

## Program Overview

|  |           |
|--|-----------|
| <b>Program</b>                                 | EOP&S     |
| <b>Does this program have a CTE component?</b> | Yes       |
| <b>Academic Year</b>                           | 2019/2020 |
| <b>Review Period</b>                           | 6 Year    |
| <b>Service Areas</b>                           |           |

### A. Program Description and Goals

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

#### **1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.**

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies and Resources for Education (CARE) are state funded programs established in 1969. The programs offer educational and financial support to eligible participants who have historically experienced economic and educational disadvantages. Program participants receive "over and above" support through counseling, tutoring, textbook assistance, workshops, transfer services, free school supplies, and other services designed to help students complete their educational goals. The mission of EOPS/CARE is to assist qualified students to adjust to college life, meet their academic goals and gain personal confidence. EOPS/CARE directly supports the college mission by assisting students in developing the skills needed to succeed in college, while preparing students for career, transfer, and a lifelong commitment to education.

#### **EOPS/CARE MISSION STATEMENT**

The mission of Santa Monica College EOPS/CARE is to provide "over and above" services to encourage the enrollment, retention and educational goal completion of historically disadvantaged students.

#### **Primary Goals of EOPS/CARE**

- To provide a comprehensive program of support services that will enhance the knowledge, understanding, and skills necessary for the academic success and personal development of participants.
- To promote social, cultural, and ethnic diversity in the Santa Monica College campus community.
- To educate and inform the campus and community about program services and accomplishments.
- To remain current in the field of college student retention and success, and issues facing underrepresented college students.
  
- To promote student success in participants through communication, critical thinking, application of knowledge, and personal responsibility.

#### **Program Eligibility**

To qualify for EOPS, students must meet the following eligibility requirements:

- complete an EOPS application
- be a California resident or designated as AB540 eligible
- be enrolled full-time at time of application (12+ units)

- have not completed more than 45 degree-applicable units
- applied for, and received, a California Promise Grant (A or B)
- have an educational disadvantage as outlined by state guidelines

The application process includes the completion of an EOPS application, mandatory attendance of an EOPS orientation, and the completion of a first counseling appointment with an EOPS counselor.

## PROGRAM SERVICES

In order to achieve the goals and objectives of EOPS, participants are offered the following services:

- **Academic Counseling** – One of the most important services that EOPS provides is counseling. EOPS counselors assist students in achieving their academic goals by developing a comprehensive student educational plan. Counseling services can include assessing the skills and needs of each student; clarification of the graduation and transfer process and requirements; explanation of course objectives; monitoring and evaluating student progress; and assisting in completing petitions and certifications for graduation and/or transfer. EOPS students are required to meet with a counselor three times each fall and spring semester. All EOPS counseling faculty are committed to providing an holistic approach to counseling in order to give students the chance to achieve their academic goals.
- **Transfer Counseling** – EOPS Counselors work closely with participants to prepare them for transfer to their chosen four-year institutions. Time is spent on college exploration, fine-tuning student educational plans, completing applications and fee waivers, and preparing letters of recommendation. EOPS also offers field-trips to four-year institutions to assist with the college exploration process.
- **Financial Aid Counseling** – EOPS counselors work closely with participants to ensure that financial aid packages are completed, submitted and monitored through to disbursement. As a result of having a close working relationship with the Financial Aid office, counselors are able to work as liaisons between the student and Financial Aid in order to resolve student issues, complete financial packages and produce disbursements.
- **Personal Counseling and Referrals** – EOPS counselors often counsel students on personal matters and offer resources and referrals to on and off-campus programs or services which offer information on wellness, housing, meal assistance and crisis intervention. The EOPS Program has established a strong working relationship with SMC offices such as Disabled Student Center, Center for Wellness and Wellbeing, Health Services, Career Services Center and the Veteran’s Resource Center. In addition, EOPS has a part-time mental health therapist on staff to provide wellness counseling and workshops for participants.
- **Priority Registration** – As mandated in Title 5 regulations, EOPS participants receive Tier-1 priority enrollment. Priority enrollment enables students to register for classes on the first day of enrollment, along with a select number of other special populations.
- **Textbook Vouchers** – All EOPS participants are eligible to receive a textbook voucher after the successful completion of each semester in EOPS. To qualify for the voucher, a student must have made at least three counseling contacts in the previous semester. The voucher amounts vary each fiscal year depending on funding allocations and the number of eligible participants. Book vouchers are awarded fall and spring semesters only.
- **Tutoring** – EOPS offers Math and English tutoring to participants. Tutoring is provided by peer tutors in a one-on-one environment. Counselors and staff also make referrals to the numerous other tutoring centers on campus.
- **Food Pantry** – EOPS is one of the five locations on campus with a food pantry. Any SMC student can access the pantry to pick up food items.
- **Meal Vouchers** – EOPS participants are able to receive a meal voucher at the conclusion of each of their three required counseling appointments. The vouchers are \$8 each and redeemable at Campus Kitchen in the SMC Cafeteria.

- **School Supplies** – All EOPS students can pick up scantrons, blue books and numerous other school supplies per day with a valid ID.
- **Workshops** – EOPS offers workshops each semester. These workshops offer invaluable academic, transfer, career information, and wellness, and are always a collaborative effort with other special programs, SMC departments and four-year colleges and universities.
- **Community Services Referrals** – The EOPS office offers a list of community resources to students in need of information related to but not limited to housing, meal assistance, medical and dental assistance, childcare, and legal assistance.
- **Transfer application fee waivers** – For EOPS participants preparing for transfer, EOPS offers fee waivers for students applying to four-year universities and colleges. The program offers a total of four California State University fee waivers and four University of California fee waivers, per student. We also provide letters of request for application fee waivers for private universities.

### **EOPS Orientations**

All new EOPS participants must attend an EOPS Orientation. Orientations are designed to provide students with the knowledge and understanding of the goals of EOPS, its services, and the responsibilities of both the student and the program. Orientations are held late-summer in preparation for the fall semester; and mid-winter to prepare for the spring semester. EOPS orientations are held in a large group setting, with approximately 6-10 orientations being held each summer and winter term.

### **Mutual Responsibility Contract**

Upon completion of the mandatory orientation, and upon completion of the first counseling appointment, participants must sign a Mutual Responsibility Contract detailing the responsibilities of the participant and the program, and the consequences of not following the contract.

### **Cooperation Agencies Resources for Education (CARE)**

As an additional support to EOPS single parents who are head of household, Cooperative Agencies Resources for Education (CARE) was established in 1982. The CARE program is geared towards supporting the needs of students who are head of household with at least one dependent child; current recipients of TANF/CalWORKs cash aid; and who are pursuing an educational goal towards self-sufficiency. Together, EOPS and CARE provide academic and financial support for low-income students whose educational and socio-economic backgrounds might otherwise prevent them from successfully entering higher education. CARE currently provides support services that are ‘over and above’ those of EOPS, by providing qualified EOPS participants the following services:

- Textbook assistance
- School supplies
- Transportation assistance
- Meal Assistance
- Reimbursements for health fees, AS membership and parking fees
- Student grants
- Workshops

## **The DREAM Program**

In Spring 2018, the DREAM Program was established to support undocumented students. The Santa Monica College DREAM Program provides support services to undocumented students. Its purpose is to increase the personal growth, development, and retention of undocumented students through academic, career, and personal counseling; assistance in applying for the California Dream Act/Financial Aid and scholarships; and providing workshops relative to undocumented students and their families.

The DREAM Program was developed through commitment and collaboration from the following Santa Monica College departments:

- EOPS/CARE
- Student Equity
- The Vice President of Student Affairs Office
- Financial Aid & Scholarships
- SMC Foundation

The DREAM Program is housed in the EOPS office and the part-time positions for the program are funded through Student Equity. In its first year of implementation, the program served 163 students providing the following services:

- Academic, transfer and financial aid counseling
- Inaugural UndocuOrientation
- Workshops
- College visits to four-year university Dream Centers
- Hosting high school undocumented student groups
- Coordinated Undocumented Student Week of Action
- Inaugural Dreamers Graduation/Transfer Luncheon

## **2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.**

It is the intent of the California Legislature that California community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit there, regardless of economic, social and educational status. EOPS was established through the legislature to encourage local community colleges to establish and implement programs to directly assist students with language, social and economic disadvantages. EOPS was designed to assist these students achieve their educational goals, including, but not limited to, obtaining job skills, career certificates or associate degrees and transferring to four-year institutions.

More specifically, the Legislative intent for EOPS comes from Title 5 Administrative code Article 8, section 69640. The rules and regulations of the Board of Governors of the California Community Colleges shall be consistent with this article. These rules and regulations, and EOPS, should be consistent with all of the following goals:

- a) To increase the number and percentage of students enrolled in community colleges who are affected by language, social and economic disadvantages, consistent with State and local matriculation policies.

- b) To increase the number and percentage of Extended Opportunity Programs and Services (EOPS) students who successfully complete their chosen educational objectives.
- c) To increase the number and percentage of EOPS students who are successfully placed into employment.
- d) To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges.

EOPS at Santa Monica College strives to meet the specific needs of eligible students through various support services that follow the intent and purpose of the state legislature. The EOPS faculty and staff are dedicated to promoting excellence in an educational environment that eliminates academic and social barriers, while celebrating diversity and student achievement.

**Program Monitoring**

State guidelines require that at the beginning of each school year EOPS submit a program plan and budget to the State Chancellor's Office, detailing the path the program will follow for that fiscal year, including a listing of staff, proposed services and activities being offered, while outlining a list of program achievements for the previous fiscal year. Mid-year reports are also required and submitted, giving time for a re-evaluation of the program and budgetary needs. At the close of the fiscal year, year-end reports documenting program achievement, and fiscal standing, are submitted. Budget allocations are tied to year-end numbers and balanced budgets.

In addition to reporting requirements, EOPS Directors and CARE Coordinators are required to attend yearly trainings held by the California Chancellors office. These trainings are necessary to ensure that programs are run efficiently and in line with State guidelines and expectations.

**3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.**

The Santa Monica College Institutional Learning Outcomes and the Strategic Initiatives are integrated into the above goals of EOPS/CARE.

The EOPS/CARE goals are mapped to SMC ILO #2 that states students will "obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems". For EOPS participants, who all come from underprepared educational backgrounds, knowing what they need to do in order to achieve their academic goals is crucial. They must understand and develop the skills necessary to succeed academically. In addition, since most are the first in their family to attend college, they need to develop these skills quickly in order to be good self-advocates. EOPS helps them build those skills.

The EOPS/CARE goals are also mapped to the SMC Supporting Goal of Supportive Learning Environment. EOPS creates a smaller community for participants on a campus that operates and feels like a large university. It's very easy to get lost or feel lost on campus. EOPS strives to minimize that possibility by providing programs, services and caring professionals that create a support network for participants.

**4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).**

The EOPS/CARE Programs are funded through the California State Chancellor’s office. Funding for EOPS is based on an unduplicated head count, with a student cap implemented by the Chancellor’s office. The EOPS/CARE fiscal year is July 1-June 30. The CARE program is not allocated a student cap, but funding is also allocated according to unduplicated student headcount.

EOPS/CARE state funding for 2018-19 was as follows:

- EOPS - **\$1,334,327**
- CARE - **\$89,759**

The district is obligated by state mandate to commit to a district contribution, which this year amounted to **\$206,674**

**2018-19 EOPS STAFF**

- 1 EOPS Director (Associate Dean of Special Programs)– Paid through District Contribution
- 1 EOPS/CARE Supervisor
- 2 Full Time Counselors
- 8 Part-time Counselors (1 designated for DREAM Program)
- 2 Part-time Mental Health Therapists (1 designated for DREAM Program)
- 2 EOPS Specialists (1 designated for DREAM Program)
- 1 Administrative Assistant
- 1 Student Services Assistant (50%)
- 2 Student Service Clerks
- 4 Tutors
- 4 Student Assistants

**B. Populations Served**

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

**Saved Information For Populations Served**

**Area/Discipline Information Pertains To**

*All Disciplines (answered once)*

**1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.**

The Santa Monica College EOPS/CARE program most recently served 972 participants in 2018-19. The following is demographic information of EOPS participants over the last six years

**EOPS/CARE Participants Served**

|           | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|
| EOPS/CARE | 886            | 912            | 1,093          | 1,183          | 1,043          | 972            |
| CARE only | 25             | 30             | 27             | 28             | 23             | 39             |

*Source: DataMart, State of California Chancellor’s Office*

Over the last six years, EOPS reached its height of participation in 2016-17 when it served 1,183 participants. There is been a gradual decline in participants over the last three years. Some of the factors that may have contributed to this include:

- **Enrollment Decline** – SMC has had a gradual decline in overall enrollment over the last four years.
- **Enrollment Status** – as a state requirement, a student must be enrolled full-time (12 or more units) at the time they apply to EOPS. SMC data shows that approximately 80% of students are enrolled part-time. This means that only 20% of the college-wide student population would be eligible to apply based on enrollment status alone.
- **Other Special Programs** – SMC is a very unique place in that there are numerous special programs for students. Over the years many of the SMC special programs, including the fairly new SMC Promise Program, adopted practices that are similar to EOPS, such as mandated counseling, textbook vouchers, etc.

**EOPS Participants By Ethnicity/Race**

Data from Institutional Research below shows the breakdown of EOPS participants by Race/Ethnicity from 2012-2018:

|                  | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> |
|------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Asian P/I        | 7.5%           | 7.2%           | 7.8%           | 6.9%           | 5.8%           | 5.6%           |
| Black            | 14.7%          | 14.2%          | 12.3%          | 11.2%          | 11.1%          | 9%             |
| Hispanic/Latinx  | 60.4%          | 62%            | 62.8%          | 66.8%          | 66.3%          | 68.2%          |
| White            | 14.2%          | 14%            | 13.2%          | 11.9%          | 13%            | 12.2%          |
| All Other Groups | 3.3%           | 2.7%           | 3.9%           | 3.2%           | 3.8%           | 4.9%           |

Over the six year period indicated above, the Hispanic/Latinx participation rate is higher than the college-wide rate of 40%, with a gradual increase from 60.4% to 68.2%. The participation of Black/African American students in EOPS declined over the same period from 14.7% to 9%, which is now on par with the college-wide rate of 9.2%

**EOPS Participants By Gender**

|        | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------|---------|---------|---------|---------|---------|---------|
| Female | 66.2%   | 64.1%   | 65.3%   | 65.1%   | 65.4%   | 67.7%   |
| Male   | 33.8%   | 35.9%   | 34.7%   | 34.9%   | 34.6%   | 32.1%   |
| Other  |         |         |         |         |         | 0.2%    |

EOPS participation by gender has remained consistent with a majority of participants identifying as female.

**EOPS Participants by Age**

|              | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|---------|---------|---------|
| 19 & Younger | 40.2%   | 40.5%   | 40.8%   | 46%     | 43.4%   | 40%     |
| 20-24        | 44.4%   | 45.7%   | 44.2%   | 39.5%   | 42.3%   | 43.6%   |
| 25-29        | 7.3%    | 5.2%    | 5.7%    | 5.8%    | 6.5%    | 7.8%    |
| 30-39        | 4.6%    | 5%      | 5%      | 5.6%    | 4.2%    | 4.3%    |
| 40-49        | 1.3%    | 1.6%    | 2.2%    | 1.8%    | 1.9%    | 2.5%    |
| 50 & Older   | 2.1%    | 2%      | 2%      | 1.4%    | 1.7%    | 1.7%    |

A majority of EOPS participants are under the age of 24 (80% or higher). This has remained consistent.

**EOPS Participants by Enrollment Status**

Over the last six years, 67-70% of EOPS participants were enrolled as full-time students, which is lower than the college-wide rate of almost 80%. As mentioned earlier, students must be enrolled full-time when they apply to EOPS. But once they have completed their first semester in the program, they do not have to remain at full-time status.

**2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.**

The suggested comparisons with the college demographic were made above in section 1. Given the history and mission of EOPS/CARE, it is safe to say that the program is serving the targeted student population that it was intended to serve when the California state legislature developed the program in 1969.

**3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).**



It makes sense that the highest percentage of participants identify as Hispanic/Latinx (68.2%), considering the same group is the highest college-wide at 40%. What is surprising is that the participation of Black/African American students has decreased over the last five years from 14.7% to 9% in 2017-18. Data from the California Community College State Chancellor's office indicates that the rate increased slightly to 9.33% for 2018-19. The rate is still on par with the college-wide rate for Black/African American EOPS participants.

One possible reason for the decline is that SMC is a very unique place in that there are numerous special programs for students. Over the years many of the SMC special programs, including Black Collegians and the fairly new SMC Promise Program, adopted practices that are similar to EOPS, such as mandated counseling, textbook vouchers, etc. At one time, EOPS held the market on certain services being offered. But if Black Collegians is now offering book vouchers and similar services as EOPS, it would make sense that Black/African American students would migrate to a program such as Black Collegians where there is a higher sense of identity and not need to be involved in an additional program, such as EOPS.

### C. Program Evaluation

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

### Saved Information For Program Evaluation

#### Area/Discipline Information Pertains To

All Disciplines (answered once)

**1. List your student or instructional support service SLOs or UOs.**

*SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.*

*UO statements focus on service or operational outcomes such as:*

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

The EOPS/CARE Student Learning Outcomes are directly linked to the Counseling SLOs, and include the following:

SLO #1 – As a result of participating in an EOPS counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

SLO #2 – As a result of meeting with a EOPS Counselor, and using assessment and transcript evaluation results, students will identify their eligibility for, and the proper sequencing of Math and English requirements to meet their educational goal.

**2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:**

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

EOPS/CARE uses WebISIS to assess each SLO. Counselors are able to generate the SLOs during appointments and use a drop-down menu to evaluate whether the SLO standard has been met or not. After review of the SLO data it was realized that the number of students that would be assessed for each SLO would be low. The nature of EOPS/CARE is that counselors see the same students many times over the semester and evaluation of each SLO during those multiple contacts was unwarranted. What was more realistic was that the SLO would be measured once each semester. As a result, it was during the second counseling appointment period (approximately weeks 6-12) that the SLO was assessed by the counselors. This resulted in a sample of students being included in SLO data. The data was reviewed annually.

**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.**

**Counseling Contacts**

EOPS/CARE utilizes the Student Appointment Tracking System in the WebISIS Counseling Subsystem to track student counseling contacts. This is the same system used by other counseling programs. The following shows data for counseling contacts in a fall to fall comparison:

|  |                  |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
|  | <b>Fall 2013</b> | <b>Fall 2014</b> | <b>Fall 2015</b> | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> |
|--|------------------|------------------|------------------|------------------|------------------|------------------|

|                         |       |       |       |       |       |       |
|-------------------------|-------|-------|-------|-------|-------|-------|
| Students                | 754   | 871   | 850   | 994   | 881   | 759   |
| Counseling Appointments | 1,926 | 2,257 | 2,087 | 2,119 | 2,064 | 1,821 |

The counseling appointment data shows the unduplicated number of students that came in for a counselor appointment that semester and the total number of appointments completed. The program also implemented Saturday counseling in 2016 that occurred three times each semester, which allowed students an option who could not meet during the week.

As is evidenced, hundreds of hours of one-on-one academic counseling happens in EOPS/CARE each semester. The numbers reflect the rise and decline of participation over the last year. The most interesting finding is that the data does not show that all EOPS students are completing the three mandated counseling appointments. The average number of counseling appointments completed is 2.4 per participant, of those who attended.

It's important to note, that EOPS also allows students to count one counseling appointment each semester completed by another special program, as long as that special program completes an EOPS Second Contact Verification Form. This allows the student who is in multiple programs to not have to do an outrageous amount of counseling appointments each semester. These contacts done through another program are not reflected in the table above.

### **Degrees and Certificates Awarded**

The data below shows the unduplicated count of degrees and certificates awarded to EOPS/CARE participants from 2012-2018.

|               | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------|---------|---------|---------|---------|---------|---------|
| Student Count | 100     | 104     | 113     | 101     | 182     | 242     |

At first review, it was assumed that the jump in degrees in 2016-17 was due to SMC beginning the auto-awarding of degrees that year. But data was filtered to not count the auto-awarded degrees and the numbers remained the same. In consultation with the EOPS/CARE counselors, it was determined that the spike in degrees and certificates is attributed to the implementation of the Associate Degree-Transfer (ADT) that was implemented statewide and EOPS/CARE counselors encouraging students to pursue that path. It is evident that the new degree, and the strategy, has helped with the attainment of a degree and/or certificate by EOPS/CARE participants.

### **Success and Retention Rates by Ethnicity**

Table 1 attached shows the success rate for EOPS participants from 2012-2018. In 2017-2018 the success rate for all EOPS participants was 72.4%, college-wide it was 70.8%. White students had the highest course completion rate (88.9%) among all ethnicities, while Black/African American EOPS participants had the lowest success rate at 63.6%, which is still higher than the college-wide success rate of 54.8%.

### **Student Satisfaction Survey**

Every spring semester EOPS/CARE administers an electronic student satisfaction survey to participants. The results from the Spring 2019 showed that respondents ranked the following statements as “Agree” or “Strongly Agree” to the following statements:

- EOPS/CARE staff make me feel welcome – 97%
- EOPS/CARE counselors provide accurate information about degree and transfer requirements – 99%
- EOPS/CARE Counselors care about me as an individual – 96%
- EOPS/CARE Counselors developed my educational plan with my goals and interests in mind – 99%
- I look forward to going to the EOPS office – 90%

In addition, respondents ranked the following three EOPS services as contributing to their success at SMC for the semester:

- EOPS/CARE Counseling
- Tier 1 Priority Registration
- Textbook Vouchers

**Tutoring Data**

Table 2 attached shows data from EOPS participants that received tutoring from Spring 2016 through Spring 2019. The following are some observations from the data:

- The number of EOPS students participating in tutoring has dramatically decreased over the last six years.
- On average, the success rate of EOPS participants in English that received tutoring was 76.6%, compared to 71.8% of EOPS participants that did not receive tutoring from the program.
- Adversely, the success rate in Math was 39.6% for EOPS participants that received tutoring, compared to 47.4% for EOPS participants that did not receive tutoring from the program.

Nonetheless, the data shows that the EOPS tutoring component needs to be revamped and overhauled. That is discussed in D2-Moving Forward.

**D1: Past year's Objectives**

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

**D1. Objectives**

*No Objectives have been defined*

**Looking Back**

*In this section, please document what you did last year as a result of what you described in Section C.*

**1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.**

EOPS/CARE had a very busy and productive 2018-19. Some of the notable achievements include the following:

- The Director of Special Programs completed the role of Interim Dean of Students in December 2018, allowing him to return to full responsibility of EOPS/CARE
- The program hired an EOPS Specialist to assist with outreach, application intake, and programming functions. In addition, two adjunct counselors were hired to provide academic counseling, bring the counseling faculty to nine.
- The program offered its own workshops for the fall and spring semesters. 8-10 workshops were offered each term and approximately 200 participants attended each semester. The workshops were facilitated by program faculty and staff, and we also collaborated with other offices on campus to bring in guest speakers.
- The EOPS/CARE program went to electronic student files in 2016. In addition, the program now has an online application process.
- CARE hosted its annual Wish Tree event, which celebrates the spirit of the Holidays by granting the children of CARE students a Holiday wish. A wish tree is set up in the cafeteria where "Wish Ornaments" are hung for each child. Wishes can be in the form of clothes, shoes, diapers or an educational toy. Each wish is given a monetary value of up to \$20. A wish Tree party was held in December where there are a variety of Holiday activities for the children who attend.
- In Spring 2018, EOPS assisted with the launch of the DREAM Program, a service designed to assist undocumented students to receive critical financial aid and academic counseling to assist them in their retention and persistence at SMC. This initiative was started by Student Equity, EOPS, Financial Aid, Admissions and the Latino Center.
- EOPS allocated over \$270,000 in book vouchers.
- A staff retreat is held every May bringing all the staff and faculty from EOPS/CARE, CalWORKs and Guardian Scholars together for professional development.
- Student Services Annual Awards Celebration – At the end of the spring semester, the student services special programs, including EOPS/CARE, holds a year-end celebration to honor student achievement, including graduates and transfers.
- In June 2019, EOPS/CARE moved into the new Student Services Center, allowing the program to have a brand new space with state of the art equipment.

**2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

Since I was not employed by SMC at the time of the last six-year program review, I did not participate in the preparation of that report. Additionally, when I went online to the Program Review website, non of the executive summaries for the reviews from 2013-14 were available online. And there are no hard copies of the recommendations in our office.

**3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.**

In support of Guided Pathways, EOPS/CARE had each counselor identify an Area of Interest in which they would be trained in to be the "resident expert" as Guided Pathways moves forward in the implementation process. In addition, with the implementation of AB705 which changed one aspect of matriculation from "assessment" to "placement," and essentially eliminating remedial courses, we have updated our eligibility requirements to reflect the new math and english course that have support classes.

**4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).**

Not applicable.

## Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

### Outreach and Recruitment

Data over the last six years clearly shows a peak and a gradual decline in EOPS participation. This is partly due to a decline in overall enrollment at SMC and the rise of other special programs offering very similar services as EOPS/CARE. The goal is to increase the outreach and recruitment that is done for the program. This includes an increased presence on campus, but also increasing our presence at the local high schools to speak specifically about the benefits of EOPS and finding ways to get them enrolled into the program, even before they step foot on the main campus. To begin this process, one of the newly hired adjunct counselors will be tasked with starting that high school outreach in Fall 2019.

### Counseling Delivery

While the counseling contact data shows that there is consistency each year in the number of counseling hours being delivered each semester, the program is still not close to having all participants completing the three required counseling appointments each semester. EOPS plans to pilot a couple of ideas to try to increase the access to EOPS counseling and maximize the available counseling hours. They include:

- **Online video counseling** - this will allow students to do counseling appointments without having to physically be on campus.
- **Group counseling** - doing group sessions (no more than 10 students per session) focused around a specific counseling topic. This will allow for more students to be seen in a shorter amount of time.

### Tutoring Program

It is evident that participation in the EOPS tutoring component has rapidly declined. The EOPS team has discussed making changes to the program. Two of the following recommendations are being considered for implementation:

- **Transitioning from peer tutors to an Instructional Assistant.** This model will allow the program to hire a certificated person(s) to specialize the tutoring being offered to more EOPS participants.
- **Stronger partnerships with existing SMC tutoring programs.** One idea is to forego offering tutoring in the program and develop stronger partnerships with the existing tutoring centers on campus.
- **Offering an online tutoring component.** The idea is to contract with an online platform, such as SmartThinking, to offer online tutoring to more EOPS participants.

### New Student Learning Outcomes

The current EOPS SLOs that are linked to the Counseling SLOs do not prove the most beneficial for EOPS. Especially since the review of the data showed that the program was meeting them at a rate of 99%. As a result, the following new SLOs were identified at the all-staff retreat for this point forward:

- EOPS/CARE participants will successfully complete transfer-level math/English within one year.
- EOPS/CARE participants will receive academic counseling that is accurate and align with their educational goals.
- EOPS/CARE participants will feel welcome and appreciated by the program.

**Professional Development**

A new identified goal is to develop and implement a strategic professional development plan for EOPS/CARE, and the other special programs that report to the Associate Dean of Special Programs. This professional development plan is needed to ensure that the programs are aligned with the new and emerging campus-wide initiatives and goals, such as Redesign and meeting the Vision for Success goals. There can also be a focus on improving customer service and delivering the highest quality programs and services.

**D2: Coming year's Objectives (Moving Forward)**

Objective #1

**Objective:**

Improve outreach and recruitment to serve 1,200 EOPS participants

**Area/ Discipline/ Function Responsible:** EOP&S

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

Other Factors

EOPS funding formula is based on students served.

**Timeline and activities to accomplish the objective:** 1. Conduct more outreach and recruitment on campus at local high schools.

2. Send EOPS counselors to local high schools.

3. Develop process to onboard high school seniors to EOPS early.

**Describe how objective will be assessed/measured:** Data will show that 1,200 students have been served, or that there is an increase in participants served each academic year

**Comments:** None

Objective #2

**Objective:**

Enhance the EOPS Tutoring component

**Area/ Discipline/ Function Responsible:** EOP&S

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

**Timeline and activities to accomplish the objective:** Fall 2019 - research possibility of hiring an Instructional Assistant and the probability of purchasing an online tutoring software.  
Spring 2020 - based on data from the fall, pilot a new strategy

**Describe how objective will be assessed/measured:** More EOPS students will be participating in tutoring and the success rates of math and English courses.

**Comments:** None

Objective #3

**Objective:**

Incorporate new counseling options for EOPS participants.

**Area/ Discipline/ Function Responsible:** EOP&S

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

**Timeline and activities to accomplish the objective:** Fall 2019 - Research the possibility of providing online counseling through video conferencing. Pilot group counseling sessions during the third counseling contact period.

Spring 2020 - Pilot online video counseling with select EOPS counselors. Continue group counseling sessions with modifications from fall pilot.

**Describe how objective will be assessed/measured:** Data will be reviewed on the number of counseling contacts completed and reviewed with prior semesters to see if the access/completion rate has increased.

**Comments:** None

## **F. Community Engagement**

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

**1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.**



The EOPS faculty and staff are dedicated to being involved in institutional efforts such as sitting on committees, giving presentations and being involved in departmental activities campus-wide, such as the following:

- Faculty evaluation committees
- Faculty and staff hiring committees
- Student Affairs Committee
- Honor Council
- VIP Welcome Day Committee
- Student Services Awards Celebration Committee
- Accreditation
- Distance Education Committee
- Curriculum Committee
- Grade Appeals Committee
- Student Equity Committee
- 4C Internship Program
- Title IX Deputy
- Classified Professional Development Committee
- Graduation Planning Committee
- Student Conduct Appeals Committee
- Basic Needs Committee
- Mental Health Grant Advisory
- Undocumented Student Ally Program

**2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)**

To best serve the EOPS/CARE program, members of the EOPS faculty and staff are members of the California Community College EOPS Association (CCCEOPSA), the Faculty Association of California Community Colleges (FACCC), and the Association of California Community College Administrators (ACCCA). The EOPS office also has a relationship with UCLA's Center for Community College Partnerships (CCCCP) and the UCLA Bruin Resource Center.

EOPS/CARE is mandated to hold at least two Advisory Committee Meetings each academic year. The Advisory Committee is comprised of representatives from on-campus programs and offices that the EOPS works closely with and off campus/community representatives. Membership is comprised of the following entities:

- Santa Monica High School
- SMC Student Life
- SMC Disabled Students Programs and Services
- California State University, Northridge Outreach Office
- SMC Financial Aid and Scholarships Office
- SMC CalWORKs
- UCLA Bruin Resource Center
- SMC Welcome Center
- SMC Outreach Office
- SMC Guardian Scholars Program
- SMC DREAM Program
- SMC Tutoring and Supplemental Instruction

- SMC Black Collegians
- SMC Latino Center

**3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.**

The EOPS/CARE faculty and staff have a very close working relationship with one another and considers the functions of the office to be a team effort. The staff is extremely student-centered and committed to student success. It is not uncommon for the EOPS team to come together for lunches and potlucks to celebrate birthdays and Holidays.

One of the key events for the EOPS team is the Annual Staff Retreat. The office has permission to close for one day and go off-campus for the retreat. It serves as a place for the team to discuss new campus initiatives, student services best practices, and changes to EOPS programs and services.

The EOPS/CARE team has a good working relationship with staff from other programs and offices on the campus including, but not limited to: Admissions, Financial Aid, Counseling and Welcome Center, Center for Wellness and Wellbeing, MIS, Institutional Research, SMC Foundation, Black Collegians, Latino/a Center/Adelanté, Veteran's, English Lab and the Math lab. EOPS works closely with all these programs in an attempt to improve our services, while sharing ideas and practices which benefits the college goals and mission as a whole.

**G1. Current Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].**

At this current time, there are no potential issues facing EOPS/CARE in the coming year for which institutional support or resources will be requested.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

The EOPS/CARE computers and monitors are up for replacement. If the current EOPS budget can't support the replacement costs, then the college will be approached to provide support.

**3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

With the onboarding of Guided Pathways, AB705 and other campus and statewide initiatives, it is imperative that EOPS/CARE faculty and staff stay up-to-date on what is going on. Support will be needed to provide the necessary professional development, both on and off-campus, for the team. While EOPS funds can be used to support professional development, due to the size of the team, additional support from the district or other means may need to be approached.

As for staffing, EOPS does have an unfilled EOPS Specialist position. As long as the EOPS budget remains stable statewide, the program would like to fill that position within the next two years. This will help the program with its goals of enhancing the tutoring component and counseling services delivery.

**4. List all current positions assigned to the program.**

- Nick Mata, Associate Dean of Special Programs
- Debra Locke, EOPS/CARE Supervisor
- Jackie Del Banco, FT Counselor
- Rosilynn Tilley, FT Counselor
- Julie Greenfield, PT Counselor
- Eric Barnard, PT Counselor
- Lisa Roper, PT Counselor
- Maibe Banuelos, PT Counselor
- Nick Bravo, PT Counselor
- Grace Santiago, PT Counselor
- Susana Stewart, PT Mental Health Therapist
- Gina Brunell, Administrative Assistant
- Aaron De La Torre, EOPS Specialist
- Jeremy Newman, Student Services Clerk
- George Rogers, Student Services Clerk
- Marcia Merritt Williams, CARE Student Services Assistant

**G2. Future Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?**

Since EOPS is categorically funded by the state of California, the program's fiscal stability is dependent on the state. In an economic downturn, EOPS could see its budget cut, even at mid-year. This is what happened in 2008 when EOPS was cut by 43%. There are discussions across the state on whether the state categorical programs budgets should be consolidated

into a block grant to each college and allow each college to determine how to disburse the funds. This idea is adamantly being opposed by the statewide EOPS Association because the fear is that consolidation will dilute, or even eliminate, EOPS/CARE. So if the Chancellor's office wants to find a way to use categorical dollars to fund the community colleges, this would be a way to do that.

Ultimately, EOPS/CARE wants to be stable, financially and programmtically. And while the program has been around for 50 years, it is still important for the program to be providing services in support of the colleges most vulnerable student populations.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

None at this time.

**3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

With the onboarding of Guided Pathways, AB705 and other campus and statewide initiatives, it is imperative that EOPS/CARE faculty and staff stay up-to-date on what is going on. Support will be needed to provide the necessary professional development, both on and off-campus, for the team. While EOPS funds can be used to support professional development, due to the size of the team, additional support from the district or other means may need to be approached.

As for staffing, EOPS does have an unfilled EOPS Specialist position. As long as the EOPS budget remains stable statewide, the program would like to fill that position within the next two years. This will help the program with its goals of enhancing the tutoring component and counseling services delivery.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

See #1 above.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.**

With EOPS celebrating its 50th Anniversary in 2019, it is appropriate that this self evaluation is happening. The data shows that EOPS is working diligently to meet the core mission and values of the program to serve California's low-income, first generation and educationally disadvantaged community college students. But the landscape of the California Community College system has changed in those 50 years. This new generation of EOPS now has to operate under the umbrella of Guided Pathways, AB705, Student Equity, Vision for Student Success, Student Success Funding Formula, and whatever new initiative gets proposed in the years to come. As a result, it is imperative that EOPS continue to review its program and continue to provide "over and above" services to participants.

In regard to CARE, over the past ten years the CARE Program participation has exhibited a lot of change. The program numbers have gone from serving 52 students at the close of the 2007-2008 academic year to serving 30 students at the close of the 2018-2019 academic year. Although initial projections were that number would increase over the years, changes in the CalWORKs program has been of benefit to an increased number of participants, so services previously only available through CARE are not available through the CalWORKs program. And per program guidelines, CARE students must

receive services first through CalWORKs then CARE, so many have not needed the services of CARE as was in the past. Additionally, many more CARE-eligible students are balancing school, work, children and dependents at home, so they are not able to participate in CARE as they would like. To this end, SMC's CARE program has crafted services around student participation in shared activities with all programs that come under the services umbrella; additional book voucher funding available for those who need it; increased meal assistance if needed; and an increase in grant direct aid funds for the Fall and Spring semesters.

As we project to the future, the program will do its best to outreach and recruit CARE participants, and accommodate all those who are CARE eligible with basic needs services such as meal, transportation and textbook assistance; the provision of workshops for EOPS/CARE and access to workshops campus-wide; ensuring that CARE students are invited to and encouraged to attend campus tours to four-year schools. This as a way to expose as many students as possible to a variety of universities that may be on their transfer list. Additionally, SMC's CARE Program will continue to offer direct aid in the form of CARE grants during the fall and spring semesters.

Therefore, now is the time for EOPS to enhance counseling delivery, enhance tutoring for the participants that need it, and ensure that the EOPS faculty and staff are up-to-date on the initiatives and best practices, and are leaders on the campus, in order for the program to continue to stay relevant on campus.

**6. Please use this field to share any information the program feels is not covered under any other questions.**

Not applicable.

**Evaluation of Process**

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

I believe the in the program self-evaluation process. It allows the program to gauge how it is delivering services, affecting student outcomes, and contributing to college-wide goals and initiatives. Considering EOPS/CARE serves a student population that predominantly mentioned in the SMC Student Equity Plan, it is imperative that EOPS/CARE is looking at how it is working toward serving disproportionately impacted students and moving the equity needle.

Unfortunately, the day to day work at the college doesn't really make time for the reflection and deep work of program evaluation to happen without being on deadline. I wish there was a way to embed it into the fabric of our daily work. But that is just the culture of higher education these days. But having gone through this process, I have identified tasks and processes to implement for future evaluations that will hopefully make the annual and 6-year review process more intentional.

**Executive Summary**

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached Files**

|                             |  |
|-----------------------------|--|
| EOPS Deg & Cert             |  |
| EOPS SLOs                   |  |
| Satisfaction Survey         |  |
| Table 1 - EOPS Success Rate |  |
| Table 2 - Tutoring          |  |