

 Dept SS - (SD) Extended Opportunity Program and Services
 > Academic Support Assessment Unit > Program Review

 Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services. 

▼  **Dept SS - (SD) Extended Opportunity Program and Services** 

SS 2016-17 Program Review: 2016-17

SS 1a) Program Name: Extended Opportunities Programs and Services

SS 1b) Name(s) of the author(s) of this report: Michele LeBleu-Burns, Truly Hunter, George Robles

SS 1c) Number students served annually & trend increasing, even, decreasing: EOPS served 951 EOPS students and 14 CARE students during the 2015-16 academic year. As of the end of the Fall 2016 term, EOPS has served 706 EOPS students and 7 CARE students. The number of students served during 2016-17 is expected to increase by the end of the Spring 2017 term.








SS 1d) Who are the typical students served by this program? : The EOPS program is a California state funded program designed to provide access and support to disadvantaged students in the California Community College System.

To establish eligibility to participate in the EOPS Program, students must meet the following requirements:

- California resident
- Enrolled in at least 12 units (limited exemptions for students with a verified disability)
- Have completed fewer than 105 quarter or 70 semester degree applicable units
- Financially disadvantaged according to the following:
 - o Receiving TANF, SSI or General Assistance; OR
 - o Eligible for the Board of Governors Fee Waiver BOG-B).
- Educationally disadvantaged as defined by state guidelines

The CARE Program is a component of EOPS that provides additional support and is designed for program participants

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with dependent minor children. In order to be able to participate in the CARE Program, EOPS students must meet the following eligibility requirements:

- Must meet all EOPS eligibility requirements
- Be at least 18 years old
- Have at least one dependent child under the age of 14
- Be a single parent and the head of household as determined by the California Department of Social Services
- Be receiving Temporary Assistance for Needy Families (TANF) benefits

SS 2a) What is the program Mission Statement?: EOPS and CARE at De Anza College are committed to assisting students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic and economic challenges. We are dedicated to working as partners with our students to ensure their college experience will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.

SS 2b) In what ways and to what extent does program assure the quality of its services to students?: EOPS conducts student surveys annually and administers program exit surveys to graduating and transferring EOPS students to ascertain which services were most beneficial to students and to seek suggestions for program improvement.

SS 2c) In what ways and to what extent does program support College Mission statement?: De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

SS 3a) In what ways and to what extent does the program assure equitable access for all students?: EOPS accepts students based upon state eligibility requirements as outlined in Title 5. This criteria encompasses students from many diverse backgrounds .

SS 3b) State ways and extent that program encourages personal and civic responsibility.: Every student enrolled in

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EOPS/CARE must review and sign a Mutual Responsibility Contract, which outlines the rights and responsibilities of each participant in the program. This document includes information about the program requirements students must meet to remain in good standing and eligible for EOPS/CARE programs and services. Requiring students to complete this document reinforces the expectations the program has of all students who participate in the program and promotes the principles of personal responsibility.

SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising: EOPS provides and maintains comprehensive and intrusive advising and counseling services to all program participants. Services in this area include academic advising, career planning, transfer planning, personal counseling and referral to on and off campus resources. Counseling faculty use a rubric to evaluate and review the accuracy of the documentation and advising information in the student files. The EOPS Assistant Director/Lead Counselor reviews the files of the EOPS counselors and advisors and provides feedback. Based review using the rubric, the counseling component of the program develops strategies for improving the accuracy of the information in the files.

SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity: The EOPS program staff is comprised of a very diverse group of individual. Members of the staff have received training in various areas related to equity, diversity and inclusion and incorporate this training, along with their own personal lived experiences, in their interactions with students. Our team is deeply committed to providing access and support to students from every background.

SS 3e) State ways & extent program regularly evaluates admissions & placement practices: Not Applicable

SS 3f) State ways & extent program maintain student records securely & confidentially?: EOPS program files are stored in locked file cabinets and care is taken to ensure the protection of electronic data by using requiring secure passwords to gain access to student records.

SS 4a) Have there been any significant staffing changes since the last CPR?: The EOPS program added an additional Services Coordinator position during the 2015-16 academic

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year. In addition, EOPS has utilized Counseling interns to provide additional support to program participants. There are also currently two vacant staff positions - an Administrative Assistant I and a Academic Advisor. Fortunately, the state has reinstated the funding after the reduction to Categorical programs a few years ago. We anticipate that these two positions will be filled by the end of the summer term.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: The program will need an additional Full-time counseling position to replace the general fund position eliminated during the budget crisis several years ago.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: Unknown

SS 5a) Have there been any significant facility changes since the last CPR?: None

SS 5b) Are there any significant facility changes that will be needed over the next five years?: Additional space for counseling and advising faculty and staff as well as designated space for student study groups and tutoring is sorely needed and the need for space will only increase. Replacement/upgrades to outdated office furniture in some EOPS employee work spaces are also needed and long overdue.

SS 6a) Have there been any significant equipment changes since the last CPR?: In 2016 EOPS received a grant from the San Jose Rotary, which enabled the program to purchase five computers and a printer for EOPS student use in the Main office. In Fall 2016, the program also obtained a new photocopier with document scanning abilities. Moreover, the program was able to obtain two iPads for program use.

SS 6b) Are there any significant equipment changes that will be needed over the next five years?: Unknown

SS 7a) Have there been any significant operational cost changes since the last CPR?: Additional staffing costs for the new EOPS Services Coordinator position.

SS 7b) Will any significant operational cost changes be needed over the next 5 years? : Unknown

SS 8a) Have there been any significant organizational alignment changes since the last CPR?: None

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SS 8b) Are there any significant organizational alignment changes that will be needed over the next : Unknown

SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?: None

SS 9b) State significant changes in regulations/laws /policies affecting program over next 5 years.: Unknown

SS 10a) State any significant professional development activities for the program since last CPR.: Conference and training attendance by EOPS and CARE staff:

- Annual CCCEOPSA fall conference
- Ensuring Transfer Success
- Classified Staff Employee retreat
- EOPS Training Sessions by Chancellor's Office
- Partners in Learning (De Anza College)
- 2015 NASPA Mental Health Conference
- Annual NCORE conference

SS 10b) State any significant professional development needs for the program for the next 5 years.: Same as above (Item 10a) on an annual basis

SS 11a) Have there been any significant curriculum since the last CPR?: Not Applicable

SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.: Not Applicable

SS 11c) State the aggregate student success rate in the instructional portions of the program?: Not Applicable

SS 11d) State gap of student success rates with targeted groups.: One of EOPS' student equity goals is to narrow the equity gap between De Anza's identified target populations (African American, Filipino and Latino/a students) and non-target students student population(s). In the 2015-2016 Academic year, the success rates for the students from the targeted populations who were enrolled the EOPS program had success rates that were an average of 5.75 percent higher than those same populations who were not enrolled in EOPS.

The following table provides the comparative statistical success data for the targeted populations enrolled in EOPS and the General campus during the 2015-2016 academic year:

2015-2016 Success Rates by Ethnicity		
EOPS	ALL COL	% Diff
African-Am.	73%	66% +7%

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Filipino	84%	75%	+9%
Latino/a	72%	69%	+3%
White	83%	79%	+4%

SS 12a) Have there been any other significant program changes since the last CPR?: The EOPS program recently received a large gift from a donor to implement an EOPS Scholars pilot program slated to serve 20 students in the initial year, This program is designed to get as close as possible to completely closing the student equity gap within EOPS.

SS 2b) Are there any other significant issues that will affect the program over the next five years?: Over the next five years it is expected that the EOPS Coordinator and the EOPS Assistant Director will retire. This will mean the loss of significant program historical knowledge and expertise.

SS 13a) How will the new 3SP orientation requirements affect the program over the next five years?: Beginning in Fall 2014 potential EOPS Students are required complete the general campus New Student Orientation provided by the Counseling and Student Success Division as a part of the EOPS/CARE intake process. A student application will not be processed if the student has not completed the campus new student orientation.

SS 13b) How will the new 3SP assessment requirements affect the program over the next five years?: Not Applicable

SS 13c) Effect of the new 3SP student education planning requirements over next 5 years.: Every EOPS/CARE student is required to have a comprehensive academic plan. A SSSP Abbreviated Academic Plan was defined as one or more quarters in Degree Works (DW). An EOPS/CARE Abbreviated Academic Plan was defined as a three quarter educational plan (drafted on paper). The SSSP Comprehensive Academic Plan was defined as least three quarters in DW. EOPS/CARE Comprehensive Academic Plan was identified as MAP (Multi-year Academic Plan) and included at minimum a two-year plan. The EOPS Counseling/Advising staff developed a system to identify that students had both a MAP and DW academic plan and insured that all EOPS comprehensive plans were entered into Degree Works.

SS 14a) What are the current/active program outcome statements?: Outcome #1
Students will demonstrate and understand EOPS program

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participation requirements, policies, and procedures (revised 2.23.10) (Active)

Outcome #2

Students will identify and demonstrate essential skills necessary to accomplish their academic goals (Revised 5/17/10) (Active)

SS 14b) How many SSLO/SLO statements have been assessed since the last CPR?: One SLO outcome has been assessed since 2012-14: Outcome #1

Students will demonstrate and understand EOPS program participation requirements, policies, and procedures.

SS 14c) Summarize the outcomes assessment findings and resulting program enhancements since last CPR: Only 22% of students responded correctly to the question, "How many contacts are required each quarter for EOPS and CARE?" on the 2016-17 EOPS SLO survey. This response rate suggests that the survey should be more specific about the types of contacts (e.g. counseling/advising, registration check, etc) are required and how many of each. Further support for this theory is the fact that 95% of students taking the survey correctly indicated that two counseling advising contacts are required each quarter. In addition, 68% of students correctly selected which contacts EOPS/CARE students must complete before early registration. The current version of the survey and the students responses indicate that we need to refine and revise the questions before the next time the survey is conducted.

SS 14d) What are the program outcome assessment plans for the next five years?: The EOPS program will conduct SLO surveys during each New EOPS Orientation and at the conclusion of each academic year. We will also continue to conduct exit surveys to gather feedback from EOPS students who graduate and transfer.

SS 15) Analysis of the program from last CPR to now to 2018-19.: The demand for EOPS and the personalized support the program provides has increased significantly. Even after the statewide reduction in EOPS funding, the program has continued to serve students and achieve impressive success, graduation and transfer rates, in large part due to the support from the college's administration and the backfilling of positions during the budget crisis to keep the staff intact. The student's success rates can be attributed to intrusive advising

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services, financial support, priority registration, peer advising, transfer assistance/services and personal and academic development workshops. On average, between 18% and 22% of EOPS students transfer and/or graduate each year. The funding of an additional full-time counselor would allow the program to provide services to more students and help fulfill the steadily increasing demand from EOPS-eligible De Anza College students not currently being served by the program. Over the next five years, there will be at least three retirements, which will require the replacement of staff and training for those individuals to ensure they are able to meet the high standards and expectations the program has in place.

SS 16a) Name of the Division and the names of the programs.: Student Development Division

- Extended Opportunities Programs and Services
- College Life (DASB and ICC, Student ID, Eco Pass, Flea Market
- Health Services (HE&W, Psych. Svcs., Clinical Svcs.)
- Student Judicial Affairs
- HEART (Harm Evaluation Assessment Reduction Team)
- Americans with Disabilities Act (ADA)/504 Compliance
- Unlawful Harassment and Discrimination Coordination

SS 16b) Who wrote the Divisional Perspective?: Michele Lebleu-Burns, Dean of Student Development

SS 16c) Summarize the CPRs written by the programs of the Division.: The Student Development Division, which is comprised of Extended Opportunities Programs and Services, the Office of College Life, Health Services, Student Judicial Affairs and ADA/504. Has continued to grow over the past several years as program areas have been added or developed to address the educational, social, learning and development needs of a diverse student population, by cultivating strategic partnerships with other student services and instructional departments/divisions, faculty, staff and administrators. Due to the length of tenure of the division employees, changes in the form of employee retirements will be a challenge over the next several years. In addition, declining enrollment has and will potentially have a continued negative effect on department revenues. This is specifically true for College Life, which relies on student body card sales and Flea Market revenues to support clubs and student government and the many campus programs funded by the student body senate including student tutoring, athletics, Vasconcellos Institute for

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Democracy in Action (VIDA) and the Honors Program to name a few. Health Services, which includes Clinical Health Services, Health Education and Wellness and Psychological Services have also seen declining revenues from the health fee as a result of the decrease of enrollment college-wide. Despite these challenges, the division has consistently provided high quality, student centered services to De Anza College Students.