



**STUDENT SERVICES PLANNING COUNCIL  
MEETING MINUTES**

**Wednesday, May 11, 2016  
2:00pm to 4:00pm  
Building 9 – Room 154**

**Members Present:** Ruth Miller, Jeanne Stalker, Carlos Luna, Bob Haick, Soraya Sohrabi, Misha Maggi, Debbie Joy, Supinda Sirihekaphong, Lizette Bricker, Adolfo Leiva, Kim Lopez, Sarah Aranyakul, Gloria Darafshi, Chialin Hsieh, Max Hartman

**Members Absent:** Margie Carrington, Diva Ward, Lina Mira, Melissa Alforja, Trish Guevarra, Camuel Baldwin, Khoa Nguyen, Nicholas Jerrard, Sunny Choi

**Guests:** Maggie Baez

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**1. Approval of Minutes – April 27, 2016**

Unanimously approved

**2. Business**

**I. EOPS, CARE, CalWORKs & FFYSI Program Review Q&A**

Sarah Aranyakul presented for EOPS, CARE, CalWORKs & FFYSI.

See attached Program Review Feedback Reflection for the recommendations and commendations for EOPS, CARE, CalWORKs & FFYSI.

**II. 2016-2017 Catalog Updates**

Please review the draft catalog and send any updates to Jose Garcia.

**III. Analysis of New Program Review Process**

What worked?

- Like Feedback forms/grid
- Liked reviewing and giving or receiving feedback from SSPC (we all read the program reviews)
- Bi-weekly reminders were helpful
- Schedule “study sessions” (to brainstorm and fill out forms together)– 1 hour each week (Friday 11:30-12:30)
- This works for SSPC – we’re small and connected
- This provides an opportunity for collaboration

What didn’t work?

- Difficult to respond in to all the questions when the information is received just two days prior to the meeting
- Increase reminders
- Hard to include so much feedback for all the programs

- Possibly change to be more like IPC
  - four people review one program at the same time
  - two meetings had PowerPoint presentations to address questions and highlight highlights
- Modify form or separate the programs

**2016-2017 Program Review Schedule** (due February 2017)

Admissions, Orientation & Registration  
 SparkPoint, Financial Aid and Financial Literacy  
 Counseling / Puente  
 Student Life and Leadership Development  
 International Students

**3. Other**

Hiring Process discussion at Planning and Budgeting Council

End of Year Picnic and BBQ, May 20

Student Achievement Ceremony, May 13

EOPS, CARE & CalWORKs End of Year Celebration, May 19 4-6

Puente End of Year Celebration, May 20 4-7

Therapy Dogs in the Library, May 24 & 25 1-2

Library Open until 11:00 p.m., May 23-26

Food Pantry in SparkPoint is open during the summer. It's only closed when school is closed!

**4. Adjournment**

2016-2017 Upcoming Meetings

August 24

September 14 & 28

October 12 & 26

November 9 & 23

December 14

January 11 & 25

February 8 & 22

March 8 & 22

April 12 & 26

May 10 & 24

Annual Program Plan/Review Assessment  
 Student Services Planning Committee  
**PROGRAM/OFFICE: EOPS/CARE/CalWORKs/ FYSI**

#	Section	Feedback	Response
0	Executive Summary	<p>Initial # students served? CalWORKs, what is minimal staff? 1-2 faculty/staff? - Supinda</p> <p>Good summary. As was recommended with other groups, add more on number of students served as this blurb is what goes to the board. - Lizette</p> <p>Clear and concise. – Ruth Miller</p> <p>Very good summary. Thought might be strengthened by including % increases in students served and % increase in costs. – Adolfo</p> <p>Number of students served by programs? - Lina Mira</p> <p>For EOPS and CW, provide number of students served and how many more students will be served with EOPS funding increase. – Gloria</p> <p>Why is FFYSI not included in this section? - Maria Huning</p> <p>Mostly speaking upon budget and staffing issues. - Misha</p>	<p><b><u>EOPS</u></b></p> <p>2015-16: 408 students; An increase of 29% from 2014-15 (This number is as of spring 2016. We will be accepting new students for summer 2016, so this number will increase.)</p> <p>2014-15: 317 students</p> <p>Unduplicated annual numbers. The goal for EOPS is to serve 500 students when the funding increase.</p> <p><b><u>CARE</u></b></p> <p>2015-16: 21 students; a 5% increase from 2014-15</p> <p>2014-15: 20 students</p> <p><b>Why is FFYSI not included in this section?</b></p> <p>FFSYI and DREAMERS numbers are not included because we have started those efforts more officially this spring semester. In the past we have served Foster Youth under the umbrella of EOPS. However, addition funding needs to be identified to help to these students with more complex supportive services. In regards to DREAMERS, this semester we started working in collaboration with the DREAMERS Taskforce and Student Equity to identify and serve students. The Retention Specialist is working toward these efforts.</p> <p>We DO NOT have a DREAMER program. DREAMERS Center is in the planning stage. DREAMERS center will have three locations -EOPS (if they qualify for EOPS services), Learning</p>

			<p>Center where students can spend time and find resources and connect with mentors through BTO, and Library the social sciences hub where the task force meets. Mayra will also often be first point of contact since she does the outreach. We currently have 260 AB540 enrolled this semester (46 are in EOPS). Jessica Boyle/EOPS retention specialist provides financial aid support.</p> <p><b>CalWORKs number of students served this year: 28 students, 14% decrease. Last year, we served about 33 students</b></p> <p>(Due to the high cost of living in San Mateo County, the CalWORKs numbers have decreased).</p>
1	Mission (Program Context)	<p>Clear and concise. – Ruth Miller</p> <p>Clear and concise - Adolfo</p> <p>Good, clear mission - Lina Mira</p> <p>Complete - Gloria</p> <p>Clear and concise – Maria Huning</p> <p>Very short concise and easy to read mission statements. - Misha</p>	
2	Program Description (Program Context)	<p>-Clear and concise. Under CARE you need to add the website. – Ruth Miller</p> <p>-Clear and concise - Adolfo</p> <p>-Good information. – Lina Mira</p> <p>- CARE description is missing something at end. - Gloria</p> <p>- Clear and concise – Maria Huning</p>	<p><b>CARE Website</b></p> <p>We do not have a separate CARE website. It is listed under EOPS. We are working on updating our website.</p> <p><b>Good – CARE description is missing something at end.</b></p>

			<p>CARE: Cooperative Agencies Resources for Education CARE is a subset program of EOPS that helps single parents, receiving cash-aid assistance through the County's CalWORKS Program succeed in college. In order to avoid duplication of services the CARE Program collaborates with the San Mateo County Human Services Department to provide counseling, meals, transportation, and other educationally related support services.</p>
3	Community and Labor Needs (Program Context)	It is not required. You may consider describing the funding changes that impact the expanding of your program. - Chailin	<ol style="list-style-type: none"> <li>1. Since 2009-10 the CCCCO has not used the allocation formula that takes into account the number of students we serve and how much the college contributes above the required match. We have been frozen to that amount regardless of salary and benefit increases. Which impacted the number of students we served and how much in direct aid we could provide. We were fortunate to have received some reallocation funds over the years but those are not guaranteed. This year we were fully restored to 2008-09 levels which allowed us to serve more students and increase student support services. However, we still need to consider the increase of salary and benefits that the budgets are required to absorb. The CCCCO funding allocation model will be implemented this year to determine funding for 2016-17. In order for us not to lose funding, EOPS needs to grow to at least 500 students. We have been helped are Student Equity and SSSP funds. Student Equity funded direct services to students (i.e. book vouchers, bus passes) and 30% of the Retention Specialist. In addition, SSSP has assisted with covering addition counseling hours. Our continued collaboration with Student Equity and SSSP is critical.</li> <li>2. When our funding levels were decreased in 2009-10, we decreased how much we gave in direct services to students. For example, the book voucher was reduced from \$300 to \$125 and we no longer provided monthly bus passes. We also eliminated a position, staff assistant, and did not rehire a retirement, counselor.</li> </ol>

			<p>Starting in 2013-14, due to incremental increases in allocation we were able to slowly bring back some of those resources.</p>
4	<p>Major Accomplishment (Looking back)</p>	<p>Excellent! - Supinda</p> <p>Very impressive accomplishments. Kuddos to the team! - Lisette</p> <p>I didn't realize that your programs offered bus passes and/or gas cards to students. The cost of transportation can be a barrier to a student so it's good to know you offer support in this aspect. - Carlos Luna</p> <p>Very thorough description on accomplishments! Great job! - Chailin</p> <p>Good job! Congratulations on your achievements. Under Marjor Accomplishments. Paragraph that starts with "At the End" line 6 is missing a word after "and work with". - Ruth Miller</p> <p>Very impressive accomplishments for both programs. For EOPS/CARE, you may want to review the paragraph starting with, "At the end of the fall 2014 ... " for missing words. For CalWORKs, it might be helpful to provide either percentages or numbers impacted in the first two bullet points. - Adolfo</p> <p>-Good data and information on program! -Lina Mira</p> <p>- Excellent, detailed outcomes; add number of CARE/CW students served. - Gloria</p> <p>-Why is FFSYI not included in this? It would be nice to see the breakdown of numbers for transfer students in a graph or chart. 39 grads into 9 universities, what is the break down per school? - Maria Huning</p> <p>-I really like the bullet points, great accomplishments! - Max</p>	<p><b>For EOPS/CARE, you may want to review the paragraph starting with, "At the end of the fall 2014 ... " for missing words. We could not find the missing words.</b></p> <p><b>For CalWORKs, it might be helpful to provide either percentages or numbers impacted in the first two bullet points.</b></p> <p>Our funding has slightly decreased (~878), there is no impact on services to our students. 2014-2015 (\$161,741), 2015-2016 (\$160,863)</p> <p><b>Why is FFSYI not included in this? It would be nice to see the breakdown of numbers for transfer students in a graph</b></p>

		<p>Great work fundraising at events! 39 out of 319 students transferring—are the other students continuing? Working? 44 invited to PTK, that is great! And you provide regalia! Would your department want to donate gowns back to reduce costs and start a program that has students borrow gowns? - Misha</p> <p>Wow! Great Stuff going on! - Bob Haick</p>	<p><b>or chart. 39 grads into 9 universities, what is the break down per school?</b></p> <p>FFSYI and DREAMERs numbers are not included because we have started those efforts more officially this spring semester. In the past we have served Foster Youth under the umbrella of EOPS. However, addition funding needs to be identified to help these students with more complex supportive services. In regards to DREAMERs, this semester we started working in collaboration with the DREAMERs Taskforce and Student Equity to identify and serve students. The Retention Specialist is working toward these efforts.</p> <p><b>39 out of 319 students transferring—are the other students continuing? Working?</b></p> <p>At the end of the year we identify students who are transferring or earning a certificate and/or degree. Typically, if they are not achieving that milestone at that time they are continuing their studies. The majority of our students work. We have not kept track of that statistic. That would be interesting to track</p> <p><b>Would your department want to donate gowns back to reduce costs and start a program that has students borrow gowns?</b></p> <p>Our students usually keep the gowns. Some may participate in graduation more than once because they complete multiple certificates/degrees at different times. We haven't considered having them donate the gowns back because we don't have the space to store them and the logistics of getting them cleaned and ready to hand out to other students. But we could consider it as a partnership with Student Activities.</p>
5	Impact of Resource Allocations (Looking back)	Glad to see the support of other funding sources to help reach the goals of the program. - Lizette	

	<p>Clear and concise. – Ruth Miller</p> <p>Very thorough description and impact of resources allocations. - Chailin</p> <p>What would happen if those resources were not available? Equity and SSSP? - Lina Mira</p> <p>Excellent, detailed information. - Gloria</p> <p>Were the funds provided by Student Equity fund use on student bus passes or transportation to events? - Maria Huning</p> <p>I didn't know about the required 3 times per semester, that is great to know! Also good to hear that time is being extended to help meet the needs and growth. - Misha</p>	<p><b>What would happen if those resources were not available? Equity and SSSP?</b></p> <p>If we did not have both these funding sources, we would have had to decrease the number of students we serve and decrease the direct aid to students.</p> <p><b>Were the funds provided by Student Equity fund use on student bus passes or transportation to events?</b></p> <p>Student Equity funded for graduation regalia, transportation (bus passes), book vouchers, and food vouchers. Without this funding we would have limited or eliminated some or all of these services. SSSP provided funding to increase the number of counseling appointments. EOPS/CARE students are required to meet with a counselor 3 time per semester. This was becoming a challenge due to counseling appointments being booked weeks in advanced and therefore students struggled to get their 3 appointments completed.</p>
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6 A	State of the Program - Observation	<p>-Very well documented and thoughtful analysis. – Kim</p> <p>-Excellent for EPOS, CARE, and CalWorks! Dreamers and FFYSI have limited information. (May be they are new.) - Chailin</p> <p>-Clear, concise and very informative data. – Ruth Miller</p> <p>-Fantastic accomplishments for both programs. - Adolfo-</p> <p>-RE: space, where are those services being provided now? Location? Are there any ideas regarding the high cost of books? - Lina Mira</p> <p>-Excellent! What is the amount that students receive for food vouchers and gas cards? - Gloria</p> <p>-Well written and clear analysis. – Maria Huning</p> <p>- Incredible increase from 319 to 475, what is in the increase due to? - Misha</p> <p>-Great detail! Great work helping our student overcome obstacles. –Bob Haick</p>	<p><b>RE: space, where are those services being provided now? Location? Are there any ideas regarding the high cost of books?</b></p> <p>We use CIETL and other classrooms to conduct group counselling sessions and other activities.</p> <p>We understand that the cost of books is increasing. We are only trying to assist with this exorbitant cost. We always recommend our students to rent the books, purchase used ones and then new books as a last resource.</p> <p><b>Incredible increase from 319 to 475, what is the increase due to?</b></p> <p>EOPS was able to accept more students due to the increase of our allocation. However if we do not continue to grow, our allocation will be in jeopardy of decreasing.</p> <p>Excellent! What is the amount that students receive for food vouchers and gas cards for CARE?</p> <p>Food vouchers are \$7 per day. Student can receive a food voucher for every day they are on campus. Gas cards are \$25 each. Students receive a gas card for attending a CARE/CalWORKs workshop/activity and/or for supporting additional transportation costs.</p>
6 B	State of the Program - Evaluation	<p>No information for Dreamers and FFYSI. If you can articulate why is missing, it may help the reader. - Chailin</p> <p>-Clear and concise. – Ruth Miller</p> <p>- What changes could be made? - Lina Mira</p> <p>-Good, specific information. - Gloria</p> <p>-Its good to see that counseling services increased</p>	<p><b>Dreamers and FFYSI have limited information:</b></p> <p>Within EOPS we serve DREAMERS and Foster Youth. Our SLO and SAO includes them although we do not disaggregate that information at this point.</p>

		<p>for students. What other innovations could be implemented to support students? -Maria Huning</p> <p>- Wonderful work in decreasing no shows with text and email reminders! How do you text students? (Personal phone? Google voice?) - Misha</p>	<p><b>What changes could be made?</b></p> <ol style="list-style-type: none"> <li>1. Provide group counselling sessions in the evening.</li> <li>2. Would like to add another full-time counselor for EOPS. Currently, both counselor coordinate programs. There is not a full-time counselor dedicated to EOPS/CARE.</li> </ol> <p><b>What other innovations could be implemented to support students?</b></p> <p>Stated above.</p> <p><b>Wonderful work in decreasing no shows with text and email reminders! How do you text students? (Personal phone? Google voice?)</b></p> <p>Via student's cell phone, we use EZTEXT</p>
7 A	<p>Current Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment</p>	<p>-Good survey questions. I may miss your SLOs and SAOs statements, If you have them stated somewhere, it will help the reader. - Chailin</p> <p>-Clear and consise. – Ruth Miller</p> <p>- I see that the SAO and SLO questions are listed here the way there are presented. Would it be helpful to simply state the SLOs and SAOs as well? - Adolfo</p> <p>-Good - Lina Mira</p> <p>-For CW survey, it would be good to know why students might be dissatisfied with their child care. – Gloria</p> <p>--Clearly written form - Maria Huning</p> <p>- Great tool! - Misha</p> <p>- I really like this survey! It would helpful for me to know what the SAOs that are being assessed when I look at the instrument ahead of time, although I can clearly determine what they are from the questions you provided- "EOPS students will know which services count towards the counseling contacts" etc. - Max</p>	<p><b><u>SLO and SAO statements</u></b></p> <p>It is listed on 7D. Our SLO is to measure the student's level of understanding of graduation and/or transfer requirements.</p> <p>It is listed on 7B. Our SAO for EOPS is to find out how many students understood the EOPS program requirements after attending the orientation so that they could continue in good standing in the next semester. Our SAO for CalWORKs is to learn more about the child care services that our CalWORKs students have received from SMCHSA.</p> <p><b>For CW survey, it would be good to know why students might be dissatisfied with their child care. Students needed more child care for study-time, the County and us came up with the form (C-711) that will allow students to get more child care to study.</b></p>
7 B	<p>SAO Assessment Plan</p>	<p>-Clear and concise. -Ruth Miller</p>	<p><b>How many EOPS/CalWorks students were on Alert status? Is this the</b></p>

- How many EOPS/CalWorks students were on Alert status? Is this the same or different that Alert U?

- Is this all of your continuing students at Orientation? 107 seems very few compared to your annual numbers. Maria Huning

-New orientation and new survey implemented. This is new so data will probably be collected in the next year? - Misha

- When do you offer the EOPS CalWORKS surveys? Do you do a pre and a post? - Max

**same or different that Alert U?**

Alert Status is based on students not meeting EOPS program requirements (3 counseling appointments, progress reports, etc.). Counselors designate alert status, good standing or ineligible at the end of each semester for the following semester. Spring 2016: 30 ANV, 45 AV, 156 V. Fall 2015: 21 ANV, 40 AV, 130 V.

Fall: 61 students received an alert (s) from instructor (out of 228 students served in spring 2015)

Spring: 75 students (out of 313 student served in fall 2015)

**Is this all of your continuing students at Orientation? 107 seems very few compared to your annual numbers.**

Continuing students in good standing who turn in the "Orientation Waiver" (questionnaire) are except from attending an orientation. Students on Alert Status are required to attend a continuing student orientation and students in good standing who did not turn in the orientation waiver on time. The orientation waiver has important updates for that semesters. During the continuing student orientation updates are provided as well as how to improve their status in EOPS for next semester.

**New orientation and new survey implemented. This is new so data will probably be collected in the next year?**

Yes, we collect data every semester.

**When do you offer the EOPS CalWORKS surveys? Do you do a pre and a post?**

For EOPS, we collect SAO every semester. For CalWORKs, our next SAO will be in fall 2016, we do not do it every semester because the SAO for EOPS is also for CalWORKs students as the majority of our students are in EOPS. For SAO, we do not have to do pre-survey.

<p>7 C</p>	<p>SAO Assessment Results and Impact</p>	<p>Good data collection. - Lizette</p> <p>How many parents typically attend the monthly parent support group? Have typical concerns of the group been addressed with things such as referrals to other services ? - Carlos Luna</p> <p>Since you have good results for a couple of years, you may want to consider having the learning outcomes to a higher levels that are “apply, analyze, or evaluate” other than “recall, memorize, etc”. – Chailin</p> <p>Good data. Clear and concise. Under Summary of the survey results you need a “u” in Summary. Also, in the same place you need a space between that and their in the first line. – Ruth Miller</p> <p>Good information. – Gloria</p> <p>Very clear and concise. Well explained and good use of charts. – Maria Huning</p> <p>Really high results! 96% fully understood out of 107 students. Wonderful! FYI Summary misspelled and “that their”. This is very supportive to have a monthly parent support group! This could definitely tied into the Club and get funding for food or support! How can we help advocate for child care? - Misha</p> <p>Great Data, really shows student impact. – Bob Haick</p> <p>Nice summaries! - Max</p>	<p><b>Number of CARE/CalWORKs students attended monthly support group:</b> we have an average of 12-15 students attending each meeting (about 50%)</p> <p><b>How students’ concerns and referrals have been address?</b> we refer students to on and off-campus services such as FA, SparkPoint, DRC, LC, HIP Housing referral, CalFRESH.</p> <p><b>Changing SAO:</b> we will be contacting Chailin to find out how we can improve our SAO.</p> <p>Thank you Ruth for correcting our grammatical errors. 😊</p>
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7 D	SLO Assessment Plan	<p>. This SLO assessment plan is articulated clearer than SAO assessment plan. - Chailin          -Clear and concise - Ruth Miller          -What percentage of your EOPS students responded to survey? - Gloria          -Please provide questionnaire like SAO example. Who takes this test in which programs? - Maria Huning          - Nice plan. - Max</p>	<p><b>What percentage of your EOPS students responded to survey?</b>          126 students responded (30% of our 408 students)</p> <p><b>Please provide questionnaire like SAO sample, Who takes this test in which programs?</b>          SOA questions are on 7C one for EOPS students and one for CalWORKs students.</p>
7 E	SLO Assessment Results and Impact	<p>Great data, both qualitative and quantitative. Data also supported by previous data of # of degree/cert completions. – Supinda</p> <p>Could not see the full chart to completely understand results. - Gloria</p> <p>Graph appears to be partially cut off but can figure it out in the summary. – Carlos Luna</p> <p>Since you have good results for a couple of years, you may want to consider having the learning outcomes to a higher levels that are “apply, analyze, or evaluate” other than “recall, memorize, etc”. – Chailin          -Good -Lina Mira          -Is this also the SLO for CARE/CalWORKS and FFYSI?          Again, what percentage of your students complete the survey in total? -Maria Huning          - what could we help to increase the knowledge of substantial knowledge to more than 26%? - Misha          - Again, good data and analysis on impact and gives info on where to make changes. – Bob Haick</p>	<p><b>Could not see the full chart to completely understand results.</b>          Thank you for letting us know.</p> <p><b>Changing SLO</b>          Yes, we will be changing the SLO but we haven’t decided what it will be. We will work on that before the end of the semester.</p> <p>Is this also the SLO for CARE/CalWORKS and FFYSI?          Again, what percentage of your students complete the survey in total? 30% of students completed the survey</p>
7 F	SAOs and SLOs for the Next Review Cycle	<p>Will the SAO statement be the same as last year? Is it just changing the method of measurement? -- Chailin</p> <p>-Exit survey is a great idea for gathering information. – Ruth Miller</p> <p>-Could be more specific.- Gloria</p>	<p><b>Will the SAO statement be the same as last year? Is it just changing the method of measurement?</b>          Yes, we will work with Chailin to make any necessary improvements.</p> <p><b>Could be more specific -- Need clarification from Gloria.</b></p> <p><b>What about the other programs? CARE/CalWORKS or FFYSI?</b>  <b>All CARE and FFYSI students are also in the EOPS program, and majority of CalWORKs students are also in the EOPS program.</b></p>

		<p>-Great idea on the exit survey! We do an exit presentation and make a fun day of it, it's a great experience for the students. - Misha</p> <p>-What about the other programs? CARE/CalWORKS or FFYSI? - Maria Huning</p> <p>-Exit survey is a good idea - Lina Mira</p> <p>-Have you decided on the questions for your new surveys? Max</p>	<p><b>Therefore, we use the same SLO.</b></p>
8	Equipment, technology, and facilities requests	<p>Very well done! - Kim</p> <p>Could not see the needs portion of the program review. – Ruth Miller</p>	<p><b>Could not see the needs portion of the program review.</b> It is listed under “Planning” section.</p>
9	Strategic Action plans	<p>Great job identifying action plans. – Kim</p> <p>Could not see this document. – Ruth Miller</p>	<p><b>Could not see the needs portion of the program review.</b> It is listed under “Planning” section.</p>

**Overall Commendations:**

- Overall an excellent program review. The SAO’s, SLO’s, program’s strengths and challenges are very well documented and articulated. Efforts to improve your programs are thoughtful and focused on the needs of your students. - Kim
- These programs change lives and your program review reflects how much goes into supporting our students to ensure they have a strong chance at success. Great work! - Lizette
- Good to see the continued support you provide students and again it was good to see you offer help to offset transportation costs. – Carlos Luna - Thorough description and analysis, especially on the impact of resource allocation - Chailin
- Very well organized! - Ruth Miller
- Fantastic outcomes and listings of students served. Clearly express impact. - Adolfo
- Good information and definitely shows need and impact of program on students served - Lina Mira
- This report was well written and provided great examples of the excellent work being done in the EOPS/CARES/CalWorks offices. It had a good use of data and charts that explained how students are impacted. Well done. – Maria Huning

**Overall Recommendations:**

- I would recommend highlighting persistence and or retention rates more. I remember some of the data analysis that was done for the board report in fall was so impactful to the board. - Lisette
- Perhaps expanding on some sections a bit and adding some more details. – Carlos Luna
- May want to consider “upgrade” SLO and SAO to a higher level in Taxonomy—application, analysis, evaluation, synthesis, instead of the knowledge or recall level. - Chailin
- Program review might be strengthened by listing existing and potential collaborations with additional programs/groups on campus. - Adolfo
- More information on the success of Dreamers and Former Foster Youth, I know these are new or continuing efforts at the college. Great job! - Lina Mira
- It seemed like there was a lack of information on FFYI and how those students are being impacted. Additionally, it seemed like the SAOs were primarily focused on EOPS. Do there need to be additional SAO questions for CARE/CalWorks and FFYI? - Maria Huning

**Overall Program Effectiveness:**

- Highly Effective
- Effective