

**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.*

**Program/Department Name:**

**Division Name:**

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

Name	Department	Position
Laureen Balducci	EOPS/CARE	AVPSS/EOPS & CARE Director
April Henderson	EOPS/CARE	EOPS/CARE Supervisor
Tilly Wu and Tobias Nava	EOPS/CARE	EOPS/CARE Counselors
Lily Lu	EOPS/CARE	EOPS/CARE Admin Asst. I
Kai Chang	EOPS/CARE	EOPS/CARE Specialist, Sr.

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

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

Supervisor  
Program Coordinator I  
EOPS Specialist, Sr., Admin Asst. I

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The EOPS/CARE program served 445 students for the 2015-16 academic year, a 5% increase from 2014-15; 28 EOPS transfer candidates received ADT's; 77 EOPS participantes were awarded at least one AA-T, AS-T, AS or AA degrees or a Certificate of Achievement; 52 campus-based, which included EOPS specific, scholarships were awarded to EOPS/CARE participants; By implementing early notification reminders and in-office promotion, EOPS/CARE increased Enrollment Priority participation in 2015-16: Winter participation went up 20% from 2014-15; Spring participation up 10% from 2014-15; Fall quarter enrollment priority decrease slightly by 8% and has proven to be the lowest number of students using their Enrollment Priority. We believe this is due to the the break after spring quarter and most participants do not and, are not required to attend summer session. In addition to emails and phone call notification reminders of this service, we have recently implemented a text message notification system and to promote student access to their Enrollment Priority.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Areas of improvement include having a full staff (finally) and having to reclassify the Admin Asst. I positon to include more of the CARE component to help grow CARE participation. In addition, the

supervisor will be able to do more community outreach as well as campus inreach to inform students of what EOP/CARE has to offer. The retention piece continues to be a big part of EOPS/CARE and having a robust tutorial center helps with that. In addition to hiring peer tutors for the program, we are looking into hiring TEA professional tutoring staff to work with our students on a regular basis. We are also looking at tutor training for peer tutors to equal the skill level of the general campus tutors. Having the PC I position hired full time will help with this endeavor. Given that students still are required to see a counselor 2x per quarter, we are also looking into perhaps hiring a part-time EOPS/CARE counselor (especially if the programs grow).

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Outreach and Recruitment for EOPS/CARE: SARS will measure day-to-day appointment activity; The completion of the quarterly and annual MIS Data Report will measure growth.  
EOPS Tutorial Services: The Program Coordinator will maintain a database of EOPS/CARE participants who access EOPS Tutorial Services and will keep record of the hours spent and the student learning and program learning outcome will be determined by the student's final grade.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

EOPS/CARE will continue to create a culture of equity that promotes student success by offering over and above services such as tutorial services, book vouchers, scholarships, a student support cohort, counseling 2x per quarter, etc.)

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Be able to serve students within the mandates of seeing a counselor 2x per quarter	Spring 2017	
Increase CARE enrollment	Spring 2017	
Increase EOPS enrollment	Spring 2017	

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource	\$	Program	Type of Resource Request
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Request		Objective (Section 2A)	Full-Time Faculty/Staff Position	One-Time B- Budget Augmentation	Ongoing B- Budget Augmentation	Facilities and Equipment
Hire part-time counselor	\$40K	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reclass Admin Asst. I for CARE responsibilities	Approx \$15k	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEA Tutors	\$5K		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

N/A

### SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2015-2016 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.

**3B. Attach 2015-2016 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

### SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

EOPS/CARE program faculty and staff continue to offer above and beyond services to students. This is not just because of the mission of EOPS/CARE, but due to the people within those positions that truly care about underrepresented students and give their all to assisting them and supporting them with their college goals. The tutorial lab continues to be utilized by students and it is a place for group studying as well. Based on the data, the tutorial lab is mainly utilized for math and English subjects, with other subjects as well depending on need and number of tutors. Additionally, there has been a rise in the number of students attending 4-year university trips and tours through EOPS. This is important for not only our mission, but for student transfer goals as well.

**4B. Areas of concern, if any:**

Appropriate staffing has been a concern in the past, and in order to increase EOPS and especially CARE numbers, we will want to reclass the Admin Asst. I position for this purpose. Marketing and outreach have improved somewhat with EOPS and CARE being represented by SOAR events, but we need more EOPS/CARE specific outreach to the community in order to effectively grow the program.

**4C. Recommendations for improvement:**

Doing more in regards to outreach and marketing of the EOPS/CARE Program.

**4D. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, 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.*

# Unit Assessment Report - Four Column

## 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
<p>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.</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 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.</p>	<p>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%</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	

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. <b>Year(s) to be Assessed:</b> End of Quarter <b>SA-SLO Status:</b> Active	<p><b>Assessment Method:</b> Data retrieved from EOPS Specialist desktop.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 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.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
	<p><b>Assessment Method:</b> Survey students in the CNSL 175 class, or during the Book Service appointment, to determine how students learned about the EOPS program, and services.</p> <p><b>Assessment Method Type:</b> Survey</p>		
	<p><b>Assessment Method:</b> 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</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>GE/IL-SLO Reflection:</b> Retention and quality of EOPS services</p>	<p>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.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>alert EOPS students (and potential EOPS students) about program events, opportunities to participate and advocate, and EOPS requirements.</p> <p>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</p> <p><b>Assessment Method Type:</b> Data <b>Target:</b> Increase student knowledge and participation in EOPS events held throughout the year.</p>	<p>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.</p>	
<p>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.</p> <p><b>Year(s) to be Assessed:</b> End of Quarter</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Internal Program Data Collected by EOPS Senior Specialist.</p> <p><b>Assessment Method Type:</b> Data <b>Target:</b> Increase program funding to fully provide all required textbooks and continue providing an educational opportunity to academically disadvantaged students.</p>	<p>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.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p>	
	<p><b>Assessment Method:</b> 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.</p>	<p>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.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/13/2011 - Increase the amount and number of outside grants from donors.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<b>Assessment Method Type:</b> Data <b>Target:</b> 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.  <b>Year(s) to be Assessed:</b> End of Quarter  <b>SA-SLO Status:</b> Active	<b>Assessment Method:</b> EOPS students who take advantage of tutoring will succeed with higher rates than those EOPS students who did not. <b>Assessment Method Type:</b> Data <b>Target:</b> 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.		
	<b>Assessment Method:</b> Data retrieve from EOPS Services Coordinator desktop. <b>Assessment Method Type:</b> Data <b>Target:</b> 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  <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2012-2013	



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up