provides support to students, it is still firm in requiring students to adhere to the student contract. We all have the best interest of the student's academic progress. A brief description of each full-time team member's educational and professional background is provided below:

Linda Allen, EOPS Staff Assistant: The Staff Assistant spends 80% of her time doing EOPS work, and 20% of her time working with the CARE program and assisting the CARE Coordinator. Linda recently completed an A.A. degree from Skyline. She has worked in EOPS since May 2007, where she first served as the Detail for the Office Assistant position. She became the Staff Assistant in August 2007, after the Office Assistant position was officially reclassified as Staff Assistant.

Eliazer Ayala-Austin, EOPS/CARE Director: Since January 2007, the EOPS/CARE program has had a full-time director, as required by Title 5 regulations. Eliazer has served as the full-time director, who has helped to revamp some of the existing services while working with the team to explore the development of new services. Eliazer is passionate about serving as director as she was once an EOPS student while attending Palomar College. She transferred to UCLA, and soon after earned a Master of Public Administration from CSUN. She completed a Doctor of Education in Leadership Studies at University of San Diego in 2007. Also, she speaks Spanish, which allows her to communicate with the majority of students in either primary language.

Lorraine Barrales-Ramirez (1.0 FTE): EOPS/CARE counselor and has served within the department since Spring 2008 where she began as an adjunct counselor. Lorraine is in charge of coordinating the CARE program, teaching a one unit special topics CARE discussion group, and maintaining a 250 EOPS student load with about 20 CARE students each semester. Lorraine is also bilingual in Spanish and English. Lorraine's educational preparation includes attending Foothill Community College, where she earned an A.A. degree; California State University, Fullerton, where she earned a B.A. degree in International Business; Notre Dame de Namur University, where she earned a Master's degree in Public Administration; and San Jose State University, where she earned a Master's degree in Educational Counseling.

Jose Romero, EOPS Program Services Coordinator (1.0 FTE): Jose manages new student enrollment and coordinates services for new and continuing students. He has served in various capacities at the college for over twenty years. Jose is also bilingual in written and spoken Spanish and English. This versatility has helped the department with translation of various documents including orientation PowerPoint presentations, brochures, contracts, etc. Jose studied at San Jose State University and Cañada College.

Nonan Villanueva, EOPS Counselor (1.0 FTE): Nonan Villanueva has served as an EOPS counselor for over 20 years, and served an additional five years as adjunct counselor and ESL professor. Nonan is also bilingual in Spanish and English. Nonan has served on various faculty tenure committees and maintains a student load of about 250. Nonan's educational background includes: B.A. in Chicano Studies and Sociology from California State University, Northridge; a Master's of Social Work from San Diego State University; and a Master's in Teaching from Stanford University.

Professional Development

Budget permitting, EOPS/CARE provides opportunities for team members to attend professional development activities such as conferences, on-campus training, and workshops. EOPS/CARE has made a strong commitment to having its team members stay current with the latest best practices and data in order to best serve the EOPS/CARE student population. We are also committed to program improvement and understand that it is a long-term commitment, with changes periodically occurring to help the diverse needs of the student population we serve.

Table 11 (in the appendices section of this report) shows a list of names of full-time team members with information about some of the professional activities they have engaged in as well as contributions they have made to improve how we serve diverse student populations. Team members were also asked to identify some of their professional development goals.

C. Leadership and Governance

Employees from the EOPS/CARE program have exhibited a commitment to leadership and student success as evident in the employees' participation in various committees and councils at Cañada College as well as at the San Mateo Community College District and the San Mateo County community. Please refer to Table 12 for details about EOPS/CARE employees' most

recent leadership involvement in committees or activities.

A recommendation for the enhancement of the leadership abilities of EOPS staff is to focus on providing excellent service to committee work by spending more time with fewer committees rather than compromising the quality of service by over representation of committees.

D. Facilities, Technical Infrastructure, and Resources

Facilities: Prior to Summer 2007, EOPS/CARE was housed independently from other student services in Building 3. Other student services, including the Counseling Department, were housed in Building 5. In Summer 2007, the EOPS/CARE department moved into the new Student Resources/Library Building #9, which is housed on the 1st floor of Building 9 and shared by Admissions and Records, Financial Aid, Transfer Center, Cashier's Office, Placement Testing, Counseling Department, and the Center for Teaching and Learning (CTL). While the space is adequate for the rendering of EOPS/CARE counseling services, the space allows for little or no student group interaction or study time. However, the new facility allows EOPS/CARE to establish collaborative working relationships more efficiently and permits the program to provide solutions to student questions through the availability of student services departments within close proximity.

The facility provides EOPS/CARE with a student lounge. However, the lounge is limited in space, which also limits the maximum person capacity to 2 to 4 individuals with seating available for only two individuals. The lounge is furnished with a student computer and a table, a children's table with four chairs, and a counter and cabinet furnished with a coffee maker. The student lounge is not conducive for large student interaction but it does allow for a more private, intimate interaction. To accommodate EOPS/CARE students, a larger student lounge is needed. Other than this need, the new EOPS/CARE office is currently adequate to fulfill its mission and goals.

Technical Infrastructure: The technology infrastructure of EOPS/CARE program consists of a limited number of resources. Counselors use Banner, SARS, ASSIST, EUREKA as tools to advise students on academics and career options. Other team members from the office use BANNER, SARS, and WebExtender to perform day-to-day duties.

EOPS/CARE opted to keep its photocopier because it is paid in full. However, it is old and will cost the department from \$300 to \$600 per year in repair fees. The laser printer is likewise old and makes a lot of noise when processing print jobs.

Resources:

For the past five years, the EOPS state budget has increased. However, employee salaries and the cost of benefits have also increased. In addition, EOPS/CARE did not receive COLA in the 2008-09 budget and is not expected to receive COLA funding for 2009-10. In 2008-09, EOPS experienced a decrease in its annual budget, which represents \$15,940 from the previous year's budget allocation. For the second year in a row, EOPS/CARE has applied for additional funding via reallocated dollars to make up for the difference. When budgets are decreased, students suffer

through reduced services such as bus passes, book vouchers, and graduation materials. Below is a table that lists the EOPS and CARE annual budgets for the last six years. Most of the funds go to the EOPS employee cost of salaries and benefits.

Table 10. EOPS/CARE Annual Budget						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
EOPS	\$434,633	\$456,258	\$473,584	\$503,947	\$551,647	\$535,707
CARE	\$35,985	\$35,761	\$35,411	\$36,992	\$36,735	\$34,898

Section IV: Appendices

Appendix A:

Cañada College Mission, Vision and Values Statement

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing students with quality instruction in transfer and general education courses, professional/technical programs, and basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher-to-student teaching and learning relationships with support services, all in a co-curricular environment that contributes to personal growth and success for students.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships, and incorporating new technologies and methodologies into its programs and services.

Values

Striving to produce responsible, life-long learners who become resourceful, adaptive, independent and productive employees, employers, and members of their community, Cañada College values and actively promotes:

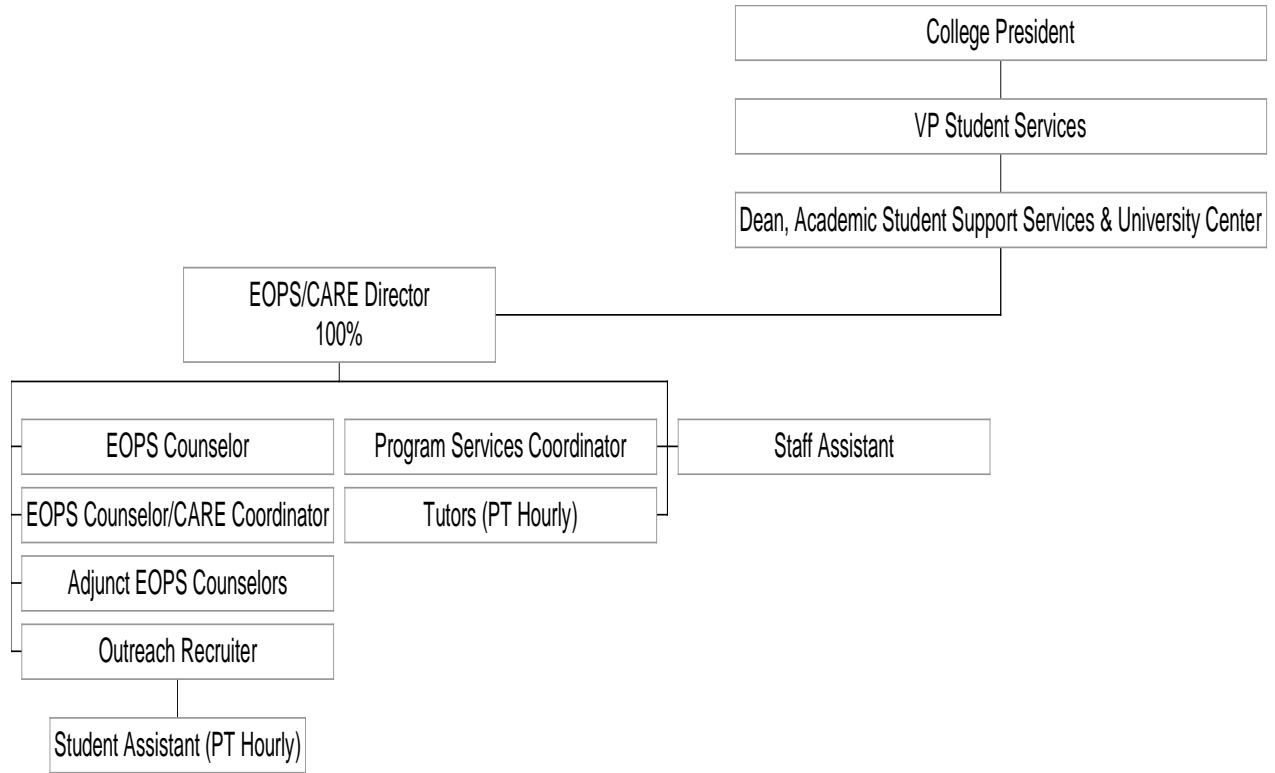
- personalized instruction and service
- active learning and interaction
- high standards of excellence
- increased student access
- diversity in staff, student body, and curriculum
- partnerships with business, schools, colleges and universities, governments, and community-based organizations

Student Services Mission Statement

Fully engaged in student service programs and departments, students will develop the skills and knowledge necessary to successfully navigate Cañada's programs, services, and various offerings. They will achieve their personal, professional, and academic goals by being more fully equipped to contribute to society.

Appendix B:

EOPS/CARE Organizational Chart



Appendix C:

Team Members' Professional Development Activities, Contributions and Goals, and Leadership Roles

Table 11. Full-time Employees Professional Development Activities, Contributions, and Goals.			
Program Team Members	Professional Development Activities	Contributions to the Improvement of Serving Diverse Populations Effectively	Professional Development Goals
Allen, Linda Staff Assistant	-CCCEOPSA Conference, 2007 and 2008 -Diversity Training	-Serving as Black Student Union (BSU) club advisor	-CCCEOPSA Conference, 2007 and 2008 -Diversity Training
Ayala-Austin, Eliazer Director	-EOPS/CARE Chancellor's Training, 2008 -CCCEOPSA Annual Conference, 2007 and 2008 -Redwood City/San Carlos/Belmont Leadership Training, 2008-09	-Commitment to ongoing improvement of EOPS services -Commitment to SLO development and implementation	-Conduct qualitative research on EOPS/CARE students' college experience -Participate in professional organization conference and events -Conduct more network to identify potential EOPS financial donors
Barrales-Ramirez, Lorraine EOPS Counselor/ CARE Coordinator	-EOPS/CARE Chancellor's Training, 2008 -CCCEOPSA, 2008 -CSU Community College Counselor Conference, 2008 -UC Community College Counselors Conference, 2008 -Redwood City/San Carlos/Belmont Leadership Training, 2008-09 - SMCCD Counselor Retreat, 2008 -SMCCD & Cañada New Faculty Orientations	-Developed CARE Contract -Modified the structure of the CARE class -Collaborative relationship established with CalWORKS counselor and program -Club Advisor for new Parent Club	-Continue to seek opportunities to expand personal knowledge on vocational and transfer options -To build relationships with programs and services on and off campus

<p>Romero, Jose Romero Program Service Coordinator</p>	<ul style="list-style-type: none"> -CCCEOPSA -CCC Banner Users Group (3CBG) -CACCRAO Admission Officers Organization -CCCEOPSA 27th Annual Conference -CARE Training, 2008. 	<p>-Serve as club advisor to EOPS Student Club</p>	<p>-Continue his education</p>
<p>Villanueva, Nonan EOPS Counselor</p>	<ul style="list-style-type: none"> -EOPS Director's Training -UC and CSU Transfer Training 	<p>-As EOPS Director, translated documents and orientation into Spanish; Reinstated Advisory Board; Conducted some research on persistence and academic program; coordination with other student services departments.</p>	<ul style="list-style-type: none"> -Team building -Participate in new activities and provide feedback -Stay current with counseling practices and transfer and vocational education -Deliver transfer counseling and information in caring manner

Table 12. EOPS/CARE Team Members' Leadership Roles

Program Team Members	Governance committees	Other college related committee work	Other Campus/Community Participation
Allen, Linda (1.0 FTE) Staff Assistant	-Diversity Committee, 2008 -Hiring Committees -Chair for Financial Aid Assistant Position, 2008 -College Council Committee -District Shared Governance Committee	-Black Student Union Advisor	-Volunteer: Graduation, Midnight Madness;
Ayala-Austin, Eliazer Director (1.0 FTE)	-Co-chair of Student Services Planning Committee -Administrative Council -EOPS/CARE Advisory Committee -EOPS/CARE Region III Member -Diversity Committee Member -Basic Skills Initiative Committee Member, 2008. -Faculty Tenure Track Committee, 2008-present. -Student Services Supervisory Council, 2007-2009 -Co-chair of Building 9 Art Subcommittee	-Hiring Committees: Adjunct Counselor; EOPS/CARE Counselor, CARE Coordinator; -CARE/CalWorks Retreat Planning Committee, 2009-presently; -Flex Day Planning, 2009	-Volunteer: Arts & Olives Festival, 2008; Cañada College 2008 Graduation; Redwood City 4 th of July Fair, 2008; San Mateo County Fair, 2008. Fair Oaks Annual Community Fair, 2007; Midnight Madness, 2008; KinderCaminata, 2007; Cañada College Scholarship Application Reviewer, 2007-presently -Presenter: 2008 CCCEOPSA Conference; Learning Center Student Success Workshops, 2006-2008; Mentor to two Smart Cookie/Canada College Students, 2008 to present.
Barrales-Ramirez, Lorraine EOPS Counselor/ CARE Coordinator (1.0FTE)	-Counseling Website Committee -CalWORKS Committee -Orientation Committee -EOPS Appeals Committee	-CARE/CalWORKS Retreat Planning Committee,	
Romero, Jose Romero Program Service Coordinator (1.0 FTE)	-Classified Senate Treasurer -Hiring Committee Chair and Member: Director of Library Services/Librarian; Dean of Enrollment Services; VPSS; Director of Learning Center; Financial Aid Technician; Dean of Humanities; Faculty; ESL Faculty; College/EOPS Recruiter; College Recruiter; -Co-Chair of College Council -District Registrar Council -Academic Standards Committee -EOPS/CARE Advisory Board	-Co-created Pamela Ward-Smith Memorial Scholarship	-Volunteer: CBET ESL Graduation; EOPS Appeals Committee; Graduation; Arts and Olives Festivals; College Night; KinderCaminata;

<p>Villanueva, Nonan EOPS Counselor (1.0 FTE)</p>	<ul style="list-style-type: none"> -Counselor representative for Business Division -Served on two tenure track committees -Spanish speaking presenter at College Day and College Night -Engaged in community recruitment. 		
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Appendix D:
Five-Year Program Staffing Profile

Table 13. Five-Year Program Staffing Profile						
	2005	2006	2007	2008	2009	% of Change
Administration	1	1	1	1	1	No change
Bargaining Classified Staff FT	2.33	2.33	2.33	2.33	2.33	No change
Bargaining Classified Staff PT	0	0	0	0	0	No change
Non-bargaining Classified Staff FT	0	0	0	0	0	No change
Non-bargaining Classified Staff PT	0	0	0	0	0	No change
Federal Work-Study Student Workers	2	2	2	2	1	-0.50%
Faculty FT	2	2	2	2	2	No change
Faculty PT	2	2	2	2	2	No change

Appendix E:

EOPS/CARE Program Goals and Objectives

Themes Guiding the Planning: Collaboration, Development/Strengthening, Leadership, Retention, and Success.

Table 14. EOPS/CARE Program Goals and Objectives						
Program Goals	Themes	Link to College Goals	Who is Responsible	Timeline	Resources Needed	Anticipated Outcome
1. Outreach, growth, increase in student enrollment by service area	Collaboration; Development/Strengthening;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	College/EOPS Recruiter	Ongoing	Additional funding for student assistants	Increase in EOPS student enrollment
2. Increase academic success of students	Collaboration; Development/Strengthening; Retention; Success	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	TBD	Ongoing	TBD	Increase in educational goal completion
3. Increase student completion of counseling contact requirement to at least the minimum of 3 sessions per student	Development/Strengthening; Retention; Success	1, 2, 3, 4, 5, 9, 10, 11	TBD	Ongoing	TBD	Identify need for intervention counseling; Increase in educational goal completion
4. Revise orientation for continuing students on probation status	Development/Strengthening;	1, 2, 3, 4, 5, 9, 10, 11	Counselors	Ongoing	TBD	TBD; Increase in educational goal completion
5. Increase retention	Retention; Success	4, 5, 11	TBD	Ongoing	TBD	Increase in educational goal completion
6. Increase coordination with other campus programs, TRiO, etc.	Collaboration; Development/Strengthening;	1, 2, 3, 6, 7, 8, 9, 10, 11	Director, Counselors, Program Services Coordinator, Staff Assistant,	Ongoing	TBD	Increase in educational goal completion; avoid duplication of services

7. More faculty involvement	Collaboration; Leadership	2,3,6,7,8, 10,11	TBD	Ongoing	TBD	TBD
8. Implement an EOPS counseling class or collaborate with counseling to have EOPS students take a class within their first year in EOPS	Collaboration; Development/ Strengthening;	1, 2, 3, 6, 7, 8, 9, 10, 11	Director, Counselors, Program Services Coordinator	Implement by Fall 2010	TBD	TBD
9. Revise CARE application and contract	Development/ Strengthening;	1, 2, 3, 4,5, 9, 10, 11	CARE Counselor/ Coordinator	Fall 2010	TBD	TBD
10. Increase counseling hours variety	Leadership; Retention;	4, 5, 10, 11	Counselors, Director	Ongoing	TBD	TBD
11. Increase counselor follow-up, phone calls, email, etc.	Leadership; Retention;	4, 5, 10, 11	Counselors	Ongoing	TBD	TBD
12. Implement a policy to administer CARE benefits only after student file is complete at the beginning of the semester	Development/ Strengthening;	1, 2, 3, 4,5, 9, 10, 11	CARE Counselor/Co ordinator, Program Services Coordinator	Done in Spring 2009	TBD	TBD
13. Create mentoring program	Collaboration; Development/ Strengthening; Retention; Leadership	1, 2, 3, 4,5, 6, 7, 8, 9, 10, 11,	TBD	Implement by Fall 2010	TBD	TBD
14. Create support group/EOPS club for EOPS and CARE students	Leadership; Retention;	4, 5, 10, 11	TBD	Implement by Spring 2009	TBD	TBD
15. More tutoring for EOPS/CARE students	Retention;	4, 5, 11	Director and Learning Center Director	TBD	Additional funding and data on results	TBD
16. Purchase more science and math books for EOPS students to rent	Collaboration; Retention;	4, 5, 11, 2,3,6,7,8, 10,11	Director and Bookstore Manager	Ongoing	Additional funding and data on results and cost efficiency	TBD

17. Volunteer program	Collaboration; Development/ Strengthening; Leadership	1, 2, 3, 6, 7, 8, 9, 10, 11	TBD	Spring 2010	Clarity on district policy, coordination, schedule	Create sense of community; provide internships to gain work experience and opportunity for students to give back; additional assistance for department
18. EOPS/CARE Alumni Connections and Donations	Collaboration; Development/ Strengthening; Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	TBD	Implement by Spring 2009	TBD	TBD
19. Customer Service	Development/ Strengthening; Retention; Success;	1, 2, 3, 4, 5, 9, 10, 11	Everyone working in EOPS	Ongoing	Clear instructions on procedures and ongoing communication	TBD
20. Research	Development/ Strengthening; Retention;	1, 2, 3, 4, 5, 9, 10, 11	Director, College Researcher, EOPS Team	Ongoing	TBD	TBD
21. Develop in-house parent services	Development/ Strengthening; Retention;	1, 2, 3, 4, 5, 9, 10, 11	TBD	TBD	TBD	TBD
22. Implement the 2 nd Chance Program for formerly incarcerated students	Collaboration; Development/ Strengthening; Leadership Retention;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Director	Fall 2009	Funding for bus passes and food vouchers	Increase retention, success, educational accomplishments

<p>Equipment</p>	<p>1. Student Laptops</p> <p>2. Increase in textbooks for rental program</p> <p>3. Photocopier</p> <p>4. Laser Printer</p> <p>5. Software for Creating flyers, brochures, postcards, etc.</p>	<p>1. The laptops EOPS/CARE currently own are now more than three years old. They have experienced wear and tear, with a warranty expiration of 3/4/09.</p> <p>2. The cost of textbooks has increased significantly and new editions are constantly printed. Having a larger rental book collection will increase access for low-income and non-traditional students.</p> <p>3. EOPS owns its own photocopier but it is old and has a number of maintenance needs. We are spending between \$300 -\$600 per year in repair costs.</p> <p>4. EOPS owns its own laser printer. However, it is old and runs slowly and loudly.</p> <p>5. EOPS/CARE is currently limited to Microsoft office for creating flyers, postcards, etc. Additional software is needed to make our own brochures, flyers, etc.</p>
<p>Facilities</p>	<p>1. Larger student lounge.</p> <p>2. Designate a section of the tutoring in the Learning Center to identify tutoring services as part of EOPS.</p>	<p>1. EOPS has a small student lounge, which seats 2 adults and perhaps seats 2-3 children. It is not a large enough space for students to meet for study groups or meeting times. Perhaps designating a room on the 2nd floor would help create community among EOPS/CARE students and its new EOPS Student Club.</p> <p>2. EOPS provides EOPS tutoring via the Learning Center's tutoring services. While students are informed of EOPS tutoring services (via letters, orientation, literature), its services call for some additional visibility within the Learning Center for EOPS students to inquire about additional tutoring services.</p>

Appendix G:

EOPS Supporting Data

Table 16. Student Headcount									
Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Cañada Headcount	5,292	5,843	6,748	6,709	6,243	6,289	6,327	6,688	6,804
EOPS Eligible Students	380	503	594	373	393	401	373	424	442
Percent of Eligible for EOPS	7.18%	8.61%	8.80%	5.56%	6.30%	6.38%	5.90%	6.34%	6.50%

Table 17. Average G.P.A. for the current term									
Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
EOPS Eligible Students	2.32	2.38	2.58	2.53	2.47	2.72	2.52	2.51	n.a.
All other Canada Students	2.61	2.52	2.6	2.52	2.47	2.49	2.45	2.49	n.a.

Table 18. Retention Rate									
Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
EOPS Eligible Students	65.9%	66.2%	72.3%	70.3%	84.1%	75.3%	81.5%	83.8%	82.0%
All other Canada Students	76.7%	75.8%	75.4%	70.5%	84.6%	74.6%	83.9%	84.8%	79.7%

Table 19. Success Rate									
Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
EOPS Eligible Students	52.9%	54.8%	63.8%	63.1%	73.1%	66.7%	70.7%	70.2%	69.6%
All other Canada Students	66.7%	64.2%	66.0%	62.3%	71.7%	63.0%	70.4%	70.4%	68.7%

Table 20. Declare Transfer, Degree or Certificate as Primary Goal

Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
EOPS Eligible Students	60.9%	59.8%	68.4%	75.3%	77.0%	76.8%	76.3%	64.5%	61.9%
All other Canada Students	48.5%	47.7%	49.6%	51.9%	54.4%	54.4%	54.8%	39.0%	37.8%

Table 21. Have a High School Degree (or equiv) But No Post Secondary Degree

Student Category	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
EOPS Eligible Students	59.9%	53.4%	51.8%	50.3%	55.4%	57.8%	62.1%	62.3%	65.3%
All other Canada Students	50.7%	47.3%	44.6%	45.9%	44.9%	47.7%	49.2%	48.0%	48.3%

Table 22. Summary of EOPS Students Accomplishments

Performance Indicators	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Number of EOPS Students Served	486	526	483	477	480	601
Number of Graduates	19	29	25	27	26	27
Number of Transfers	10	8	10	9	16	TBD
Number of AA/AS Degrees Earned	13	21	21	14	20	27
Number of Certificates Earned	3	9	6	6	0	TBD
Number of Students Persisted, Fall to Spring (of current academic year)	251	265	326	243	229	302
Number of Students Persisted, Spring (of current year) to Fall Semester (of next year)	221	261	189	293	293	TBD
Number of Students on Honors Dean's List (Total of Fall & Spring)	Not available	269	72	145	120	TBD
Number of Scholarships Awarded	62	54	44	78	60	TBD
Number of MESA Membership	Not available	37	20	22	22	31
Number in PTK Honor Society	Not available	5	23	33	44	16

Table 23. Summary of Additional Services Rendered

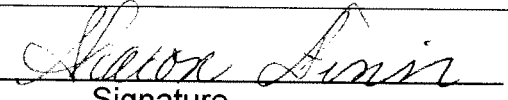
Other EOPS Services Rendered	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Audio Recorders Rentals	N/A	N/A	N/A	N/A	N/A	10
Book Vouchers	738	792	792	728	840	840
Bus Passes, CARE	42	42	42	42	42	42
Bus Passes, EOPS	208	208	208	208	208	178
Calculators Rentals	N/A	N/A	N/A	16	12	12
CARE Educational Grants	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	TBD
CARE Childcare Grants	\$0	\$0	\$0	\$0		TBD
Dictionaries Rentals	TBD	TBD	TBD	TBD	TBD	TBD
Emergency Loans (\$300 limit)	N/A	N/A	N/A	TBD	TBD	TBD
CARE Food Vouchers	800	772	730	790	782	TBD
Graduation Cap/Gown	N/A	N/A	N/A	TBD	TBD	25
Graduation Grants	N/A	N/A	N/A	TBD	TBD	N/A
Laptops Rentals	N/A	N/A	N/A	TBD	TBD	12
PTK Membership Fee Grants	N/A	N/A	N/A	TBD	TBD	16
Reallocated Funds, EOPS	N/A	N/A	N/A	N/A	\$17,212	\$7,100
Tutoring Budget	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$3,500

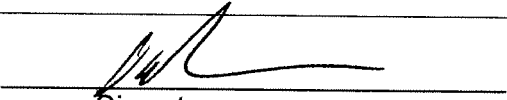
CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **EOPS/CARE**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	_____
	Signature
Comments:	

#2. Curriculum Committee Chair Sharon Finn	 _____
	Signature
Comments:	

#3. College Vice President Peter Barbatis	 _____
	Signature
Comments:	