



**Student Services
Program Review 2009-2012**

Section 1 is due by October 6, 2009

PROGRAM AREA: Extended Opportunity Programs & Services

Program Philosophy:

The Extended The Extended Opportunity Programs and Services (EOPS) provides over and above supplements to the regular educational programs of Las Positas College to encourage the enrollment and retention of students challenged by language, social, and economic disadvantages. EOPS, and its companion CARE (Cooperative Agencies Resources for Education) program, facilitate the successful completion of participating students' educational goals and objectives in as timely a manner as possible.

Progress on Goals, Objectives (2005-2009):

Please list each goal from goal's matrix and describe progress on each.

1. Advertise the existence of EOPS/CARE and eligibility requirements for participants: the programs are currently overenrolled and the Statewide cap has been exceeded by 69%. The latter is the result of extreme budget cuts at a time when the programs are popular.
2. Advise students on the application process for financial aid and EOPS: participating students have an application completion rate of almost 100%. While this may seem like a given, in order for an EOPS application to be complete there are three mandatory requirements: complete Application, Student Mutual Responsibility Agreement and Educational Plan.
3. Identify recruitment resources on campus and in the community in order to promote EOPS and CARE enrollment: all media and fora have been exploited to advertise the programs; hence, the overenrollment that is currently existent.
4. Establish regular orientations for EOPS students at multiple entry points so that they can get the full benefits of the program services: the orientations are updated constantly and are available on all of our student computers in Building 900. Hard copies of the orientation are also given to students for their tracking of responsibilities as well as their EOPS/CARE support services.
5. Provide emotional and academic support for students through groups and workshops on topics that address barriers to academic success: this is an area that should be expanded. We would need space in order to conduct group workshops.

Program Information

Staffing: Permanent Staff: Elizabeth Bettencourt Abril, Counselor Assistant II, 100% Time
TBA, CARE Counselor Assistant I, .45% Time

Location: Both located in Building 900

Services:

The following are EOPS/CARE program facts:

➤ EOPS/CARE Web Site is available for application processing and information.

Program Components: Early Registration, Counseling & Orientations, Book Service, Instructional Support Services (tutoring, support groups, career workshops), Leadership Conferences/Workshops, Vocational Education augmentations (counseling and seminars), transfer advocacy and fee waivers, tutoring, Psychological Service, and CARE Program for single parents which includes additional grants, childcare reimbursements, Meal Coupon Program, Automotive Service Program, and Transportation assistance.

Program Components:

All EOPS/CARE services are aimed at increasing retention of students who have been identified as underrepresented and traditionally underserved according to State of California guidelines.

Number of Students Served: 2007-2008 = 245

2008-2009 = 187

2009-2010 = 188

Budget: 2007-2008 EOPS = \$269,845; CARE = \$53,828

2008-2009 EOPS = \$275,855; CARE = \$52,296

2009-2010 EOPS = \$179,405; CARE = \$35,147

1. What is the program's connection/dialogue to other programs?

EOPS/CARE staff oftentimes converse with instructional programs to assist students in communicating their needs with instructors and other support staff. The program's interaction with other student services is critical to the advocacy component as it develops tutoring, financial, counseling, career readiness, and personal growth services.

2. The success of students' matriculation was tied to a couple of the Title V regulations that EOPS requires of student participants: completion of the Work-in-Progress form and a minimum of three visits to EOPS counselors and staff. Although students who demonstrated completion of these tasks did seem to exhibit a higher rate of course completions, it should be cautioned that the confounding variable here might be that more motivated and/or higher achieving students would also be more responsible in fulfilling these obligations. In a similar way, CARE students who accessed the Meal Card Program and Transportation Assistance services felt less stressed because they take advantage of opportunities. In fairness to EOPS and CARE services, the conclusion could also be reversed: EOPS students may have matriculated more successfully through the consultation of staff and their guidance of using the Work-in-Progress tool.

3. Current and future programmatic changes will include an increase in staffing and space. In order to provide services that will grow the EOPS and CARE programs, this must be the overriding goal to be put in place before other areas can be addressed.

Section 2 is due by February 26, 2010

Point of Service Surveys:

Number of surveys gathered: 39

Date range of survey(s): Spring 2010

Program Strengths Identified

1. EOPS Staff has consistently received positive reports for its service delivery. The rating criteria include Quality of Service, Knowledge of Staff, Helpful Attitude of Staff, Wait-Time for Service, and Location of Service. It is very gratifying to EOPS Staff that students have given us superior evaluations in these areas and these services appear to be generally well utilized. The latest survey was consistent in this area and actually was the highest rating ever received. More than 91% of EOPS students Agreed and Strongly Agreed that their needs were met by program services as described in the orientation. This rating would be even higher had the wording of the last survey question indicated that it was a question for CARE students only.
2. It may be noteworthy to cite the high percentage of comments on how EOPS staff have explained information and answered questions thoroughly.
3. Although our physical plant is inadequate, students commented that they felt welcomed and that EOPS staff is accessible and respectful.

Program Challenges Identified

1. As mentioned above, the lowest score was in reference to a mis-worded CARE question. It was a question that only CARE students would have been able to answer because it was about the Meal Program that is offered only to them. The question was misleading to the general EOPS population because it appeared that a program was being offered to all of them with poor advertising.
2. Another comment had to do with our cutbacks in counseling time availability due to the budget cuts. This is something that I would like to amend once that we return to a more reasonable economic circumstance.
3. Once the EOPS Program resumes adequate funding, it will open its admission to more students; it is anticipated that the CARE program will increase its numbers and hence the usage of all of its services, including the Meal Card Program. Currently, the EOPS Program is 60% over cap so it would be irresponsible to admit more students under these circumstances.

Section 3 – Goal Matrix completed by March 31, 2010

- 1) Tangible activities that EOPS/CARE staff could do to make all students feel valued and welcome to our services? [#3 Accountability]
- 2) Increase staff participation in trainings/workshops/conferences to maintain excellence in student services and learning. [#6 Academic and Professional Excellence]
- 3) Engage in specialized recruitment of students to ensure a diverse participation of students in EOPS and CARE. [#7 Diversity and Pluralism]



**Student Services Program Review
Action Plan Template
2010-2011**

I. Objective (Formerly Target):

<p>a. To increase current and potential students' awareness of the variety of college services available which foster student access, retention and success by strengthening communication efforts.</p> <p>b. To increase students' understanding of the entire range of available educational alternatives including vocational education options, transfer and other personal objectives by strengthening the collaboration with instructional faculty and with the local business/industry community.</p> <p>c. To address the needs of a diverse population of students who are participating in EOPS/CARE programs through activities that identify academic strengths and weaknesses.</p>

II. Plan to Accomplish the Objective:

Plan:			
Activity		Timeline	Responsibility
a.	Small group workshops for students on a variety of currently needed topics; e.g., changes in CARE regulations or financial aid benefits etc. Acquire space to conduct workshops on a reliable basis.	On-Going	EOPS and CARE Counselors, Counselor Assistants
b.	In order to increase students' understanding, staff needs to participate in more trainings and conferences. The EOPS Advisory Board would continue to be a valuable resource to the surrounding community.	On-Going	All EOPS/CARE Staff.
c.	Diversity deficits would be identified through students' self-reports on their EOPS applications. After the identification of diversity deficits in the EOPS population at Las Positas, recruitment resources would need to be developed with community leaders. For example, churches, high schools and community centers would be target resources.	On-Going	EOPS Director and Counselors

III. How Will You Measure the Effectiveness of This Objective/Goal?

- a. Survey the students on how the workshops are, or are not, meeting their needs.
- b. Survey the students on specific areas of student knowledge cited above; e.g., vocational education, transfer, student services and then compare their responses from year to year.
- c. Conduct data collection on the student population and determine if the diversity pool is improving or not.

IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

- a. #3 Accountability: It strives to support the "highest level of service to students."
- b. #6 Academic and Professional Excellence: It contributes to "expanding professional development for all employees."
- c. #7 Diversity and Pluralism: The objective addresses the Institutional Strategic Goal of "maintaining and expanding an environment of accessibility, equality, and social justice."

V. Estimated Resource Requirement

(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	<ul style="list-style-type: none"> a. EOPS Counselor and CARE Counselor b. EOPS Student Assistants c. Recruitment Specialist 	All On-Going
Supplies	Identified by EOPS Director and Staff	On-Going
Facilities	Space for offices and group activities with students; classroom dedicated to PSCN courses to upgrade EOPS students' ability to be successful in college.	On-Going
Other	Technological programs can support the mechanism for student input and the subsequent collection of data.	On-Going

Addendum: Although the recommendations suggested that EOPS and CARE be on separate templates, I decided that they are too inextricably involved. In order to be eligible for CARE, students must qualify for EOPS first and the latter is the overarching, parent program; CARE is a subsidiary of EOPS. In order to avoid the confusion of the past, toward the end of each student survey I will clearly indicate that only CARE students need to continue to fill out additional questions.

SLOs for EOPS and CARE have already been developed, assessed and reported. The following is a summary of those findings:

EOPS

- 1) It was proposed that students who complete their Work-In-Progress forms per semester would demonstrate an academic outcome of "C" average or better in that semester. This has proven to be in the case. Perhaps these students are more diligent than other students or receive appropriate help due to their WIP report indications.

- 2) It was proposed that students who complete their mandatory three contact visits with EOPS counselors and staff receive more information about services than other EOPS students. After reviewing the comment sheets, it was determined that these students indeed received at least five times the referrals and information as other students.

CARE

- 1) CARE students who access the Meal Card program on a regular basis feel less stressed due to the extra support. From the self-reports at the end of the semester, CARE students said the Meal Card Program brought down their anxiety about getting food for themselves in the middle of a busy day.
- 2) CARE students who use transportation services have better attendance than those students who do not access this. This did not prove to be true necessarily but I believe that the statement was probably faulty. The students who did not use the transportation service probably did not need it. The SLO would have been more informative had the statement compared the CARE students' usage of the transportation service with their own ability to attend classes; hence, perhaps a higher student success rate.

Instructions: Using your self study and Action Plan forms, please complete the spreadsheet below. Each Action Plan form corresponds to one row so that each OBJECTIVE is on one line.

Institutional Strategic Goals (for exact wording please visit the next spreadsheet in this workbook)

1. Teaching and Learning
2. Institutional Advancement
3. Accountability
4. Economic Development
5. Resource Development and Allocation
6. Academic and Professional Excellence
7. Diversity and Pluralism
8. Communication and Infrastructure
9. Community Life
10. Sustainability

Please contact The Office of Institutional Research and Planning (X1027), your Dean or VP with questions or assistance completing this data base.

DO NOT MAKE CHANGES TO THE DATA BASE FORMAT.

Macros must be enabled.

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/Committee/Office will you need? (all that apply)	Specify if Other process	Prioritized
Student Services	a. CARE Program	Student Services	a. Small group workshops for CARE students on current topics	a. Create topical presentations and resources; wait for enclosed space to ensure confidentiality	a. Student satisfaction surveys regarding relevance of topics	3 Accountability	Not sure	Fall 2011	Financial, Ongoing	Faculty Prioritization Process, Categorical Funds	Necessary for this project will be staff and space	Medium Priority
Student Services	b. EOPS	Student Services	b. Staff development of knowledge and resources	b. Staff will participate in more trainings, conferences and workshops	b. Survey students and staff on specific areas of student knowledge cited in this program review and compare year to year	6 Academic and Professional Excellence	Not sure	Spring 2012	Financial, Ongoing	Staff Development, Categorical Funds	More staff and space are required to disseminate information to students	High Priority
Student Services	c. EOPS	Student Services	c. Improve any diversity deficits	c. Research existing EOPS student diversity for baseline and address deficits through methodical outreach	c. The deficits will be compared to the community population of diverse backgrounds, ethnic, social and disability	7 Diversity and Pluralism	Not sure	Spring 2012	Financial, Ongoing	Research/Evaluation, Categorical Funds, Grants, Dean/Vp Budget Allocation	Additional staffing and space will be necessary to address this effort	High Priority