Part 2 – Comprehensive Program Review Fall 2009

Program Name: Extended Opportunity Programs & Services

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   Objective #1: Decrease the number of EOPS/CARE students exited for non-compliance.
   Objective #2: Increase the number of EOPS/CARE students enrolled in 12 or more units per semester.
   Objective #3: Increase the number of CARE participants served by academic year.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

   a. For teaching programs: N/A

   b. For non teaching programs this data should include the following:

Objective #1: Decrease the number of EOPS/CARE students exited for non-compliance

Term	Total Served	Exit for non-compliance	Percentage		
Fall 2003	930	66	7.1	***Average= 68*** ***7.3%***	***A Decline of .3%***
Spring 2004	898	65	7.2		
Fall 2004	914	69	7.5		
Spring 2005	892	63	7.1		
Fall 2005	1020	75	7.4		
Spring 2006	978	72	7.4		
Total	***5632***	***410***			
Fall 2006	998	64	6.4	***Average= 68*** ***7.0%***	
Spring 2007	940	77	8.2		
Fall 2007	967	62	6.4		
Spring 2008	942	70	7.4		
Fall 2008	985	56	5.7		
Spring 2009	1014	80	7.9		
Total	***5846***	***409***			

Objective #2: Increase the number of EOPS/CARE students enrolled in 12 or more units per semester

Term	Number of Students Served	Number of Students in 12 or more units	% of Students in 12 or more units		
Fall 2003	930	577	62.0	***Average= 588*** ***63%***	***3 % Increase of Students Enrolled in 12 or more units***
Spring 2004	898	548	61.0		
Fall 2004	914	558	61.1		
Spring 2005	892	598	67.0		
Fall 2005	1020	643	63.0		
Spring 2006	978	606	62.0		
Total	***5632***	***3530***			
Fall 2006	998	775	78.0	***Average= 647*** ***66%***	
Spring 2007	940	604	64.0		
Fall 2007	967	609	63.0		
Spring 2008	942	607	64.0		
Fall 2008	985	630	64.0		
Spring 2009	1014	657	65.0		
Total	***5846***	***3882***			

Objective #3: Increase the number of CARE Participants Served by Academic Year

Academic Year	Unduplicated CARE Participants Served	Academic Year	Unduplicated CARE Participants Served
2003-2004	119	2006-2007	145
2004-2005	136	2007-1008	148
2005-2006	128	2008-2009	146
Total	***383***	***Total***	***439***
Average= 128		***Average= 146***	
15% Increase of CARE Participants Served			

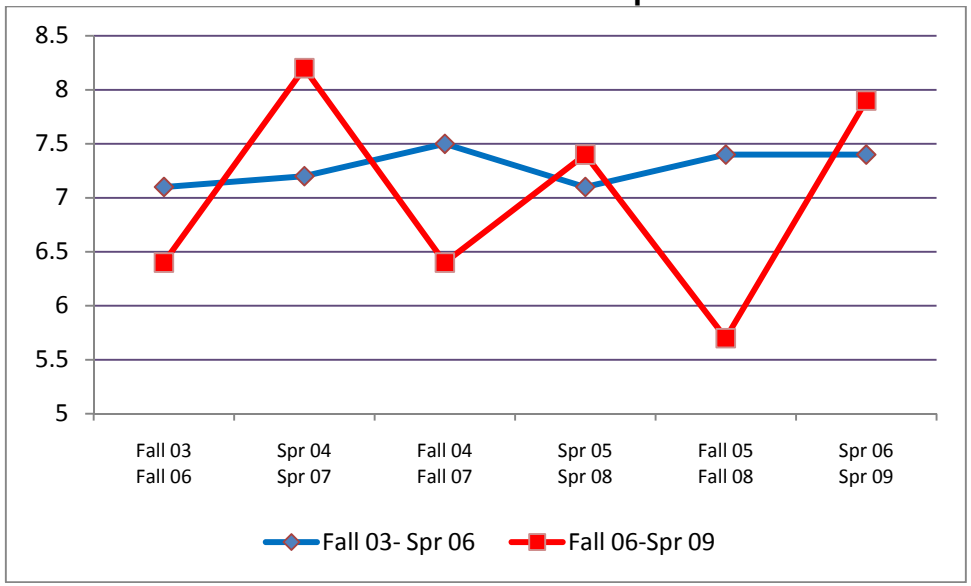
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Service Area Outcome	Support Institutional Outcomes	Assessment	Summary
1. Students will demonstrate personal responsibility by scheduling their own counselor appointment on-line through the SARs Program	ISL 03	Assess the percentage of counseling appointments scheduled in SARS by students	7% of all appointments scheduled were scheduled through e-SARs
2. Attend a minimum of three appointments per semester	ISL03	SARs Report	Previous semester an average of 72% attended three appointments
3. Customize and adhere to Student Educational Plan. Show normal progress towards the completion of a degree, certificate, or transfer requirements	ISL03	Twice a year review of SEP	Counselors along with student review SEO on a semester basis in order to determine progress toward program completion
4. Demonstrate ability to use WEBSTAR to register for semester classes	ISL04	Registration monitored through enrollment roster	Students needing assistance with registration process were assisted by EOPS student assistants. They demonstrated their knowledge of the registration process by producing a semester class schedule

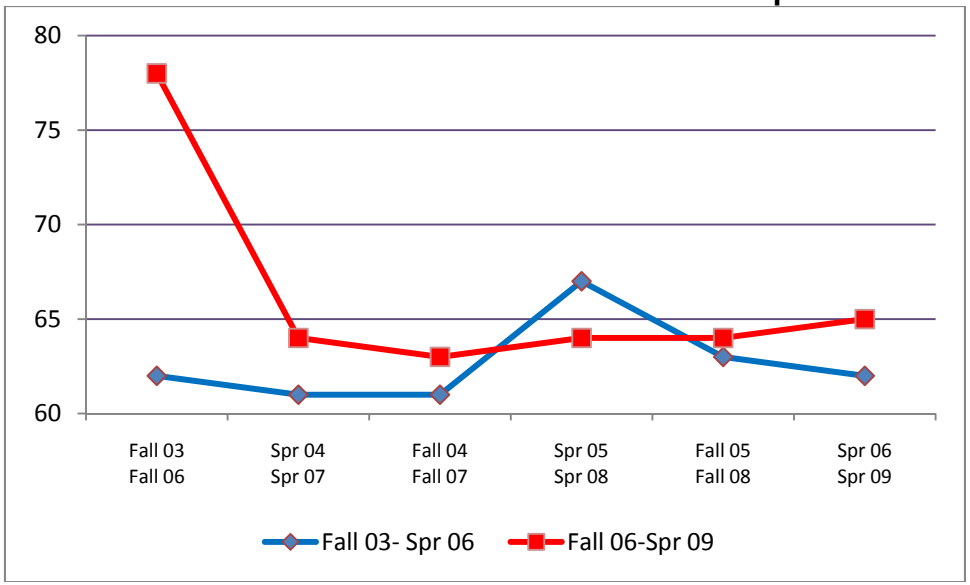
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

EOPS/CARE students exited for non-compliance



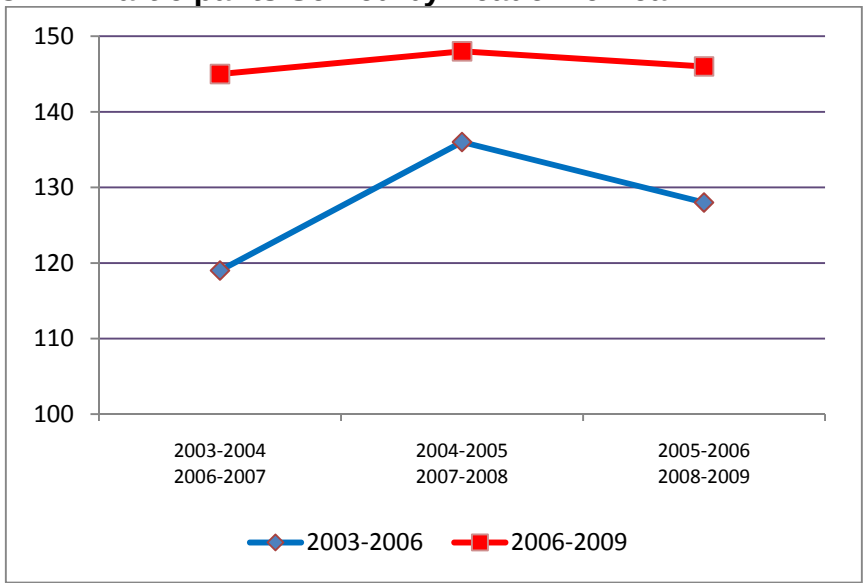
EOPS/CARE students are exited at the end of each semester if they do not utilize program services. Service Area Outcomes 1 and 2 are used as part of the interventions to encourage retention in the program. Non-compliant students are contacted by their counselor using postcards, e-mail, and phone calls. If there is no response, address, phone numbers and e-mails are checked to see if they are still current. The program targets low-income students that in itself assures multiple problems: inadequate financial resources, poor health (parent and/or children), indecision about major/career goals, lack of academic preparation, lack of adequate childcare, lack of transportation, lack of marketable skills and low social emotional competency. For many who are returning to school for the first time it is frustrating adjusting to a rigid schedule and some find it easier to drop their classes. The chart above shows the majority of students being exited at the end of the spring semester. Counseling staff tends to let students continue in through the spring even though they may have not complied during the fall, thus you see a higher exit rate at the end of the spring.

EOPS/CARE students enrolled in 12 or more units per semester



The percentage of EOPS students enrolling in 12 or more units per semester shows as a 3% increase from the previous three year period, Fall 2003 to Spring 2006. Fall 2006 is an anomaly for which there is no apparent explanation. Service Area Outcomes 3 and 4 were utilized to encourage enrollment in 12 units per semester. The increase of 3% per semester is slight. There are a number of reasons for EOPS students to enroll in less than 12 units, many of them discussed under “Students Exited for Non-compliance”. Initially students may only come into the program If they are enrolled in 12 units, in subsequent semesters they may drop to 9 or less, and in many cases will drop the classes altogether. The majority of the EOPS student population works; it may be that single students help to support their family, they may be single parents or may be married and support a family. Time for classes may be limited and thus for many it is difficult to carry a full load, so it may well be that the varying of 62% to 65% is the norm for this segment of the student population.

CARE Participants Served by Academic Year



To qualify for the CARE Program, a student must be a CalWORKs participant. The program has always served all eligible CalWORKs who apply for CARE. The average number has been 128; however, there has been, over the course of this last year, an increase in the number of CalWORKs participants eligible for the CARE program, thus making it possible for the CARE program to increase the number of CARE participants to an average of 146.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

This Fall 2009 semester we served 1051 students. Students were required to meet with their counselor a minimum of three times during the semester. Students were seen for advising, academic monitoring, career advisement, course recommendations, completion of an educational plan, financial aid petitions, graduation applications, EOPS program intake, personal counseling, probation counseling, student petitions, tutorial referrals, as well as assistance with their transfer process. Aside from the services provided by their individual counselor, students were provided with $100.00 book gift cards, bus passes, priority registration, EOPS grants, EOPS loans, tutoring, and EOPS workstudy.
The program is staffed by six full time counselors, one part-time counselor, a secretary and five student assistants. SAO's (Service Area Outcomes) were implemented by sending students e-SARs information. They also received individual assistance on how to access e-SAR's to schedule their own appointment online. Students were monitored through SARs to ensure attendance at three mandatory appointments. The student educational plan was reviewed by

counselor and student at one of the three appointments. Knowledge of online registration was monitored by enrollment rosters. Students showing zero units were contacted and assisted with the registration process.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   This Fall 2009 semester, the program has been affected by the large number of students seeking admission into the program, the present economy and lack of jobs is driving students to seek further education. All eligible students applying for Fall 2009 semester were accepted and consequently in one semester we served the number of students we usually serve for the whole academic year. Serving a number of students larger than normal has put a strain on our already diminishing resources.

3. List any significant issues or problems that the program is immediately facing.

   The most significant and pressing issue is the cut in our program funding. In spite of severe cuts, we have continued to serve all eligible students even though the variety of services has diminished and many students are not receiving all of the services for which they are eligible.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

EOPS/CARE Objective 1: To ensure that students avail themselves of all the program services offered by the EOPS Program.

Learning Outcome: Students will demonstrate knowledge of the services provided by the EOPS Program.

Outcome Assessment: As documented by signed Responsibility Contracts.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.

EOPS/CARE Objective 2: To provide a tutorial component addressing the specific academic needs of former ESL students who have to repeat an English course.

Learning Outcome: The percentage of students successfully completing a repeat English course will show an increase to the previous year.

Outcome Assessment: Institutional research enrollment data for EOPS students will show an increase to the previous year in the number of students successfully completing a repeat English course.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.

EOPS/CARE Objective 3: Develop and implement an online progress report to be used when a student indicates lack of progress in any class or classes.

Learning Outcome: Through the use of online progress reports the percentage of returned requests for progress reports will show an increase to the previous year.

Outcome Assessment: Utilizing returned online progress reports to determine the percentage of returned progress reports.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.