

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Extended Opportunities Programs & Services (EOPS)/Cooperative Agencies
Resources for Education (CARE) **Planning Year:** 2017-2018 **Last Year CPPR Completed:** 2014

Unit: CaFE

Cluster: Student Services

Please complete the following information. Please note that responses are not required for all elements of this document.

- **GENERAL PROGRAM INFORMATION**

A. Describe changes to program mission, if applicable.

EOPS/CARE Mission: To provide support services and resources to students who face academic and financial barriers to help them reach their educational goals.

CaFE Center'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.

B. Describe any changes in primary relationships, internal and external, to the District.

The CaFE Center continued to comprehensively serve the needs of EOPS/CARE and CalWORKs Program participants while folding in foster youth and former foster youth. The seamless service model has continued to provide students with counseling, case management, assistance with program eligibility, referrals to on and off-campus and many other resources.

The CaFE Center has recently become the designated site to assist Unaccompanied Homeless Youth.

C. List any changes to program service, including changes and improvements, since last year, if applicable.

- Expanded embedded tutoring hours and subjects on the San Luis Obispo Campus.
- Serving foster youth not eligible for CaFE with Student Equity funding. We provide a book voucher, gas vouchers and bus passes.
- Hired embedded tutors for the NCC.
- Foster Youth Advisory Committee received comprehensive training from Cuesta staff.
- Implemented Uber assistance to students living in rural areas where bus transportation were not offered.
- Became a designated site to serve Unaccompanied Homeless Youth.

- Hired part-time counselor for the NCC.
- Implemented bus passes and gas vouchers for foster youth.
- Increased the amount of CARE gas vouchers from \$25 to \$50.
- CaFE staff became co-leaders of Cuesta College Food Bank distribution site for both SLO and NC campuses.
- University Field Trips
- Continued training for CaFE staff regarding foster youth and Dream Act students.

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

N/A

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

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

The CaFE Center programs inspire a diverse student population to achieve their educational goals and support students in the following ways.

- Dedicated and invested staff
- Caring and nurturing environment
- Gas vouchers and bus passes
- CaFE application assistance
- Financial Aid application assistance
- Outreach activities
- Computer lab with free printing
- Book vouchers
- Alpha Gamma Sigma fees
- Graduation Regalia
- Lending Library
- Back packs and school supplies
- Pre-Admission services
- Cuesta College Food Pantry management
- Academic and career counseling
- Educational Workshops
- LLN and MEChA clubs
- Planners
- Scantrons and bluebooks
- Cultural activities
- Annual Educate Conference
- Flash drives
- EOPS grants

- CaFE online orientation
- Faculty Feedback Forms and early intervention
- Graduation stoles for graduates
- Evening Counseling
- Foster Youth, EOPS/CARE and CalWORKs Advisory Committees
- Region VI Summer Institute
- Letters of recommendation
- Transfer assistance

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students successful completion of transfer requirements, degrees, certificates, and courses

Institutional Objective 1.1

Increase the percentage of transfer directed students who are transfer prepared by 2% annually.

- 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
- Guide students thru transfer process
- Create a timeline for transfer
- Evaluate transcripts for transfer assistance
- Provide fee waivers for transfer fee assistance
- Provide letters of recommendation for the EOP program at the university level

Institutional Objective 1.2

Increase the percentage of degree certificate directed students who complete degrees or certificates by 2% annually.

- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Provide book Vouchers
- Support Goal Setting
- Offer workshops - Budgeting & Money Management, Health & Wellness, and Stress Reduction
- Provide Retention Strategies - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend EOPS workshops, referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Monitor students' academic progress with Faculty Feedback Forms and provide early intervention

Institutional Objective 1.4

Increase English as a second language credit course success and improvement rates by 2% annually.

- Provide academic, career and personal counseling in Spanish to support ESL students
- Support Goal Setting
- Require current comprehensive Student Educational Plans (SEP)

Institutional Objective 1.6

Increase the percentage of first time students who complete the fall semester and Continue to the immediate spring semester at Cuesta College by 2% annually.

- Require EOPS/CARE online orientation
- Require three EOPS counseling contacts
- Require current comprehensive Student Educational Plans (SEP)
- Provide academic, career, and personal counseling
- Provide book Vouchers
- Support Goal Setting
- Offer workshops - Budgeting & Money Management, Health & Wellness, and Stress Reduction
- Provide Retention Strategies - Meet with the Retention Specialist, Academic Success Coach, and Tutors, attend EOPS workshops, referrals to other on campus resources
- Distribute Gas Vouchers & Bus Passes
- Monitor students' academic progress with Faculty Feedback Forms and provide early intervention
- Coordinate social gatherings, potlucks, cultural events
- Supply and distribute food from the Food Pantry
- Maintain EOPS peer support network

Institutional Goal 2: San Luis Obispo county community college District will build a sustainable base of enrollment of effectively responding to the needs of its local service area.

Institutional Objective 2.1

Increase the capture rate of the local 24-40 cohort by 2% annually.

- Participate in outreach events targeting 24-40 cohort
- Network with Department of Social Services and Cuesta CalWORKs programs
- Collaborate with the Re-Entry program on campus

Institutional Objective 2.2

Increase local high school capture rate by 2% annually.

- Conduct outreach to local high schools
- Plan and execute the Educate Conference
- Participate in Cash for College Night Presentations
- Assist with the Promise Scholarship

Institutional Goal 4: San Luis Obispo County Community College District will implement, assess, and improve its integrated planning process.

Institutional Objective 4.1

Train the internal community about the integrated planning process.

- Conduct Staff Trainings
- Attend the President's Forum
- Attend workshops

Institutional Goal 5: San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses and industries.

- The CaFE programs have an Advisory Board comprised of local educational institutions, civic organizations, businesses and industries. The Advisory Board Committee meets once each semester.

Institutional Objective 5.2

- Strengthen partnerships with regional universities to enhance Cuesta College student successful transfer to Cal Poly State University San Luis Obispo and California State University Channel Islands
 - Promote transfer preparedness with EOPS/CARE students
 - Assist students with transfer process
 - Network with EOP at Cal Poly San Luis Obispo and other four year colleges
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- **ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS**
Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.
 - Data Summary
 - Chancellor's Office Data Mart
 - EOPS/CARE Contact Cards
 - Cuesta's Institutional Research Department
 - EOPS Program Plan
 - EOPS Year End Report
 - SARS Grid

STUDENT SERVICES COMMON DATA

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*	2012 – 2013	2014 – 2015	2015-2016	2020 – 2021 Target	2025 – 2026 Target
District-wide EOPS	210	254	265	274	295
• North County	78	95	89	102	110
• SLO	163	202	217	218	234
• South County	11	7	7	8	8
District-wide CARE	44	39	46	42	45
• North County	16	18	24	19	21
• SLO	38	31	40	33	36
• South County	2	2	3	2	2

Students Served: All students designated as EOPS/CARE according to CCCC MIS in the 2012 – 2013 or 2014 – 2015 academic year and who were enrolled in at least one course at census of that respective academic year

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 2012-2013 to 2014-2015, the total number of students served by EOPS increased approximately 21%, while the total number of CARE students decreased slightly. From 2014-2015 to 2016-2017 the EOPS population increased by 4.3%. For the same years the CARE population increased by 17%. Note all CARE students must be EOPS students.

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 2017-2018 academic year:

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

Figure 2 - 1st Year Persistence

EOPS/CARE	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted	Staffing Ratio: HEADCOUNT/FTE EOPS	Staffing Ratio: HEADCOUNT/FTE CARE
Annual 2014/15 Total	66.67%	75.27%	80.63	12.38
Annual 2015/16 Total	69.23%	76.77%	45.89	7.97
Target 2020	69%	71%		
Target 2025	70%	71%		

- **Figure 3 – District Wide Persistence and Success**

All Students	1 st Year Student Persistence ¹	Student Success Units Completed/ Units Attempted ²
Annual 2014 – 2015	49.6%	76.6%
Annual 2015-2016	36.4%	76.5%

1st Year Persistence

The second common data element is 1st year student persistence (Figure 2). The 1st year persistence rate of EOPS/CARE students in 2014-2015 was 67%, in 2015-2016 1st year persistence increased by 3%. The district wide data indicates that the 1st year persistence rate of all students in 2014-2015 was 49.6% (Figure 3) and decreased to 36% in 2015-2016. The relatively high 1st year persistence rates 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
- Workshops - Budgeting & Money Management, Health & Wellness, and Stress Reduction
- 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.

This increase in 1st year persistence will be possible with several new initiatives in progress during the 2016-2017 academic year and planned for the 2017-2018 academic year:

- Implementation of a Peer Mentoring Program (proposed Student Equity Plan Activity for 2017-2018)
- Offering new workshops on life skills topics

PROGRAM DATA

EOPS Student Demographics

EOPS compiles demographic information about its students. This data has consistently shown that EOPS serves a higher proportion of Hispanic/Latino students than represented in the general student population. Although the general student population is approximately 33% Hispanic/Latino, students make up 50% of the EOPS population (Figure 4).

Figure 4

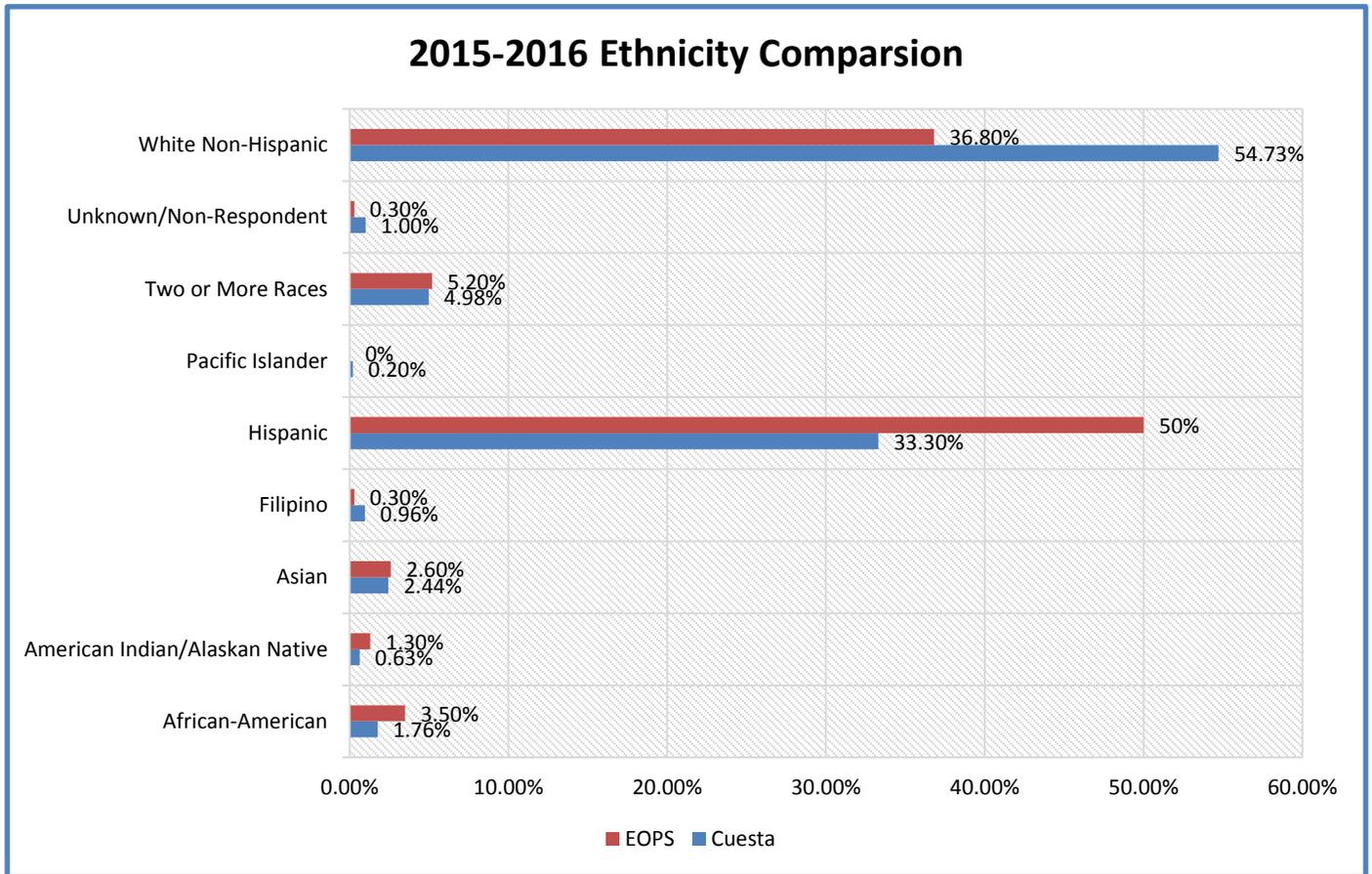


Figure 5 As shown below the average age range of most EOPS students is between 18-24

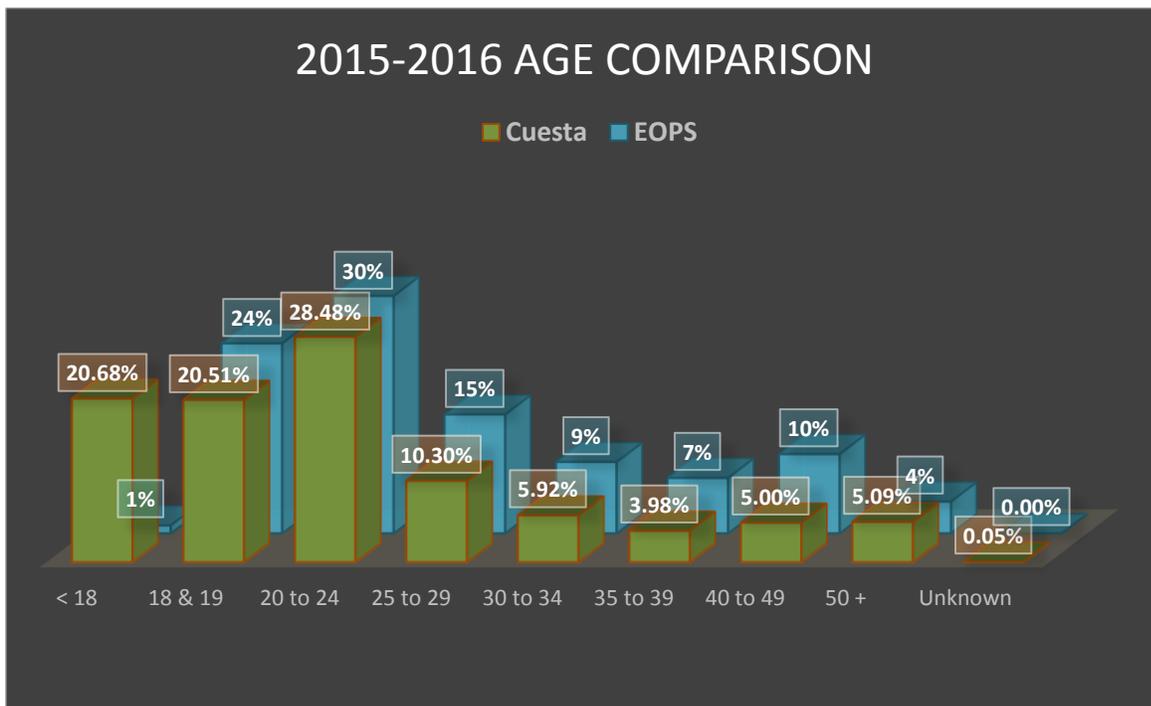
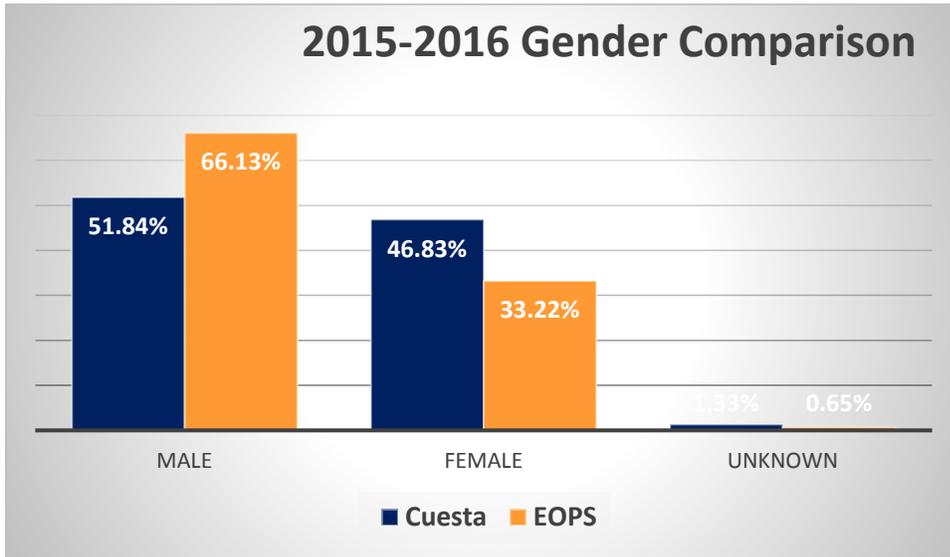


Figure 6

In addition, the EOPS Program at this time serves more male students than female students. Again EOPS serves a higher proportion of male students than represented in the general student population. Women make up approximately 47% of the general population and 33% of the EOPS population. This is different from prior years, traditionally the EOPS program has served more females.



B Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - Implemented a new CaFE application for all programs within CaFE.
 - Hired a part-time counselor for the NCC campus
 - Hired an Academic Success Coach
 - Hired two part-time counselors for the SLO campus
 - Participated in staff training on advocating for Dream Act Students

- Identify areas if any that may need improvement for program quality and growth.
 - Implementing the Peer Advising Program to support Hispanic/Latino, women, and 35-49 age group students
 - Increasing access to one-on one- tutoring to improve student success rates
 - Improving program processes to be more efficient and streamlined

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.
 - Hire peer advisors (see resource plan worksheets)

- Hire tutors for additional subjects for one-on-one tutoring (see resource plan worksheet)
 - Continue to meet weekly to analyze current processes and work to automate, simplify and improve
- **ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS**
Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.
- A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.
 - B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

Previous program outcomes did not provide data from which decisions could be made nor on elements that the program could affect. As a result, EOPS/CARE staff reviewed and updated the SSO at the annual planning retreat. SSO established in previous cycles were examined for relevance, utility, and measurability. The following changes were made:

- SSO #1 was retired
- SSO # 2 was retired
- SSO #3 remained the same
- SSO #4 was added
- SSO #5 was added

Student Services Outcome 1 (retired): 90% of the EOPS/CARE students participating in program orientations will have a “working knowledge” of the program’s requirements and philosophy.

Student Services Outcome 2 (retired): 95% of the EOPS/CARE students will make their first counseling contact within the scheduled time frame allotted by the EOPS/CARE staff.

Student Services Outcome 3: 75% of returning EOPS/CARE students will utilize their priority registration status.

Assessment methods and criteria

As in previous years, traditional methods of communicating priority registration dates and benefits to students were used: mail, email, posting flyers in the offices, article in program

newsletter and reminding students during counseling appointments and other contact with staff.

Beginning in 2015-2016, a new activity was introduced with the hope of increasing EOPS/CARE student use of priority registration and reducing barriers to doing so. On the first day of priority one registration, events were held on the SLO and NC Campuses. Staff members from Financial Aid, Disabled Students Program and Services, EOPS/CARE, CalWORKs, and the Veteran Center were on hand to answer questions and to assist students resolve issues as they came up during the registration process. Counselors assisted students in selecting courses in line with their Student Education Plan and finding alternatives if the courses they had planned to take did not work out in their schedule. Snacks were provided.

Summary of assessment results

In Fall 2015, 40% of EOPS/CARE students utilized priority registration, which represents a 25% decrease from Fall 2014. In Spring 2016, 29% of EOPS/CARE students utilized priority registration, an decrease of 38% from Spring 2015.

The SSO has not being met, the addition of a new registration activity appears to have not made the effect we were looking for on the priority registration rate of EOPS/CARE students.

Recommended changes and updates

EOPS/CARE staff will continue to use traditional communication methods to notify students of priority registration dates and continue with the Priority One Registration event. In addition, the following changes will be made:

- Content will be added to the Online Orientation regarding the benefits to utilizing Priority Registration and the support available to help students do so.
- Offer incentives to students for registering on their priority day
- Priority Registration location will be moved into the CaFE Center

Student Services Outcome 4 (new): EOPS/CARE students will successfully complete 75% of the units enrolled in at first census.

Assessment methods and criteria

Student success data will be compiled by Institutional Research as a part of the common Student Services cluster data elements and will be reviewed annually. The criteria will be the Units Completed / Units Attempted in fall and spring by students who were designated as EOPS/CARE in either fall or spring semester.

Summary of assessment results

In 2015-2016 56% of EOPS/CARE students completed the units that they attempted. This is a 15% decrease in the number of students from the prior year. This could be due to the changes in Satisfactory Academic Progress (SAP) at Cuesta. The SAP went from 80% to 67%. Students who are at risk of failing classes have leeway to drop a class(es) with a W, without

facing SAP repercussions. CaFE Counselor's assist students in make the decision to drop.

Recommended changes and updates

In order to increase the percentage of units completed by EOPS/CARE students the following activities will be initiated in 2016-2017:

- A new section of the CaFE Online Orientation will be updated to talk about the importance of completing course work attempted, support services available, and strategies when struggling.
- Completing units attempted will be added as an item to the Counselor Contact Checklist for the required second contact.
- Faculty Feedback forms will be given to each student at the beginning of the semester and have a deadline prior to the student's second contact.

Student Services Outcome 5 (new): 75% of EOPS/CARE probation students who receive a program intervention will earn a semester GPA of a 2.0 or better.

Assessment methods and criteria

Program interventions will include targeted:

- Appointments with the imbedded Academic Success Coach
- Appointments with the Retention Specialist, Case Worker or Specialist
- Appointments with a CaFE Counselor
- Success Workshops

An existing Argos report will be pulled to compare probation students' GPAs in the subsequent semester.

Summary of assessment results

CaFE staff tracked all EOPS students on academic probation from Fall 2016 that returned for Spring 2017. In total, there were only eleven students. These eleven students all met with the Academic Success Coach at least once, some students met with the coach on numerous occasions. Nine students met all three counseling requirements. Two students met with the CaFE Specialist once. Out of the eleven students on probation, only six passed their classes with a gpa of 2.0 or better, that's 55%.

Recommended changes and updates

CaFE staff will continue to use the interventions listed above to assist students in improving their GPA. Staff will also encourage students to utilize the embedded tutoring in the CaFE office.

A. Regulatory changes

- Academic Standards to maintain BOG Fee Waiver eligibility

- Financial Aid changes
- B. Internal and external organizational changes
 - Continued integration of foster youth into CaFE Center
 - Integration of Unaccompanied Homeless Youth
- C. Student and staff demographic changes
 - Increase in the number of Dream Act students served
 - Receive advocacy training to assist undocumented students
 - Reduction in District enrollments
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery and data retrieval
 - Electronic application
 - Electronic SEP
 - Electronic files stored in Xtender
- F. Providing service to multiple off-campus sites
 - Increased attendance for EOPS workshops
 - Counseling for distance education students
- G. Anticipated staffing changes/retirements
 - Hiring of a CaFE Technician due to resignation

- **ANTICIPATED SERVICE CHALLENGES/CHANGES**

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

- Continued integration with the other CaFE Center programs; CalWORKs and foster youth
- Serving Unaccompanied Homeless Youth
- Improving the processes and procedures to be as barrier free as possible and as seamless with other CaFE Center programs

- **OVERALL BUDGET IMPLICATIONS**

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

- Full-time Mental Health Counselor
- FA Technician embedded in CaFE
- CaFE Specialist to implement peer mentor program and coordinate Educate event
- CARE Coordinator
- Foster Youth Coordinator
- CaFE Technician dedicated to supporting Dreamer students
- CaFE Enrollment Specialist

B. Equipment/furniture (other than technology)

Table, chairs, desks.

C. Technology

- Chrome Books/iPads for use as incentives
- Typing Software
- Resume building software
- Large TV for advertising campus/community events

D. Facilities

None at this time

SIGNATURE PAGE

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

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
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