



# **EOPS, CARE & FYSI**

**Program Review - Comprehensive Review**

2022- 2023

## Program Context

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### Mission

**What is your program's mission statement?**

**Extended Opportunities Program & Services (EOPS):** To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational and career goals. Services provided by EOPS must be "over and above and in addition to" what is already provided at the college.

**Cooperative Agencies Resources for Education (CARE):** To assist single-parent EOPS students, receiving county aid, to overcome the obstacles of single parenthood in order to succeed in college and help expand their educational and job training opportunities.

**Foster Youth Success Initiative (FYSI):** A statewide effort supported by the California Community College Chancellor's Office. The purpose of FYSI is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound foster youth students.

**How does your program align with the division, college and district mission?**

***Department Mission Statement (draft):*** The mission of the Counseling Department at Cañada College is to guide, motivate and empower students to achieve their educational, career, and personal goals. Cañada counselors provide academic, career, transfer, personal counseling, and instruction in a safe and supportive environment. We strive to ensure that our students have an equitable opportunity to achieve their goals.

***College Mission Statement:*** Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

***District Mission Statement:*** (Could not find a current mission statement. The last one I could find was from 2013.) ***Success, Equity, and Social Justice Statement:*** Success, equity, and social justice for our students are longstanding goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced based practices will be required to identify and close these gaps. While colleges are required to report success data to external agencies, these traditional measures of student completion and graduation do not fully capture the contributions of the District's Colleges to the County. A more student-centric

*definition of student success is necessary. Accordingly, the District defines student success as occurring when students reach the individual goals they set for themselves.*

As noted above, all three programs' missions align with the department, college, and district missions. The majority of students in all three programs identify as students of color. Their purpose is to provide support, equity, and access so that students are able to achieve their academic and career goals.

#### **Program Description**

**Who does your program serve? How do we serve our student populations as a whole?**

**EOPS** is a state-funded program that aims to assist low-income, first-generation, English language learners and students who have been historically disenfranchised students succeed in college. Students must meet the following eligibility criteria:

- Full-time Student (12 units or more); exceptions are made for students enrolled in the Disability Resource Center Program (DRC)
- Be a California Resident (including Dreamers and AB540)
- Qualify for the California College Promise Grant (CCPG)
- Have not completed 70-degree applicable units (domestic or international)
- Meet ONE of the Educational disadvantaged criteria:
  - o Will take an English or math course with embedded support, or ESL or have previously enrolled in a basic skills course
  - o high school GPA below 2.50
  - o not a high school graduate and does not have a GED
  - o first-generation college student
  - o member of an underrepresented group as identified in the College's Educational Master Plan

**CARE** is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting. They must meet the following eligibility criteria:

- Must be eligible for EOPS
- Be a single, head of household, and at least 18 years of age,
- Have at least one child under the age of 18, and
- Be receiving county CalWORKs/TANF

**FYSI**'s purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four-year university. It serves students who have been in foster care prior to the age of 18. Depending on the age they entered the system, will determine the level of financial support they may qualify for.

Eighty percent of EOPS/CARE and seventy-five percent of FYSI students identify as a person of color. Students in EOPS/CARE, are required to meet with a counselor at least three times per semester, maintain full-time status, follow their Student Educational Plan (SEP), and

submit midterm progress reports. Staff for all three programs provide high-touch retention services and make referrals as needed in order to support student success and persistence. We also provide financial support with book vouchers, food vouchers (used on campus), grocery assistance (gift card), transportation (bus pass or gas gift card) assistance, and grants, when funding is available.

**What does your program do for students in helping them reach their goals?**

EOPS/CARE students are required to attend a new EOPS or continuing EOPS student orientation every semester. Once they finish the orientation, students are able to schedule their first of three counseling appointments and sign up for additional monthly support. Because students typically meet with the same counselor, the counseling appointments allow students to discuss their educational and career goals in depth. They may also discuss personal issues that may be affecting them in school. Counselors and staff make appropriate referrals to on-campus or off-campus resources as necessary. Since students are required to follow their SEP, they must meet with a counselor prior to making any changes to course selections. This ensures students are taking the appropriate course for their identified goal(s). EOPS/CARE students are also eligible for four UC and four CSU application fee waivers, allowing students to apply for multiple campuses without it being a financial burden.

In addition, EOPS/CARE and FYSI students are also eligible for the first day of priority registration. This allows students to get first pick of courses they need in order to finish in a timely manner.

In FYSI, once a student submits an interest form the Retention Specialist contact the student to provide them with an overview of the services and connects them with a counselor. The Retention Specialist provides ongoing check-ins throughout the semester.

All three programs provide high-touch retention services such as assistance with financial aid applications, transfer applications, educational equipment (laptops, calculators, and smart pens), referrals on and off campus, and contacting instructors on their behalf when questions may arise. Also, EOPS/CARE and FYSI have their own dedicated Canvas site that allows the programs to communicate program updates and important information in a timelier manner.

**What are your on and off campus community partnerships?**

For the continued success of students, it is key for all three programs to collaborate and partner with various on and off campus.

- On-campus partners:
  - o Financial Aid
  - o Admissions & Records
  - o Bookstore
  - o Outreach & Recruitment
  - o STEM
  - o Promise Scholars Program

- o ESL
- o Phi Theta Kappa
- o Transfer Center
- o Career Center
- o CalWORKs
- o SparkPoint
- o TRiO
- o CWA
- o Puente
- o Umoja
- o ACES
- Off-campus partners:
  - o San Mateo County Human Services Agency
  - o San Mateo County Office of Education Foster Youth Services
  - o Children & Family Services Independent Living Program
  - o SUHSD, English Learner and Literacy Instruction
  - o SUHSD, Welfare and Attendance
  - o Sequoia High School, Guidance
  - o Sequoia Adult School
  - o Upward Scholars
  - o Legal Aid Society
  - o Fair Oaks Community Center
  - o HIP Housing

EOPS Advisory Board meets once a year, CARE twice a year, and FYSI's Resources & Opportunities for Success & Excellence (ROSE) once a month.

**How does your program contribute to anti-racism at Cañada College?**

EOPS is the first social and education justice program to address the issues of access, equity, and completion in the state community college system. It was established to provide support to community college students whose socioeconomic, academic, and educational backgrounds might prevent them from successfully completing college. Our mission is to support students who have a multitude of educational needs who are first-generation, English language learner, underprepared, reentry, and/or at-risk college students with the goal of providing equitable access to achieving their educational and career goals. Eighty-five percent of the students in EOPS identified as a person of color. EOPS requires that counselors have the following:

- completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages; OR six semester units or equivalent of a college-level counseling practicum or counseling field work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages; and,

- have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

The purpose of FYSI is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound students exiting the foster care system. Seventy-five percent of FYSI students are students of color. It is crucial that faculty and staff working with FYSI students are knowledgeable of the intrinsic issues they face and understand how to support them.

In addition, this fall semester in EOPS started a Men of Color support group. We plan to expand and collaborate with our other on-campus partners in order to expand our efforts to support MOC at Cañada College.

#### **Equity and Access**

**Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.**

EOPS/CARE is mandated by Title 5 to provide services that are “over and above and in addition to” what is already provided at the college. As such students are required to sign a mutual responsibility contract that specifies what services the student may receive and the roles, responsibilities, and expectations of both parties.

[https://smccd-czqfp.formstack.com/forms/eops\\_mutual\\_responsability\\_contract\\_2022](https://smccd-czqfp.formstack.com/forms/eops_mutual_responsability_contract_2022)

As part of her responsibilities, the EOPS/FYSI/DREAMERS Retention Specialist and Foster Youth Liaison provides ongoing, intrusive support to students in order to ensure they are staying connected with the appropriate resources. However, since it is only 15% of her time it limits how much she can do to support students. This is why it is imperative we have a permanent Program Services Coordinator and a combined full-time, tenure-track EOPS/PSP/FYSI Counselor to provide more consistent and reliable services and support.

**How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?**

As previously mentioned, EOPS is the first social and education justice program to address the issues of access, equity, and completion in the state community college system. It was established to provide support to community college students whose socioeconomic, academic, and educational backgrounds might prevent them from successfully completing college. Eighty-five percent of EOPS/CARE and seventy-five percent of FYSI students identified as a person of color, with the majority being Latinx, English language learners, AB540, and/or first-generation. The goals of the programs are to eliminate equity gaps and provide a safe environment where students feel supported.

Building community is also a key component of the programs. Since we lost our student space in 2011, this has been a challenge. Although when we were working virtually during the past two years, we were able to create space through some zoom options and on our Canvas site, it still doesn't meet the need. Now that we are back on campus it is critical, we have a safe space for our students to build community so that they may connect with faculty, staff, and other students.

**How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)**

Over the last couple of years, we have moved our application, forms, and other program documents to an online format. We also started to offer an online EOPS orientation that allowed students to go through it at their own pace. We worked with the Bookstore to cover shipping costs for students who could not travel to campus to pick up their books, supplies, and monthly assistance. We offer in-person, phone, and virtual counseling appointments and regularly scheduled weekly drop-in counseling. The last two semesters, a couple of weeks before finals we had our Zoom Room Study Hall where students could virtually drop-in and study but not feel alone. We plan to continue this but include an in-person option. Although more classes are being offered in person and services have fully opened on campus, many of our students have hectic work schedules, family responsibilities, and/or may have moved out of the area due to the raising cost of leaving, it is imperative that we continue to provide services in various modalities. In spring 2020, EOPS launched our Canvas site followed by FYSI this fall 2022 semester. Our Canvas sites allow us to communicate with our students in a more streamlined manner. At the end of last year, we also launched our updated FYSI website to better inform FY students and the community about our services and resources.

## **Looking Back**

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### **Major Accomplishments and Challenges (500 word limit)**

**Describe major accomplishments and challenges since the last program review cycle.**

#### **ACCOMPLISHMENTS:**

In 2021-22 EOPS served 219 (unduplicated). In addition to the book voucher for fall/spring/summer, we provided food and transportation assistance. Furthermore, we awarded a spring EOPS grant, an EOPS graduation grant, and offered summer counseling.

On June 1, 2022, EOPS had our End of the Year Celebration in person for the first time since the pandemic. During the event, we recognized graduates and transfer students. The student speakers consisted of two current students who were transferring and one alumnus.

EOPS offered virtual drop-in days and times throughout the fall, spring, and summer sessions. For fall and spring, we continued to offer group counseling sessions on various topics.

EOPS hosted an end-of-the-semester virtual gathering for students to destress before finals, called "Hugs for Mugs." We provided students with a nice mug filled with treats and played games. In order to allow for more participation, we schedule one in the afternoon and one in the evening.

In fall 2021 and spring 2022, a couple of weeks before finals we had our Zoom Room Study Hall where students could virtually drop in and study but not feel alone. We plan to continue this but include an in-person option.

The EOPS full-time tenure track counselor position started in fall 2022. In addition, we continue to partner with Promise to have an adjunct counselor work with our combined

EOPS and Promise students. We will submit a personnel request for the second time for a full-time, tenure-track EOPS/PSP/FYSI counselor position.

With the SMCCCD Equal Employment Opportunity Committee award, we created EOPS videos that will be used for outreach, recruitment, and orientations. This will be completed in spring 2022.

In collaboration with Promise we create and implement an online student self-reporting Progress Report through SmartSheets that has been used by EOPS, CalWORKs, Promise, TRiO, STEM, ESO, Puente, and International Students.

In fall 2022, we started a Men of Color support group led by our new EOPS Counselor and Retention Specialist. The goal is to expand this and partner with other programs on campus. In May 2022, we were awarded a \$7,500 renewal grant for a third year in a row from the Pinpoint Foundation to support our Foster Youth students. These are unrestricted funds that help to directly support Foster Youth students and activities since 2020-21.

In spring 2021, we formed the Resources & Opportunities for Success & Excellence (ROSE) Committee, which is a partnership with other on and off-campus partners to create a broader range of support for our Foster Youth students. Through this effort, we have expanded our partnerships/alliances to better support our FY students.

An icon was recreated for FYSI/ROSE and approved by Marketing so that it can be used on our website and any advertising materials.

In spring 2022, we launch our new FYSI website. Previously it was a one-page site with very limited information. It now has various tabs that list resources specific to FY students' needs, as well, as contacts of FY allies. <https://canadacollege.edu/fysi/index.php>

FYSI facilitated Flex Day workshops on how to support FY students and learn about informed trauma practices (October 2021, January 2022, April 2022, and October 2022).

In fall 2022, we launched our FYSI Canvas site. Students who identify as former FY students will have access to the site and receive information about support.

In fall 2022, we created a blurb that faculty could include in their syllabus and/or Canvas site to inform students about FYSI: "Cañada College offers assistance to support students who identify as a current or former foster youth. For more information, please feel free to reach out to our Cañada College Foster Youth Liaison, Jilian Gómez, at [gomezjilian@smccd.edu](mailto:gomezjilian@smccd.edu), 650-381-3553, or visit <https://canadacollege.edu/fysi/index.php>. "

At the beginning of June 2022, we offered a CRER 401 for FY students. We plan to continue this next summer.

FYSI is currently in the process of entering into an MOU with the organization Pivotal in order to expand FY services to students.

### **CHALLENGES:**

There continue to be various challenges in assisting students with how they can stay connected while learning remotely. The EOPS team continues to learn how we can better support our students in this virtual environment and keep in line with our mission of providing "over and above" what the College provides as mandated in Title 5.

Due to the pandemic, statewide EOPS/CARE programs saw a significant decline in student enrollment and we are no exception. Many of our students are frontline workers and the main caregivers to their families. The struggles they have had to endure during this



tempestuous time with COVID have only amplified the barriers to financial stability, including housing and food insecurities, and the increased need for mental health support.

Through our Annual EOPS Program Plan, this will be the seventh year that we have had to request a waiver from the State Chancellor's Office to not provide EOPS tutoring services. Although it is a high demand from our students, we have not been able to provide them with the additional tutoring hours needed. This is a challenge that we will need to continue to work on in collaboration with the Learning Center. Much work still needs to be done to address this much-needed support.

Since 2010 the EOPS/CARE/FYSI/CalWORKs student study area was used as swing space due to remodeling building 5 and the addition of CIETL. When the remodeling was completed, that space was not returned to the Programs. The area was used by students to study, EOPS Cub meetings, EOPS/CARE/FYSI/CalWORKs activities, food pantry, computer and printing usage, textbook library, etc. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

#### **Impact of Resource Allocations Process**

**Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?**

#### **For resources that were granted in the past:**

*Full-Time, Tenured-Track EOPS Counselor* – In fall 2021, we hired a new full-time, tenure-track position. We have been able to expand EOPS counseling appointments and programming. For example, this counselor has started a Men of Color support group this fall 2022 semester. We plan to expand and collaborate with our other on-campus partners in order to expand our efforts to support MOC at Cañada College.

*Laptops* – EOPS/CARE has been granted laptops to lend out to students. This has been key in assisting students to stay connected to their online classes and resources, especially these last two years.

*Zoom Equipment* - We have been able to equip all our faculty and staff with the necessary zoom equipment for their offices on campus. This has allowed us to continue to serve students remotely if they are unable to come to campus in person.

#### **For resources that have not been granted in the past:**

*Full-Time, Tenure-Track EOPS/PSP/FYSI Counselor* – This is our second year requesting this shared position. The programs are needing to expand services to students and this position is key in aligning with the mission of the college. The Promise Scholars Program, EOPS, and FYSI are committed to equitable practices by removing systematic and financial barriers to increase student completion and success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we require full-time dedicated counselors to maintain the integrity and permanency of our programs.

*Full-Time, Permanent FYSI Program Services Coordinator* – This is our second year requesting this position. Currently, the EOPS Retention Specialist has 15% of her time dedicated as the Foster Youth Liaison. There needs to be a position with more dedicated time to build the program, recruit students and provide the necessary consistency and continuity required by

FY students. Last year, the ROSE committee was formed which includes on-campus and off-campus partners that have worked diligently to increase the enrollment of FY students and enhance student support. A PSC position will allow more time to be dedicated to building the program.

*EOPS Summer Counseling Hours* – EOPS students are not required to take summer courses. However, we encourage students to do so in order to complete courses in a timelier manner. In order to provide any financial support during the summer, we are required to also have EOPS counseling available. Although we may be able to cover the cost of books and supplies our annual funding doesn't always cover summer counseling hours which limits how we can serve students during the summer. During the summer counselors not only see EOPS students who are taking summer courses but also contribute to our retention and recruitment efforts by following up with students who have not yet registered for fall and assisting with recruitment. EOPS summer counseling improves access and increases enrollment.

*EOPS Transportation Assistance* – EOPS provides monthly transportation assistance. Our students are challenged with the increased cost of gas and whether they have their own car or use public transportation, these costs are a financial burden to them.

*EOPS Staff Professional Development* – EOPS has an annual statewide conference that brings together best practices and CCCCCO updates. Since Classified Professional Development does not allow classified to apply for funds if they have attended a conference before, the burden of paying for these expenses falls on the EOPS budget. The funds that go towards direct services to students are redirected to pay for these expenses. Therefore, it lowers the amount that goes to serve students.

*EOPS/CARE/FYSI/CalWORKs* - Since 2010 the EOPS/CARE/FYSI/CalWORKs student study area was used as swing space due to remodeling building 5 and the addition of CIETL. When the remodeling was completed, that space was not returned to the Programs. The area was used by students to study, EOPS Cub meetings, EOPS/CARE/FYSI/CalWORKs activities, food pantry, computer and printing usage, textbook library, etc. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

**How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

As the College expands its services to support students, EOPS needs to continue to evolve in order to be compliant with Title 5's mandate of going "over and above and in addition to" what the College already provides. This has been a challenge for us without the following requests.

As indicated above the resource requests that were not granted have made it challenging for us to meet the needs of our students in a more effective manner. It also has limited our ability to expand programming in EOPS and FYSI. Especially with our growing numbers in all three programs. For FYSI in particular, these students are our most vulnerable. We easily have lost them over the years because we have not had the necessary staffing nor the ongoing funding to sustain consistency in supporting their success.

#### **SAOs and SLOs**

**State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).**

Our SAOs are the End of the Semester Survey and Exit Interview/Survey.

[https://smccd-czqfp.formstack.com/forms/eops\\_end\\_of\\_the\\_semester\\_survey](https://smccd-czqfp.formstack.com/forms/eops_end_of_the_semester_survey)

[https://smccd-czqfp.formstack.com/forms/exit\\_survey](https://smccd-czqfp.formstack.com/forms/exit_survey)

**Describe how your program assessed your SAOs and/or SLOs.**

In fall 2019 we created the End of the Semester Survey. Surveys were sent to students via Canvas and emailed in May 2020, December 2020, and May 2022. Since SIP was in effect during those semesters, we included questions that pertained to services and the challenges they were facing at that time. In addition, in spring 2022 we included questions about using SSL.

The Exit Interview/Survey was sent to students via Canvas and emailed in May 2022. Since classes and services continued to be offered in a virtual setting, we included questions that pertained to services and challenges they were facing at that time. This survey was forwarded to students who were exiting from EOPS for any of the following reasons: graduating and going into the workforce; transferring to a 4-year university; or taking a break from school for personal reasons.

**SAO/SLO Assessment Results and Impact**

**Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?**

The surveys provided us with important insights as to what the students value about the EOPS Program and some suggestions for improvement. They both highlight the importance of counseling functions, which supports our proposal for a full-time shared EOPS/PSP/FYSI counselor position.

See attached documents with more details of the results.

## Looking Ahead

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**SAOs and SLOs for the Next Review Cycle**

**State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.**

We reviewed both surveys at a EOPS Team Meeting and decided that we will continue using the same SAOs in the next review cycle. There were some minor changes made since there are more services offered in person now.

**Program Improvement Initiatives/Resource Requests**

**What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?**

As noted in the resource requests, the two staffing positions and additional funds will help us in providing much needed services to our students and will allow us to address issues of anti-racism and equity gaps.

**How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need**

**in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?**

When available we will continue to participate in any trainings that will help us to better serve students and understand their needs. The resource requests we submitted will assist us in accomplishing these goals.

## **Supporting Information**

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### **General Supporting Documents**

[EOPS SAO Exit Results sp2020 sp2022.docx](#)

[EOPS SAO End of Semester Results sp20fa20sp2022.docx](#)

[Classified-Hiring-Justification FYSI PSC 2022.docx](#)

[New Faculty Position Proposal EOPS PSP FYSI Counselor 2022.docx](#)

[Outcomes Comparison Report of EOPS 2022-09-30.docx](#)

### **Tables & Graphs**



## **Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students**

Fall 2018-Spring 2022

### **Method:**

- This report tracks the course and completion outcomes of EOPS students (n=710) who were enrolled at Cañada College from Fall 2018 to Spring 2022. EOPS status is determined by being an EOPS student in any term from Fall 2018 to Spring 2022.
- Potentially EOPS eligible students were selected based on academic and economic characteristics similar to EOPS students at Cañada College: BOG A, B and C (BOG C waiver with no Expected Family Contribution) eligibility; accumulation of no more than 12 district units in initial term, enrollment in a minimum of 9 units in the initial term, and resident of California. Excluded students who received EOPS at either CSM or Skyline.
- Course outcomes were assessed through Spring 2022. Degree and certificate outcomes were assessed through Summer 2022.

### **Key Findings:**

- EOPS students tend to be more likely to be female than the comparison group
- EOPS students are more likely to be Hispanic/Latino and less likely to be White Non-Hispanic
- EOPS students are more likely to be Foster Youth students
- EOPS students have higher Fall to Spring persistence, award attainment, and FTES contribution

**Table 1: Gender by EOPS Status**

Gender	EOPS		Comparison	
Number	710		2,330	
Female	455	64.1%	1365	58.6%
Male	238	33.5%	922	39.6%
Unreported	17	2.4%	43	1.8%

**Table 2: Age at Initial Term by EOPS Status**

Age Group	EOPS		Comparison	
Number	710		2,330	
Age Under 18	12	1.7%	72	3.1%
Age 18 - 22	408	57.5%	1,346	57.8%
Age 23 - 28	125	17.6%	432	18.5%
Age 29 - 39	110	15.5%	326	14.0%
Age 40 - 49	38	5.4%	99	4.2%
Age 50 - 59	9	1.3%	39	1.7%
Age 60 +	8	1.1%	15	0.6%

**Table 3 Ethnicity by EOPS Status**

Ethnicity Number	EOPS		Comparison	
	710		2,330	
American Indian/Alaskan Native		0.0%	1	0.0%
Asian	22	3.1%	140	6.0%
Black - Non-Hispanic	29	4.1%	71	3.0%
Filipino	7	1.0%	82	3.5%
Hispanic/Latino	522	73.5%	1,472	63.2%
Multiraces	12	1.7%	96	4.1%
Pacific Islander	12	1.7%	34	1.5%
Unreported	59	8.3%	136	5.8%
White Non-Hispanic	47	6.6%	298	12.8%

**Table 4: Foster Youth Status by EOPS Status**

Foster Youth Number	EOPS		Comparison	
	710		2,330	
No	691	97.3%	2310	99.1%
Yes	19	2.7%	20	0.9%

**Table 5: Course Outcomes by EOPS Status**

	EOPS	Comparison
Number	710	2,330

Enrollment	9,357		24,608	
Success	6,397	68.4%	16,970	69.0%
Retention	8,375	89.5%	22,088	89.8%

18 through Spring 2022,  
regardless of a student's EOPS status during that term.  
Source: SAP universe Student History

**Table 6: Fall to Spring Persistence by EOPS Status**

	EOPS	Comparison
<b>Fall to Spring Persistence</b>	<b>710</b>	<b>2,330</b>
2018-2019	86%	80%
2019-2020	82%	78%
2020-2021	77%	74%
2021-2022	77%	72%

Source: SAP universe Student History

**Table 7: Dean's List by EOPS Status**

Dean's list	EOPS		Comparison	
<b>Number</b>	<b>710</b>		<b>2,330</b>	
Dean's list	363	51.1%	1,234	53.0%
Never Dean's List	347	48.9%	1,096	47.0%

Students include those who have been on the District's Dean's in any semester  
Source: SAP universe Student History

**Table 8: Awards by EOPS Status**

Awards	EOPS		Comparison	
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Number	710		2,330	
Any Award	231	32.5%	466	20.0%
Certificate	153	21.5%	202	8.7%
Degree	188	26.5%	398	17.1%

**Table 9: FTES Contributions by EOPS Status**

FTES	EOPS	Comparison
Number	710	2,330
2018-2019	0.74	0.64
2019-2020	0.69	0.61
2020-2021	0.66	0.57
2021-2022	0.64	0.57

Note: this is the average FTES contribution of students by group for each academic year.  
Source: SAP universe Student History





## **EOPS SAO Results Spring 2020, Fall 2020, and Spring 2022**

This document outlines the data collected from the surveys that were sent to students at the end of the semester for spring 2020, fall 2020, and spring 2022. With the combination of the three semesters, 124 out of the 627 total EOPS students (duplicated numbers) filled out the survey. Throughout the semesters, we updated our End of the Semester Survey.

In fall 2019 we created the End of the Semester Survey. Surveys were sent to students via Canvas and emailed in May 2020, December 2020, and May 2022. Since SIP was in effect during those semesters, we included questions that pertained to services and the challenges they were facing at that time. In addition, in spring 2022 we included questions about using SSL.

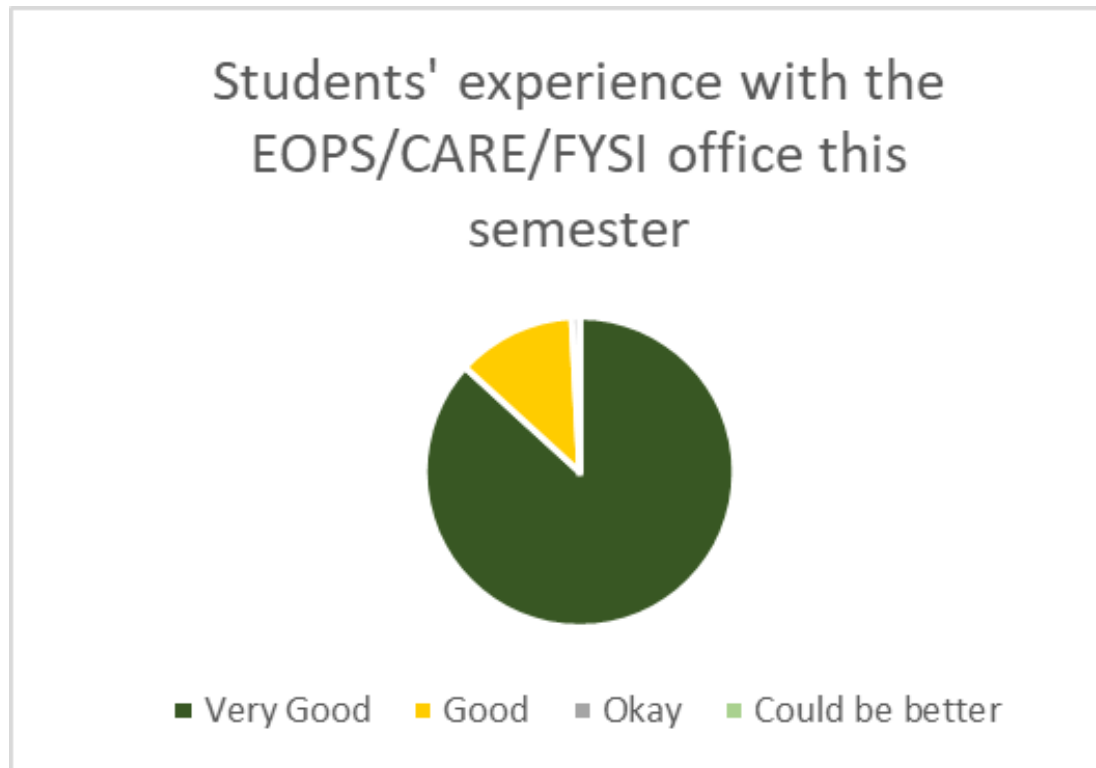
### Completed the End of the Semester Survey for Spring 2020, Fall 2020, and Spring 2022



- Total EOPS students
- Students who participated in the survey

**SAO Assessment Results:**

The surveys provided us with important insights as to what the students value about the EOPS Program and some suggestions for improvement. They both highlight the importance of counseling functions, which supports our proposal for a full-time shared EOPS/PSP/FYSI counselor position.



Overall, how was your experience with the EOPS/CARE/FYSI office this semester?

(Please select one answer)

- ☐ 105 (86%) Very Good
- ☐ 15 (13%) Good
- ☐ 1 (1%) Okay
- ☐ 0 (0%) Could be better

Students found it helpful receiving phone calls to remind them of appointments and forward program announcements.



■ Yes ■ No

To improve communication between the EOPS/CARE/FYSI Program and student we send emails and texts, in addition to calling students, to remind them of appointments and forward program announcements. Over the course for the semester, did you find these to be helpful?

o Phone Calls

§ 106 (85%) Yes

§ 18 (15%) No

0

Students found it helpful receiving emails to remind them of appointments and forward program announcements.



Emails

§ 116 (94%) Yes

§ 8 (6%) No

0

Students found it helpful receiving text messages to remind them of appointments and forward program announcements.



■ Yes ■ No

Text

§ 118 (95%) Yes

§ 6 (5%) No

o

Students found canvas helpful to remind them of appointments and forward program announcements.



Canvas

§ 91 (73%) Yes

§ 33 (27%) No

o Social Media

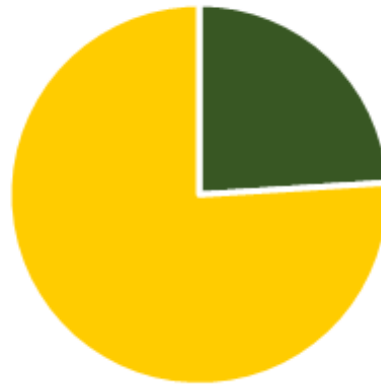
§ 36 (29%) Yes

Students found social media platforms (i.e., Facebook and Instagram) helpful to remind them of appointments and forward program announcements



88 (71%) No

## Did students know EOPS had social media pages (Facebook, Instagram)



■ Yes ■ No

o Did students know EOPS had social media pages (Facebook, Instagram)

§ 5 (24%) Yes

§ 16 (76%) No



## Students confidence educational goal after attending an EOPS counseling appointment.



Based on the information provided to you during your EOPS counseling appointment, how confident are you that you know both the timeline to complete courses and the classes needed to reach your educational goal?

o Educational Goal

§ 81 (65%) Very Confident

§ 34 (27%) Confident

§ 9 (7%) Somewhat Confident

§ 0 (0%) Not Confident at all

o Timeline to complete courses

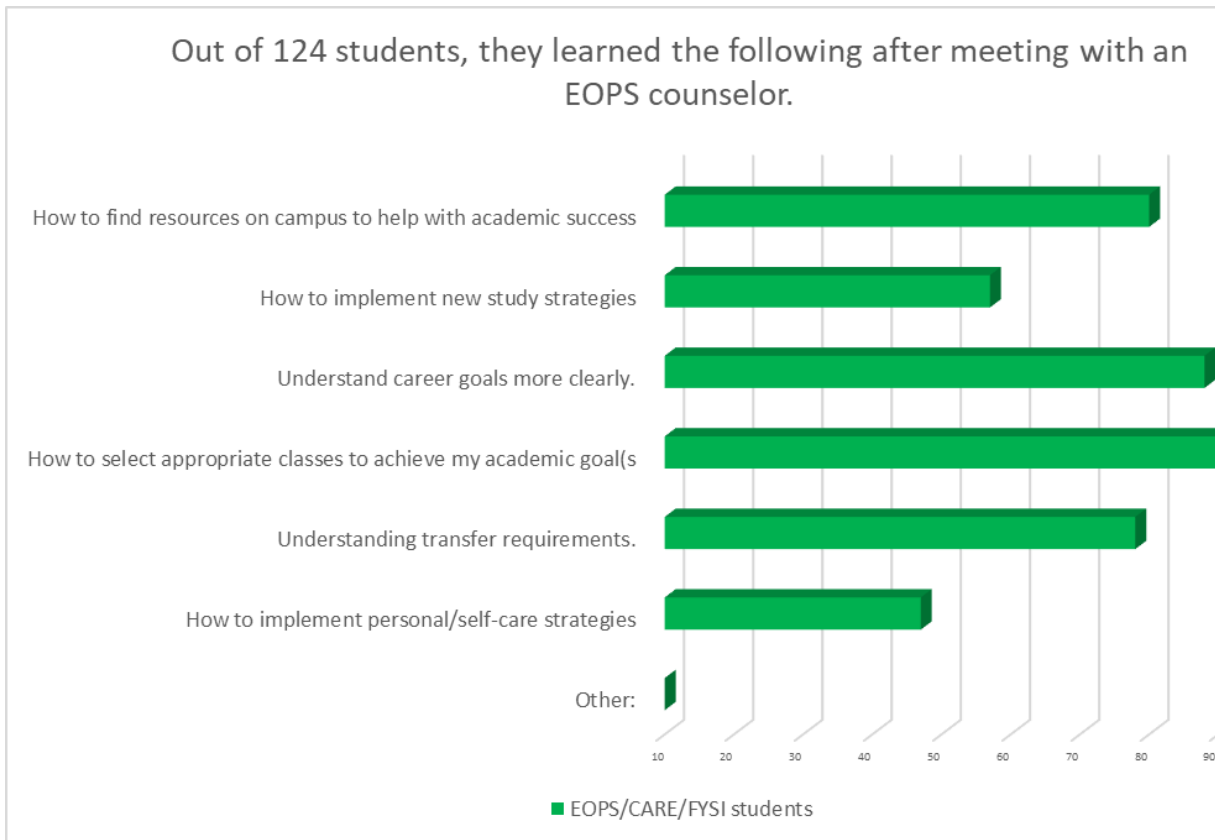
Students confidence of their  
timeline to complete courses after  
attending an EOPS counseling  
appointment.



§  
65 (52%) Very Confident  
§ 45 (36%) Confident  
§ 12 (10%) Somewhat Confident  
§ 2 (2%) Not Confident at all

- After meeting with your EOPS counselor, what have you learned? (check all that apply)
  - o How to find resources on campus to help with academic success.
  - o How to implement new study strategies
  - o Understand career goals more clearly

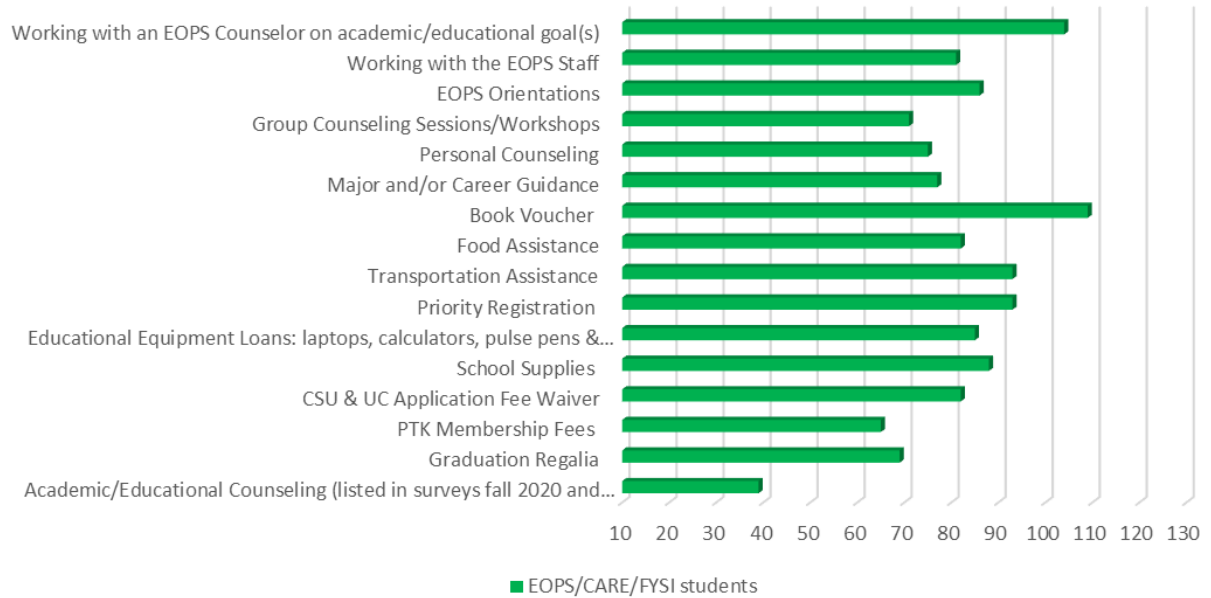
- o How to select appropriate classes to achieve my academic goal(s)
- o Understanding transfer requirements
- o How to implement personal/self-care strategies
- o Other: EOPS group counseling sessions counting towards one EOPS counseling appointment



- Let us know which of the following services you believe are the most important to you in the EOPS/CARE/FYSI Program. Please consider current and future contacts.
  - o Working with an EOPS Counselor on academic/educational goal(s)
  - o Working with the EOPS Staff
  - o EOPS Orientations
  - o Group Counseling Sessions/Workshops
  - o Personal Counseling
  - o Major and/or Career Guidance
  - o Book Voucher
  - o Food Assistance
  - o Transportation Assistance

- o Priority Registration
- o Educational Equipment Loans: laptops, calculators, pulse pens & notebooks
- o School Supplies
- o CSU & UC Application Fee Waiver
- o PTK Membership Fees
- o Graduation Regalia
- o Academic/Educational Counseling (listed in surveys fall 2020 and spring 2022)

Out of 124 students, they believed are the most important services in the EOPS/CARE/FYSI program.



## How easy was it to access your Book Voucher?



■ Very Easy

■ Helpful

■ Moderately Helpful

■ Not Helpful/No Opinion

· How easy was it to access your Book Voucher?

§ 89 (72%) Very Easy

§ 20 (16%) Easy

§ 9 (7%) Somewhat Easy

§ 6 (5%) Not Easy at all

· How helpful were EOPS's Social Media pages (Facebook and Instagram)?

## How helpful were EOPS's Social Media pages (Facebook and Instagram)?



- Very Helpful
- Somewhat Helpful
- Did not know about the EOPS social media pages
- Did not use the EOPS social media pages

§

12 (9%) Very Helpful

§ 16 (13%) Somewhat Helpful

§ 43 (35%) Did not know about the EOPS social media pages

§ 53 (43%) Did not use the EOPS social media pages

How was your experience in using the Student Success Link (SSL) to schedule your counseling appointment this semester?



■ Very Easy ■ Easy ■ Somewhat Easy ■ Not Easy at all

How was your experience in using the Student Success Link (SSL) to schedule your counseling appointment this semester? (Only listed in spring 2022 survey)

§ 13 (61%) Very Easy

§ 2 (10%) Easy

§ 4 (19%) Somewhat Easy

§ 2 (10%) Not Easy at all

## How students prefer to meet with an EOPS Counselor?



■ in person ■ virtual/phone ■ both in person and virtual/phone

How would you prefer to meet with an EOPS Counselor? Only listed in spring 2022 survey)

§ 3 (13%) in person

§ 12 (50%) virtual/phone

§ 6 (25%) both in person and virtual/phone



How was your experience in using the Student Success Link (SSL) to schedule your counseling appointment this semester?



How difficult was it to schedule a counseling appointment this semester at your desired time? (Only listed in spring 2020 and fall 2020 survey. 102 (out of 464 total EOPS students) who took the survey from the two semesters.)

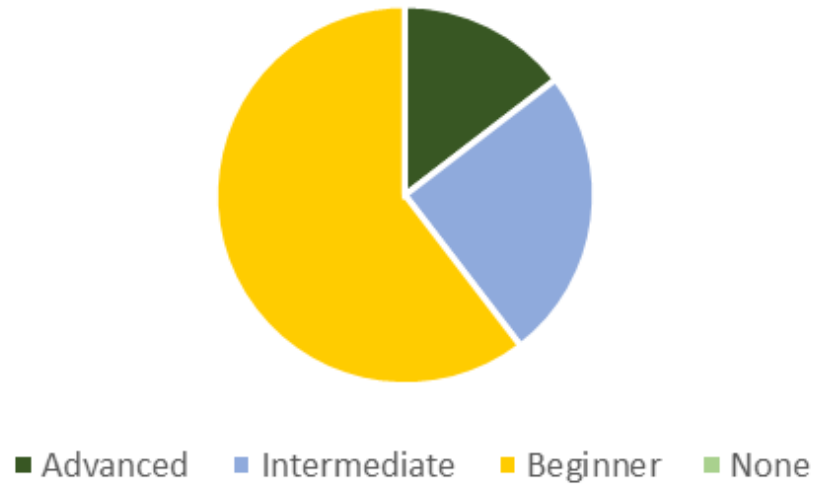
§ 59 (58%) Very Easy

§ 33 (32%) Easy

§ 7 (6%) Somewhat Easy

§ 3 (3%) Not Easy at all

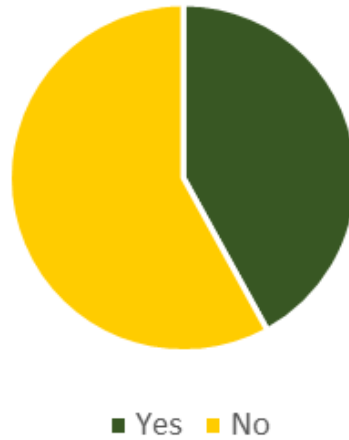
## What do you believe is your level of technology skills?



What do you believe is your level of technology skills? (Only listed in spring 2020 and fall 2020 survey. 91 of 102 participants who took the survey out of 464)

- § 33 (7%) Advanced
- § 55 (12%) Intermediate
- § 3 (29%) Beginner
- § 0 (0%) None

## Have students used the Tutoring Services?

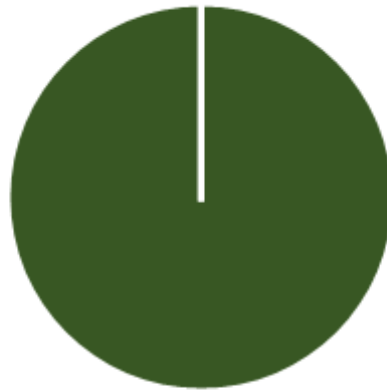


Tutoring is extremely important for all college students. We want to be sure EOPS students are able to access and utilize the current College Tutoring Services in the Learning Center. Have you used the Tutoring Services, including NetTutor in the Learning Center this semester? Select yes or no

§ 52 (42%) Yes

§ 72 (58%) No

EOPS/CARE programs contributed  
to your success at Cañada

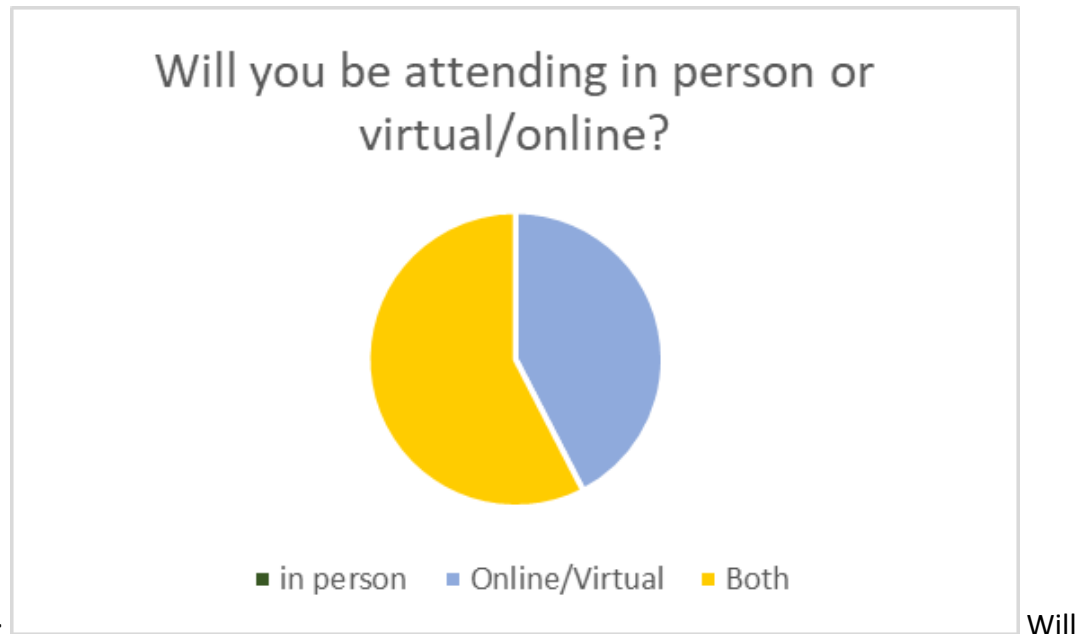


■ Yes ■ No

Did students plan to enroll at Cañada College for the next semester?

o 98% Yes

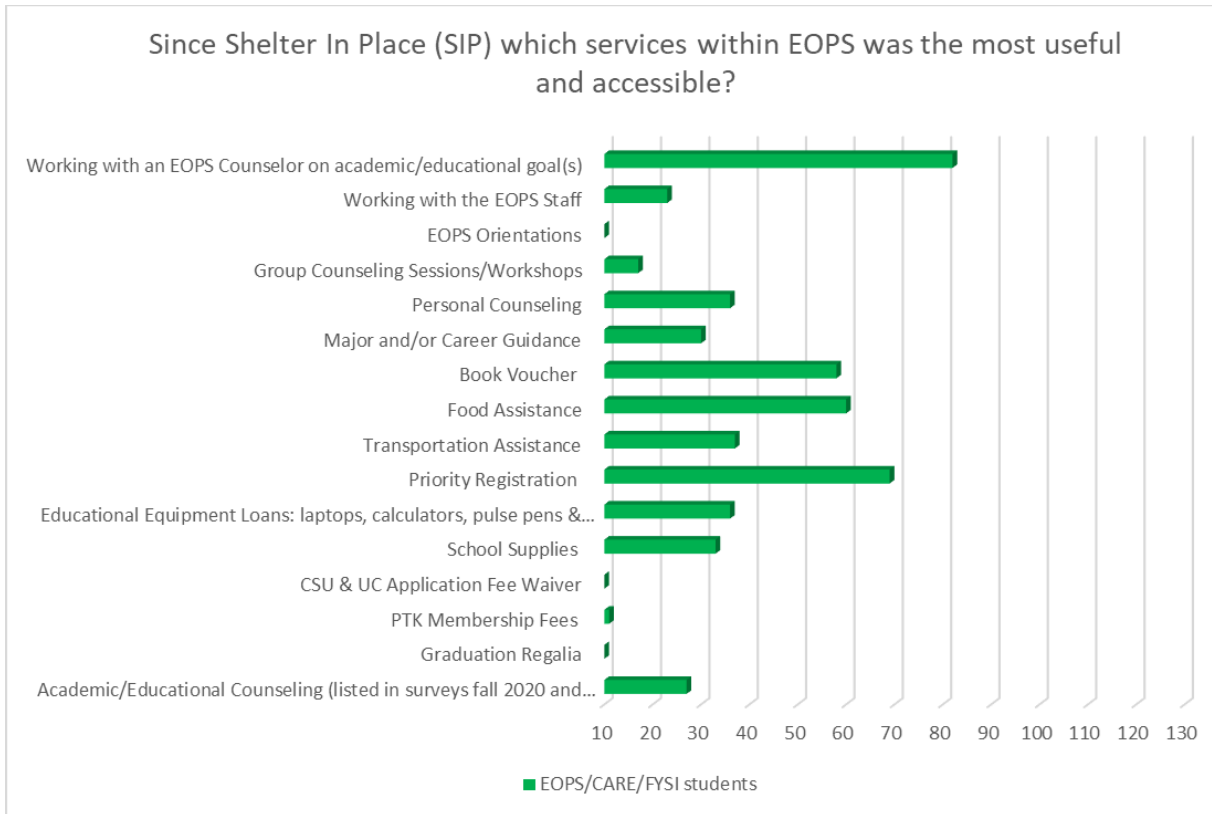
o 4% No



Will you be attending in person or virtual/online? Only listed in spring 2022 survey)

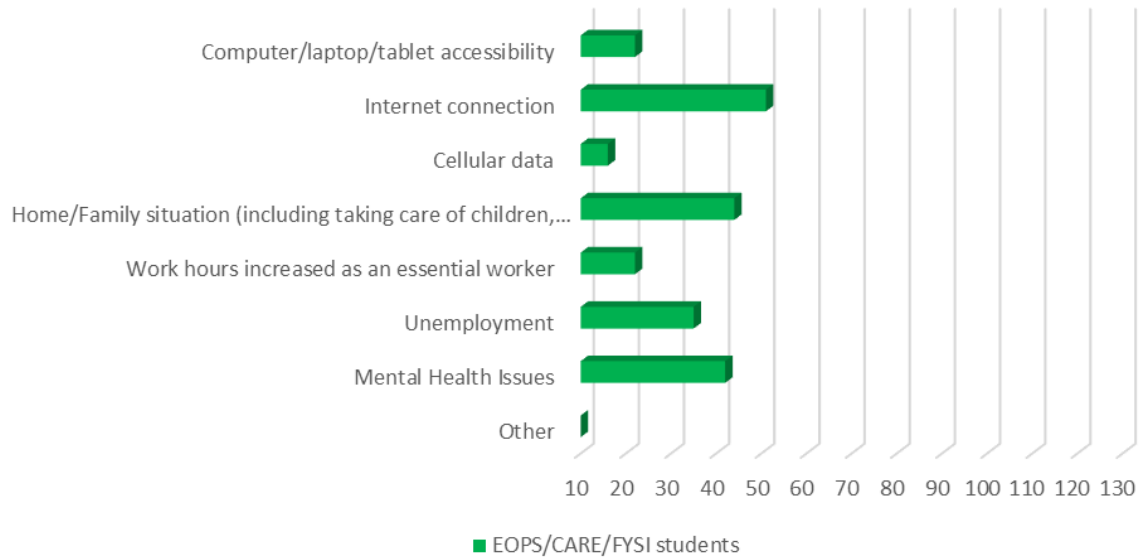
§ 0 (0%) In person  
 § 9 (42%) Online/Virtual  
 § 12 (57%) Both

- Since Shelter In Place (SIP) which services within EOPS was the most useful and accessible?
  - o Working with an EOPS Counselor on academic/educational goals
  - o Working with the EOPS Staff
  - o Group Counseling Sessions/Workshops
  - o Personal Counseling
  - o Major and/or Career Guidance
  - o Book Voucher
  - o Food Assistance
  - o Transportation Assistance
  - o Financial Aid Assistance
  - o Priority Registration
  - o Educational Equipment Loans: laptops, calculators, pulse pens & notebooks
  - o School Supplies
  - o PTK Membership Fees

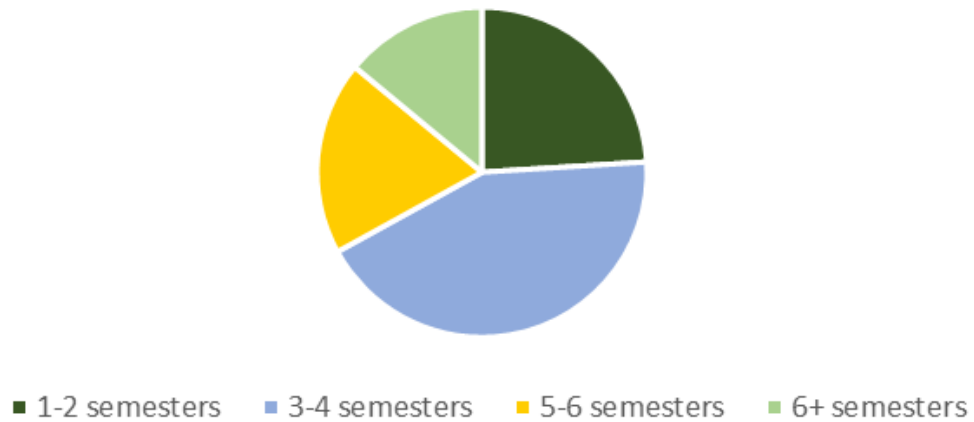


- Since Shelter In Place (SIP) what challenges have you faced in order to stay connected to your remote learning?
  - o Computer/laptop/tablet accessibility
  - o Internet connection
  - o Cellular data
  - o Home/Family situation (including taking care of children, a family member, etc.)
  - o Work hours increased as an essential worker
  - o Unemployment
  - o Mental Health Issues

Since Shelter In Place (SIP) what challenges have you faced in order to stay connected to your remote learning?



How many semesters has the student been in EOPS?



· Please indicate how many semesters you have been in EOPS? at the time possible question was not \* as obligatory to answer for spring 20 and fall 2020.

§ 5 (28%) 1-2

§ 36 (29%) 3-4

§ 18 (15%) 5-6

§ 9 (7%) 6+

How many semesters has the student  
been at Cañada College?



■ 1-2 semesters ■ 3-4 semesters ■ 5-6 semesters ■ 6+ semesters

Please indicate how many semesters you have been at Cañada College?

§ 34 (27%) 1-2

§ 46 (37%) 3-4

§ 26 (21%) 5-6

§ 18 (15%) 6+





## **EOPS SAO Results Spring 2022**

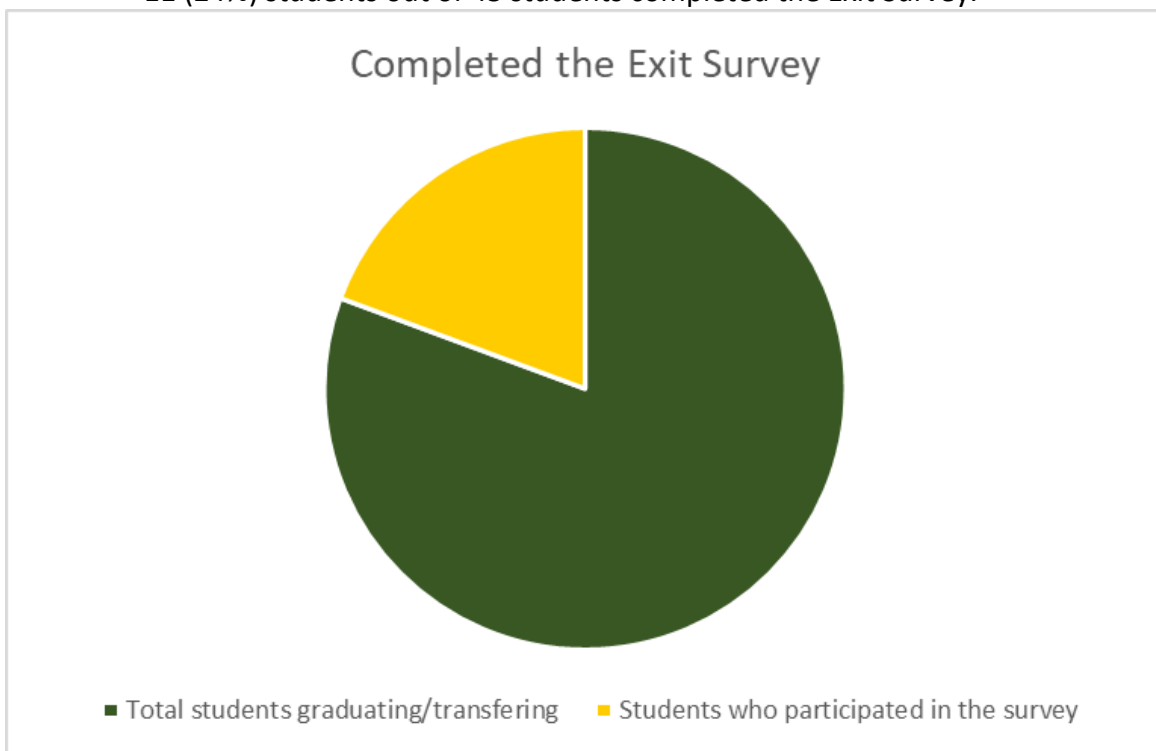
We updated our Exit Interview/Survey. The survey was sent to students via Canvas and emailed in May 2022. Since classes and services continued to be offered in a virtual setting, we included questions that pertained to services and challenges they were facing at that time.

### **SAO Assessment Results:**

The surveys provided us with important insights as to what the students value about the EOPS Program and some suggestions for improvement. They both highlight the importance of counseling functions and other support services to students.

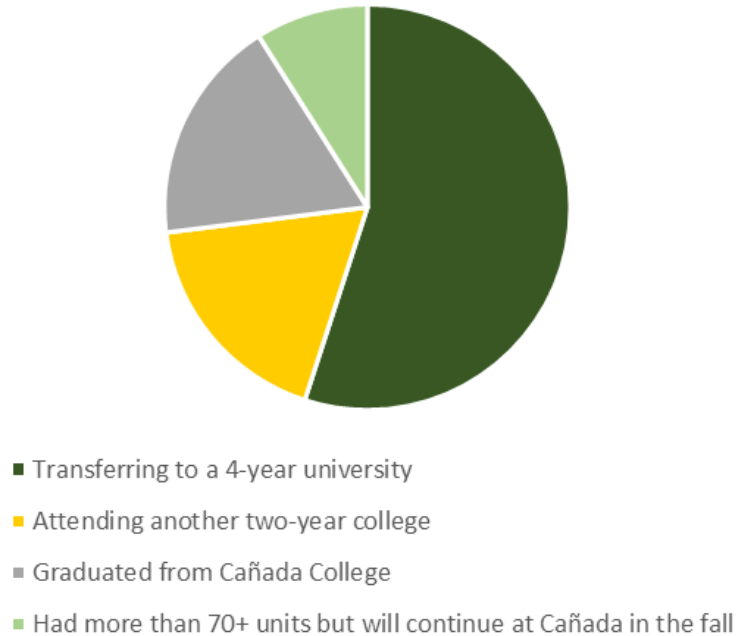
### **The Exit Survey for Spring 2022:**

- This survey was forwarded to students who were exiting from EOPS for any of the following reasons: graduating and going into the workforce; transferring to a 4-year university; or taking a break from school for personal reasons.
- 11 (24%) students out of 45 students completed the Exit Survey.



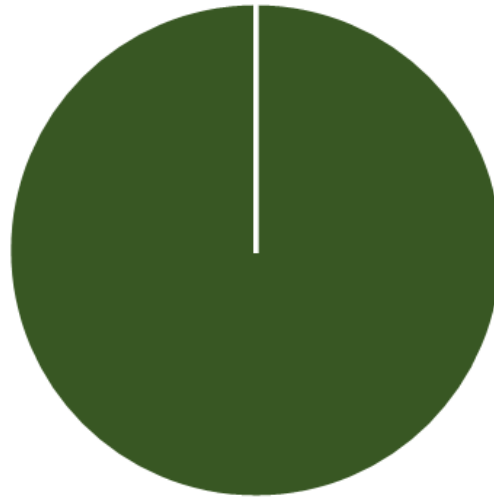
- Why they were exiting EOPS:
  - o 6 (55%) students were transferring to a 4-year university
  - o 2 (18%) students were attending another two-year college.
  - o 2 (18%) students graduated from Cañada College.
  - o 1 (9%) had more than 70+ units but will continue at Cañada in the fall.

Why they were exiting EOPS?



- Students rated the following EOPS/CARE services:
  - o Academic Counseling/Advising
    - § 11 (100%) indicated that it was Extremely Helpful.
    - § 0 (0%) indicated that it was Helpful.
    - § 0 (0%) indicated that it was Moderately Helpful.
    - § 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:  
Academic Counseling/Advising



■ Extremely Helpful   ■ Helpful   ■ Moderately Helpful   ■ Not Helpful/No Opinion

o Book Vouchers

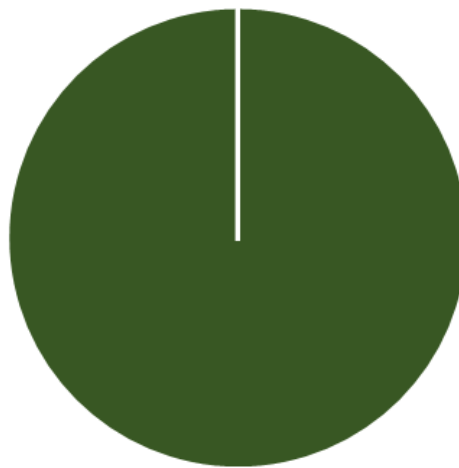
§ 11 (100%) indicated that it was Extremely Helpful.

§ 0 (0%) indicated that it was Helpful.

§ 0 (0%) indicated that it was Moderately Helpful.

§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services: Book  
Vouchers

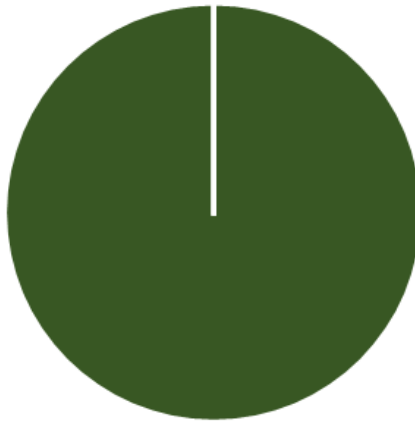


■ Extremely Helpful   ■ Helpful   ■ Moderately Helpful   ■ Not Helpful/No Opinion

o Food Assistance

§ 11 (100%) indicated that it was Extremely Helpful.  
§ 0 (0%) indicated that it was Helpful.  
§ 0 (0%) indicated that it was Moderately Helpful.  
§ 0 (0%) Not Helpful/No Opinion.

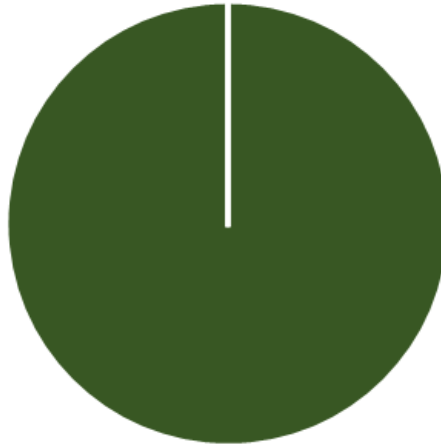
Students rated the following EOPS/CARE services: Food Assistance



■ Extremely Helpful   ■ Helpful   ■ Moderately Helpful   ■ Not Helpful/No Opinion

o Transportation Assistance  
§ 11 (100%) indicated that it was Extremely Helpful.  
§ 0 (0%) indicated that it was Helpful.  
§ 0 (0%) indicated that it was Moderately Helpful.  
§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:  
Transportation Assistance



■ Extremely Helpful   ■ Helpful   ■ Moderately Helpful   ■ Not Helpful/No Opinion

o New Semester School Supplies

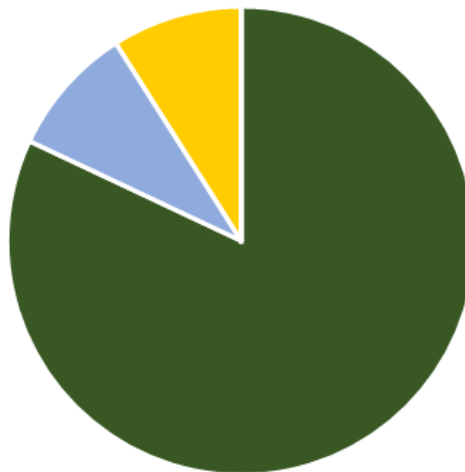
§ 9 (82%) indicated that it was Extremely Helpful.

§ 1 (9%) indicated that it was Helpful.

§ 1 (9%) indicated that it was Moderately Helpful.

§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:  
New Semester School Supplies



■ Extremely Helpful   ■ Helpful   ■ Moderately Helpful   ■ Not Helpful/No Opinion

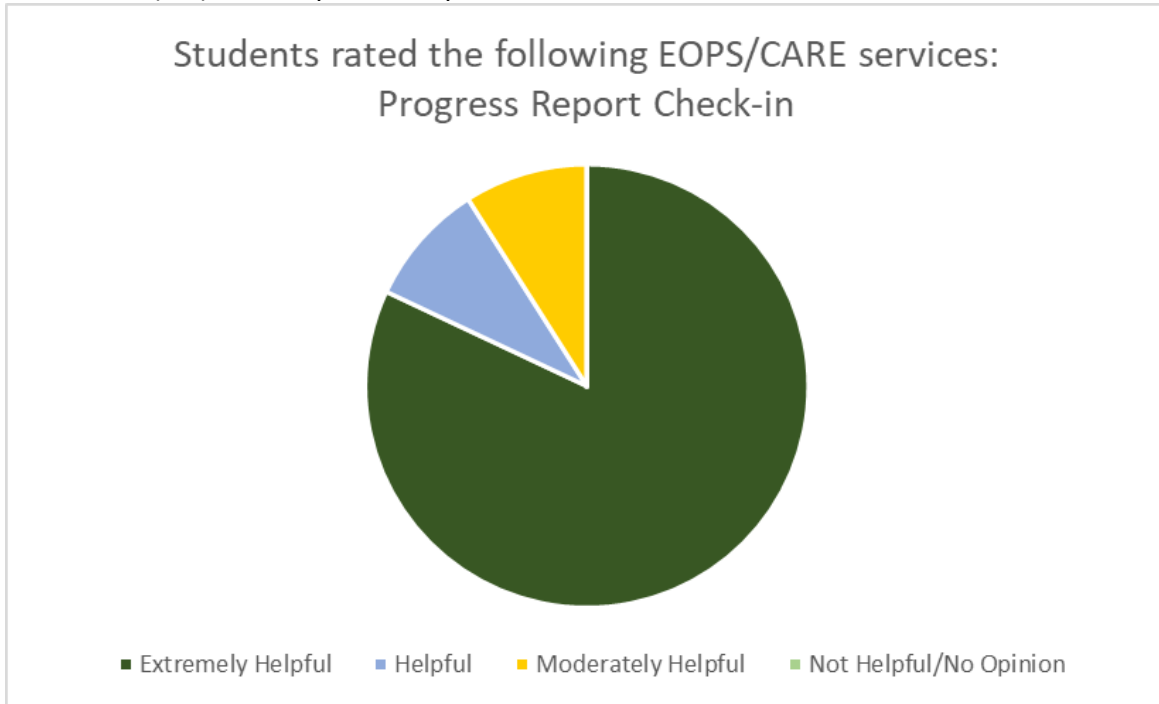
o Progress Report Check-in

§ 9 (82%) indicated that it was Extremely Helpful.

§ 1 (0.09%) indicated that it was Helpful.

§ 1 (0.09%) indicated that it was Moderately Helpful.

§ 0 (0%) Not Helpful/No Opinion.



o Orientation

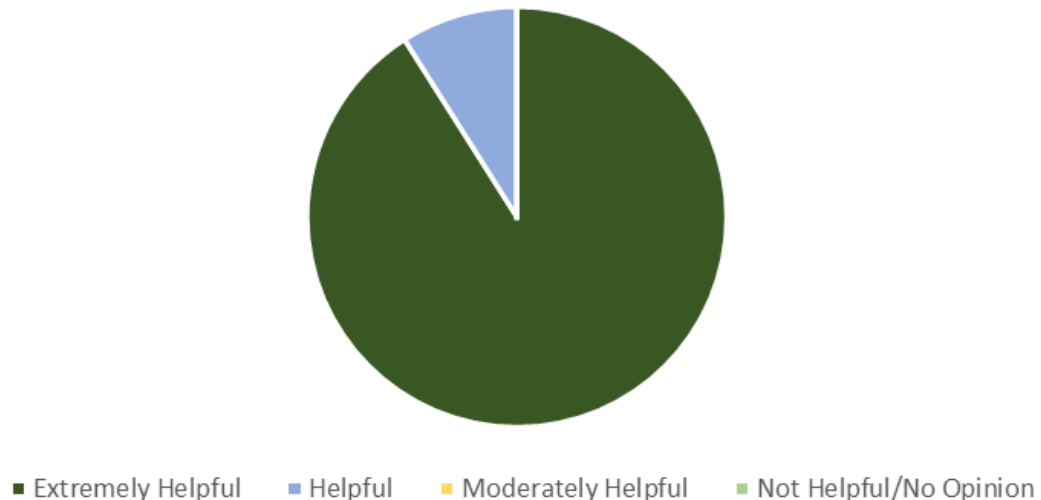
§ 10 (91%) indicated that it was Extremely Helpful.

§ 1 (9%) indicated that it was Helpful.

§ 0 (0%) indicated that it was Moderately Helpful.

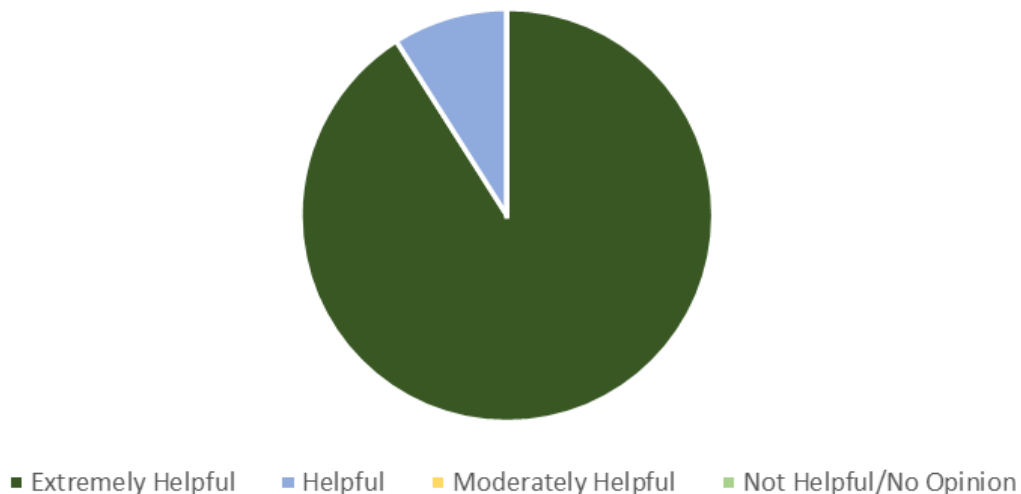
§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:  
Orientation



o Counseling Appointment Availability  
§ 10 (91%) indicated that it was Extremely Helpful.  
§ 1 (9%) indicated that it was Helpful.  
§ 0 (0%) indicated that it was Moderately Helpful.  
§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:  
Counseling Appointment Availability



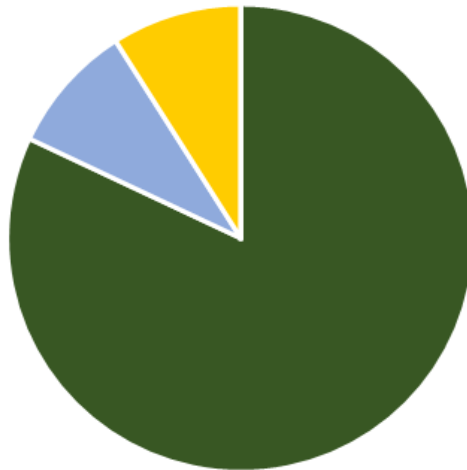
o Canvas  
§ 9 (82%) indicated that it was Extremely Helpful.  
§ 1 (9%) indicated that it was Helpful.

§ 1 (9%) indicated that it was Moderately Helpful.

§ 0 (0%) Not Helpful/No Opinion.

Students rated the following EOPS/CARE services:

Canvas



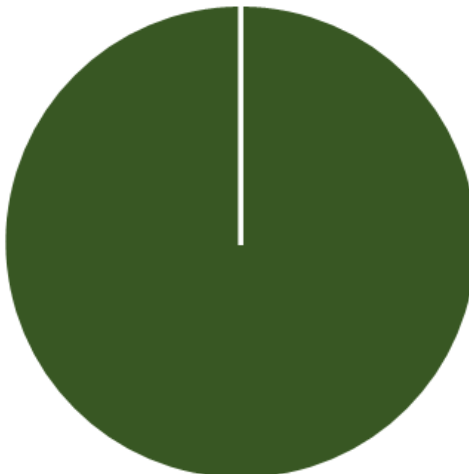
■ Extremely Helpful ■ Helpful ■ Moderately Helpful ■ Not Helpful/No Opinion

· Do you feel you obtained support from our staff?

o 100% Yes

o 0% No

Students felt supported by EOPS



■ Yes ■ No

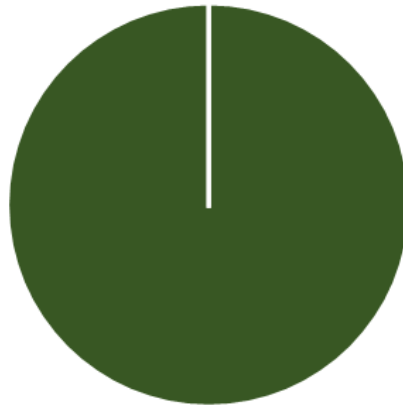
· Do you feel services provided by the EOPS/CARE programs contributed to your success at Cañada?



o 100% Yes

o 0% No

### EOPS/CARE programs contributed to your success at Cañada



■ Yes ■ No

· What advice would you give a New EOPS student at Cañada College? For an example: what is the most important thing you wished someone told you when you started at Cañada College?

They helped and care a lot of the students.

What I really wish is if they told me the day of the orientation about EOPS services. Maybe if they gave a handout it could help spread the word faster. I only found out about EOPS because of my cousin who has been attending this college for years. This program is by far one of the best programs I have been in, not just because of the amazing support they offer financially but because how they really show they care about you passing your classes and of you as a person.

If you're unsure about something make sure you ask your counselor or professor.

My advice to anyone who is new to EOPS is, attend to the counselor meetings. Your counselor is the best guidance that you will have at Cañada College.

It is important to attend classes missing one class can set you back. It is also very important to do all your work on time that way you do not fall back.

ask for help. if you don't understand something ask.

The advice I would give a New EOPS student at Cañada College is to take advantage of the resources that EOPS gives you and also the counseling services.

Stay in contact with all EOPS staff, this program is the best. My consumer Lorraine impact my life a lot with all the support she provides for me.

Canada College has many excellent aid programs such as EOPS, through them I have been able to get two associates, a certificate and continue studying. Every sacrifice has its reward, it's just putting effort and desire.

EOPS is extremely helpful! Don't take their resources and events for granted, everything will help you one way or another.

Roam around campus a little and get comfortable it's nice weather and views of Redwood City. Make sure to check in the bookstore and Library for supplies and events because they might be helpful, the library supplies a lot of needs that are overlooked.

· Please list three words that describes your experience while attending Cañada College (i.e. challenging, resilient, empowering).

Adventure  
Empowering  
Support

-Welcoming  
-Supportive  
-Caring

Resilient, motivational, encouraging

challenging, fun, exciting

Challenging, empowering and achieved

a little challenging, a fun experience and a cheap alternative to going straight to a four ye

Empowering, Challenging, and wonderful

Best, Amazing, unique

challenging  
satisfying  
success

challenging, productive, beautiful

Fun, Inspiring, enlightening