STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Program: CalWORKs/ Foster Youth/EOPS/CARE (CaFE)   **Planning Year: 20**19/2020
Last Year CPPR Completed: 2014/2015

Unit: Student Services   **Cluster:** Student Services

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I.   **GENERAL PROGRAM INFORMATION**

    A.   Program mission (optional).

       No changes to program mission.

       CaFE Center Program's Mission: To provide comprehensive support, services, resources and referrals to CalWORKs, foster youth, and EOPS/CARE students in order to empower, motivate and encourage them to reach their educational, career and life goals in a welcoming and safe environment.

       Brief history of the program.
       The CalWORKs program began in 1998 to fulfill the Welfare Reform Act of 1996 and a directive from the Chancellor's Office. Supported primarily by categorical funds from the CCC Chancellor's Office and grants funds from SLO County Department of Social Services and the Cuesta College Foundation, the CalWORKs program offers services such as case management, work-study/subsidized employment, job placement, academic counseling, direct support, and a supportive study environment. CalWORKs assists students as they engage in activities that will lead directly to gainful employment and family self-sufficiency. Reforms of program requirements and processes have been enacted through the years due to legislative reforms and budget changes and the Cuesta College CalWORKs program has remained in strong standing throughout.

       Extended Opportunity Programs and Services (EOPS) was created in 1969 to enable low income, educationally disadvantaged students "affected by language, social, and economic handicaps" to achieve a college education (SB 164, Alquist, Chapter 1579, Statutes of 1969).

       There are 114 EOPS programs funded in 72 districts throughout the community colleges system (California Education Code, sections 69640 through 69656, and California Code of Regulations, Title 5, sections 56200 through 56292). For nearly fifty years, EOPS, a model "Guided Pathways" program, has continuously provided guidance, motivation, support services and resources to help students complete their educational goals, including vocational certificates, associate degrees and transfer to four-year institutions.

    B.   Include the broad history of the program and significant changes/improvements since the last Program Review.

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In Fall of 2016, Cuesta College CalWORKs, foster youth, and the EOPS/CARE programs became fully integrated into the Cuesta College CaFE Center, reporting to the Dean of Student Services. The acronym CaFE is a blend of CalWORKs (Ca), Foster Youth (F) and EOPS/CARE (E).

The CaFE Center and the merger of the three programs was fully implemented in a new space. The Center now provides seamless intake, orientation, registration and academic and crisis support resources managed by a crossed-trained staff of ten (10) at both the North County and San Luis Obispo campuses.

The CaFE Center provides unprecedented access to faculty counselors and staff. Faculty counselors provide crisis counseling, academic planning, Comprehensive Student Education Plans and career counseling, while CaFE Specialists provide case management support and Welfare to Work Plan compliance.

Tutors for Math, English and the Biological Sciences were hired and the CaFE Center has incorporated space, computer access and the necessary support materials to assure tutors can assist students with everyday tutoring needs. In addition, an embedded Academic Success Coach provides academic support to students on academic/progress probation.

The North County Campus CaFE Center is now on the second floor of the new Student Services building on campus. We gained more office space for CaFE Center employees, but unfortunately lost a private area for CaFE specific students. We are working with students to provide additional support services such as counseling groups to facilitate the social networks we lost when the private space was lost.

C. Describe how the Program Review was conducted and who was involved.

CaFE Staff reviewed program outcomes at the Annual Staff Retreat on December 8th. SSO's established at previous cycle were examined for relevance, and measurability.

Program Review was conducted by:
- o Catherine Riedstra, Dean of Student Services
- o Julianne Jackson, EOPS/Care Coordinator
- o Hunter Perry, CalWORKs Coordinator
- o Corinna Stolp, CalWORKs CaFE Specialist
- o Diane Limon, CaFE Specialist
- o Janet Florez, CaFE Counselor
- o Nolberto Marroquin, Counselor
- o Robin Dungan, Counselor
- o Allison Yates, Counselor
- o Alysha Nye, Academic Success Coach
- o April McGee, CaFE Technician
- o Cheyenne Nichols, CaFE technician
- o Denise Rosburg, CalWORKs Clerk III

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

Identify how your program addresses or helps to achieve the District's Mission Statement.

The CaFE Program supports the Mission of Cuesta College by inspiring a particularly diverse student population of low income, first generation, and educationally disadvantaged students, including

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parents with children, and Foster Youth to meet their educational goals and become self-sufficient. Our efforts are directed specifically toward helping improve participants' foundational skills, so that they in turn may earn certificates, associate or transfer degrees, and advance in the workforce; lifting themselves from poverty. Specifically, we support our students by providing the following services:

- Dedicated and invested staff
- Caring and nurturing environment
- In person orientation and personal assistance with all facets of admission
- Advocacy services and planning with DSS
- Work study placements in students' specific area of education
- Dedicated Job Developer to assist with subsidized and unsubsidized work placements
- Gas vouchers and bus passes
- CaFE application assistance
- Financial Aid application assistance
- Outreach activities
- Computer lab with free printing
- Book vouchers
- Alpha Gamma Sigma fee
- Graduation Regalia
- Lending Library
- Back packs and school supplies
- Pre-Admission services
- Cuesta College Food Pantry management
- Food Bank Distribution Center Leaders
- Academic and Career Counseling
- Educational Workshops
- LLN and MEChA clubs
- Scantrons and Blue Books
- Cultural activities
- Annual Educate Conference
- Flash drives
- EOPS/CARE grants
- CaFE online orientation
- Faculty Feedback forms and early intervention
- Evening Counseling
- Foster Youth, EOPS/CARE/CalWORKs Advisory Committee
- Region VI Summer Institute
- Letters of Recommendation
- Transfer assistance
- North County Support Group "Lunch With Friends" CARE
- Parenting Group SLO Campus
- Chrome Books
- Lap Top Loaners

Identify how your program addresses or helps the District to achieve its Institutional Goal and Objectives, and/or operational planning initiatives.

Institutional Goal 1: Completion
Increase the rates of completion for degrees, certificates, and transfer readiness overall for all students.

Institutional Objective 1.1: Increase student success in Basic Sills, English as a Second Language, Career Technical Education, degrees, and transfer programs
- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Monitor students' academic progress with the Faculty Feedback Form and provide early intervention
- Create a timeline for transfer
- Guide students thru transfer process
- Evaluate transcripts for transfer assistance
- Provide fee waivers for transfer fee assistance
- Provide letters of recommendation for the EOP program at the university level
- Provide book assistance and materials for courses
- Provide retention strategies
- Provide life coaching to assist students in overcoming barriers

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.
- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Provide book Vouchers and educational supplies
- Support Goal Setting
- Offer workshops - Budgeting & Money Management, Health & Wellness, and Stress Reduction
- Offer group counseling sessions for a variety of students with educational barriers
- Provide Retention Strategies - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend CaFE workshops, referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Monitor students' academic progress with Faculty Feedback Forms and provide early intervention
- Provide academic, career and personal counseling in Spanish to support ESL students
- Provide work study and on the job work experience

Institutional Goal 2: Access
Increase student access to higher education.

Institutional Objective 2.1: Increase the enrollment of low-income and underrepresented students through targeted outreach efforts
- Network with Department of Social Services, County office of Education and the Family Care Network
- Provide in service training for community groups to educate staff on CaFE and Cuesta educational resources specifically designed to assist their clientele
- Participate as community liasons for community focused non-profit agencies
- Collaborate with our local Housing Authority

- Educate Si-Se Puede annual event
- Outreach to local high schools and churches

Institutional Objective 2.2: Increase enrollment opportunities for community members who are 55 years of age or older.
- Participate in outreach events targeting 24-40 mature student cohort
- Network with Department of Social Services
- Collaborate with the Re-Entry program on campus

Institutional Objective 2.3: Expand financial support opportunities for students
- Assistance with financial aid application
- Publish monthly newsletter informing students of local financial support services
- Participate in on campus SLO County Food Bank distribution
- Facilitate applications to grants and scholarship opportunities
- Provide emergency grants for housing assistance to homeless students
- Refer students to Financial Aid for emergency book loans
- Provide subsidized work study placements to supplement students' income

Institutional Goal 3: Partnerships
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1 Increase the number of partnerships with four-year Institutions to strengthen and streamline students' transfer opportunities.
- Transfer assistance
- Field Trips to Universities

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential based learning opportunities

The CalWORKs program as part of the CaFE Center was developed and is sustained with the involvement of numerous community partners, in particular the Department of Social Services. In addition, we partner with civic organizations, businesses and industries to provide supportive services, employment, and job shadowing opportunities for CalWORKs students.

Through the CalWORKs work study program students are placed in a variety of work-study positions on campus and within the community. Placements for the 2017-18 year include the following locations:

Off-campus placements	Cuesta College Departments
Anna's Home (Restorative Partners)	Admissions & Records
Atascadero Chamber of Commerce	ASCC/SLO & NCC
Bryan's Home (Recovery)	Auto Technology
Cambria Elementary School	Art Department
CAPSLO Administration	Bookstore
CAPSLO Data Project	Children's Center
Casa di Bambini Pre-School	College for Kids

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Child Development Center of SLO	Counseling
Dr. Patricia Schechter's office	CaFE Offices NCC/SLO
Equestrian Therapy	Fiscal Services
Gryphon Society	Library-SLO & NCC
Sierra Vista ICU	Performing Arts
SLO County Animal Services	Sustainability Center NCC
SLO County Health Department	Tutoring/ SLO & NCC
SLO County Superior Court	
Santa Lucia Middle School	
Twin Cities ER	
Wood's Humane Society	
YMCA	

Institutional Goal 4: Facilities and Technology
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities

Institutional Objective 4.1:Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan
- Chrome Books for CaFE students
- Update and maintain student computer lab
- Smart Pens for CaFE students
- Install new bulletin boards in North County offices
- Provide white boards for tutoring services
- Provide Peer tutor computer stations and office space for community liasons

Institutional Goal 5: Fiscal
Build a sustainable and stable fiscal base

Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness
- Partner with Department of Social Services to expand grant opportunities for student work study placements within the college and the community.
- Work with Cuesta College Foundation to seek out local, state and private grant opportunities specific to our student population and needs
- Apply to in-house grants that can support student success by supplying educational needs not otherwise covered by Title 5 funding sources

Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.
- Embedded Tutoring
- Academic Success Coaching
- Retention Strategies
- Food Pantry
- Emergency hygiene supplies
- Faculty Feedback Forms
- Goal Setting
- Promote personal health and mental well-being

- Employment Services
- Workshops
- Counseling Contacts
- Cultural Events

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

This should be an update on the data analysis from the last CPPR
Program data is available on the [SLOCCCD Institutional Research and Assessment website.](#)

Program Title: EOPS/CARE
In 2016-2017 the Student Services cluster started to use a standard set of common data elements. Each department/program has been tracking these elements to gauge progress towards the goals listed in the 2016-2026 Educational Master Plan. The data provided below will serve as a benchmark from which progress will be measured.

Students Served

Figure 1 – EOPS and Care Students Served

Total Students Served*	**2014 – 2015**	**2015-2016**	**2016 - 2017**	**2017-2018**	**2020 – 2021 Target**	**2025 – 2026 Target**
District-wide EOPS	**254**	**265**	**260**	**278**	**274**	**295**
• North County	95	89	80	92	102	110
• SLO	202	217	205	213	218	234
• South County	7	7	7	7	8	8
District-wide CARE	**39**	**46**	**57**	**59**	**42**	**45**
• North County	18	24	26	31	19	21
• SLO	31	40	39	42	33	36
• South County	2	3	1	0	2	2

Students Served: All students designated as EOPS/CARE according to CCCCO MIS in the academic year and who were enrolled in at least one course at census of that respective academic year.

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The first common data element is total students served by both EOPS and CARE (Figure 1). Note that district-wide numbers reflect actual totals, while students may be counted twice in the location-specific numbers if they attended courses at multiple locations. From 2015-2016 to 2016-2017 and 2017-2018 the total number of students served by EOPS slightly increased, while CARE numbers grew significantly.

The EOPS target, as stated in the 2016-2026 Educational Master Plan, is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The CARE target as stated in the 2016-2026 Educational Master Plan is to increase the total number of students served by approximately 8% by 2020-2021 and by an additional 8% by 2025-2026. The capacity to grow at these rates will be possible with the opportunities developed in the 2018-2019 academic year.

- An increase in EOPS and CARE categorical funding
- The hiring of additional staff

Program Title: CalWORKs

In 2016-2017 the Student Services cluster started to use a standard set of common data elements; A) Students Served, B) First-year Persistence, C) Student Success. Each department/program has been tracking these elements to gauge progress towards the goals listed in the 2016-2026 Educational Master Plan. The data provided below will serve as a benchmark from which progress will be measured.

A. **Students Served/Enrollment**

Figure 1 – CalWORKs Students Served

Students Served	2015/2016	2016/2017	2017/2018	2020-21 Target	2025-26 Target
District wide	**154**	**143**	**138**	**191**	**205**
- North County	81	72	57	*123*	*132*
- SLO	98	80	90	*113*	*122*
- South County	8	2	1	*12*	*13*

Since 2015-16, the CalWORKs Program has been slowly decreasing the number of students served. We continue to reach out to our community partners for referrals to our program, however several mitigating circumstances have caused this temporary trend:
- Low unemployment and a vibrant economy
- High cost of living
- Shortage of available low-cost housing
- Less overall participants in "the system" to be referred
- Slowing population growth in the group raising children in SLO County

Figure 2 – EOPS-1st Year Persistence

EOPS/CARE	1st Year Student Persistence	Student Success Units Completed / Units Attempted	Staffing Ratio: HEADCOUNT/FTE EOPS	Staffing Ratio: HEADCOUNT/FTE CARE
Annual 2014/15	66.67%	75.27%	80.63	12.38
Annual 2015/16	69.23%	76.77%	45.89	7.97
Annual 2016/17	80.95%	75.57%	82.53	18.09
Annual 2017/18	66.65%	72.92%	43.78	9.29

The relatively high 1st year persistence rates (Figure 2) of EOPS/CARE students can be attributed to the nature of the EOPS/CARE programs, the high impact activities in which EOPS/CARE students participate and the services they receive:

- EOPS/CARE online orientation
- Three EOPS counseling contacts
- Current comprehensive Student Educational Plans (SEP)
- Above and beyond academic, career, and personal counseling
- Book Vouchers
- Goal Setting
- Transfer field
- Retention Interventions - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend EOPS workshops, referrals to other on campus resources
- Gas Vouchers & Bus Passes
- Student academic progress monitoring with Faculty Feedback Forms and early intervention
- Social gatherings, potlucks, cultural events
- Food Pantry
- EOPS peer support network

The EOPS/CARE target, as stated in the 2016-2026 Educational Master Plan, is to increase the persistence rate by 2% by 2020 and an additional 1% by 2025. Identify areas if any that may need improvement for program quality and growth.
  - Implementing the Peer Advising Program
  - Increasing access to one-on one- tutoring to improve student success rates
  - Improving program processes to be more efficient and streamlined
  - Tracking of Tutor contacts
- Recommend any changes and updates to program based on the analysis above.
  - Hire peer advisors (see resource plan worksheets)

B. Figure 2-CalWORKs First Year Persistence

Figure 2 – CalWORKs Persistence and Success

Program Title	1st Year Student Persistence	Student Success Units Completed / Units Attempted	Staffing Ratio HEADCOUNT /FTE
Annual 2015/2016	81.81%	73.37%	45.91
Annual 2016/2017	50.00%	74.37%	47.32
Annual 2017/2018	30.00%	72.67%	46.00
Target 2020	50%	73%	NA
Target 2025	53%	75%	NA

The first-year persistence of all students is 59.60%. The first-year persistence rate of CalWORKs students is 30%. As one would anticipate CalWORKs students first year persistence rate is lower than that of all Cuesta College students. The larger number of additional issues impacting their lives affects their success:

- Poverty
- Housing insecurity
- Food insecurity
- Parenting
- Trauma (past and ongoing)
- Domestic abuse
- Poor academic preparation
- Transportation
- DSS Compliance
- Deficient "soft skills"

The CalWORKs program will reach the first-year persistence rates of 50% and 53% in 2020 and 2025 respectively by implementing these and other initiatives:

- Creation of the CaFE Centers to serve CalWORKs students more comprehensively by:
  - Hiring additional staff
  - Operationalizing the case management model for all students served in the CaFE Centers
  - Implementation of a Peer Mentoring Program
  - Offering new workshops on life skills topics
  - Addition of embedded Academic Success Coaches in the CaFE Centers
  - Addition of embedded tutors in the CaFE Centers

C. Student Success – Course Completion (See figure 2 above)

The third common data element is student success as measured by the units completed versus the units

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attempted. The CalWORKs student success rate in 2017-2018 was 72.67%. The district wide data indicates that the success rate of all students in 2017-2018 was 78.6% (Figure 2). The CalWORKs target as stated in the 2016-2026 Educational Master Plan is to grow. CalWORKs students are, by definition, financially disadvantaged; most are also single parents. The relatively low success rates of CalWORKs students as compared to all students in the District can be attributed to these barriers.

Although many of the barriers faced by CalWORKs students can be remediated by the support and services students receive as a part of the program, many outside factors cannot be addressed by the CalWORKs Program and will continue to impact their success.

Degrees and Certificates Awarded (Insert Data)
 57 EOPS students received 82 AA/AS degrees

CalWORKs-Type of Award	2015-2016	2016-2017	2017-2018
Certificates of Specialization	2	3	3
Certificates of Achievement	8	7	9
AA/AS Degrees	12	16	20

Other Relevant Program Data (optional)
 Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

III. **PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE-EOPS/CARE**

 A. Summarize assessment results for program outcomes.

  The previous EOPS SSO's which have been in place for the last four to five cycles are as follows; SSO#1: 75% of returning EOPS/CARE students will utilize their priority registration status. As in previous year's the CaFE staff have used traditional marketing methods to communicate the dates and benefits of priority registration. The methods used included email, flyers, phone calls, and the CaFE Newsletter. None of the methods used increased the percentage of students who utilized their priority registration. SSO#1 has therefore been retired

  SSO#2 EOPS/CARE students will successfully complete 75% of the units enrolled in at first census. In the years since the implementation of this SSO there has been a small decrease in students who have completed the number of units attempted. CaFE Counselor's now discuss in detail during the second counseling contact the repercussions of dropping classes. CaFE students are encouraged to stay in the number of units they originally enrolled in. A new section of the CaFE Online Orientation will address the importance of completing course work attempted, support services available and strategies when students find themselves struggling. SSO#2 has also been retired

  SSO#3 75% of the EOPS/CARE students on probation who receive a program intervention will earn a semester GPA of a 2.0 or higher. CaFE staff used program interventions to assist students who were in danger of receiving below a 2.0 GPA. Staff had students set up appointments with

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the Academic Success Coach, the CaFE Specialist and with a CaFE Counselor. The staff mentioned above are also known as the CaFE Resource Team. The team met with students in a workshop setting to provide information on FA, DSPS, Student Success Center, Math Lab, Writing Lab, in order to better serve those students in jeopardy of losing their Financial Aid and other support services. The feedback from student's was positive. The CaFE staff will continue to provide the "Meet Your Resource Team" workshops. The CaFE staff have decided to also retire SSO#3 and start over with two new SSO's for all CaFE programs instead of having separate SSO's per program.

The new CaFE SSO's going forward will be as follows;

SSO#1: Increase the percentage of CaFE students who complete certificates, degrees (non-ADT's) and ADT's.

SSO#2: Decrease the percentage of CaFE students on academic probations.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE-CalWORKs

Summarize assessment results for program outcomes.

Student Service Outcome 1 (new last year)
CalWORKs students will complete 75% of the units that they attempt.

Assessment methods and criteria

CalWORKs Students completed 74.37% of the units that they attempted during the 2017-2018 academic year. This was a .37% over the previous academic year and continues to improve toward the 75% goal. We will be retiring this SSO as we move to combined SSOs with EOPS/CARE as part of the CaFE program outcomes.

Student Service Outcome 2 (new last year)
75% of CalWORKs probation students who receive a program intervention will earn a semester GPA of a 2.0 or better.

Assessment methods and criteria
Based on 2017-2018 results, students continued to earn a 2.0 GPA when they utilized an intervention. However, hand tracking this assessment makes it difficult to measure accurately. We will retire this SSO and utilize the SSOs that we have determined for the CaFE program.

Student Services Outcome 3 (new)

CalWORKs students who receive one-on-one math tutoring will pass their math class at a higher rate than those who do not receive one-on-one math tutoring.

Assessment methods and criteria
CalWORKs students enrolled in a math class at census were placed into two groups, those that received tutoring and those that did not. Transcripts were pulled at the end of each semester to determine final math grade. SARS Grid and Trak data student tutor time will be compiled and matched with grades to determine if the type and duration of tutoring had an effect on student success in math.

Summary of assessment results

This SSO was to be assessed beginning in 2016-2017. The first assessment was due Fall of 2016. Due to a lack of embedded math tutors we have found that this assessment is not measurable. We have retired it and will utilize the 2 new SSOs that will be combined as part of the CaFE SSO assessments.

The new CaFE SSO's going forward will be as follows;

> **SSO#1:** Increase the percentage of CaFE students who complete certificates, degrees (non-ADT's) and ADT's. (NEW)

Assessment methods and criteria

SSO#1 will be assessed base on the comparison between the previous year's combined degree and certificated completion by CaFE students and the current year available.

> **SSO#2: Decrease the percentage of CaFE students on academic probations.**

Assessment methods and criteria

SSO#2 will be assessed based on the evaluation of all CaFE students combined GPAs from semester to semester. This evaluation will be analyzed on a yearly basis to provide the information for the percentage each year.

Recommended changes and updates

Program interventions will include:

- Follow-up will all new students within the first 2 weeks of the start of the semester
- Direct referrals for all new students to Student Success Center, DSPS and Financial Aid
- More signage at North County Campus for resource
- Collaborative reporting with the Student Success Center
- Embedded tutors at both CaFE Center locations
- The use of the Faculty Feedback form to target students who may potentially end up on academic probation.

B. Describe improvement efforts that have resulted from SLO assessment.
- Improved CaFE On-line Orientation
- Improved the EOPS Appeal Process
- Improved SSO's at annual planning retreat
- Improved CaFE Application
- FA Literacy
- Priority Registration Process
- Retention Strategies
- Implemented the "CaFE Resource Team"
- Implemented CaFE contact #1 to be 1hour long

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.
- Group counseling by majors
- Informational cohorts for classes
- Adding Peer Mentors

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- Improvements to CaFE Website
- Increase the number of students who receive ADT's and AS/AA degrees and certificates
- Decrease the number of students on Academic Probation

D. Recommend changes and updates to program funding based on assessment of program outcomes.
   - For elements that require funding, complete Section D – [Resource Plan](#) Funding Requests. See Resource Planning Worksheets
   - For faculty hiring needs, see Section H – Faculty Prioritization Process.

E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

IV. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:
A. Regulatory changes
   - AB-705
   - FA Changes

B. Internal and external organizational changes
   - Increased food insecurities
   - Increased housing insecurities
C. Student demographic changes
   - Reduction in District enrollment
   - Increase funding of foster youth served within CaFE
   - Reduction in number of CalWORKs/EOPS/CARE students
D. Community economic changes – workforce demands
   - Work with community to develop ongoing work study placements for students to have experiential internship placements within their educational area of expertise
   - Assist workforce to develop real world placements that will translate into real world work placements for graduating students
E. Role of technology for information, service delivery and data retrieval
   - Affordability for internet services for CaFE student population
   - Continued improvement of on-line CaFE application and orientation
F. Distance Education impact on services
   - Counseling and tutoring for Distance Ed students
   - Book Assistance
   - Chrome book & laptop assistance
   - Hot Spots for CaFE students
G. Providing service to multiple off-campus sites
   - Providing on-line counseling services
   - Tutoring Services
   - Providing Book assistance
H. Anticipated staffing changes/retirements- None

14 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
S t u d e n t   S e r v i c e s   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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V. PROGRAM DEVELOPMENT FORECAST

Suggested Elements: Description of forecasted program development and objectives, based on information collected in I-IV
- Increase the number of students served in all CaFE programs
- Increase program support and funding for foster youth
- Increase number of students in experiential workstudy
A. Plans for improvement
- Providing one hour of counseling for the first CaFE contact
- Groups by majors, building relationships between students of the same major
- DSPS and FA support within the CaFE Center
- Incorporating a Peer Mentor program
- Increase marketing for all CaFE Programs
- Providing in person orientations
B. Support for Institutional Goals and Objectives
- Continue to support the Institutional Goals and Objectives by providing the services mentioned above
C. Student and program outcomes evaluation ???

D. Recommendations from external agencies- None
E. New service coordination and collaboration – internal and external programs
- Collaboration with new Enrollment Success Coaches

F. Anticipated job description revisions based on program changes

G. Staff training/professional development needs

- Mental Health training
- Banner Training
- Webinars required for foster youth, EOPS/CARE
- Updated FA information

VI. OVERALL BUDGET IMPLICATIONS
Will be reflected in district planning and budget process

Elements:
A. Personnel
- Mental Health Counselor
- Peer Mentors
- Part-Time Counselor in CaFE
- CaFE Assistant in NC
- CaFE Specialist

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
S t u d e n t   S e r v i c e s   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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- Academic Success Coach for NC

B. Equipment/furniture (other than technology)
- Standing Desks for All CaFE staff
- Popcorn Maker
- Golf Cart
- Van
- Matching Conference Table

C. Technology
- Chrome Books for CaFE students
- New Lab Computers
- ARGOS report update for holds and future term
- Counselor Office printer
- Smart Pens
- Dymo Labe maker x3
- Banner Scanner

D. Facilities
- Wall for NC
- Housing for students

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

_____
Division Chair/Director Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
S t u d e n t   S e r v i c e s   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:**   **Last Year CPPR Completed:**

Unit: **Cluster:**

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

18 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
S t u d e n t S e r v i c e s C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. **Commendations/Considerations:**
Please provide a list of commendations and considerations based on the CPPR.

Commendations:
Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
S t u d e n t   S e r v i c e s   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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D. Applicable Signatures:

Vice President/Dean   **Date**

Division Chair/Director/Designee   **Date**

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.