Program Name: EOPS/CARE
Program Contact: Patrice Reed-Fort
Academic Year: 2021 - 2022
Status:
Updated on: 10/1/2021

# 1. *Description of Program (200-400 words)*

- *Provide a brief description of the program and how it supports the following:*
    - *CSM Mission and Values Statements*
    - *CSM Statement of Solidarity*
    - *CSM's Strategic Priorities*
    - *SMCCCD's Strategic Goals*

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.

EOPS/CARE 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 of the EOPS support services as well as supplies, parenting and self-development workshops, meal cards, and assistance with childcare costs.

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, as well as the District's Strategic Goals.

- *Alignment with CSM's Mission and Value Statements and District Strategic Goals:*
    - *#1 – Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success*
    - *#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*

    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 sequence (Math 120 and Math 200) with built-in support to aid students in the successful completion of transfer level math.

- *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, the global COVID-19 pandemic and the abrupt transition to remote instruction/support services. The pandemic not only highlighted, but also exacerbated the innumerable inequities and challenges many in our EOPS student community face; not just in higher education but in society overall. With the rapid transition to remote learning, access to technology became a major issue. Many EOPS students were attending class and completing assignments on their cell phones, while others sat in the parking lots of local businesses to "borrow" wifi access because they had none at home. 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 hours as essential workers to have income to meet basic needs. As a result, many students withdrew from courses and made plans to either reduce their course load or pause their studies for future semesters until in-person instruction returns.

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

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 virtual 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. As such, we will be asking institutional support for a full-time Retention Specialist for the EOPS/CARE and CalWORKs programs. This position will focus on the retention and support of current EOPS students, which will allow the Program Services Coordinator position to return to their expected balance of duties with approximately 50% dedicated to outreach/recruitment efforts.

Additionally, the EOPS program has experienced reductions in our state allocation, which, when coupled with the impact of COLA and salary increases, has had a tremendous impact on our ability to fund our typical annual student-centered programming/events, as well as provide direct aid to students. Some of these events and direct aid opportunities include University tours, Summer College Readiness Programming, cultural events, transportation assistance, textbook support, grants and tutoring.  Student events, targeted programming, and direct aid are pivotal factors in maintaining student engagement, especially for hyper-marginalized student groups. As such, the EOPS program will be seeking institutional support to transition specified personnel costs to Fund 1 in order to maximize categorical funds for direct EOPS student support.

In response to the outreach, recruitment and retention challenges above, the EOPS program implemented a number of action items to expand virtual access to support for our new and continuing students. Some of those items included: purchasing wifi hotspots 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 electronic Resource Guide and EOPS Program Canvas site, virtual tutoring and staff drop-in hours, Zoom/phone counseling appointments, as well as virtual workshops.

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, SparkPoint, Personal Counseling and our district-wide Basic Needs Task Force.

## 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

  a. Previous Goals

| Item | Purpose/Action | Estimated Completion |
|---|---|---|
| Creation of an EOPS Canvas Instance | Increase efficiency with student tracking processes (continued eligibility), automate communication | Completed - Summer 2019 semester |
| Partner with DGME for EOPS re-branding and targeted marketing campaign | Expand outreach efforts, pique interest/target potential students (new logo, brochure, EOPS commercial/short videos/testimonials) | Completed – Spring 2019 (but partnership ongoing) |
| Partner with Bus-Marketing – EOPS Social Media | Interns/volunteers work to create and maintain a more effective and relevant social medial presence to maintain engagement with Continuing Students through programmatic updates/events/important dates and attract potential students | Completed – Spring 2019 (but partnership ongoing) |
| District-wide online EOPS Application | Collaborate with programs at sister campuses to establish a district-wide online EOPS Application. Goal is to increase program accessibility | Completed – Spring 2019 |

  b. Results Achieved

Expanded outreach efforts 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, track continued eligibility for students, automate communication as well as to share announcements and critical resources with our EOPS students. This was created at the end of summer 2019.

EOPS connected and partnered with Digital Media (DGME) for an EOPS re-branding and targeted marketing campaign to expand outreach efforts, pique interest/target prospective students. The connection and collaboration with DGME began in spring 2019 (including updated program logo, brochure, EOPS short videos/testimonials) and we will continue the collaboration to grow our branding and outreach efforts.

We partnered with Bus-Marketing at CSM to establish an EOPS Social Media platform. Through this partnership we were able to bring in interns/volunteers that focused on creating and maintaining a more effective and relevant social media presence. The goal was to maintain engagement with new and continuing students by sharing programmatic updates/events/important dates and to attract potential students. This partnership is currently in progress and ongoing.

EOPS created a district-wide online EOPS Application in collaboration with our counterparts at our sister campuses. The goal for establishing this application was to increase program accessibility for students desiring to apply to EOPS. This district-wide application was completed by the end of Spring 2020 and despite some identified areas of improvement, is functioning to provide access to EOPS support services for eligible students while remote.

### c. Changes Implemented

Due to COVID-19 the EOPS program had to create an innovative, effective, and accessible way of being able to reach our students. We streamlined our processes to create organization and promote efficiency. As noted above, we created a Canvas Shell for EOPS program participants to increase efficiency with student tracking and leverage tools for automated communication between program staff and students. We also created an online district-wide EOPS application to expand program access to our target student population. EOPS partnered with DGME to assist with rebranding and created a targeted marketing campaign. In addition, we established an EOPS social media presence to promote program services, events, activities, and district resources.

### 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:

| Item | Purpose/Action | Estimated Completion |
|---|---|---|
| Partner with DGME for EOPS re-branding and targeted marketing campaign | Expand outreach efforts, pique interest/target potential students (new logo, brochure, EOPS commercial/short videos/testimonials) | Completed – Spring 2019 (but partnership ongoing) |
| Partner with Bus-Marketing – EOPS Social Media | Interns/volunteers work to create and maintain a more effective and relevant social medial presence to maintain engagement with Continuing Students through programmatic updates/events/important dates and attract potential students | Completed – Spring 2019 (but partnership ongoing) |

### e. *Any notable or surprising results and outcomes*

There were some notable and surprising results and outcomes when focusing on our rebranding and targeted marketing campaign to expand outreach efforts. We gained an awareness that students were not engaging with traditional marketing campaigns such as posters, window displays and signs, flyers, brochures, etc. We noticed that students and our high school partners preferred a more hands-on and face-to-face approach. We also noticed that students were engaging more with digital marketing such as Social Media (Facebook and Instagram), content marketing (videos, social media post, testimonials) and through our EOPS website.

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

Program Changes/Enhancements:

Since the last program review CSM EOPS has made several programmatic changes that were outlined in the last program review and also adapted in response to the pandemic and remote support services. Our program migrated all services to virtual platforms in order to ensure that we met our students' needs during the pandemic. 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, EOPS has collaborated 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've partnered to streamline the student experience for those students who are enrolled in multiple support programs. EOPS staff continues to maintain strong ties to our learning communities and Promise Scholars by presenting program updates and important information to LC linked courses, maintaining bi-weekly meetings with the Promise team, and attending LC planning meetings.

Since the last Program Review, EOPS has sought to reduce one of the barriers many of our students encounter while working to complete their educational goal(s); degree applicable and transfer level math. As we will discuss in more detail in Section 3, we have collaborated with the Math Department and Professor Angel Pilar to provide a Math 120 and Math 200 cohort sequence. In addition, we expanded our collaboration with the English Department and other academic disciplines (ANTH, PSYC, ETHN) to provide office hours virtually for the EOPS student community.

### 3a. *Student population equity:*

For the 2019-20 and 2020-21 academic years, EOPS served 834 students. Of the 834 students served, nearly 60% 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 2019-20 and 2020-21 EOPS students:
- Gender: 62% identified as female, 37% identified as male and 1% declined to state.
- The greatest shift in demographic data is the upward programmatic enrollment of Oceania/Pacific Islander students, which is a result of direct partnership with the Mana program.
- EOPS ethnicity data for 2019-20 and 2020-21

| Ethnicity Data | Count |
|---|---|
| African American | 50 |
| Asian | 72 |
| Filipino | 31 |
| Hispanic | 491 |
| Pacific Islander | 53 |
| White | 99 |
| Multi-Ethnicity | 24 |
| Unknown | 14 |
| Total Served | 834 |

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. 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 due to 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 have become unsustainable during the pandemic, but we look forward to being able to re-engage with these efforts as community and interpersonal engagement becomes safe once again.

In an effort to sustain our pre-pandemic levels of student engagement, the program pivoted to succinct and targeted engagement models that would not overwhelm our students and add to their technological fatigue.  Some of those intervention methods included developing an online application process, implementing an EOPS student resource guide that was developed specifically with EOPS students in mind and included a wide range of campus and community resources. Once students expressed fatigue with having to access multiple platforms, the program pivoted to an EOPS specific Canvas site which allows our students to access programmatic updates and resources in the same location as their course relevant information. Drop-in office hours were offered in addition to live phone

assistance during all business hours. Additionally, we continued to collaborate with partners across campus, including learning communities, the Welcome Center, PEP and community relations on virtual platforms. While a number of these strategies will prove useful moving forward, we have recognized that we must continue to assess our current and prospective students' needs to enhance their connection to the program.

*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 will need to be addressed to re-engage students once our instructional methods shift again next semester.

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. Without library and learning center access for example, many EOPS students at the beginning of the pandemic were unable to access basic technological needs for their classes. In response, EOPS strengthened engagement with institutional basic needs efforts and participated in new efforts including the district's Basic Needs Taskforce, EEC, and DIAG. Some of the basic needs efforts that EOPS partnered on were wifi parking lot availability, laptop loaner units, and purchasing wifi units for the program when mass purchase of units was unavailable to the institution. Additionally, EOPS was able to coordinate with SparkPoint to address one of the long-standing student needs of food insecurity. Every semester during remote instruction, the EOPS program has collaborated with SparkPoint to ensure that the vast 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.

Retention and persistence are areas that have been impacted greatly by the modes of delivery. EOPS students faced a myriad of challenges during the pandemic. The pandemic also served to compound the issues that EOPS students were already facing pre-pandemic such as food and housing insecurity. All of these factors have led us to see a drop in retention and persistence from students that were initially enrolled during the 2019/20 academic year. As a program, we recognize the comprehensive engagement strategies that will be required to re-connect with students who found distance education too challenging, and to engage with prospective EOPS eligible high school students who have struggled to maintain their academic commitments during distance education modalities.

As we transition back to in-person instruction, 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 from 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 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 (SCRP), Southern California university tours, and a robust student assistant program. As we transition back to campus, 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.

Since the last Program Review, EOPS has sought to reduce one of the barriers our students have to completing their educational goals; degree applicable and transfer level math. Completing MATH 120, which satisfies the Associate Degree math competency requirement, and MATH 200, a transfer-level math, often act as "gate-keeper" courses 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. The first EOPS cohort launched in Fall 2020 with

Math 120/Math 820 and Spring 2021 with Math 200. 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.

During the first semester of the cohort in Fall 2020, 12 EOPS students registered in the course, but due to low enrollment, it was eventually opened up to all students. Of the 12 EOPS students, two dropped before census date, leaving ten EOPS students for the duration of the course. Eight, or 80%, of the EOPS students successfully completed the course with a C or better/Pass. When compared to EOPS students who successfully completed Math 120 in Fall 2019 (without the EOPS cohort), this is an increase of 5% in completion rate.

During the second semester of the cohort in Spring 2021 (Math 200), 34 EOPS students registered in the course and one student dropped before the census date, leaving 33 EOPS students for the duration of the course. 21 EOPS completed the course with Pass/C or better, resulting in a 63.6% completion rate. As five students submitted for Excused Withdraws, the completion rate may have been affected by the remote learning environment and inability for students to access tutoring in person due to the pandemic.

As CSM transitions back to in-person instruction in Spring 2022 and the mode of delivery of the EOPS Math courses may change, we will continue to add data after each completed term to assess the success of the cohort.

Due to the change in mode of delivery of services due to the pandemic, EOPS has pivoted to try to increase recruitment and engagement of EOPS students. As the majority of students in online courses use CANVAS regularly, EOPS developed a CANVAS shell for potential EOPS-eligible students to increase program visibility and recruitment. Additionally, the program developed term-specific CANVAS shells for current EOPS students to access important deadlines, requirements, and resources.

| SLOs/SAOs | Assessment Results | Program Improvements Implemented |
|---|---|---|
| **1.** Improve completion rates of EOPS students in "gate-keeper" Math courses - Math 120 and Math 200 | Fall 2020 (Math 120/820): 12 EOPS students registered 10 EOPS students after census 8 EOPS students completed with a Pass/C or better (80% completion rate) | Implemented EOPS Math Cohort in partnership with CSM's Math Department (starting Fall 2020) to provide EOPS cohorted Math 120/820 during Fall terms and Math 200 during Spring terms |
| **2.** Increase recruitment of EOPS-eligible students in the remote learning environment | 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.) | Developed EOPS recruitment CANVAS shell. , Developed virtual recruitment programming such as virtual EOPS Preview-Day. |

| 3. Increase EOPS student engagement in the remote learning environment | During EOPS Academic Progress Report assessments in Fall 2020, 122 of 125 respondents (97%) indicated that EOPS engagement is effective and that there are no other modalities of communication preferred by students | Developed EOPS term-specific CANVAS shell. Offered general and event specific drop-in support hours (ie. transfer support, priority reg.,and FA support). |
|---|---|---|

*(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 challenges recently faced by EOPS has been a reduction in enrollment due to the pandemic, and the transition to remote services has made it a challenge for our students to complete full-time course loads. While a temporary emergency waiver of Title V eligibility allowed EOPS to accept more students into the program with 9 versus 12 units through Spring 2021, the limitations of the Title V eligibility criteria continue to impact EOPS enrollment. Many potential students have either reduced their unit-load or stopped attending CSM due to difficulties with remote learning and exacerbated challenges related to finances, food and housing security etc. In addition, some students have chosen to postpone math, English, and science courses with labs until they have the ability to take the courses in-person. 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 or enrolled in the 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. EOPS has also identified utilization of the new Student Success Link (SSL) as a potential action in addressing enrollment gaps. The creation of "tasks" related to student support for newly matriculating students may serve as a point of connection for EOPS.

A second 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.

# *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 30% decline in students served from the 19-20 to the 20-21 academic year, the EOPS team will implement plans to enhance our outreach, recruitment and retention efforts. Lead 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 |
|------|---------|---------------------|----------|-------------------|----------------|
| 1.<br><br>Increase EOPS New Student Enrollment (on/off-campus) | a) Targeted outreach to local high schools and community groups/orgs (churches, shelters, e.g Samaritan House juvenile detention center, adult schools)<br><br>b) Continue collaboration w/ campus partners (MCCDC, LCs, Promise, SparkPoint, Welcome Center PEP, Middle College, MESA, faculty)<br><br>c) Enhance proactive working relationship w/ Marketing & Student Ambassadors/College Recruiter<br><br>d) Build out EOPS Student Outreach and Recruitment (SOAR) Team<br><br>e) Create term-specific Canvas shell to recruit current CSM students who are potentially EOPS eligible<br><br>f) engage new students with academic, transfer, social/cultural, and community building events | Assess prior vs. current year enrollment numbers<br><br>Outreach reports to demonstrate # of events/contacts w/ prospective students<br><br>Utilize EOPS application data to track how students learned of program<br><br>Review data from Canvas shell to recruit prospective EOPS current CSM students<br><br><br><br>Create event calendar and track implementation | a) Spring 2022 and ongoing<br><br><br><br>b) Ongoing<br><br><br><br>c) Spring 2022 and ongoing<br><br><br><br>d) Fall 2022 and ongoing<br><br><br><br>e) Spring 2022 and ongoing<br><br>f) end of Fall 2021 thru Spring 2022, ongoing | a) A. Avendaño, G. Kenny, P. Reed-Fort<br><br><br><br>b) Entire EOPS team led by P. Reed-Fort, A. Avendaño, G. Kenny<br><br>c) A. Avendaño, P. Reed-Fort<br><br><br><br>d) A. Avendaño, G. Kenny, P. Reed-Fort<br><br>e) G. Kenny, P. Reed-Fort<br><br>f) entire EOPS Team led by P. Reed-Fort, A. Avendaño, G. Kenny | a) F/T Retention Specialist to return PSC capacity to ~50% outreach/recruitment<br><br><br><br><br><br><br><br><br><br>d) Ongoing institutional funding for (4) Student Assistants at 20 hrs/week<br><br><br><br>f) transition 67 % of one counselor's salary/benefits to Fund 1 to maximize categorical funds for direct student support |
| 2.<br>Increase retention and persistence rates amongst current EOPS students | a) seek institutional support for a F/T Retention Specialist<br><br><br><br>b) Create a Smartsheet w/ automated status messaging to streamline the continuing student eligibility process and determine Mutual Responsibility Contract (MRC) compliance | Gather PRIE data to compare overall college retention and persistence demographics to EOPS rates<br><br>Review SmartSheet data and engagement tracking from automated messaging<br><br>Review Data from term-specific Canvas shell to engage | a) Fa21 Resource Request for targeted Su22 or Fa22 start<br><br><br><br>b) Template #1 completed by end of Fa21 for potential Sp22 implementation | a) P. Reed-Fort<br><br><br><br><br><br>b) G. Kenny, P. Reed-Fort | a) Institutional funding for a F/T Retention Specialist |

| | | | | | |
|---|---|---|---|---|---|
| | c) re-engage continuing students with academic, transfer, social/cultural, and community building events | Create event calendar and track implementation | c) Draft calendar Fa21 – Sp22 for Fa22 implementation | c) Entire EOPS Team led by A. Avendaño, G. Kenny, P. Reed-Fort | |
| 3.<br><br>Increase EOPS On-Campus Visibility | a) Flex Day Presentation & Division Meeting Presentations<br><br><br>b) Canvas Shell for Prospective Students<br><br>c) Create a faculty/staff electronic EOPS Referral Form | Utilize EOPS application data to track how students learned of program<br><br>Canvas shell to recruit prospective EOPS current CSM students<br><br>Data from direct student referrals from faculty who attended Flex Day (starting Spring 2022) & Division meeting presentations (starting Fall 2021) | a) Fall 2021 – Spring 2022<br><br><br><br>b) Fall 2021 - ongoing<br><br>c) Fall 2021 | a) Entire EOPS Team led by A. Avendaño, G. Kenny, P. Reed-Fort<br><br>b & c) G. Kenny & P. Reed-Fort | |