FOOTHILL COLLEGE
Program Planning and Review – Student Services
(650) 949-7240 | http://www.foothill.edu/ services/index.php

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Extended Opportunity Programs and Services (EOPS) Matais Pouncil, Director Tilly Wu, Senior Counselor Tobias Nava, Counselor April Henderson, EOPS Services Coordinator Jorge Rodriquez, Senior Program Specialist Lily, Luu, Program Specialist Donna Lambrecht, Senior Administrative Assistant
2. State the program's mission. If you don't have one, create one.	To establish "over and above" support services and programs for financially needy and educationally disadvantaged students by creating an environment which values each individual's desire to achieve their academic and professional goals, and career objectives. This includes, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions.
3. Explain how the program/department mission is aligned with the college mission?	The Mission of Foothill College reads "A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members". Therefore, EOPS program contributed to this mission by

I. Department/Program Mission

	recruiting, retaining, matriculating and graduating students, which prepares them to participate in a democratic society. We specifically identify those students who would otherwise not have the opportunity to attend Foothill because of limited finances, limited English skills, a lack of college-readiness information or socio-economic difficulties. EOPS increases the number of language minority students, low-income students, students of color and, perhaps, diverse political view and learning capabilities. All of which contribute to college environment that seeks a well-educated population.

II. Department and Program Description & Data

1. Indicate all locations and service delivery options available. Physically, electronically; counseling, instruction, workshops; student activities and leadership; conferences and workshops, etc.	Locations offered: xFH Main Campus ☐Middlefield xOff campus	Delivery options offered: xIn-person xTelephone xEmail / Online

2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Senior Counselor, Tilly Wu	1		Academic Counseling, Transfer Preparation
Counselor, Tobias Nava	1		Academic Counseling, Transfer Preparation
Management Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Director, Matais Pouncil	1	0	Overall program management; staffing; fundraising; marketing, budget management
Position Title	0	0	
Position Title	0	0	
Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
EOPS Services Coordinator, April Henderson	1	0	Outreach, Tutoring, Marketing, EOPS registration
Senior Program Specialist, Jorge Rodriguez	1	0	Outreach, Tutoring, EOPS registration, Laptop and Calculator Loan Service; Budget compilation
Program Specialist, Lily Luu	1	0	EOPS registration; EOPS student-intake management; Peer Advisor staffing.

Senior Administrative Assistant, Donna Lambrecht	1	0	CARE management; administrative support; outreach, EOPS registration
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
Peer Advisor Marco Tovar Zahra Charley	1 1	Academic calendar	Peer Advisement; appointment scheduling, lab and office maintenance; data entry; clerical support, outreach, "Ambassador role".
Peer Advisor Katie Leung Cynthia Canchola	1 1	Academic calendar	Peer Advisement; appointment scheduling, lab and office maintenance; data entry; clerical support, outreach, "Ambassador role".
Peer Advisor Van Dang	1	Academic calendar	Peer Advisement; appointment scheduling, lab and office maintenance; data entry; clerical support, outreach, "Ambassador role".

3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?	We serve nearly 600 students annually. Our goal is to serve 100% of our students in-person, although we do have a few students who take on-line courses exclusively. We contact students via telephone, on-line models, social networking sites. We have increased the our electronic communication to students and our student interaction via online contact.
4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?	Busiest times for appointments are 8-9am; 11-12pm and 3-5pm, Monday – Friday. We do not service students on weekends. Our front desk offers student services all day, during our business hours. We provide Education Plan

	construction; CNSL 175; book service, calculator service, fee waivers, computer access, printing, Peer Advisement, etc. At this point, we are able to service the needs of our students.
5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	There is a significant increase in the demand for our services from all students: black, white, Latino, Asian, Multi-racial, etc. The increase in our student population correlates to the demographic increase at Foothill College. More students need our book services and a significant number of students need access to the computer lab and tutoring. At this point, we are able to serve the needs of our students. Foothill College EOPS serves over 600 students.
6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?	Most of our student require Basic Skill attention; our students are English Language learners or inadequate English speakers; they need to the additional, focused support of Writing labs, tutoring, peer reviewers, lab assistants, patient teachers, with creating pedagogical methods; study skill enhancement; college readiness courses, etc. It is becoming nearly impossible to meet these needs given the drastic reduction in EOPS funding.
7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?	We do not serve International students.
8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Increase in student eligibility and the number of students served, and a decrease in the amount of funds available for book vouchers.

Summary of Planning Goals & Action Plans				

10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.

Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Provide retention, counseling and college readiness to students	☐		☐	☐
1) All EOPS students must meet with their counselor at least once per quarter	x	x	☐	☐
2) Each student receives counseling, tutoring assistance and technology support to reach their educational goal.	x	x	☐	☐
3)Transfer and/or graduating students will be exposed to 4 year colleges and universities through campus visits, transfer counselor visits, virtual tours and/or counseling/teaching presentations.	x	x	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

11. What is your plan for accomplishing your goals?

Dept/Program Operational Goals	Activities	Measures	Timeframe
Evaluate program services, programmatic guidelines and Program plan to ensure compliance	Review Program Plans, Counseling methods and practices; evaluate student achievement related to tutoring, compared to those who didn't seek tutoring	Academic achievement of students, test scores, transfer success	On-going; 2-4 years
Counseling is mandated. Students that do not see their counseling and comply with EOPS guidelines risk losing services and jeopardize receiving the book voucher.	Students files are evaluated quarterly; mid year reports are required by the state chancellor's office.	Persistence and success rates are reviewed annually and all data related to retention, matriculation, graduation, etc., are included in reports	On-going

12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource Restore or nearly restore funding EOPS funding level.	Purpose To meet students demand and need for services; to support the graduation, retention and matriculation of lower income, educationally disadvantaged students.	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.** **This would support both "Putting Access into Action" and "Building a Community of Scholars'.**
EOPS found external support; fundraised.	Continually looking for additional funds to offset categorical budget reductions that negatively impact EOPS services and students books.	

III. Service Evaluation	
Service Evaluation Overview	
1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?	No Changes over time; evaluation of implemented strategies has not been done.
2. "Internal" Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	EOPS services to students are improving, increasing in effectiveness and efficiency and more students are utilizing services Many instructors are aware of the decrease in the EOPS' ability to purchase books, therefore many have increased the number of books they place on reserve in the library, they have ordered books that cost less or even developed readers for students, which typically cost less.
3. "External" Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	External perceptions of EOPS are that the program is effective, efficient and meeting the needs of low-income, educationally disadvantaged students; resources are being utilized effectively; external funding sources are being pursued.
4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service. Are there changes over time? What are the implications for your department/program?	EOPS students are generally satisfied with the service offering, although there is always room for improvement and inclusion of additional best practices.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	Fewer EOPS students are able to transfer or reach their educational goals because of the fewer classes that are being offered, thereby increasing the time it takes for them to graduate.

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	**Activities**	**Measures**	**Timeframe**
Participate in and/or establish campus-wide initiatives related to EOPS	EOPS is developing a campus-wide fundraising initiative; EOPS Director will participate as the Administrator representative on Standard I, Institutional Effectiveness, on the Foothill College Accreditation committee;	**Work with FHDA Foundation to secure external resources; identify funding opportunities. Work with accreditation team to compile accurate report of college standard.**	**On-going**
Continue EOPS Newsletter production and establish an "E-blast"	EOPS produced an E-newsletter and establish an e-blast alert system updating students on important deadlines, events, announcements, etc.		**On-going**
Increase percentage of Honors students	Promote Access to Honors classes ;	Calculate how many Math classes	On-going goal
Increase number of AA and transfer students;	Emphasis on attaining AA degree AND transfer;	Calculate number o students that earn the AA AND transfer as compared to those who just transfer	2-4 years
	Communicate and integrate web and online communication the program; promote additional ways for students to communicate academic needs and supports	Identify increased ways to communicate via the web	On-going; 2-4 years
Establish an EOPS On-line course	EOPS launched its first on-line CNSL 175 course in the fall quarter, 2009 with teaching support from Melinda Tran, a PT Counselor. The course enrolled 25		On-going

	students and 23 students completed the course. This format of CNSL 175 has addressed some of the financial, transportation, and child care hardships that some EOPS students experience will pursuing their education. This course does not seek to replace the traditional EOPS CNSL 175 course.		
Establish EOPS Ambassadors Club	Identify, recruit can select EOPS student leaders.	Established EOPS Ambassadors Club	On-going
Continue fundraising efforts to off-set budget reductions to EOPS	EOPS, along with the Foothill College Foundation has not submitted 4 grant proposals to various funding agencies in the local area for of nearly $40, 000 potential dollars to EOPS students. We are pending decisions from the donor agencies.		On-going

8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource. Partner with CSU's regarding transfer and deadlines; On-going goal and activity.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.**
EOPS Consortium, outreach to CSU's, website, in-person, individualized support	To communicate with CSU's and other community colleges; transfer bridge process	EOPS takes students to the annual UCLA STOMP Conference. With the cut in categorical funding, this will not occur in 2010 unless the college can offset this cost.

IV. Service Area Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.**

2. Are additional resources needed to accomplish your service area outcome goals?
   If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**
None.		

V. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The addition of one (1) full-time counselor. If enrollment trends persist and the demand for EOPS services continue to increase, then the current faculty will not be capable of meeting the academic and education needs of all EOPS students.

Classified Staff	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	EOPS will possibly need to maintain current staffing levels to meet the educational needs of our students. Many EOPS staff are currently taking courses towards advance degrees, so there is a possibility that current positions will be vacated.

Technology and Equipment (see definitions below)	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	Yes.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	Yes

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
5. Are your facilities accessible to students with disabilities? If no, explain.	**Yes.**
6. List needs for upgrades for existing spaces.	No current needs.

7. List any new spaces that are needed.	None.	
8. Identify any long-term maintenance needs.		
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes.	
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.		
Budget		
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	No. The EOPS budget has recently been cut by 40% and there are anticipated additional cuts according to recent state budget reductions proposed by the California governor.	
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	**EOPS book services program; scholarship program; grants; transportation support; meal cards; office supplies**	
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	No obvious ways.	
Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?	Continue to identify outside funding sources; this will be measured by the amount of outside grants dollars secured.	
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

The EOPS programs seeks to establish "over and above" support services and programs for financially needy and educationally disadvantaged students by creating an environment which values each individual's desire to achieve their academic and professional goals, and career objectives. This includes, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions. In addition to accomplishing this goal, the EOPS programs strives to honor and offer services consistent with the Foothill College Mission: The Mission of Foothill College reads "A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members". Therefore, EOPS program contributed to this mission by recruiting, retaining, matriculating and graduating students and preparing them to participate in a democratic society. We specifically identify those students who would otherwise not have the opportunity to attend Foothill because of limited finances, limited English skills, a lack of college-readiness information or socio-economic difficulties. EOPS increases the number of language minority students, low-income students, students of color and, perhaps, diverse political view and learning capabilities. All of which contribute to college environment that seeks a well-educated population.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

Supervising Administrator Signature	*Completion Date*