

Student Services Program Review Report

Sierra College, 2019-2020

Department/Program Name: EOPS/CARE & NextUp

Date Submitted: 02/25/2020

Submitted By: Kara Perry_____

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

1) Relevancy: This section assesses the program's significance to students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your area and/or program.

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The Extended Opportunity Programs & Services Program (EOPS) at Sierra College provides to eligible low income and educationally disadvantaged students enhanced support services to achieve academic success. The goal is to provide "over and above" support to help our students minimize the achievement gap by enhancing the persistence, retention, graduation and transfer rate for this special population. Such support services include, but not limited to counseling, prescriptive comprehensive academic planning, financial aid assistance, priority registration, tutoring and assistance with purchasing textbooks. In order for students to qualify for EOPS, they must be deemed eligible by the financial aid office for a California College Promise Grant (CCPG), which is a poverty indicator.

As a college success program, EOPS's goal is to help increase access and completion of the educational goals of student affected by social, economic and language barriers which is aligned with our District's Student Equity Plan. In 1969, Sierra College was among the first in the state to receive an EOPS allocation when the program was established under Senate Bill 164. Funding was provided to only 10 California Community College Districts at that time. Our first allocation was in the amount of \$10,000 in 1969. This year's allocation is at \$1,047,446 with a headcount of serving 705 students.

Within the EOPS Program, we also administer two other programs:

1. The CARE Program, which stands for Cooperative Agencies Resources for Education. It is a supplemental program which was placed under the umbrella of the EOPS Program when it was established under Assembly Bill 3103 in 1982. Within this program we provide eligible EOPS participants with supplemental support services if they met the criteria as a single parent, who's receiving cash aid from the county (TANF/CalWORKs) and have at least one child(ren) under the age of 18 as their dependent. Services provided are geared towards reducing the burden of the single- parent student who's living on a limited county cash aid budget while attending college.

2. The CAFYES Program, which stands for Cooperating Agencies Foster Youth Educational Support is also a supplemental program which was recently placed under the umbrella of the EOPS Program, established by Senate Bill 1023 in Spring 2016. The CAFYES Program is now titled NextUp. This funding is to provide enhanced services in support of postsecondary education for foster youths attending our college.

All programs are categorically funded by the state and funding is determined by a state allocation formula and the number of students served each year. EOPS Programs are governed by the California Code of Regulations Title V and guided through the California Community Colleges Chancellors Office (CCCCO). Here's a glance of our allocation over the years up to current:

	15-16	16-17	17-18	18-19	19-20
EOPS Allocation	\$787,174	\$844,966	\$905,128	\$951,498	\$1,047,446
EOPS Headcount	666	711	742	803	659
CARE Allocation	\$167,479	\$177,849	\$100,129	\$185,818	\$208,395
CARE Headcount	72	70	81	71	51
CAFYES Headcount	41	88	103	101	92

1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.

6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

EOPS supports the mission of the college by providing “over and above” support services to students who are affected by social, economic and language disadvantages and who traditionally might not have the means or opportunity to attend college. EOPS was designed to extend educational opportunities and access to those students historically underserved and traditionally non participants in higher education. Such “over and above” EOPS services was intentionally designed to avoid any duplication of services already provided to all students at Sierra College. Another goal of the program that is aligned with the district’s mission is to increase student’s participation in the educational process and to support the successful completion of their educational goals. Goals include increasing self-sufficiency while also assisting students in achieving their educational and career objectives, includes but not limited to attaining new or enhancing job skills, obtaining vocational certificates, associate degrees and/or transferring to a four-year college.

Each year, EOPS sought out to assess the following which resulted in these outcomes as outlined here:

EOPS developed a quiz to assess new student’s understanding and knowledge of the EOPS programs requirements and services following an EOPS mandatory orientation/advising session of all new EOPS students. The EOPS Program developed the following:

Criterion - At least 70% of those new students will demonstrate knowledge regarding EOPS services offered and student responsibilities by answering at minimum of 8 questions correctly on the assessment.

Methodology - An assessment was developed to assess student knowledge of the EOPS program and services. The 10 question multiple choice assessment was administered to students at the conclusion of the EOPS orientation session.

Results/Outcome - The assessment was completed by 105 students in spring 2020. From the 105 total of students, 99 students answered at minimum 8 questions correctly on the assessment, which equates to 94%. Here’s overall data of the questions answered correctly:

80% of students answered all 10 questions correctly, 84 students
14% of students answered 9 questions correctly, 15 students
4% of students answered 8 questions correctly, 4 students
0% of students answered 7 questions correctly, 0 students
2% of students answered 6 questions correctly, 2 students

By attending the mandatory EOPS orientation, students were able to increase their knowledge regarding their EOPS benefits, in addition to gaining a better understanding of their EOPS responsibilities to maintain their good standing within the program which lead to higher retention rate of our EOPS students for the following semester. In addition to the EOPS regulatory requirements of fulltime enrollment for all EOPS students (with the exception of reduced unit accommodations provided for DSPS students), all EOPS student must also meet Satisfactory Academic Progress (SAP) which is aligned with our Financial Aid policies.

Follow up - Assessments of those students who answered less than 8 questions correctly were given to their EOPS Counselors so they can review with each individual student during their 1-on-1 counseling session.

1c) Please analyze your program's effectiveness in supporting the strategic goals with which your program aligns. Please provide evidence in support of this analysis, including service or student learning outcomes, equity data, or other measurements of success.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Goal 4: Meet and exceed external standards through an outcomes based framework for continuous quality improvement.

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

The EOPS program continues to support and is aligned with the Districts' Strategic Goals 1-6. For the past 48 years, the EOPS program at Sierra College has successfully and will continue to provide access, opportunities and inclusion in higher education to those students who are *educationally disadvantaged* as determined by one or more the following:

- 1. not eligible for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.*
- 2. Not have graduated from high school or obtained the General Education Diploma (G.E.D).*
- 3. Graduated from high school with a grade point average below 2.5 on a 4.0 scale.*
- 4. Been previously enrolled in remedial education.*

5. Other factors set forth in the district's plan submitted to the Chancellor's Office annually, i.e., 1st generational college student, former foster youth, homeless students, etc.

EOPS not only provides access for opportunities for our students to attend college but also provides comprehensive support and financial assistance in order to increase the likelihood of success for our students. Here's a glance of our 2018-2019 Year End Report for EOPS which displays the outcome which aligns with the district's goals:

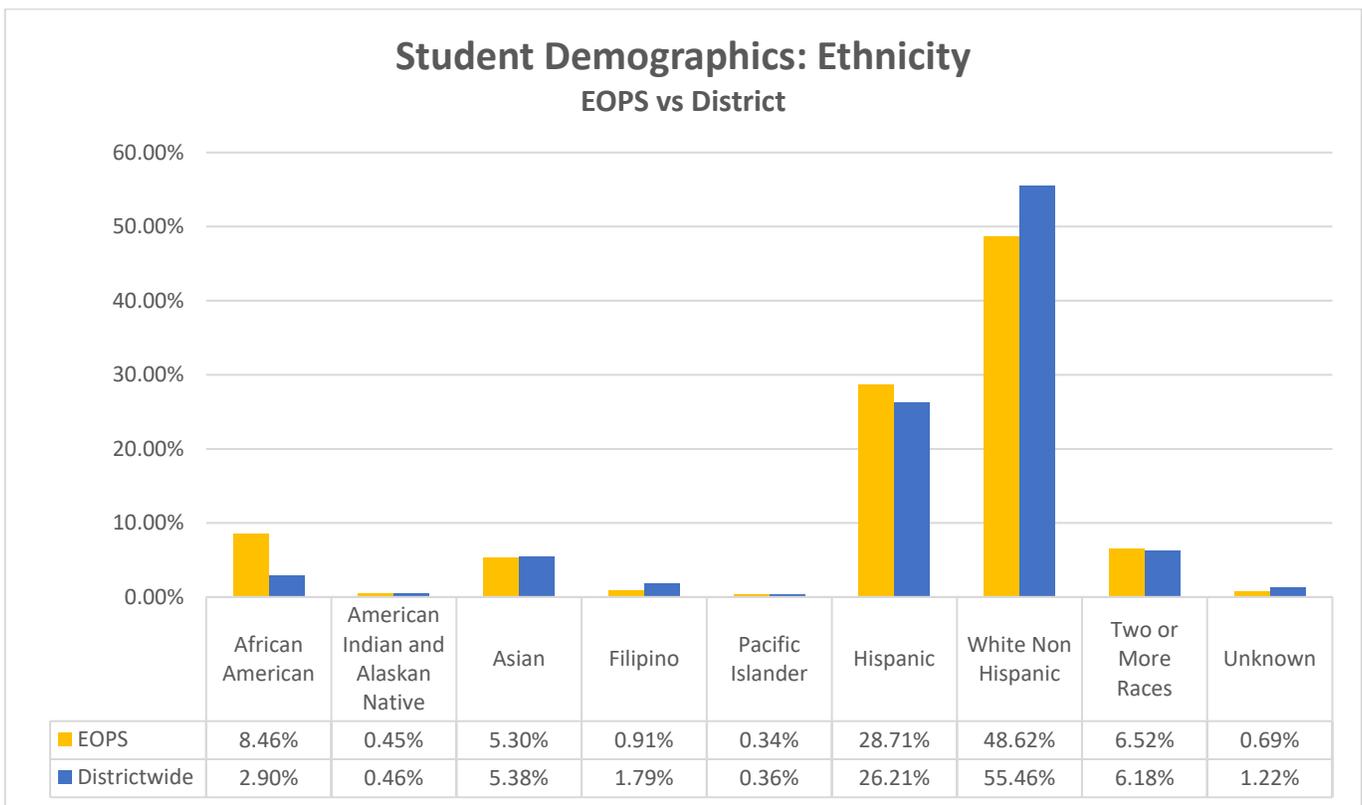
# Students Transferred:	113	# of EOPS Students Served:	874
# Students Graduated:	145	EOPS Success and Retention Rate:	End of Fall 2018: 82% End of Spring 2019: 77%
Conferred AA/AS:	268	# of CARE students	71 (annual headcount)
Conferred Certificates:	31	# of CAFYES students	Fall 2018: no program Spring 2019: 42
# of New Phi Theta Kappa Honor Society Membership processed:	43	# of FFY served in EOPS (non CAFYES)	146
Honors:	Pres Honor Roll: 222 Dean's List: 191		

EOPS faculty/staff members are also mandated by CCCCCO to attend ongoing quarterly trainings and various meetings to continue our goal of making improvements to our office operations/processes as well as support services for our students. It is important to provide opportunities for our staff to also attend our annual EOPS statewide conference so we can continue with networking opportunities and to stay up-to-date on procedures and regulations relevant to the three programs we administer at Sierra College. One other important component that's mandated by the CCCCCO that is aligned with our district's goal is to have an established Advisory Committee for all 3 programs. The intended purpose is to continue with our efforts to collaborate and partner with our community members at large (internal and external partners) who also has a shared interest in supporting our student's success. Our EOPS/CARE Advisory Committee meets twice a year and our NextUp-Guardian Scholars Advisory Committee currently meets monthly.

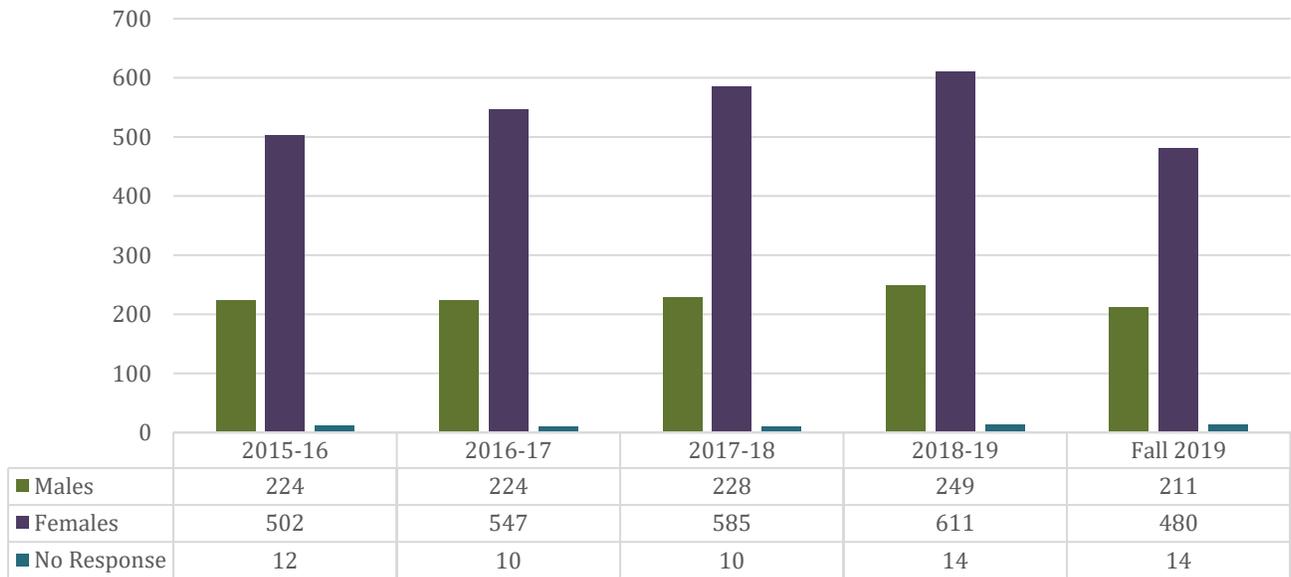
With regard to Guided Pathways, the EOPS/CARE and NextUp program have participated in a comprehensive redesign process since spring of 2019 to further integrate with co-located special population program such as TRIO, and CalWORKs. In addition a secondary focus of the redesign process has been how special population program in student services can align and integrate with Interest Areas for the purpose of student success.

1d) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. These may include but are not limited to contributions to diversity, campus climate, cultural enrichment, community ties, partnerships, and service. Please include specific data and examples when these are available and relevant to the analysis.

The population served by EOPS who are ethnic minorities' averages to 50% of our student population as contrasted with 41% of the general student population. As evident to the data, the program's gender makeup consists of females as the majority. While EOPS serves a more diverse student population, this is not a program that targets serving ethnic minorities or females. This is a program serving students at or below federal poverty levels. EOPS is a door to increasing diversity on campus and creating an opportunity for inclusion.



EOPS Student Demographics: Gender



2) Currency

2a) Service Outcomes and Student Learning Outcomes Assessment: Considering any relevant information, please describe and analyze your program’s development and assessment of Service Assessment Outcomes and/or Student Learning Outcomes, including any relevant information regarding diversity and equity goals. Please describe any improvements or changes made to the program as a result of this analysis.

Outcomes and outcome data:

2017-2018 Service Area Outcome (SSAO)

In collaboration with the Student Equity Division Dean and other categorical programs, we developed a 1-page information sheet describing all support programs and their qualification requirements.

2018-2019 Service Area Outcome (SSAO)

In collaboration with all co-located special programs, Guardian Scholars, CalWORKs, NextUp, and the RISE program EOPS developed and piloted a common application to include all programs. The single application is designed to remove the barrier of multiple applications from students to clear and clarify the path into special programs.

Assessment of outcomes:

2017-2018 SSAO: Data collected

- Front desk staff feedback
- Staff meetings
- Student Equity Division meetings

Front desk staff was able to quickly and more effectively convey information to prospective students who inquire about the different programs they might qualify for. Because this 1-page document includes all

services and qualification criteria, students can easily identify the services that benefits them the most and are applying to the services they actually qualify for.

2018-2019 SSAO:

We are still in process of assessing the data for the new common application.

In the space below, please describe or attach any cycle you have developed for outcomes assessment.

The EOPS/CARE complete an SSAO each July.

2b) Professional Development: Describe how departmental activities serve to improve student service and student outcomes. Include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program's self-assessment and planning?

Please describe any staff development needs you have identified based on this analysis.

At minimum EOPS faculty and staff members must attend the Annual EOPS Director/Coordinator Trainings and Meetings; as well as the EOPS Technical Trainings to insure compliance with Title V regulations and EOPS/CARE mandates set forth by the California Community Colleges Chancellors Office (CCCCO). Also, the EOPS Program at Sierra College conducts at least two advisory meetings per year with our EOPS/CARE Advisory Committee Board members which consist of Sierra College Staff and Faculty, EOPS students, local high school representatives, community and business sector members, and four-year college representatives. In addition, EOPS staff and faculty also participate in shared governance and the following activities throughout the academic year:

- Student Services Division staff meetings
- Flex, in-service
- Student Equity and Guided Pathways workgroups
- Student Services work groups and committees (ie. student success initiative, priority registration, accreditation committee, onboarding, etc)
- General counseling trainings/meetings
- Various statewide webinars
- Continuous CCCC EOPS trainings/updates
- Transfer Counseling Conferences
- EOPS/CARE Regional Coordinators Meetings
- California Community Colleges EOPS Association annual conference
- Student Success related flex activities
- Coordination/Collaboration with Financial Aid, DSPS, CalWORKs, TRIO, Puente, General Counseling and other support services to ensure compliance issues and to avoid duplication of services.
- EOPS/CARE faculty also collaborates with off and on campus agencies that provide support for specific students' needs (i.e. former foster youth, single parents on cash aid, area shelters, CSUS EOP M.O.U, etc)

All such mentioned activities above are essential to maintain currency and collaborative efforts to effectively provide EOPS/CARE/NextUp services for our students.

2c) Optional Additional Data: Provide any other information, not included above, that contributes to your program's success in supporting student service and student outcomes.

EOPS has served FFY students enrolled at Sierra since the statewide initiative began in 2007 and continues to do so, at that time we were serving FFY in EOPS without additional monetary allocations. We are not a FFY program, but prioritize in serving our FFY students as an EOPS participant thus they receive the same services as such any EOPS student would. The

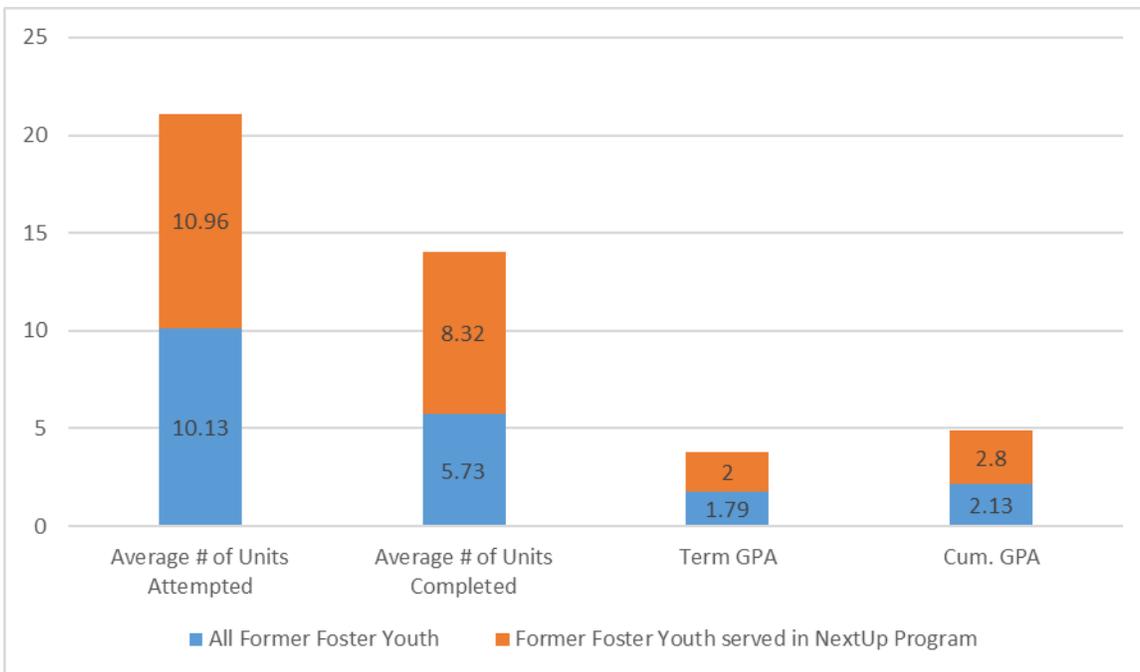
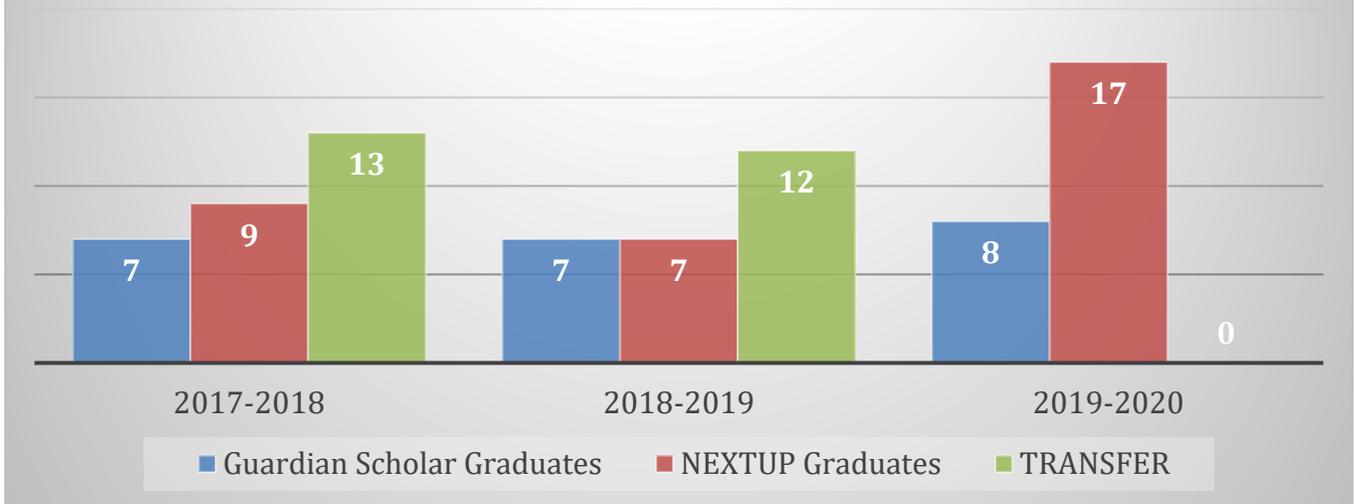
College Foundation in collaboration with the Financial Aid Office over the years successfully secured additional private funding to provide our FFY students supplemental services to help them out with their educational expenses since the initiative began in 2007. Although national and statewide statistics show a very sad depiction of FFY in higher education, the dedication of the deliberate partnerships amongst the EOPS program, the Foundation and the Financial Aid Office at this institution has produce some promising numbers in terms of success rates for this population in comparison to national data (less than 3% of FFY who enter college will graduate. Source: *CA Foster Youth High School and College Education Outcomes-September 2010*).

With the NextUp allocation awarded to our District in spring of 2016, we were able to successfully launch a program dedicated to FFY students. Not all FFY students can be served within NextUp due to eligibility criteria. With the additional support services and collaborative efforts with our Student Equity Program the Guardian Scholars program was also created to serve the FFY students that are unable to be served in NextUp. With this level of collaboration our success and retention data looks even more promising for former foster youth.

Data below here provides the comparative ratio and number of students who were verified as foster youths within our District and of those number, how many were participants served within the EOPS Program. Also provided is the success/retention and graduation and transfer rates for former foster youth, Guardian Scholar and NextUp students. Currently EOPS serves 62% of all Sierra College former foster youth students.

Semester	MIS Data Mart Headcount (verified as FFY by our district)	EOPS FFY	CAFYES	Percentage (%) of FFY EOPS Program
SP16	117	62	42	53%
FA16	155	88	62	62%
SP17	146	93	70	64%
FA17	176	100	88	56%
SP18	174	95	73	55%
FA18	170	100	77	59%
SP19	156	93	71	60%
FA19	178	32	78	62%

GRADUATES & TRANSFER



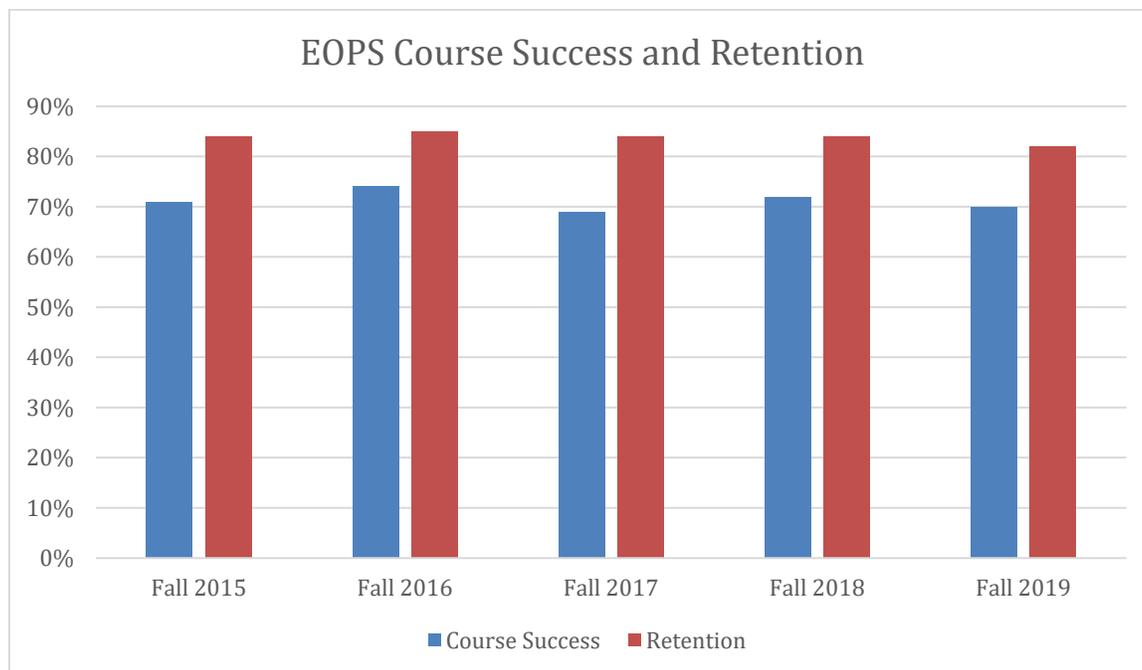
3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success/Service Outcomes: Please analyze your success in achieving your program goals using data that is relevant to your program, including service outcomes and/or student learning outcomes. Describe any changes you have made that have improved the effectiveness of the program as well as any barriers you may have encountered in making these or other changes. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable

As relevant, please address your program's role in the development of MAPs, Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

EOPS students are, by definition, economically and educationally disadvantaged and often are academically under-prepared and place at English and math with support needed. The retention and success rates (district defined) are demonstrated in the chart below.

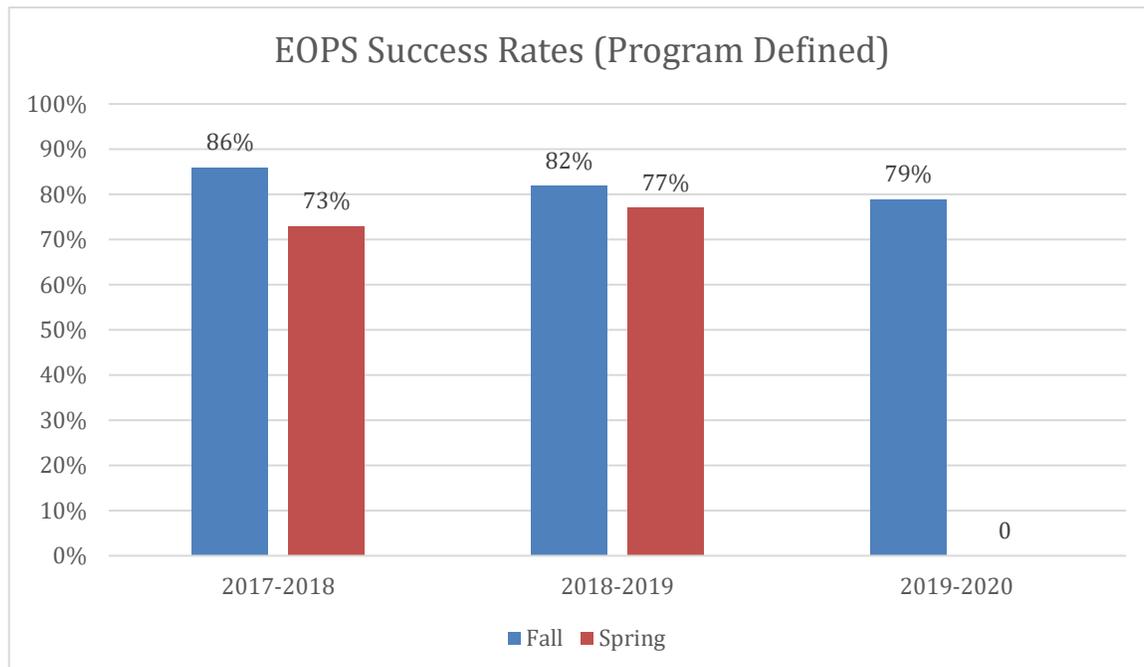


What is of significance is the most current success rate (program defined) of our EOPS students has increased significantly since 2010 where the success rate was at 54%. 2018-2019 EOPS student success rate is 79.5%. At the beginning of 2011-2012 academic year, the EOPS program at Sierra College made a drastic change where we made students accountable for their end of term EOPS eligibility status. Prior to these changes, the program condoned unsuccessful outcome, meaning we allowed students to be on EOPS probation for 2 semesters if they didn't comply with the responsibilities outline in the MRA contract. In order to remain eligible for EOPS services for the upcoming term, students had to adhere to all of the following outlined below. But prior to 2011, students were given a semester of probation status, following the probation term if they still didn't adhere to the contract students were given an opportunity to appeal/justify another term on probation status. In 2011-12 the program elimination all prospects of probation status. Students were held accountable for their

end of term participatory status in the EOPS program by having to adhere to all of the following responsibilities:

- 1) Schedule and attend 3 EOPS counseling sessions each semester;
- 2) Maintain a minimum of a 2.0 semester and cumulative GPA;
- 3) Use priority registration to enroll in a minimum of 12 units each semester as identified on their approved EOPS Student Educational Plan (SEP); and
- 4) Before dropping, adding, changing my major, or withdrawing from college students must meet with their EOPS Counselor for pre-approval.

The above is how the EOPS program determines our success rate (program defined). In addition, having 2 no shows for their counseling appointment is cause for immediate termination from the EOPS program (exception of illness). Please note: Spring 2020 is in progress so no data is available at this time.



3b) Usage Trends - Identify and analyze the usage trends relevant to your program for the last three years. Analyze these trends as well as any challenges experienced by the program in terms of providing timely and effective student service. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

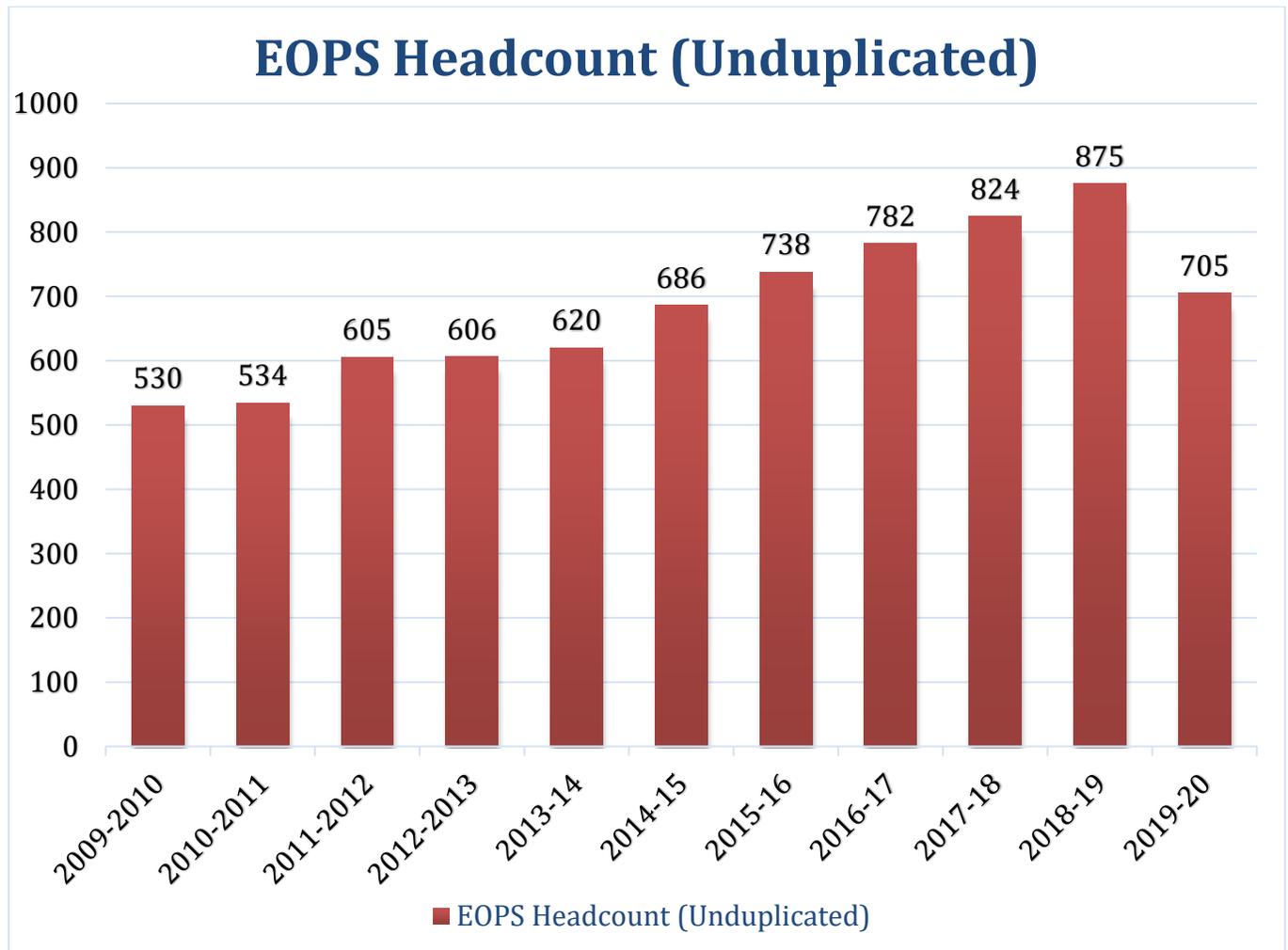
Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable.

As relevant, please address any impact of the development of Interest Areas and Guided pathways on program planning and assessment.

This year our unduplicated EOPS headcount reached 705 fall 2019 with a goal of 914 for 2019-2020. Last year our headcount was at 875.

The number of potentially eligible EOPS students within the Sierra College District is 8,534 based on the

primary EOPS eligibility criteria of qualifying for a CCPG A, B and C (0 EFC). This data is current up to date provided by the Financial Aid Office. We are able to serve only 6-7% of those who would qualify, demonstrating great need and high demand with limited ability to serve based on our current staffing level in 2019-2020. Despite our limited staffing levels, our success rate remains at a high averaging 79% for 2018-2019. See the charts above and below. Please note 2019-20 headcount only includes fall 2019 as spring 2020 is our current semester.



3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

EOPS the EOPS program at Sierra College has successfully and will continue to provide access, opportunities and inclusion in higher education to those students who are *educationally disadvantaged* as determined by one or more the following:

1. *not eligible for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.*
2. *Not have graduated from high school or obtained the General Education Diploma (G.E.D).*

3. Graduated from high school with a grade point average below 2.5 on a 4.0 scale.
4. Been previously enrolled in remedial education.
5. Other factors set forth in the district's plan submitted to the Chancellor's Office annually, ie 1st generational college student, former foster youth, homeless students, etc.

The students EOPS serves are largely historically underrepresented college students, either based on race and ethnicity, or on first generation and low-income status. EOPS not only provides access for opportunities for our students to attend college but also provides comprehensive support and financial assistance in order to increase the likelihood of success for our students. The following table outline the direct support that is above and beyond the counseling support, tutoring, and financial aid assistance.

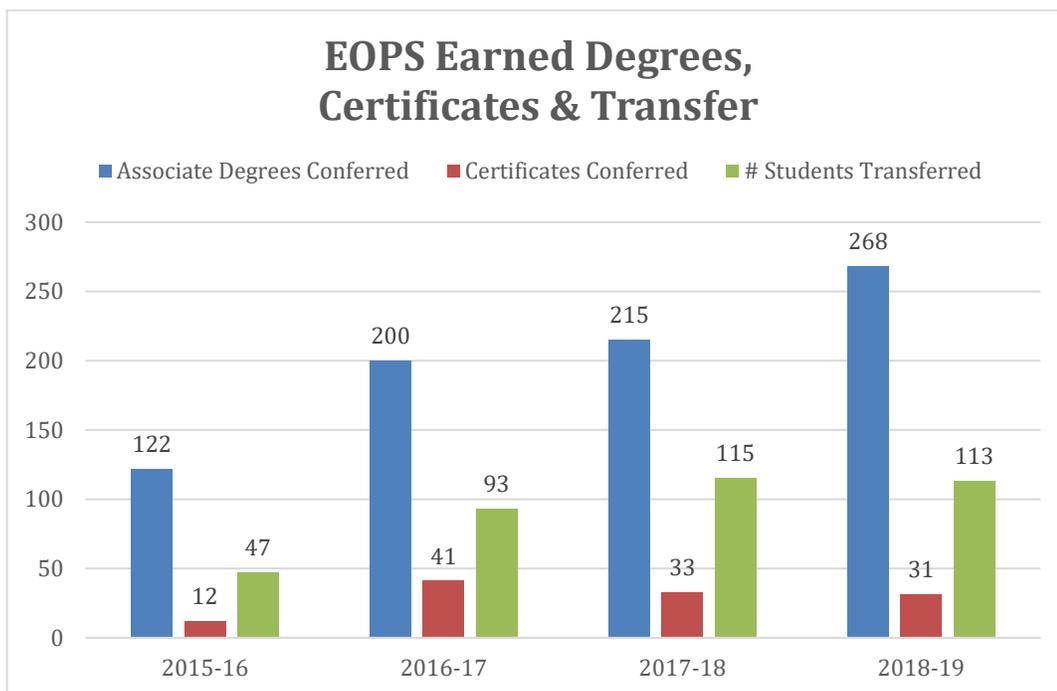
EOPS Services	
EOPS Book e-funds	\$600
Cafeteria Meal Card	\$200
Supply Bag	\$100
Free Parking Permit or Bus Passes	\$59
ASSC Sticker	\$20
PTK Honors Society Membership Fee	\$95
PTK Regalia for Graduates	\$54.70
Graduation/Cap & Gown Assistance	\$48.24
Technology Lending Library (Ti-84 Plus Calculators)	Varies

Moreover, CARE students that are parenting students, receiving cash aid from the county with 1 or more dependent child under the age of 18, also receive additional services outlined in the table below.

2019-20 CARE Services (in addition to EOPS services)	
CARE Grant	\$3000 (annual)
Extra Meal Card	\$200 (annual)

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

One measure of success for the EOPS program is EOPS student completion of Associate’s Degree, certificate, or transfer to a four-year university to continue their education. Please see the chart below: EOPS student completion of AA/AS degrees have increased by 45% since 2015-2016. Completion of certificates have increased by 38%, and transfer has gone up by 41% since 2015-2016. The increase in our graduation rate is an indication that the EOPS program continues to be effective in providing comprehensive academic planning, counseling and support services needed to assist our students achieve their educational goals. Many of our EOPS graduates are first-time generational college students, thus graduating with a college degree is such a monumental moment in their lives. The program will also purchase each student a cap and gown so they can participate in the commencement ceremony.



3e) Analysis and Planning: Referring to the analysis in 3a-3d, your departmental planning document, and relevant information from section 2 above, please describe your program’s plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

Per state mandated EOPS guidelines, students are required to attend a minimum of 3 EOPS counseling appointments each semester to remain eligible for services. EOPS counselors continue to be in demand yet our full-time faculty was remains at 3.

Currently the program employs 3 full-time tenured-track EOPS Counseling Faculty and one full-time classified Student Technician at the Rocklin campus. In spring 2019, a Director of Special Programs and Services was hired to provide coordination for EOPS. EOPS provides 50% of the Director's salary. Up at NCC, we have a full-time classified Student Technician who dedicates 25% of her time to EOPS. Moreover, a full-time special population counselor was hired at the NCC campus, and although she is funded through general funds this counselor serves all EOPS students at the NCC campus. Historically, we have hired on average 2-3 adjunct counselors to provide services to NCC students. The intent of the 3 mandatory counseling appointments set forth in the mandates of the EOPS guidelines, is to provide early academic intervention as well as follow-up counseling sessions. In addition, it is essential for students to attend a session to assist them in selecting courses for the upcoming term aligned with what is approved on their EOPS educational plan. This gives students an opportunity to receive additional counseling sessions and address other challenges and concerns as needed. Much of this type of counseling involves case management. It is important for our students to build a connection and relationships with their EOPS Counselor and continue to have that continuity with the counselor they are establishing that relationship with.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant performance assessments in your explanation and of any impacts on program planning and development related to Interest Areas, Guided Pathways, student equity, and student success.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to service outcomes/student learning outcomes, student success, and equity.

Equipment/Technology:

The EOPS program is a self-sustaining program. General fund does not support any of the program's equipment needs. Permission from the Chancellor's office must be requested and approved prior to any allocation expenditures are made in such area. If there are no monies available from our existing allocation, no upgrades are obtained, unless we go through the district's EPAR process during the appropriate cycle period. With that said, over the next 3 years, we don't anticipate a need for any additional equipment or technology upgrades for our existing staff members, however the program will need new computers, desk, offices, workstations for our new hires.

Facilities:

In fall 2017 the EOPS program along with co-located special population’s programs facilities underwent a remodel. Currently, our space is sufficient for our needs however, we may need additional cubicles in the future and/or counselor office if the EOPS program is to continue to grow and serve more students.

Staff:

In fall of 2017 EOPS was able to hire a full-time EOPS counselor at the Rocklin campus. Additionally, a full time special population counselor was hired at NCC supported by general funds. That hire has helped support EOPS students and the staffing needs of the EOPS program. That said, if EOPS is to continue to grow and support more students we will need to also support future increases in staffing levels as needed.

Also, as EOPS is working with other co-located special population programs to redesign and more deeply integrate with each other and the work of Interest Areas and Guided Pathways we are considering additional staffing that may support these efforts, such as the Support Specialist role.

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X	X	X		

5) Summary/Closing

5a) Based on the analysis above, briefly summarize the program’s strengths, weaknesses, opportunities/future directions, and challenges.

The strengths of the EOPS/CARE programs depend on the dedication and commitment of the faculty and staff. Most of us working for EOPS have been touched and benefited from the services provided; as some of us were at one point EOPS students. The programs offer not only academic guidance and financial support, but also a safe environment for the students. Although, academic counseling is one of our main components, it is the crisis intervention, personal counseling, financial aid assistance, encouragement, and advocacy provided that helps our students succeed and persevere. The connections that students build with their counselors or the support staff in our area is essential and contributes immensely to the strength of our program. Many EOPS/CARE students are at risk for homelessness, domestic violence, incarceration, chemical dependency, mental illness, and other conditions resulting from poverty, and our programs continue to provide a high level of student support services and advocacy to these students who

are committed to changing their lives and the lives of their families through higher education. As we confront another year of the unknown in our budget allocation, it is with the dedication of the staff that the programs will continue to sustain and thrive. Here are some program areas where improvement/enhancement is needed:

- Research and consider additional innovative intervention strategies to further improve success and retention rates.
- Implementation of strategies and mechanism to efficiently track better data specifically pertaining to transfer rate, graduation rate, degrees/certificates earned and tracking of FFY population.
- Research and consider additional ways to align/integrate with co-located programs
- Implement electronic file system
- Implement Online application process
- Establish efficient electronic processing and filing of application during our filing period
- Collaboration with other support services on campus and outside resources should be continued.

5b) How has ~~the author~~ of this report integrated the views and perspectives of stakeholders in the program?

The EOPS staff and faculty members has either assisted or been consulted for feedback and information as a contribution to this program review process.