BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: EOPS/CARE

Division Name: Student Services

Please list all team members who participated in this Program Review:

Name	Department	Position
Laureen Balducci	EOPS/CARE	AVPSS/Director, EOPS/CARE
April Henderson	EOPS/CARE	Interim Supervisor
Tilly Wu	EOPS/CARE	Counselor
Tobias Nava	EOPS/CARE	Counselor
Lily Luu	EOPS/CARE	Interim EOPS Specialist

Number of Full Time Faculty: 2   **Number of Part Time Faculty:**   0

Please list all existing Classified positions: *Example: Administrative Assistant I*

Interim Supervisor
Interim EOPS Specialist, Senior
Program Coordinator I (vacant)
EOPS Specialist (vacant)
Interim Administrative Asst. I

List all departments covered by this review and indicate the appropriate program type.

	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2012-2013	2013-2014	2014-2015
Number of Students Served			
Full-Time Load (FTEF)	429	429	458
Part-Time Load (FTEF)			

1.1B. Student Service Trend:
Students Served (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	☐	☐	☒

	Col 1	Col 2	Col 3
Asian	☐	☒	☐
Filipino	☐	☒	☐
Latino/a	☐	☒	☐
Native American	☐	☒	☐
Pacific Islander	☐	☒	☐
White	☐	☒	☐
Decline to State	☐	☒	☐
Male	☐	☒	☐
Female	☒	☐	☐
<25 Years Old	☒	☐	☐
>25 Years Old	☐	☒	☐

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

Given that EOPS/CARE supports underrepresented students who are able to meet the EOPS/CARE's program requirement(s) - being an educationally and financially disadvantaged student. Are intent is to market specifically to these groups during SOAR events as well as with area high schools, community organizations and partnerships. We also continue to partner with the Early Alert, FYE (pilot), Veterans, DDRC and tutorial programs prgrams and services.

Have numbers declined for any of these groups? If so, what are we doing to address this?

The mission of EOPS is to address issues of equity for disproportionately impacted students. If our numbers are declining, such as for African American students, we are working with Marketing and Outreach to recruit more underrepresented students. In addition, we will be partnering with the new Early Alert program to coordinate better follow-up services for both programs. Finally, with a more robust staff of an EOPS/CARE Supervisor and EOPS Program Coordinator full time, we will be able to have the individuals in those positions actively recruit at local schools and community centers.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

The following are four active SA-SLO for EOPS courses:

Orientation via CNSL 275, Recruitment and Retention, Indirect Aid-Textbook Service and Tutoring. All which are implemented every quarter with the upmost effort given the limited resources. Every quarter we make sure we provide enough sections of CNSL 275 to meet demand. We have developed an administrative structure to assure that every student receives an orientation the first quarter the student enters the program in order to meet EOPS state regulations. Some flexibility is available to complete the orientation by the second quarter of EOPS participation.

The Recruitment and Retention has only partially been meet with minimal changes or improvements. Recruitment efforts need to be improved. We lost the consistent connection with the local service area high school. No major changes have been implemented to improve in this component, since staffing has been an issue. All efforts have been in place to maintain retention. Every working member of EOPS is 100% committed to providing as much support as possible with admission, financial aid, registration and counseling concerns. Students are required to meet with a counselor 2X per quarter. A challenge that is

not met because not all students meet with a counselor twice, mainly due to not having enough counselors to accomplish our intended task.

Indirect Aid-Textbook Service is dependent on state funding. With limited funding the book service amount that is granted to students has fluctuated. Adjustments have been done in the dollar amount provided for each student on a quarter-to-quarter basis to assure the best result possible for students and budgeting. As budget increased, we moved towards providing full service for all required textbooks.

For **Tutoring**, it has been assessed that we do not have the administrative capacity and study space to accommodate all tutoring request. A considerable percentage of tutoring request go un-served every quarter. Additional personnel to assist have been put in place to alleviate some of the administrative responsibilities needed to effectively coordinate this service. Further restructuring is expected in the immediate future to establish a consistent level of quality service. Working with the new Early Alert program as well as English and math tutorial centers to collaborate services will be helpful.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

Lack of personnel is the biggest reason for not achieving our target in all areas of our active SA-SLOs. EOPS administration is looking for ways to possibly add a part-time counselor in order to provide the required two counseling sessions per quarter. There is also a strategy to hire an individual that will be asked to devote more time in recruiting in our service are and work towards developing strong relations with the local high schools in order to increase the number of student served in our community. Plans are in the works of hiring an individual that will focus on improving tutoring services in order to meet our program objective of providing tutoring to every individual that needs tutoring and submits a request.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015
None			

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015
CNSL 275--Required (Successfully Completed/Total Unduplicated EOPS students)	352/429	288/429	331/458
CRLP 55 (Successfully Completed/Enrolled in Course)	21/24	20/23	18/23

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

The only two courses (CNSL 275 and CRLP 55) offered via EOPS Department are not applicable to a non-transcriptable program either. These unique courses were created and developed with the intention of providing additional support to the EOPS mission. CNSL 275 has a heavy orientation component in which EOPS responsibilities and benefits are outlined in great detail. CA Educational Code, EOPS Title 5 Regulations and Implementation Guidelines require an orientation component. CNSL 275 meets this requirement, hence why this course is mandatory for all entering EOPS Students. This course also offers customized information on academic skills and other campus resources, which is essential for retention. CRLP 55 provides an opportunity for new EOPS students who just graduated from high school to make a smooth transition into college by learning important academic, career and lifelong strategies for success in the classroom and in the professional world. The ultimate purpose is to create an environment with a higher level college adjustment and retention among our EOPS students.

1.2C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	CNSL 275: 174 CRLP 55: 24	CNSL 275: 240 CRLP 55: 23	CNSL 275: 178 CRLP 55: 23
Productivity	CNSL 275: 374 CRLP 55: ???	CNSL 275: 391 CRLP 55: ???	CNSL 275: 387 CRLP 55: ???
Course Success	CNSL 275: 75% CRLP 55: 88%	CNSL 275: 74% CRLP 55: 87%	CNSL 275: 87% CRLP 55: 78%
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data N/A

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐
Filipino	☐	☐	☐	☐	☐	☐
Latino/a	☐	☐	☐	☐	☐	☐
Native American	☐	☐	☐	☐	☐	☐
Pacific Islander	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
Decline to State	☐	☐	☐	☐	☐	☐

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level
Female: ☐ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Our course demographics are exactly as our department or service area demographics. Issues of equity that are faced at a service area level are parallel to those of course level given that all new EOPS students must take CNSL 275. It is worth mentioning, that for CRLP 55 the numbers for African American student is noticeably not as high as it should be. As our recruiting efforts improve, the demographics of CRLP 55 should improve in favor of having increased number of African American student participation.

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

Every fall term we offer 4 sections of CNSL 275 to accommodate the influx of new EOPS student. There is a trend in which only 3 out of 4 sections are filled; the other section gets cancelled due to low enrollment. Two sections are offered at the beginning of the quarter; the other two start mid-way through the quarter. The last two sections are more difficult to fill because of the late start. For an infinite amount of reasons, it just much harder for students to attend a course if it starts much later in the quarter. Our strategy has been to provide reminders to the students via email and phone. This strategy works enough towards having sufficient students show up to run only 1 of the 2 late start sections. Ideally, all four sections would be offered at the beginning of the quarter, but we don't have enough counselors to be able to implement this strategy.

During the academic year 2014-15 we saw a decrease in the enrollment numbers for CNSL 275 from 240 students in 2013-14 to 178. This dramatic decrease in numbers is greatly due to the reduction of staffing in the EOPS Department. Previously we had personnel to assist with registering and tracking student enrollment into CNSL 275.

For CRLP 55 it has been a struggle to get the desired number of students. Eventually we do enroll enough students to have the course run, but it is with a lot of hard work very late in the cycle. The issue here has been the lack of consistent recruitment and building connections with the local high schools. As we move forward with the hiring of new staff, the recruitment should improve and process of enrolling students into CRLP 55 should as well.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

With an increase in personnel to support recruitment, tutoring, counseling and directing should increase productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard (N/A)
In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard (N/A)

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal (N/A)
In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal (N/A)

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

In CNSL 275, all students are reminded that this course is mandatory in order to continue receiving services in subsequent quarters. Students receive a phone call and email notification with important course information. Our success rate is above standard in comparison with the Counseling Division and the college. If needed follow up calls are made to students who do not attend the first day of instruction. For basic skills students, they are referred to campus resources such as the Teaching Learning Center and S.T.E.M Ctr. to assist them with English and math/science courses.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

As we looked to improve our CL-SLOs we knew we had to change our method of assessing our SLOs. In the spring 2015 we implemented a new strategy to incorporate an assessment tool to measure what we thought was the most important SLO for CNSL 275: "to demonstrate an intended level of involvement and commitment to EOPS responsibilities and expectations." To assess our findings, we simply looked at all the students who completed the course successfully and tracked which completed all of their responsibilities that same term. The stated goal for this SLO is for at least 70% of students who successfully completed CNSL 275 should comply in meeting their EOPS responsibilities of submitting the required 2 progress reports and meeting with a counselor to update his/her educational plan. Looking at

the combined results from both sections, we found that only 68% of the students who completed the course successfully actually completed all of their responsibilities.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Falling short of our goal, the following term we implemented additional exercises (such as quizzes) and more focused instruction as part of the class curriculum in order to increase the level of understanding of their responsibilities. We stress the importance of completing the program requirements throughout the course.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Hire more (faculty) tutors to assist with tutorial needs	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Hire more student tutors to assist with tutorial needs	Year: 2014	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Hire an additional p/t counselor to assist in completion of EOPS requirements of students needing to see a counselor 2x each quarter.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Implement SmartThinking online tutorial to assist in tutorial needs of students when EOPS is closed.	Year: 2014	☒ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

There were past hires of faculty tutors who were housed in the EOPS department. However, given limited and restricted hours the faculty tutors were available in the EOPS department, students did not take advantage of this service as expected. There clearly needs to be outreach efforts to EOPS students informing them of this service as well as expanding on the time availability of the faculty tutors hired. We are also in need of additional student tutors as there is room to grow this service. Retention piece is vital to the success of the EOPS program and tutoring plays a big part. We need to expand on this service to ensure that there are adequate numbers of tutors to assist our EOPS students. The ideal situation would be that upon submission of their first progress reports, all EOPS students requesting tutoring would receive the service as requested to help them succeed academically. An additional part-time counselor is definitely needed to support the student contacts that are required. Currently, there can be up to a three-week window for counseling appointment availability. There are many imminent issues that EOPS students face and it is vital that students can meet with their counselors without having to wait weeks before an appointment is available. Therefore, it is crucial that a part time counselor is hired to help with developing and establishing educational plans for EOPS students.

Please provide rationale behind any objectives that are no longer a priority for the program.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do <u>not</u> list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Reduce Wait Time for Counselors	*Winter 2016 Term*	*Student Surveys*
Hire a Supervisor position to maintain daily operation of EOPS/CARE	Winter 2016	Complete hiring process.
Minimize wait time for students needing to see a counselor 2x per quarter by hiring a part-time counselor.	Winter 2016	Complete hiring process.
Increase recruitment efforts to increase enrollment numbers from our local service area and serving demographics		
Provide tutoring to all students who request it		
Provide 2 counseling sessions to each student every quarter		
Implement programs to increase a sense of belonging and participation within EOPS		

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).
☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
EOPS Supervisor	Approx $70k	1	☒	☐	☐	☐
Hire part-time Counselor	Approx $40k	2	☐	☐	☒	☐
Hire tutors	Approx $20K	5	☒	☐	☐	☐
			☐	☐	☐	☐

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Prior resource allocation was for the hiring of tutors in the EOPS Tutorial Center. With the increased number of students seeking tutorial services, it was beneficial for us to have hired tutors, especially faculty tutors and tutors who specialized in math or English.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Staffing	Even though there was a growth of students in the EOPS program, we have been limited with the amount of assistance we can give with the limited amount of staff due to staff working-out-of-class and needing a permanent EOPS Supervisor.
Needing to do marketing, outreach and in-reach.	We recently were able to backfill the Program Coordinator I position to assist with this. We do work closely with Marketing as well as participate in the HS Counselor Breakfast and present at all SOAR events. We also host our CARE Advisory Group on a quarterly basis.
Part-time EOPS counselor	To meet the demand of required students' contacts. Student's wait time for available counseling appointments can be at times up to three weeks. An additional part-time counselor can be used to assist with developing educational plans to meet program requirement.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The strengths of the program are the exemplary services offered to students - from the staff to the counselors - in assisting students with their academic, career and transfer goals. The strong connections made between the students and the "high-touch" atmosphere offered by the program keep students on track with their educational goals.

The services that are offered by the EOPS program embrace the concept of "over and above". The counseling class that is provided to new EOPS students includes an orientation component along with invaluable resources and information for students. The computer lab, which provides free printing to students and access to a computer, is a big draw for our students. Computers are a huge cost for students in general and having this resource available is important. The fieldtrips to four-year universities give EOPS students an opportunity to explore the possibilities for transfer. These opportunities open doors for under-represented students to think of possible avenues that is available beyond Foothill College. In addition, EOPS specific scholarships are made available targeted only for EOPS students. This will increase the chance for an EOPS student to gain access to scholarships. The individualized counseling service, which is at that core of the EOPS program, holds EOPS students accountable for meeting with their counselors. This is invaluable for students, as they are made aware

that there are EOPS specific counselors who are assigned specifically for them.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2014-2015 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Associate Vice President to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

The strengths of the program in addition to what is mentioned above (see 3B above) is the tutorial component that is offered along with book vouchers and scholarships offered as part of the EOPS/CARE programs. In addition to the staff and counselors of the program, these services help increase students' graduation and transfer rates.

5B. Areas of concern, if any:

With having a limited staff currently, it is increasingly difficult to maintain services to students. Now that our EOPS State Allocations have given us funding for more positions to assist us in serving students, we will be taking full advantage of that as we move forward in hiring a permanent Supervisor.

5C. Recommendations for improvement:

Ramp up outreach efforts with our additional staffing to be in place by WInter 2016.

5D. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Laureen Balducci
Associate Vice President, Student Services

This section is for the Vice President to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

The EOPS team is very cohesive and committed to student success. They have done an excellent job increasing participation, providing tutoring and help and following up with resources.

5F. Areas of concern, if any:

None

5G. Recommendations for improvement:

None

5H. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Denise Swett
Vice President, Student Services
February 1, 2016

Foothill College

SA - EOPS

Mission Statement: To establish "over and above" support services and programs for financially and educationally disadvantaged students by creating an environment, which values each individual's potential to achieve their academic, career and personal goals. This includes obtaining job skills, occupational certificates, associates degrees, and/or completing transfer requirements for four-year institutions.

Primary Core Mission: Basic Skills
Secondary Core Mission: Transfer
Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - EOPS - Orientation-CNSL 275 - Per EOPS Implementation Guidelines--To familiarize EOPS eligible students with the function of EOPS, to include program policies, services, resources, and student responsibilities. **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** All EOPS eligible students are required to take and complete successfully an EOPS orientation course during their first quarter of EOPS participation. Data provided by EOPS Counselors. **Assessment Method Type:** Data **Target:** It is expected that 100% of students, who participate in EOPS, must enroll and complete CNSL 275. There is some flexibility for student with extenuating circumstances to defer course to their second quarter of enrollment.	12/02/2013 - A total of 8 sections of CNSL 275 (formerly 175) were offered in 2012-13. Out of a total of 198 students who registered in all section offered, 155 received a passing grade. Further analysis: Formula: number of students who completed course with a passing grade/total students = success rate Summer 2012: 23/26 = 88% Fall 2012: 68/83 = 82% Winter 2013: 34/41 = 83% Spring 2013: 20/48 = 42% These are raw numbers. No calculation was done to account for those students who had to take the course for a 2nd time. In addition, it is very difficult to account for students who signed up for EOPS for only one or two quarters. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The orientation component lays the foundation that supports the mission of EOPS. EOPS eligible students will have a better understanding of the role of EOPS and be better equipped to achieve their full potential as they pursue their academic, career and personal goals. It also provides a	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		perspective and awareness of Community/Global Consciousness and Responsibility as their "EOPS Identity" is explored.	
SA - EOPS - Recruitment and Retention - To provide an opportunity to obtain an educational goal by making the EOPS department an one stop shop where potential and current students get assistance with admission application, financial aid process, academic counseling and registration. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Data retrieved from EOPS Specialist desktop. **Assessment Method Type:** Data **Target:** To ensure that current and prospective students that visit the EOPS Department front desk receive comprehensive information and guidance in not only our programs but also in how to utilize other student support services to be successful in their educational goals.	12/13/2013 - A sample size of 30 students that visited the EOPS Department reported that their needs were met during their visit or during the follow up call/email. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Survey students in the CNSL 175 class, or during the Book Service appointment, to determine how students learned about the EOPS program, and services. **Assessment Method Type:** Survey		
	Assessment Method: 1. To go to local high school, and those by invitation, and educate students, staff, and staff about EOPS eligibility requirements. 2. To participate in and promote the Foothill College Day On The Hill Event that seeks to recruit students for the EOPS Summer Readiness program and Foothill College admission. 3. To conduct tabling events on the Foothill College campus to educate students, staff and faculty about EOPS program requirements. 4. To produce and newsletter, and participate in social networking to educate, engage, and	10/10/2011 - EOPS staff and faculty successfully employ strategy and methods to recruit and retain EOPS students. Student reports, an increase in student participation, and an increase in the number of students achieving their educational goal (transferring, earning a degree's and certificates, etc.), all provide evidence of effective strategy implementation. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** Retention and quality of EOPS services	10/13/2011 - EOPS students, who are all low-income and educationally disadvantaged, can benefit from learning about the researched factors that can contribute to their academic achievement and success; while email is ?sophisticated? communication for many college professionals, many of our students don?t check their email account regularly. EOPS may need to increase to consider ways to increase its accessibility through social networking.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	alert EOPS students (and potential EOPS students) about program events, opportunities to participate and advocate, and EOPS requirements. 5. Maintain and update the EOPS website with current information about activities, opportunities to engage and advocate, and provide current information about EOPS eligibility requirements **Assessment Method Type:** Data **Target:** Increase student knowledge and participation in EOPS events held throughout the year.	were maintained; EOPS students reported having productive, positive experiences leading to their educational achievement. EOPS students may want to be a more politically active; engage in more issues related to educational policy,and how decisions related to fee increases, budget, program discontinuance, impact their education. EOPS staff will work to educate students more about these topics.	
SA - EOPS - Indirect Aid- Textbook Service - To maintain or increase the financial assistance to EOPS students in the form of textbook vouchers in order to reduce cost of attendance which contributes to course completion and academic success. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Internal Program Data Collected by EOPS Senior Specialist. **Assessment Method Type:** Data **Target:** Increase program funding to fully provide all required textbooks and continue providing an educational opportunity to academically disadvantaged students.	12/13/2013 - Program Data FY 2012-13 - The State funded $122,150 and the Department secured $23,615 as additional funds for a total of $145,765 serving 406 students. These students received a book voucher of $150-$300 which is not close to the estimated cost of all required textbooks. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: 1. Identify outside grants to stabilize or increase book service amount. 2. Manage book service amount, and the number of new students, as to be able to give students a meaning book service amount. 3. Manage book service amount, as to be able to support students with their cap and gown purchase during the spring graduation.	10/13/2011 - 1. EOPS was able to increase the book service amount, incrementally, from the fall quarter to the spring quarter. 2. EOPS was able to support students cap and gown purchases for the spring quarter 3. No grants were given to EOPS students. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/13/2011 - Increase the amount and number of outside grants from donors.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	Assessment Method Type: Data **Target:** Increase student awareness of what kinds of resources are available to them.		
SA - EOPS - Tutoring - Per EOPS Implementation Guidelines- To provide tutoring service to all EOPS students that require the service at a level that is considered to be "above and beyond" services available to the general student population. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** EOPS students who take advantage of tutoring will succeed with higher rates than those EOPS students who did not. **Assessment Method Type:** Data **Target:** EOPS students who take advantage of tutoring will have a higher rate of passing with a C or better than their EOPS peers who do not participate in tutoring.		
	Assessment Method: Data retrieve from EOPS Services Coordinator desktop. **Assessment Method Type:** Data **Target:** To be able to provide tutoring services to all EOPS students that request to receive one-on-one tutoring from peer tutors and to increase number of tutoring sessions if needed.	12/13/2013 - 1. During 2012-13 academic year, EOPS Tutorial program served 80 students. 2. Peak tutoring time is between 10:00am and 2:00pm (Tutoring lab is at full capacity). 3. Tutoring sessions take place at both, tables and computer stations. 4. The majority of tutoring requests were received the first through third week of classes. EOPS Tutorial program served 27 students on average per quarter, which is 67% of the students who requested tutoring services from EOPS. Logistically, EOPS Tutorial Services does not have the administrative or the study space to efficiently meet the demand for the program's tutoring requests. The goal is to serve between 40 - 60 students per quarter, which would **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - EOPS - Enrollment - To enroll students in the EOPS CNSL 275 (course number has changed from CNSL 175) course to provide information about EOPS services, study skills and retention strategies. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Inactive	**Assessment Method:** 1. CNSL 275 is a mandatory course for all new EOPS students 2. Provide flexibility for those new EOPS students who are not able to enroll in the CNSL 275 class, so that can eventually enroll and learn about EOPS services, study skills, and retention strategies. 3. Revisit CNSL 275 curriculum to ensure that it is relevant, useful and inclusive of topics that helpful to EOPS students **Assessment Method Type:** Data **Target:** Increase student awareness that to participate in EOPS, one must enroll in this class.	09/27/2012 - During the EOPS in-take process, to determine EOPS eligibility, students are required to sign a contract that requires them to enroll into CNSL 275 in their first term as EOPS students. For 2011-12 year, we were able to provide this course to all new incoming students. Over 90% of new EOPS students enroll into CNSL 275 their first term at Foothill College, 10% were deferred to subsequent quarters. Over 70-80% complete the course successfully. Overall, we did a very good job of administering and enforcing this service area student learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		10/13/2011 - 1. Students really found the tours to four-year colleges helpful, which are organized though the CNSL 275 classes. 2. Needs to continue to be a clear distinction in the content of CNSL 275 and similar topics in CSNL 50. 3. Continue to provide exceptional teaching strategies, and pedagogical methods to ensure EOPS are learning CSNL content. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/13/2011 - 1. Provide more college tours 2. Limit enrollment of CSNL 275 to 35 students.