Annual Student Services Program Review Template for 2011-2012
**Introduction to The Program Review Process for Student Services Programs**

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

| | | |
|---|---|---|
| Admissions & Records | Evaluations | Outreach & Retention |
| Assessment | Financial Aid | Pass the Torch |
| Career Center | Health Services | Psychological Services |
| Counseling | Judicial Affairs | Puente Program |
| Disability Resource Center | Learning Resource Center | Student Affairs |
| EOPS | Mfumo Program | Transfer Center |

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012: All programs participate in an annual program review
2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs
        update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php
Submission Deadline: All program review documents are due to Deans by December 16

**Basic Program Information**

Student Service Program Name: EOPS

Student Service Program Mission:
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 potential to achieve their goals, educational careers and objectives, including, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions.

Program Review Team:

| Name | Department | Position |
|------|-----------|----------|
| Lily Luu | EOPS | Program Specialist |
| Jorge Rodriguez | EOPS | Senior Program Specialist |
| April Henderson | EOPS | Services Coordinator |
| Donna Wolf | EOPS | Senior Administrative Assistant |
| Tobias Nava | EOPS | Counselor |
| Tilly Wu | EOPS | Counselor |
| Matais Pouncil | EOPS | Director |

| Section 1. Data and Trend Analysis |
|---|

1.1. Program/Department Data

| Dimension | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **Students Served** | 535 | 500 | 441 |
| **Full-time FTEF** | 1 Counselor | 1 Counselor | 2 Counselors |
| **Part-time FTEF** | 3 Counselors | 3 Counselors | |
| **Full-time Staff** | 3 | 4 | 4 |
| **Part-time Staff** | 2 | | |

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1.  Students served (How was this tracked? What is the trend?):
    The number of students served is tracked through our district MIS reporting system; locally we identify the number of students that we serve by using a C21 form, which provides the most accurate way of tracking our students based on term of enrollment, number of units enrolled, and eligibility for program services.

    The trend is that there is an increasing demand for EOPS services, particularly given the worsening economy, but our number of students served seems to, in some way, increase or decrease, based on the amount of the book voucher. When the voucher amount is higher, we serve more students. When the voucher amount is lower, students tend not to want to comply the EOPS requirements (see an EOPS counselor, turn in Progress Reports; check-in with their Peer Advisors, enroll as a full-time student, etc.) for a lower book service amount. We've had to lower our book voucher over the past couple of years, as the EOPS budget as been reduced significantly, so our numbers have dropped only slightly, but the demand for services remains; we'll see an increase in demand when we our funding level, and book voucher amount is increased.

2.  Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)
    No. EOPS serves predominantly students of color; largely Latino, Asian African American and Pacific Islander students, and only some white students. All EOPS students are educationally disadvantaged, and low-income, unlike to demographic of Foothill, where only 25% - 30% of students qualify for Financial Aid. Demographic information for Foothill College can be found at http://research.fhda.edu/factbook/FHdemofs/demographic_fact_sheets_fh.htm. We know EOPS serves nearly all students of color, and female students, the exact percentages are unknown and demographic breakdown of students, demographically can be found at https://misweb.cccco.edu/mis/onlinestat/Programs_rpt.cfm?RequestTimeout=500.

3. Staffing structure (Does the staffing structure meet the program's or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
   Yes. All program faculty and staff have specific duties and responsibilities that contribute a critical function to the program. The Administrative Assistant provides administrative support to the program and the Director; works to identify, enroll and ensure compliance of CARE students, and help develop campus-wide initiatives. Counselors provide intrusive counseling, academic guidance, mediation of social, cultural and educational gaps, college enrichment activities, and campus-wide initiatives; program specialist provide book services to students, front desk and Peer Advisor management; data management, accounting and budgetary support, technology equipment management, program reporting supporting, and technology lab support. The Services Coordinator position provides coordination of our tutorial services, book services, student intake process, outreach and recruitment, MIS data compilation, and support with campus-wide initiatives.

4. Workload measures (includes budget details).  Describe the program's workload measures as developed within the Student Services process.

5. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)
   Attached please our EOPS Student Services Program Plan Section 1.2.5. The plan lists the district contribution (A Budget) for the fiscal years 08-08, 09-10, 10-11. Please see below.

Fiscal Year, 08-09

| Emplyee/Position | Fund | Account | Salary | Benefits | Total Salary |
|---|---|---|---|---|---|
| **Matais Pouncil**<br>**EOPS Director** | | | | | |
| 1210 | District | 141378 | $98,315.88 | $23,497.50 | |
| | | | **$98,315.88** | **$23,497.50** | |
| **Tilly Wu**<br>**EOPS Counselor** | | | | | |
| 1260 | District | 141378 | $6,548.98 | $622.65 | |
| | | | **$6,548.98** | **$622.65** | |
| **Tobias Nava**<br>**EOPS Counselor** | | | | | |
| 1260 | District | 141378 | $94,230.39 | $25,969.62 | |
| | | | **$94,230.39** | **$25,969.62** | |
| **Donna Lambrecht**<br>**Senior Adm. Assistant** | | | | | |
| 2170 | District | 141378 | $75,700.13 | $32,096.86 | |
| | | | **$75,700.13** | **$32,096.86** | |
| **April Henderson**<br>**Services Coordinator** | | | | | |
| 2170 | District | 141378 | $34,085.10 | $14,452.08 | |
| | | | **$34,085.10** | **$14,452.08** | |
| **Ismael González** | | | | | |
| | District | | $4,461.62 | $611.24 | |
| | | | **$4,461.62** | **$611.24** | |

# Draft Annual Student Services Program Review Template for 2011-2012

|  |  |  | District Total | $313,342.10 | $97,249.95 |
|--|--|--|----------------|-------------|-------------|
|  |  |  | **Total** | **$410,592.05** |  |

Fiscal Year, 09-10

| Emplyee/Position | | Fund | Account | Salary | Benefits | Total Salary |
|---|---|---|---|---|---|---|
| Matais Pouncil **EOPS Director** | | | | | | |
| | 1210 | District | 141378 | $103,661.40 | $30,794.33 | |
| | | | | **$103,661.40** | **$30,794.33** | |
| Tilly Wu **EOPS Counselor** | | | | | | |
| | 1260 | District | 141378 | $36,235.60 | $17,334.40 | |
| | 1320 | | | $5,062.36 | $244.62 | |
| | | | | **$41,297.96** | **$17,579.02** | |
| Tobias Nava **EOPS Counselor** | | | | | | |
| | 1260 | District | 141378 | $73,649.13 | $24,125.72 | |
| | 1320 | | | $13,390.74 | $3,869.91 | |
| | | | | **$87,039.87** | **$27,995.63** | |
| Donna Lambrecht **Senior Adm. Assistant** | | | | | | |
| | 2170 | District | 141378 | $76,027.84 | $34,237.55 | |
| | | | | **$76,027.84** | **$34,237.55** | |
| April Henderson **Services Coordinator** | | | | | | |
| | 2170 | District | 141378 | $34,085.20 | $14,669.28 | |
| | | | | **$34,085.20** | **$14,669.28** | |
| Ismael González | | | | | | |
| | | District | | $4,481.53 | $167.96 | |
| | | | | **$4,481.53** | **$167.96** | |
| Melinda Tran | | | | | | |
| | 1320 | District | | $3,691.56 | $507.57 | |
| | | | | **$3,691.56** | **$507.57** | |
| | | | District Total | $350,285.36 | $125,951.34 | |
| | | | **Total** | **$476,236.70** | | |

Fiscal Year, 10-11

| Emplyee/Position | Fund | F-P | Salary | Benefits | Total Salary |
|---|---|---|---|---|---|
| Matais Pouncil **EOPS Director** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 1210 | District | 114000-643100 | $106,702.44 | $30,766.04 | 100.00% |
| | | | **$106,702.44** | **$30,766.04** | |

Tobias Nava
**EOPS Counselor**

| | | | | | |
|---|---|---|---|---|---|
| 1160 | District | 114000-493010 | $25,324.64 | $7,665.14 | 25.00% |
| 1260 | District | 114000-643100 | $75,973.81 | $22,995.74 | 75.00% |
| | | | **$101,298.45** | **$30,660.88** | |

Donna Lambrecht
**Senior Adm. Assistant**

| | | | | | |
|---|---|---|---|---|---|
| 2170 | District | 114000-643100 | $76,325.75 | $34,700.74 | 100.00% |
| | | | **$76,325.75** | **$34,700.74** | |

April Henderson
**Services Coordinator**

| | | | | | |
|---|---|---|---|---|---|
| 2170 | District | 114000-643100 | $35,652.46 | $14,620.94 | 50.00% |
| | | | **$35,652.46** | **$14,620.94** | |

| | | | | |
|---|---|---|---|---|
| | **District Total** | $319,979.10 | $110,748.60 | |
| | **Total** | **$430,727.70** | | |

6. Basic skills programs (If applicable)
   Nearly all EOPS students are Basic Skills students, as the one of the primary ways in which students qualify for services is that they are unable to enroll in college-level English and Math course. Additionally, we provide tutoring for Basic Skills student, or any EOPS students needing Basic Skills support.

7. Transfer programs: (If applicable)
   EOPS counselors provide CSU/IGETC completion support for EOPS students – critical to transfer success; organize campus tours to four-year universities, and work closely with the Transfer Center to introduce students to transfer opportunities and admissions representatives; EOPS host an annual Leadership conference at a local four-year university as part of our transfer programming efforts.

8. CTE programs: Labor/Industry alignment (If applicable)
   N/A

| Section 2. Learning Outcomes Assessment Summary |
|:---:|

## 2.1. Insert – Previous year's Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

### Foothill College
### SA - EOPS

**Mission Statement:** 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 potential to achieve their goals, educational careers and objectives, including, obtaining job skills, occupational certificates or associate degrees and transferring to four-year institutions.
**Primary Core Mission:** Basic Skills
**Secondary Core Mission:** Transfer

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings | Reflection/Action & Follow-Up |
|---|---|---|---|
| SA - EOPS - 1 - Recruitment and Retention - To increase the recruitment and retention of educationally disadvantaged and low-income students through outreach activities and educational awareness.<br>**Year(s) to be Assessed:**<br>2011-2012<br>2012-2013<br>2013-2014<br><br>**SA-SLO Status:**<br>Active | **Assessment Method:**<br>1. To go to local high school, and those by invitation, and educate students, staff, and staff about EOPS eligibility requirements.<br>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.<br>3. To conduct tabling events on the Foothill College campus to educate students, staff and faculty about EOPS program requirements.<br>4. To produce and newsletter, and participate in social networking to educate, engage, and alert EOPS students (and potential EOPS students) about program events, opportunities to participate and advocate, and EOPS requirements.<br>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<br><br>**Assessment Method Type:**<br>Data<br>**Target:**<br>Increase student knowledge and participation in EOPS events held throughout the year. | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**IL-SLO Reflection:**<br>Retention and quality of EOPS services 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. | 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.<br><br>10/10/2011 - 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. |

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## 2.3 Please provide observations and reflections below.
Reflections are embedded above within the SA-SLO column.

## 2.3.a Service Area Student Learning Outcomes
What findings can be gathered from the SA-SLOs assessments?
There is still work, growth and developed that can be done to achieve desired student achievement goals.

## 2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?
No.

## 2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?
Yes.

## 2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

The SA-SLO's provide us an opportunity to evaluate our service programming to learn what is working for students and what is not; what are strengths and limitations are, and what the data suggest is needs improvement.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

| Action Step | Related SA-SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| Section 3:  Program Goals and Rationale |
|---|

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions
The EOPS program exists to provide financial support and retention services for low-income and educationally disadvantaged students. Many of these students are typically first-generation-to-college and/or students of color – many of whom are Latino, or Spanish speaking students. The mission state's that "Foothill College commits itself to providing access to outstanding educational opportunities for all of our students." By ensuring that low-income, educationally disadvantaged students are identified, supported and graduate; by providing these students with the "above and beyond" services that are necessary for them to succeed, Foothill College demonstrates its commitments to its mission, and to the EOPS program.

3.2 Previous program goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

3.3 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | Supporting Action Steps from section 2.4 (if applicable) | How will this goal improve student success? |
|---|---|---|---|
| **Support the educational goals of more low-income, educationally disadvantaged students, and increase number of students served.** | Evaluate number of duplicated and unduplicated students at the end of the academic year. |  | Provide access to Foothill College financial aid services, and retention services, which can enhance student achievement, particularly for EOPS students. |
|  |  |  |  |
| **Students who receive individualized tutoring will successfully pass their course with a C or better.** | Review and compare students who received tutoring, in select courses, to those who opted not to, but could have benefited from tutoring, and assess analyze results. |  | Support students achievement and retention by working to ensure that EOPS students pass courses. |

| Section 4: Program Resources and Support |
|---|

4.1 Using the tables below to summarize your program's resource requests.

Full Time Faculty and/or Staff

| Position | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---|---|---|---|
| **N/A** | | | |

B Budget Augmentation

| B Budget FOAP | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---|---|---|---|
| **Misc. request.** | $3000 | For expenditures that our state allocation does not allow. | |

Facilities and Equipment

| Facilities/Equipment Description | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---|---|---|---|
| **Laptop Computers, computer lab equipment.** | $15,000 | Technology access. In addition to the achievement gap that exists for low-income and educationally disadvantaged students, there is also a technology gap. This support would works to close that gap. | Fund raising, Chancellors funds, Presidents funds, partnering with other programs. |

One-time/Other: (Release time, training, etc.)

| Description | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---|---|---|---|
| **Professional Development, training, and research opportunities.** | $2,500 | Learn new practices and current models that are successful when working with | Fund raising, Chancellors funds, Presidents funds, partnering with other |

Program:                    Updated:

| | | special populations; model the pursuit of education, and training, for the students that EOPS professionals serve. | programs. |
|---|---|---|---|

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**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|---|---|---|
| **Strengths** | Program staff; most staff have been with the program for 10 years or more, so there is a lot of program knowledge, history and commitment; knowledge institutional networks to get task completed for students; superior knowledge of Title V regulations, and implementation guidelines; the programs racial, cultural and language diversity is also a strength. | The FH community, Los Altos community, and the region is aware of the unique work that the FH EOPS program does; fund raising has been a important factor in the work that EOPS has been able to continue to d during a time is severe budgetary reductions; student leaders have been able to clearly articulate the impact of EOPS on their lives – the past two FH student trustees have been EOPS students. |
| **Weaknesses** | Space is becoming an issue, as more an more EOPS students utilize all EOPS services, the lab is often filled, while students stand and wait to access an computer; the laptop loan program can use more computers to meet the demand of students who are unable to complete school work during lab hours. | Uncertainty about the local perspectives, politics about the relevance of programs like EOPS, that serve low-income, first-generation to college students, and educationally disadvantaged students. |
| **Opportunities** | EOPS tutorial is physically being situated by another tutorial program; this may be an opportunity to share resources, strategies, and best practices, more efficiently; | There exist opportunities for students get involved in the governmental process, by contacting elected officials, blogging, and advocating for low-income, educationally disadvantaged students. |
| **Threats** | Budgetary woes continue to plague | EOPS has become reliant on external |

Program:                          Updated:

| | FH EOPS, as well as EOPS programs around the state. | to maintain the value of it's book service program to students; program growth can be limited by the economic woes of students, their families, and their communities. |
|---|---|---|

5.2 Are there any <u>critical issues</u> you expect to face in the coming year? How will you address those challenges?
Funding woes will continue to be a reality for EOPS, and categorical programs. EOPS will continue to work to identify additional grants to support the work and mission of EOPS.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?
No known statements of concern by faculty, administrators or students.

5.4 Address the concerns or recommendations that were made in <u>prior program review cycles</u>.
No known concerns or recommendations.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?


| **Section 6: Feedback and Follow Up** |
|---|

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Strengths of the program are that it continues to serve underrepresented populations by providing counseling and resource needs (book vouchers, cap and gowns, etc.) The staff and Counselors are also an important factor in the continued success of EOPS.

6.2 Areas of concern, if any: With the State making cuts to categorical programs it is uncertain of what EOPS services will look like for students in the coming year.

6.3 Recommendations for improvement:  I am in agreement with the Director in that more grant money and outside resources need to become available.

6.4 Recommended next steps:
__x_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review


Program:                              Updated: