# Student Services Annual Plan

## SS Program Title

EOPS/CARE/CalWORKs/FFYSI

## Date Submitted

## Contact Person

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## Executive Summary

N/A

## Program Mission and Vision

**EOPS:** To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational goals.

**CARE:** 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.

**CalWORKs:** To assist CalWORKs students to transition from public assistance to economic self-sufficiency by providing academic, personal and career counseling; case management and tracking of student progress; job development and placement; and by providing unduplicated support services such as work-study, workshops, peer mentoring, transportation, and educational supplies.

**FFYI:** Supports the California Community College Chancellor's Office (CCCCO) statewide FYSI outreach and retention efforts to better serve current and former youth while studying at Cañada College. Under the umbrella of EOPS, FFYSI's purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four year university.

## Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

☑ Career-Technical Education

☑ Basic Skills

☑ Transfer

☐ Lifelong Learning

## Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

☑ Quality of Academic Life

☑ Diverse Culture

☑ Personal Support and Development of Students

☑ Student Success Programs

☑ Innovative Programs Preparing Students for the University

☑ Innovative Programs Preparing Students for the Modern Workforce

☑ Innovative Programs Preparing Students for the Global Community

**Program Data Measures List:** *List the program or department data measures in this box that were used in this past cycle.*

| Student Served 2013-14 (unduplicated count) | Retention within program 2013-14 | Completion (AA, AS or Certificate) 2012-13 | Progress Reports Spring 2013 and Spring 2014 |
|---|---|---|---|
| EOPS: 411 students | 77% of EOPS/CARE students who participated in fall 2013, returned in spring, 2014. | 72 EOPS students earned a certificate and associates degrees in 2012-13 | In spring 2013 out of 310 EOPS students 102 students (33%) did not turn in their required Progress Reports.<br><br>In spring 2014 out of 321 EOPS students 61 students (19%) did not turn in their required Progress Reports. |
| CARE: 23students | | | |
| CalWORKs: 40 students | 81% of CalWORKs students who started in fall 2013, returned in spring, 2014. | 9 CalWORKs students earned a certificate and associates degrees in 2012-13 | This dramatic decrease is directly attributed to the Retention Specialist having an up-to-date count of Progress Reports submitted and following up with students. This temporary position was hired for the Spring 2014 only. |

**Reflection on Data:** *Provide a reflection on what the data means*

EOPS/CARE and CalWORKs provide critical supportive services to first generation and low-income students.  They have a high percentage of persistence and retention rates.

**Accomplishments:** *List any program major accomplishments*

> <u>2012-13:</u>
>
> 1. 3172 counselor/student contacts for 2012-13
>
> 2. 378 of students attended new and continuing orientations
>
> 3. $87,021 was spent in support of student textbooks rentals and purchases

4. $12,240 was spent in support of student gas vouchers

5. $6,595 was spent in support of transportation

6. $5,000 was spent support student tutoring

7. $6,600 were awarded in CARE Educational Grants

8. $1,500 was spent on covering students' PTK membership fee

9. $5,770 was given in CARE food vouchers ($5 each)

10. $2,745 was given in CalWORKs gas cards

11. $31,330 was spent for CalWORKs Work Study

12. Served 431 unduplicated EOPS students

13. 81 scholarships went to EOPS students

14. Two CalWORKs students were highlighted in the Statewide CalWORKs Association Student Success Stories 2013.


2013-14:

1. Have continued to serve 400+ unduplicated number of EOPS/CARE and CalWORKs students.

    1. EOPS: 411 unduplicated (duplicated: fall 343/321spring)

    2. CARE: 23unduplicated (duplicated: fall 21/18 spring)

    3. CalWORKs: 40unduplicated (duplicated: fall 32/32 spring)

2. Continued to offer group counseling session for students to fulfill one of the three student contacts that are required. (Examples of topics: undecided major, worried about not passing a class, and AA-T/AS-Ts) Fall: 4 sessions/Spring: 4 sessions

3. Offered IDA and WANDA orientations: Fall: 2 sessions/Spring 3 sessions

4. Made available weekly EOPS/CARE/CalWORKs drop-in counseling hours ("Drop-In Mondays")

5. Continued to offer a variety of CARE and CalWORKs workshops (stress management, interview skills, updates, nutrition, and parenting).  In addition, we have collaborated with SMCo Human Services Agency to conduct CARE/CalWORKs orientation.

6. Was granted an augmentation for CalWORKs work study of $14,000.

7. Technology Committee approved the purchase of 8 new laptops for students to loan

8. Participated in the ESL Transfer Day in the fall and continue to make presentations to the ESL classes in spring to promote EOPS/CARE & CalWORKs.

9. EOPS Club has fundraised money to fund the EOPS Scholarship and the Pamela Ward-Smith (CARE/CalWORKs) Scholarship.

10. Since spring 2013, we create 2 newsletters per semester and make them available on the College website.

11. We created the EOPS Program and EOPS Club Facebook pages.

12. CalWORKs budgeted an increased for work study to $42,000 – an increase of $10,670 from last year.

13. CalWORKs budgeted an increase for transportation assistance to $8,065 – an increase of $5,320 from last year.

14. CalWORKs implemented the Peer Mentoring program to assist new CalWORKs students in their transition to college

15. Started in fall 2013 to work with UC Davis Extension to offer Nutrition Workshops for CalFRESH recipients.

16. In meetings with the San Mateo County Human Services Agency CARE & CalWORKs programs have negotiated the availability of having a county worker out-post to the three campuses at the beginning of every semester (fall/spring/summer). Cañada will pilot this effort starting in June 2013 for the summer session.

17. CalWORKs implemented an Academic Achievement Event to promote and recognize student success in making good progress towards their educational goal(s).

## Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

1. Due to the increase number of students being served in the programs, both positions proposed last year were hired and stated in August 2013: EOPS/CalWORKs Counselor and Coordinator and the permanent OA II.

2. In an effort to increase student retention and persistence, a part-time Retention Specialist was hired temporarily for the spring 2014 semester to assist with early alert and progress report follow-up. This position also assists with the CalWORKs enrollment verification forms required by the County in addition to other duties to support the programs. Due to the implementation of we saw a 14% increase this Spring 2014 of student turning in their required Progress Reports compared to Spring 2013.

## Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

1. If funding permits, the programs may consider continuing the Retention Specialist position part-time for 2014-15.

2. The VPSS, Dean, EOPS/CARE, and CalWORKs Coordinators have worked on the Working Families Success Network (WFSN) from the Annie E. Casey Foundation for a grant to provide more "middle to high touch" services to low income students and their families around Education & Employment Services, Work & Income Supports, and Financial and Asset Building Services. In addition, they have contacted the United Way to begin the process of implementing a SparkPoint at Cañada College. Both initiatives require that we strategically partner with other community agencies and financial institutions. Due to the possible implementation of these new programs/services, positions have been proposed to support these efforts: Retention Specialist (50%) and Financial Aid Technician (25%). In the future, the consideration of other position(s) will also be considered to help support the career services portion of these initiatives (i.e. increase the Career Resources Aide position in the Career Center)

*Describe your student learning outcome and the results you have from last year as follows:*
*Student Learning Outcome*
*Assessment Results*
*Evidence/Analysis*
*Use of Results*
*SLO for Next Year*
*Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?*

We used the same pre and post SLO survey from last year that looked at measuring the student's level of understanding of graduation and/or transfer requirements.  The pre-survey was given to the student prior to their counseling appointment.  Once the counseling session was done, the student was instructed to complete the post-survey.  However, this year we were also able to collect the students' G# in order to see how many semesters they have been in EOPS to see if that had any influence on how they may answer.  A total of 130 (40% of EOPS students) of surveys were completed form January through March 2014.
Findings:

- 58% of the student surveyed either had gained full knowledge or had an increase in knowledge.
- Timing of survey may have impacted delta/increase in knowledge.  Since we are in spring semester, some students may have already interacted counseling to increase knowledge.
- Even though some students may have prior counseling contacts, there are still increases in knowledge; therefore, a scaffolding of skills and knowledge.
- For next time, it would be ideal to do survey the survey in the fall and spring semesters.

**Results Out of 130 Students**

| Gained Full Knowledge | Gained Some Knowledge | Stayed the Same |
|---|---|---|
| 32 | 43 | 55 |
| 25% | 33% | 42% |

| Major Cluster | Total |
|---|---|
| Allied Health | 27 |
| Business | 19 |
| Communications | 2 |
| CTE | 24 |
| Social Sciences | 21 |
| STEM | 17 |
| Undecided | 20 |
| | 130 |

| Pre-Survey | Post Survey |
|---|---|
| **1st Semester** | **1st Semester** |
| 30% no knowledge and first semester (10 out of 33) | 0 no knowledge and first semester (0 out of 33) |
| 48% some knowledge and first semester (16 out of 33) | 18% some knowledge and first semester (6 out of 33) |
| 18% substantial knowledge and first semester (6 out of 33) | 45% substantial knowledge and first semester (15 out of 33) |
| 3% full knowledge and first semester (1 out of 33) | 36% full knowledge and first semester (12 out of 33) |
| **2nd Semester** | **2nd Semester** |
| 19% no knowledge and second semester (9 out of 48) | 3% no knowledge and second semester (1 out of 48) |
| 25% some knowledge and second semester (12 out of 48) | 15% some knowledge and second semester (7 out of 48) |

23% substantial knowledge and second semester (11 out of 48)

33% full knowledge and second semester (16 out of 48)

**3rd Semester**

13% no knowledge and third semester (2 out of 16)

25% some knowledge and third semester (4 out of 16)

38% substantial knowledge and third semester (6 out of 16)

25% full knowledge and third semester (4 out of 16)

**4th Semester**

1 no knowledge and fourth semester (1 out of 20)

8 some knowledge and fourth semester (8 out of 20)

6 substantial knowledge and fourth semester (6 out of 20)

5 full knowledge and fourth semester (5 out of 20)

**5 or More Semesters**

0 no knowledge and five or more semesters (0 out of 13)

23% some knowledge and five or more semesters (3 out of 13)

31% substantial knowledge and five or more semesters (4 out of 13)

46% full knowledge and five or more semesters (6 out of 13)

25% substantial knowledge and second semester (12 out of 48)

58% full knowledge and second semester (28 out of 48)

**3rd Semester**

0 no knowledge and third semester (0 out of 16)

19% some knowledge and third semester (3 out of 16)

31% substantial knowledge and third semester (5 out of 16)

50% full knowledge and third semester (8 out of 16)

**4th Semester**

0 no knowledge and fourth semester (0 out of 20)

1 some knowledge and fourth semester (1 out of 20)

4 substantial knowledge and fourth semester (4 out of 20)

15 full knowledge and fourth semester (15 out of 20)

**5 or More Semesters**

0 no knowledge and five or more semesters (0 out of 13)

0 some knowledge and five or more semesters (0 out of 13)

31% substantial knowledge and five or more semesters (4 out of 13)

69% full knowledge and five or more semesters (9 out of 13)

**SLO Changes:** *If you are changing your SLO(s), please describe why*

☑ Keep same one(s)

☐ Created new one(s)

**SLO Relationship to Strategic Directions:** *Check each of the college's Strategic Directions that your SLO addresses*

☑ Teaching and Learning

☑ Completion

☐ Community Connections

☐ Global and Sustainable

**SLO and Strategic Directions:** *Describe how your SLO relates to the strategic directions*

According to Cañada College's Educational Master Plan, the following College goals and strategic objectives align with our SLO:

College Goals:

**Goal Four:** Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language

**Goal Five:** Improve the persistence and transfer rate of students enrolled in transferable courses.

**Goal Eleven:** Improve number of certificate and degree awards.

Goal Four, Five, and Eleven are indirectly correlated; by virtue that success, retention, and persistence depends on the students' ability to understand the requirements for graduation and/or transfer. Meeting with a counselor

regularly and creating and having an up-to-date SEP, helps them stay focused on their education goals and persist from semester to semester.

<u>Strategic Objectives:</u>
**Objective 2.4:** Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.
**Objective 2.6:** Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

### SAO Action Plan:
*List your SAO for the upcoming year and describe the Following:*
*Student Learning Outcome*
*Activities to Achieve the SLO*
*Assessment Measures*
*What do you expect to learn*

The programs require that students have met minimum appointments for counseling, turn in progress reports and have good academic progress (C or better). To document these services, we use SARS, BANNER and our internal database to track active students.
Our SAO is to strengthen our system of tracking student contacts and incentivizing it with retained active status and/or intrinsic academic rewards such as book vouchers, grants, equipment loan eligibility, etc.

### Service Area Objectives:
*Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.*

- This spring semester, we started checking contacts of program participants during benchmark periods in order to contact them directly to make sure they have meet with a counselor.
- This spring semester, we also started to closely monitor the submissions of progress reports in a timely manner and followed-up with students and faculty.

### Service Area Objectives: Next Year
*Describe the Service Area Objectives for next year:*
*Service Area Objective*
*Activities to be Conducted*
*Assessment Measures*
*Why this was selected*

- Contingent on funding we would like to budget for the position of the Retention Specialist.
- During the orientations we go over the program requirements, detailing how a student may receive the various support services (i.e. counseling, book voucher, work study, etc.). We plan on revising the orientations to include the history of EOPS and alumni advice in order to better clarify program expectations.
- Clarify benefits/rewards/incentives to students regularly (on-going) (consider email, information at orientation, Facebook, flyers, etc., websites)

Criteria for Assessment:

- Increased participation as demonstrated by program database and SARS documentation
- Fewer students on alert status

- Fewer students who become ineligible

From this assessment, our programs can determine:

- If program expectations of what is required of an active participant are clear.
- How and what type of academic intrinsic rewards incentivize persistence.
- What are the most relevant topics that interest students.
- How do we strengthen our campaign throughout the semester.

- How do we triage students who are not meeting active status?

**Relationship to EMP Teaching & Learning:** *Check any EMP Teaching and Learning Objective that relates to your Service Area Objective*

☐ 1.1 Assess SLOs

☐ 1.2 Flexible course scheduling

☐ 1.3 Professional development

☑ 1.4 Student engagement

☐ 1.5 Facility Planning

**Relationship to EMP Completion:** *Check any EMP Completion Objective that relates to your Service Area Objective*

☐ 2.1 Connections and outreach

☐ 2.2 Assessment testing

☐ 2.3 Orientation

☐ 2.4 Student pathways

☐ 2.5 100% FAFSA

☑ 2.6 Intentional counseling

☐ 2.7 Basic skills effective practices

☐ 2.8 Mentorships

☐ 2.9 Degrees and certificates

☐ 2.10 Career center

☐ 2.11 Transfer center

☑ 2.12 Monitor student success

**Relationship to EMP Community Connections:** *Check any EMP Community Connections Objective that relates to your Service Area Objective*

☑ 3.1 Community outreach advisory group

☐ 3.2 Community advisory group

☐ 3.3 Service learning

☐ 3.4 Contract education

## Relationship to EMP Global and Sustainable: *Check any EMP Global and Sustainable Objective that relates to your Service Area Objective*

☐ 4.1 Sustainability and Social Justice groups

☐ 4.2 International and University Centers

☐ 4.3 Sustainability in the curriculum

☐ 4.4 Sustainability awareness

## Resources: Faculty and Staff:
*Describe your new staff needs:*
*Position Title*
*FT/PT (%)*
*Rationale*

**1. Full-time EOPS/CARE/CalWORKs/FFYI Director:** with the increase in students a full-time director will allow for spearhead initiatives and provide overall direction and vision for the programs.
**2. Part-time EOPS Retention Specialist:** to assist with the retention and persistence efforts of the programs.
**3. Part-time EOPS Counselor:** due to both full-time counselors having release time to coordinate EOPS and CalWORKs the programs still do not have enough appointment times each semester.

## Resources: Professional Development: *List your area's professional development needs*

1. On-going professional development is required for EOPS/CARE and CalWORKs.
2. Continue to encourage faculty and staff to attend CIETL workshops and any other relevant outside trainings.

## Resources: Equipment: *Describe the equipment you need*
N/A

## Resources: Technology: *Describe the technology equipment you need*
N/A

## Research Requests: *Describe the research requests you have to assist you in planning and program review*
**Data Elements:**
1. The number of EOPS/CARE and CalWORKs students who complete certificates and degrees on an annual basis. (Including alumni)
2. The number of EOPS/CARE and CalWORKs students who transfer to 4-year universities.
3. Compare EOPS & CalWORKs to non-EOPS student's retention and persistence rates
**Justification:**
1. The data provided will allow us to better plan and support program services
2. This data can be documented in the annual program reports due to the CCCCO.
3. It is an indicator of how the counseling and other services support student retention and persistence rates.

All data can be used to substantiate additional funding requests.

**Facilities Requests:** *Describe facility requests you have*

The Programs would like to secure a permanent space close to the offices to build community, a safe haven to study, & to connect with students.  This is shown in programs that are at Cañada already (i.e. TRiO, STEM, etc.).

**Curricular Offerings:** *Attach the following TracDat and CurricUNET data on courses*
N/A