

Skyline College
EOPS/CARE
Program Review
Executive Summary



Short Summary of Findings

The Extended Opportunity Programs and Services (EOPS), and Cooperative Agencies Resources for Education (CARE) programs are healthy, vibrant and an integral part of Student Services. Over the last three years, EOPS exceeded its state mandated cap, and the demand for program services continues to grow. CARE, a program within EOPS, has grown over the last few years from a low of five students in the fall 1998 to a program high of 33 students in the spring of 2004. The results of the student surveys indicate a high satisfaction level with the program and its services, and the counseling and book voucher services are well received by students. However, with only 4.8 FTE staff persons, it is felt that the programs would benefit from an increase in staff by at least one additional counselor, and an additional office assistant. In addition, the programs would benefit from improving their ability to access student data for tracking and reporting purposes.

Three Strengths of the Program

- EOPS provides students with their own counseling staff offering over 50 hours per week of counseling services to students.
- EOPS is one of the few programs, statewide, that pays 100% of the required textbooks for students each semester.
- EOPS has developed an integrated case management approach to help meet student needs by working across programs to avoid the duplication of services, and to decrease the demands placed on students for program compliance.
- CARE students are provided with all EOPS services in addition to transportation, childcare, and course materials.
- CARE students have a specific staff person who can assist them with their individual needs.
- CARE students are provided with educational enrichment and personal development activities, such as workshops and field trips.

Three Suggestions for Improvement

- Hire a new counselor that can be shared by both EOPS and CARE.
- Hire a new office assistant.
- Hire a consultant to develop a series of Access-bases queries that will allow for the extraction of data from Banner and the generation of reports on EOPS/CARE students.

Full-Time Faculty Signatures

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SKYLINE COLLEGE

PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs have as their main goal the provision of access to higher education by students that have historically been under-represented. Targeted populations are students who are economically disadvantaged and who

- 1) do not qualify for college level Math and/or English classes, or
- 2) are non-high school graduates or GED recipients, or those with high school GPAs below a 2.5,
- 3) were previously enrolled in college remedial or ESOL courses, or
- 4) are first generation college students, members of under-represented groups, or children of individuals who never attended college.

EOPS provides eligible students with a range of support services, e.g., counseling, tutoring, a calculator loan program, fee waivers for college applications, and individualized tutoring. The CARE program provides students with other services, such as monthly bus passes or parking permits, childcare, and help with the purchasing of additional materials required for courses that EOPS does not cover.

Since one of the college's goals is to provide access to higher education, EOPS/CARE facilitate in reaching this goal. In addition, students develop a sense of ownership of the college and successfully reach their goals with the services and support received from the programs.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

Services are provided to EOPS/CARE students through a case management approach, and since each student has different needs, there is a need to coordinate the provision of services across programs, i.e., TRIO/STAARS, DSPS, and general counseling. In order to avoid a duplication of services and to alleviate the demands placed on students by different program requirements, EOPS/CARE honor services provided by other programs to EOPS/CARE students, especially services provided to students that are co-enrolled in DSPS. EOPS/CARE is fully aware of the need to assist special needs students and supports these students by accommodating their needs per the recommendation of the DSPS office.

EOPS/CARE students cannot afford to purchase the tools/materials they need to fully participate in their chosen educational programs due to their financial situations. This is especially true for students enrolled in the Automotive and Cosmetology programs. However, over the last few years a relationship has been developed with these programs, leading to the ability of EOPS/CARE to purchase the materials and tools students need in a timely manner so that they can fully participate in their educational program. In addition, through the relationship with the bookstore and the book

voucher program, students are able to purchase their books before classes start so that they are fully prepared for the first day of classes.

Lastly, coordination with the Financial Aid office is key in order to determine if EOPS/CARE can provide students with financial assistance, as Financial Aid is the sole source for determining the income eligibility for students. This is a strong relationship and pivotal in assessing if EOPS/CARE can financially assist students. In addition, the Financial Aid staff members are great advocates for EOPS and readily refer students to EOPS for services.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

As part of the implementation guidelines from the State Chancellor's office, EOPS/CARE are required to have an advisory committee. The present committee is comprised of the Dean of Counseling, the Financial Aid Director, the Children's Center Site coordinator, the EOPS Admissions coordinator at San Francisco State University, the Director of the Adult School in South San Francisco, a counselor for the Tools for Success program at Serramonte del Rey, the Coordinator of the South San Francisco Learning Center, and a CalWORKS benefits analyst from San Francisco. The committee's role is that of providing guidance with respect to program policy and interpretation, such as when determining which students to serve. The committee has advised staff not to differentiate between service priority statuses, and to serve all students equally. To date this policy has been followed.

4. Explain how this program meets the needs of our diverse community.

EOPS/CARE provide students with support services to reach their educational goals, including financial aid. For many students, EOPS/CARE is their only source of financial assistance to cover their educational expenses. As such, without the aid received from EOPS/CARE some students would not be able to pursue their educational dreams. In addition, EOPS students have limited English skills. Having a fully bilingual staff in Spanish and Cantonese not only helps meet the needs of students when they initially apply for EOPS services but also throughout their tenure in EOPS. Also, the assistance given to students through fee waivers enables them to pursue their education at a four-year university/college.

EOPS/CARE meet the needs of our community by producing students with certificates and degrees who can contribute to our local community (See Appendix E). Additionally, most EOPS/CARE students have very strong ties to the community and their goals include completing their education and staying within the area. This includes students that transfer to four-year universities.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

In January 2000, the State Chancellor's office conducted an Operational Program Review of the EOPS/CARE programs at Skyline. At the time, the review team made seven recommendations, and all but two of the recommendations have been fully addressed. *Recommendation 5: "The team recommends that the Vice President of Student Services, Learning Resources Coordinator, and Academic Supervisor, EOP&S and Special Programs ensure that the EOP&S Tutor Coordinator perform over and above services to EOP&S students commensurate with the level of EOP&S funding for his position, or adjust the funding accordingly"* needs to be addressed again given the change of

leadership at The Learning Center. Also, *Recommendation 6: “The team recommends that the Academic Supervisor, EOP&S and Special Programs work with the EOP&S/CARE staff, District Information Technology Services, and other appropriate District personnel to develop a tracking system and train staff to provide necessary data on EOP&S students to allow the EOP&S program to carry out required activities”* still needs to be addressed and is becoming more critical as reporting of EOPS/CARE program activities are being requested in both qualitative and quantitative formats.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

EOPS/CARE do not offer courses.

2. State how the program has remained current in the discipline(s).

Staff remain current in their respective fields of counseling, outreach, and program management by attending conferences and trainings annually or bi-annually in their respective fields. The counseling staff regularly attends the UC and CSU counselor conferences and other conferences offered by the independent colleges and universities. The outreach staff attends conferences on outreach, and the meetings offered by the Chancellor’s office on topics such as CARE, and the office assistant regularly enrolls in classes in which new computer application skills will be acquired. The director stays current by attending regional, statewide EOPS, and program management meetings scheduled by the State Chancellor’s office. Attendance and participation in these activities by all staff facilitates in the development or improvement of services to students, and in assuring program compliance.

. If the student population has changed, state how the program is addressing these changes.

Noticeable changes in student population have not occurred.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

Not applicable. EOPS/CARE do not offer courses.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

Neither the EOPS/CARE programs are certified or accredited by an outside agency. However, in January 2000 the State Chancellor’s office conducted an Operational Program Review. See Part A number five for more information.

6. Discuss plans for future review and program modification.

EOPS/CARE will undergo a Fiscal Program Review by the State Chancellor’s office during the 2006-07 fiscal year. In addition, in fall 2003, staff conducted an internal operational program review and found that overall the program is operating at either at “Exemplary” or “Works Well” levels.

However, staff also felt the programs need improvement in the areas of facilities/office space, staffing, and the book service program. The need to improve the book service program has been addressed. By working with the bookstore, in the summer 2003 and each subsequent semester, individual student accounts have been established within the EOPS/CARE accounts at the bookstore which have facilitated students purchasing their books and materials at the beginning of each semester. This new system has also decreased the amount of work associated with monitoring the book service program by EOPS staff.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Over the course of the last six years, EOPS/CARE staff has participated in a variety of professional development activities. One faculty member participated in the district's long-term professional development leave program and studied Spanish in Costa Rica for a semester. This has allowed him to better serve our Spanish-speaking student. In addition, he has gone to Spain to study Spanish during spring and summer breaks to increase his command of the language. Another staff member, took part in the Museum of Tolerance (MOT) training, and has become very active in the MOT alumni group. The director has made presentations at regional and statewide conferences on topics associated with EOPS' relationship with the office of financial aid, the planning and implementation of a One Stop Center, helped organize a symposium on on-line student services, and is part of the planning committee for the 2004 annual EOPS Association conference. In addition, she participated in two leadership development activities during the fall of 2001.

2. Describe the orientation process for new faculty and staff(include student workers such as tutors and aides).

The orientation for new faculty and staff consists mostly of an overview of the policies and procedures associated with the provision of services to students, primarily the book vouchers. In addition, new individuals are educated on the eligibility criteria for any new EOPS/CARE student, and they are encouraged to meet with each EOPS staff person individually, and to meet with other members of the Student Services division (transfer center director, career center coordinator, financial aid, DSPS, Puente, the dean of counseling) to gain a better understanding of what services students are available to students.

Students are given an overview of the programs, an explanation on the role of each staff person, and a detailed explanation of duties and responsibilities.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

As the program continues to grow, additional staff will be needed, and the program could benefit by the addition of an African American counselor. Recruitment efforts to fill this need could start by providing counseling interns with the opportunity to work with EOPS students. In addition, recruitment within master-level counseling programs that have African American students could be made, along with advertising in ethnic specific professional organizations, and by announcing job openings through the EOPS directors list serve.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Currently, the equipments and its maintenance are adequate to meet the programs' needs. However, the amount of space allocated to the program is not sufficient to properly serve students. There is a need for additional space to serve students when they need to make their counseling appointments. An area for student workers to work is also needed. Presently, the office assistant shares her office with student workers which can be very crowded when an EOPS student needs to make an appointment, a staff member is in need of a student's file, and/or a mailing is being assembled. The amount of space is just not sufficient to properly meet the needs of the programs.

In addition, program materials need to be upgraded. The informational flyer on EOPS appears to be dated, and needs a new "look," and CARE program materials do not exist. The program information also needs to be placed on the web page, with similar information needed in Spanish for both EOPS/CARE.

2. List projected needs.

Projected needs include complete computer upgrades for all staff, including Adobe Acrobat, a CD-RW for the program services coordinator, a permanent conversion of an office that was allocated to EOPS for use by EOPS/CARE staff (either a new counselor or an additional office assistant), and additional storage space.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

Presently, the programs use a variety of MS Office products, such as Word, Excel, Outlook and PageMaker on a daily basis. In addition, all staff can readily use Banner to access student data and information, and SARS Grid is used to track student appointments. Usage of these programs is comparable to other colleges, and overall staff is considered to have average technological skills. An improvement in skill level by all staff in technological skills would benefit the programs.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Not applicable since neither EOPS nor CARE is industry linked. However, whatever support is received from the State Chancellor's office is sufficient based on program need.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Projected equipment needs include the upgrading or purchasing of new computers for all staff members, the acquisition of at least one CD-RW, an additional office as the number of staff increases, and a new office assistant. In addition, the need to hire a consultant to assist with the development, implementation and training on an Access-based database is needed to utilize student data.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

Given that both EOPS and CARE are categorical programs, and their objective is to provide over and above services to students in each program, the sharing of resources with other programs would be considered inappropriate. The services funded by these programs are to enhance the services students receive not to supplant services that should be available to all students. As such, unless program resources utilized are expended on EOPS/CARE students exclusively the programs cannot share resources with other programs. However, EOPS/CARE works in a coordinated fashion with other programs in order to increase the budget impact each program can have on student services while also avoiding the duplication of services.

PART F: Access

1. Discuss how and to what extent has this program contributed to expanding access to students.

Through outreach efforts to remedial level classes, presentations to the adult schools and GED programs, and to high school classrooms students that have been of the fringe of higher education are provide with access to skill development, and college degrees and training. This is evident by the total number of students served by both EOPS and CARE over the last three years. Each year EOPS has exceeded the number of students it is to serve per the State Chancellor's office (Appendix C), and over half of the students served are students that did not qualify for college level courses when admitted in the program (Appendix B). Through the support provided EOPS students by program staff, students are able to succeed academically and reach their educational goals (see Appendix E).

PART G: Student Satisfaction Survey

1. Summarize the findings of the student satisfaction survey for programs in Student Services.

At the end of each semester, EOPS students are asked to complete an Exit Survey to assess their feelings towards the program. For 2003-04, the combined results indicate that students are pleased with the EOPS program (N=328), since 82.5% rated the EOPS services provided to them as "Excellent;" 16% rated the services as "Good, and 1% rated them as "Fair." No students rated the services as "Poor." Regarding the counseling services, specifically, 94% of the students were "Very Satisfied" with the counseling they received, 6% were "Satisfied" with their counseling, and 0% was "Not Satisfied." The data also shows that students feel the book voucher service is a major contributor in completing their courses (82.5%), and that the calculator loan program is effective (35%). In addition, the comments students wrote reflect great satisfaction with the program and from their perspectives the program does not need any improvements.

2. Indicate areas of improvement for the program.

EOPS/CARE would benefit from having a fully developed data gathering program, and the ability to analyze the data. In addition, another EOPS-specific counselor along with an additional office

assistant would benefit the manner in which students are served since each year more students are served. The student surveys also indicate that they would be interested in being able to schedule their counseling appointments on-line. This is an area to be explored.

3. Outline a plan for responding to student needs.

With the assistance of the advisory committee, student needs would be prioritized. Should the need not translate to an additional financial expense the need would be addressed as appropriate. If, however, the need includes a financial expense, additional counseling for example, the budget would be reviewed and adjustments would be made in order to meet student needs. In addition, a proposal could be made to the budget and planning committee for additional funding to meet the needs of the students.