



EOPS, CARE & FYSI

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

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

NextUp is a newly established subprogram within the EOPS family, designed to establish a comprehensive support network to address the academic, social, emotional, and financial requirements of individuals transitioning from the foster care system to higher education. Eligibility for NextUp entails a prior history of being in foster care or under the wardship of the court for a minimum duration of one day after reaching the age of 13, and applicants must be under 26 years of age at the time of their NextUp program application.

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 NextUp/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.

For the past three years this is the number of students (unduplicated fall/spring) that were served:
EOPS/CARE:

EOPS, CARE & FYSI - Annual Update

2020-21 - 253

2021-22 - 219

2022-23 - 201

NextUp/FYSI:

2020-21 - 7

2021-22 - 13

2022-23 - 17

a. How many students are served by your program?

201

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

EOPS is a pioneering program in the fields of social and educational justice. Its primary focus is addressing critical issues related to access, equity, and completion within the community college system of the state. This program was established to provide essential support to community college students, especially those whose socioeconomic, academic, and educational backgrounds might hinder their successful progress through college. Notably, a significant portion of EOPS/CARE and NextUp/FYSI participants, approximately 85% and 75% respectively, identify as individuals of color. Many of these participants are Latinx, English language learners, AB540-eligible, and first-generation college students. The primary objectives of these programs are two-fold: to bridge equity gaps and to create a nurturing environment that ensures students receive comprehensive support, including high-touch retention services aimed at fostering student success. This underscores the crucial need for faculty and staff within EOPS/CARE/NextUp/FYSI to possess knowledge and training that equips them to understand and address the unique challenges these students face.

EOPS/CARE/NextUp Title 5 guidelines mandate that counselors must meet specific qualifications. These include having completed a minimum of nine semester units of college coursework primarily related to ethnic minorities or individuals facing language, social, or economic disadvantages. Alternatively, they should have completed six semester units or equivalent college-level counseling practicum or counseling fieldwork courses within a community college EOPS program or a program that primarily serves ethnic minorities or individuals challenged by language, social, or economic disadvantages. Additionally, counselors are required to have at least two years of occupational experience in work related to ethnic minorities or individuals facing language, social, or economic disadvantages.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Within EOPS, we conduct two critical feedback mechanisms: the End of Semester Survey and the Exit Interview/Survey. The End of Semester Survey is distributed to all students with the aim of assessing their program experience throughout the semester. Conversely, the Exit Interview/Survey is exclusively sent to students who will no longer be participating in EOPS, often due to reasons such as transferring or entering the workforce. This survey is designed to comprehensively evaluate the student's overall program experience. It is important to note that the outcome measures have remained consistent with the previous year. 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/NextUp/PSP counselor position.

Every year PRIE also updates our Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students, looking at a four-year span. The report tracks course completion outcomes, persistence, certificates & degree awards, Dean's List recognition, and FTES contribution. It has consistently shown that EOPS students have higher Fall to Spring persistence, award attainment, Dean's List awards, and FTES contribution.

EOPS, CARE & FYSI - Annual Update

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

- We have successfully awarded grants to students and heightened the level of monthly food and transportation assistance.
- We secured an additional year of funding from PinPoint, amounting to \$7,500 for FYSI.
- We successfully expanded our initiatives by establishing a Men of Color coalition.
- We established a contract with the Career Launch Academy to deliver specialized career exploration training tailored to first-generation college students.
- We initiated the development of a districtwide application encompassing EOPS, PSP, and TRIO programs, with the intention of making this streamlined application process accessible to students through the SLL.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

In fall 2022, we started a Men of Color (MOC) support group led by an EOPS Counselor and Retention Specialist. With the primary objective of expanding the initiative and partnering with other programs on campus, they created a coalition in spring 2023. Subsequently, they created an intake form and held a couple of events that were well attended. Furthermore, they are planning stages of extending their partnership with CSM and Skyline by organizing a districtwide activity. In addition, they started working with Marketing to create a website and have commenced research into best practices of MOC groups at other colleges.

Current year, we are introducing the Career Launch Academy curriculum with two cohorts, one commencing in the fall and the other in the spring. The Career Launch program is designed to educate first-generation college students on the nuances of the hidden job and internship market, the essential skills required to cultivate professional relationships, and the significance of building social capital.

3- Describe major challenges since the last program review cycle.

Before 2019-20, the EOPS enrollment trajectory was growing, 2018-19, 418 students. One of the eligibility requirements for EOPS is CCPG A/B or C, with an EFC of 0. The number of students has decreased in EOPS since due to the pandemic and the inception of PSP and SB893. Many students mistakenly believe they need not submit the FAFSA/CADAA as all their educational expenses are already covered. In accordance with Title 5, EOPS must provide support that is "over, above, and in addition to" what is available at the college.

Consequently, students may be eligible for supplementary financial assistance besides PSP and SB893. Moreover, two staff members took leaves during the 2020-21 and 2021-22 academic years and reduced workloads. While the College Recruiter position is assigned 25% of their time to EOPS, their responsibilities have expanded tremendously. Staff involvement in recruitment and outreach activities was minimal. To varying degrees, these factors have contributed to the decline in student numbers. Our objective is to bolster recruitment endeavors, which will involve hiring a full-time EOPS/NextUp/Rising Scholars PSC position, implementing the EOPS/PSP/TRIO Districtwide common application, and introducing additional outreach strategies. The presence of potentially eligible students with CCPG status and students who have yet to submit FAFSA/CADAA applications is likely to bolster our enrollment figures.

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 (250 word limit)

4- 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.

Last year these are the following resource requests that were approved:

EOPS, CARE & FYSI - Annual Update

- 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 three years.
- Professional Development – NextUp/FYSI was granted on going funding to support professional development opportunities for faculty and staff to attend trainings/conferences on how to support foster youth students.
- Programming Funds – NextUp/FYSI was granted on going funds to support foster youth activities/workshops that will provide valuable information and skill-building techniques, that are unique to foster youth students, as well as to build community.

The main resource request that continues to be overlooked is the program space.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

Regarding the approved resources, we successfully replaced outdated or non-functioning laptops, greatly benefiting our students who now have access to more up-to-date technology. Additionally, the allocation of professional development and programming funds enabled us to attend relevant trainings and organize flex day training sessions concentrating on the unique challenges faced by our foster youth students. The participants expressed gratitude for the valuable learning opportunities.

b. What have you been unable to accomplish due to resource requests that were not approved?

As for the continued lack of space, continues to impede EOPS/CARE/NextUp/FYSI in fostering a sense of community and creating a safe gathering space for our students.

c. How have these resources (or lack of resources) specifically 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.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

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.

Some of the actions plans we will be working on are:

To increase our recruitment and outreach efforts.

To provide opportunities for students to build their social capital, like with the Career Launch Academy curriculum.

To expand on our Men of Color (MOC) imitative.

To continue to strength our collaboration efforts with Promise and other relevant programs.

6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

(Need assistance with identifying)

EOPS, CARE & FYSI - Annual Update

a. What additional antiracism training do you/your program need in the upcoming year?

When available we will continue to participate in any trainings that will help us to better serve students and understand their needs.

b. What research or training will you need to accomplish these plans?

(Need assistance with identifying)

c. What supplies, equipment, or facilities improvements do you need?

An EOPS/CARE/NextUp/FYSI student space.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

EOPS/CARE/NextUp/FYSI

Item Requested

EOPS/CARE/NextUp/FYSI Program Space/Room

Item Description

Student study area

Program Goals this Request Supports

Student Completion and Success

Status

Continued Request - Active

Type of Resource

Facilities Requests

Cost

0

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Building community is also a key component of the EOPS Program. Since we lost our student space in 2010, this has been a challenge. Now that we are back on campus it is critical we have a permanent safe space for our students to connect. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

Critical Question: How does this resource request support Latinx and AANAPISI students?

EOPS provides support to Latinx students, who comprise over 60% of our EOPS student body, as well as AANAPISI students, constituting approximately 7%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture,Community Connections,Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Create and sustain an inclusive, antiracist, and equity-

EOPS, CARE & FYSI - Resource Request

mindful campus culture, Better share what Cañada offers, Help meet the basic needs of Cañada students and other community members, Ensure the physical campus is accessible, Provide adequate access to technology

Personnel - Counseling Faculty (2023 - 2024)

Personnel - Counseling Faculty (2023-24)

Requesting Unit

EOPS and PSP

Position Description

Full-Time Tenure Track Shared EOPS/NextUp/PSP Counselor

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

Student Completion and Success

Critical Question: How does this resource request support closing the equity gap?

EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

The Promise Scholars Program is committed to providing comprehensive assistance to first-time, full-time, and part-time students at Cañada College. Our primary goal is to facilitate these scholars in achieving their educational objectives within two to three years, primarily through dedicated counseling and financial support. Adding a full-time tenure track counselor to our team will significantly enhance our capacity to provide academic guidance and ensure that students successfully complete their educational pursuits, whether transferring to a four-year institution, earning a certificate, or attaining a degree.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request provides vital support to Latinx students, who comprise over 60% of our EOPS student body, as well as AANAPISI students, constituting approximately 7%. The proposed counseling position will play a pivotal role in enhancing recruitment, programming, and services tailored to these specific student populations. Additionally, About 65% of our FT Promise students identify as Latinx, and about 5% identify as AANAPISI; this high percentage shows the importance of having a counselor who can actively engage with these populations and build a sense of belonging in our program. Furthermore, the counselor can work with the rest of the PSP counselors to continue to make the program material culturally relevant to Latinx and AANAPISI students, addressing cultural sensitivities and preferences to make the program more inclusive.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives ?

Cañada College Goal #1 - Student Access, Success and Completion

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program (PSP), EOPS, and FYSI are student-centered programs whose mission is to provide comprehensive support to first-time, full-time students at Cañada College. We aim to help scholars reach their educational goals within two to three years through dedicated counseling and financial support.

EOPS, CARE & FYSI - Resource Request

Promise and EOPS counselors have experience serving first-time, full-time college students with an educational goal of graduating with a degree or certificate or transfer to a 4-year university. The demographic of our cohort reflects our high-need students within Cañada College's service area. To increase the opportunity gap among the underserved population in our community, PSP and EOPS prioritize low-income, first-generation, housing insecure, former foster youth, and AB540 students. Both programs will be able to work together to minimize financial barriers to success and provide comprehensive support.

College Goal #2: Equity-Minded and Antiracist College Culture

EOPS is the first social and education justice program to address the issues of access, equity, and completion. 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 and who are first-generation English language learners, 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 the equivalent of a college-level counseling practicum or counseling fieldwork 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.

NextUp aims 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 Foster Youth (FY) students are students of color. It is crucial that faculty and staff working with FY students are knowledgeable of the intrinsic issues they face and understand how to support them.

The Promise Scholars Program (PSP) contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. In addition to program collaboration, Promise engages in data inquiry and reporting. With the support of the PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify students of color who need intrusive counseling and retention efforts. Through disaggregating this data, we are actively practicing anti-racist work.

Furthermore, the Promise Scholars Program will continue to improve the capacity of the college to better serve part-time and marginalized students by designing customized programs and supports based on evidence-based practices established by the CUNY ASAP model, ensuring faster time to completion, improved course and programmatic success and increased graduation and transfer rates.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. Every year, our cohort consists of shared students among student services across campus, such as Puente, STEM, TRIO, and Athletics. However, the largest shared student population is with PSP and EOPS. Currently, two of our adjunct counselors are shared EOPS/Promise counselors. To strengthen this partnership, the hiring of a full-time EOPS/NextUp/Promise shared counselor will be able to serve our highest-need students, including former foster youth, low-income and first-generation students. We have found that students participating in both programs have higher engagement and persistence rates during college due to the increase in wrap-around services.

College Goal #4 Accessible Infrastructure and Innovation

EOPS, CARE & FYSI - Resource Request

The Promise Scholars Program and EOPS Retention Specialists continuously streamline data sharing and best practices. Additionally, the programs remain in constant communication and collaboration to onboard incoming students and support continuing students through early alert interventions and shared event programming. Students are regularly referred to supportive services, such as tutoring assistance and library services. Since having access to hardware and software technology resources, EOPS lends students electronic items such as laptops, smart pens, and calculators. All three programs also refer students to the Library to borrow laptops and hotspots.

B. How does the proposed position address the program's or department's goals?

The proposed position addresses the Promise Scholars Program's long-term goal of expansion in alignment with the San Mateo County Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first-generation, undocumented students, low-income students, former foster youth, and homeless students. A full-time EOPS/NextUp/PSP shared counselor will contribute to increased enrollment, allow for more consistent dedicated counseling, increase student appointment availability, and expand on supportive services to match the anticipated growth. Additionally, EOPS has identified over 600 students who could potentially qualify for the California College Promise Grant (CCPG). With combined efforts, Promise/EOPS/NextUp aims to tap into different student populations that could qualify for dual programs to increase our cohort numbers.

Most importantly, our student-to-counselor ratio is imperative for the success of our scholars in completing their educational goals within two to three years. Historically, from 2018 to 2022, our retention has steadily increased each year with the hiring of additional counselors. Our partnership with EOPS supported this retention as students who met with both EOPS and Promise programs increased their transfer and graduation knowledge and navigation of campus resources. This demonstrates that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our shared students academically and personally. The monthly appointments built a relationship between the student and the counselor. They provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

EOPS/NextUp's goal is to increase recruitment efforts with a combined NextUp and Rising Scholars Program Services Coordinator position and this combined EOPS/NextUp/PSP Counselor position to expand programming and provide critical retention services for this high-need student population. In addition, EOPS, PSP, and TRIO Districtwide are collaborating to create a combined student application that will confirm standard program eligibility.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.Number (headcount) of part-time and full-time counselors in the program or department.

2

2.Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

2

a.What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

1 counselor: 50% EOPS counseling/50% EOPS/CARE/NextUp/FYSI coordination / 1 counselor: 25% EOPS counseling/75% CalWORKs counseling & coordination

EOPS, CARE & FYSI - Resource Request

3.The number of students in the program or department in the last three years.

253

4.The number of Student Counseling Contacts in the last three years.

2,160

5.What is the current ratio of counselors (FTEs) to student headcount within the program or department?

1:125

6.Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

EOPS/NextUp students must have three counseling appointments per semester, with Title 5 regulations stipulating that only EOPS counseling contacts can fulfill this mandate. The introduction of a combined counselor position streamlines the process for students, enabling them to satisfy this mandate with a single counselor, rather than multiple sessions.

In addition to individual counseling appointments, counselors can offer diverse engagement options for students, including facilitating group counseling sessions, teaching counseling classes, and providing supplementary support for transfer and career exploration.

7.Are there any counseling services that are not currently available due to an inadequate number of counselors?

EOPS/NextUp: The need for a full-time tenure track counseling position is paramount to having the bandwidth required to implement innovative counseling practices, particularly in light of the formidable challenges our students confront during this economic and post-pandemic era.

PSP: The disadvantages of not having enough counselors in the Promise Program are numerous and can significantly impact students and the program itself. A shortage of counselors can result in limited access to student counseling services, leading to longer appointment wait times, reduced availability of walk-in services, and difficulty in accessing timely academic and personal support. Additionally, with insufficient counseling resources, the program may struggle to engage and retain students effectively. Our persistence rate has been about 80% each year, and this percentage might drop if we don't get additional counselors in our program. Lastly, our existing counselors are experiencing heavy workloads and high caseloads, making it challenging to provide personalized support and address the diverse needs of students. In conclusion, the Promise Program's goals, such as timely degree completion, transfer rates, and equity objectives, may be harder to achieve without adequate counseling resources.

8.Are there any counseling services that will not be available if the position does not move forward at this time?

EOPS/NextUp: Offering only minimal support to our students underscores the urgent need for a permanent counseling position that provides consistency and broader availability which is vital when working with this vulnerable student population. Additionally it limits our ability to build and expand on programming efforts to combat equity gaps and disparities.

PSP: The absence of an additional tenure counselor position could limit the program's ability to provide personalized guidance to students, particularly regarding academic planning, career exploration, and addressing personal challenges. It would also be a challenge to meet the district and college expansion goals. Equity-focused services and initiatives, such as our Men-of-Color initiative and Peer- Mentorship program, may not be fully implemented, affecting efforts to address disparities among different student groups.

9.Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

EOPS: Before 2019-20, the EOPS enrollment trajectory was growing, 2018-19, 418 students. One of the eligibility requirements for EOPS is CCPG A/B or C, with an EFC of 0. The number of students has decreased

EOPS, CARE & FYSI - Resource Request

in EOPS since due to the pandemic and the inception of PSP and SB893. Many students mistakenly believe they need not submit the FAFSA/CADAA as all their educational expenses are already covered. In accordance with Title 5, EOPS must provide support that is "over, above, and in addition to" what is available at the college.

Consequently, students may be eligible for supplementary financial assistance besides PSP and SB893. Moreover, two staff members took leaves during the 2020-21 and 2021-22 academic years and reduced workloads. While the College Recruiter position is assigned 25% of their time to EOPS, their responsibilities have expanded tremendously. Staff involvement in recruitment and outreach activities was minimal. To varying degrees, these factors have contributed to the decline in student numbers. Our objective is to bolster recruitment endeavors, which will involve hiring a full-time EOPS/NextUp/Rising Scholars PSC position, implementing the EOPS/PSP/TRIO Districtwide common application, and introducing additional outreach strategies. The presence of potentially eligible students with CCPG status and students who have yet to submit FAFSA/CADAA applications is likely to bolster our enrollment figures.

PSP: Our program continues to hire adjunct counselors versus adding permanent tenure counselor positions. Permanent counselors provide consistent and continuous support to students. They are available semester after semester, fostering stable and ongoing student relationships. This consistency is crucial for building trust and ensuring students receive sustained support throughout their educational journeys.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Community Connections, Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps, Better share what Cañada offers, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer, Help students explore and find employment in fields of their choice