

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student-learning outcomes and, ultimately, increase 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, 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.

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
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

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.

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	0

Existing Classified positions:

1 Interim Supervisor

1 Program Coordinator

1 EOPS Specialist

Program Review Team and Departments:

Name	Department	Position
Laureen Balducci	CNSL/EOPS/CARE	Dean
Jorge Rodriguez	EOPS/CARE	Interim Supervisor
Tilly Wu	EOPS/CARE	Counselor
Tobias Nava	EOPS/CARE	Counselor
April Henderson	EOPS/CARE	EOPS Program Coordinator
Lilly Lu	EOPS/CARE	EOPS Specialist

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	500	441	493
Full-time FTEF	2	2	2
Part-time FTEF	0	0	0
Full-time Staff	5	5	3
Part-time Staff	0	0	0

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 the SGAEOPS on Banner to reflect services. This 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 a continuing demand for EOPS services, particularly given the economy, but our number of students served seems to be based on the amount of the book voucher requests. 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.

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 Caucasian students. All EOPS students are educationally disadvantaged and low-income. Demographic information for Foothill College can be found at

http://research.fhda.edu/factbook/FHdemofs/demographic_fact_sheets_fh.htm.

3. Staffing structure (Does the staffing structure meet the program 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 helps 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.

- i. Which aspects of the work are key to the institution's mission?

EOPS helps serve students from underprivileged and educationally disadvantaged backgrounds. Student typically comes into the program at the basic skills level. Though EOPS activities and counseling, the student is able to successfully explore transfer and career goals.

- ii. Has the staff increased, decreased or remained the same to meet those changes?

Staff has decreased due to budget cuts last year. The CARE Coordinator position was eliminated and the Director of EOPS had resigned. The Dean of Counseling is interim Director.

- iii. How has technology affected the workload in your office?

EOPS has laptops on loan for students to use. These laptops must be collected, cleaned out of student's use and reset to loan to the next student. It is a lot of work to do that usually falls to the supervisor to do this. Also, the EOPS office has converted to SARS this year in coordinating their student scheduling.

- iv. Does the workload have significant peaks and valleys during the year? If so, describe.

EOPS is busy throughout the year. From doing outreach, getting students into the program, getting them counseling, etc. to hosting a holiday event and completing with a celebration event at the end of the year.

- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

The workload will increase as more students enroll in EOPS programs and services. Also, with a full time coordinator position cut it makes it difficult to offer the same services in the same manner as in the past.

- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

EOPS/CARE will be hiring a Director of EOPS/CARE and Outreach. This will

help in getting EOPS/CARE back on track with being able to efficiently and effectively serve more students.

vii. What strategies have been used to improve the delivery of support services within the program or department?

Implementation of SARS helps students maintain appointments by sending phone and voicemail reminders to students. Loan of laptop computers continue to be a need for students.

4. General budget analysis by category of expenditures.

a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor		
Copy Costs/Printing		
Equipment		
Software		
Stipends		
Travel		
Other (please note)		
All Category Total		

b. Comment on your expenditures for the past three years.

Basic Skills Programs (if applicable). For more information about the Core Mission of Basic

Nearly all EOPS students are Basic Skills students initially, as this is one of the primary ways in which students qualify for services (they do not qualify for college-level English and Math courses). Additionally, we provide tutoring for EOPS/CARE students to assist them with succeeding in classes (particularly math and English).

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. In addition, EOPS host an annual Leadership conference at a local four-year university as part of our transfer programming efforts. Students also enroll in the CNSL 275 course to help guide them in career goals.

5. Workforce/Career Technical Education Programs (if applicable).

We collaborate with students in the CTE programs and they may be included as part of EOPS.

6. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest

draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

EOPS/CARE still does outreach at local area high schools and community groups. To that end, the Director of EOPS and Outreach will collaborate even more so with community initiatives to market the program.

7. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

We have successfully worked with Laura Woodworth at the FHDA Foundation to raise funds for books for EOPS students.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 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. Year(s) to be Assessed: 2011-2012 2012-2013 2013-2014 SA-SLO Status: Active	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 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.	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: 2011-2012 IL-SLO Reflection: 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. 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 Service Area Student Learning Outcomes: Please provide observations and reflections below. Reflections are embedded above within the SA-SLO column.

2.3.a What findings can be gathered from the SA-SLOs assessments?

There is some inconsistency with services most likely due to being down staffing positions. For instance the EOPS/CARE newsletter is a good way to market to students at Foothill and to the community and this needs to be reinstated. Also, more laptop computers would give more students access to technology to help in their college success. This would also go beyond the classroom in that the student will be able to learn how to utilize technology.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

There is always room for improvement. We would need to eventually add a Counselor to the program, at least part-time, to help serve students.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities student 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?

Students are able to improve upon courses in order to achieve career and transfer goals. Through events such as Day on the Hill and EOPS/CARE outreach at local high schools and community organizations we have seen an increase in applications. We have also attended workshops and CNSL 50 orientation courses to market EOPS and CARE.

2.4 Annual Action Plan and Summary: Using the information above, list the Service Area's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related 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?
1 Recruit new students	Tracking number of students attending tabling and high school events. Having students sign up for info at DOTH.	Students were taught about EOPS/CARE programs and services, including counseling and financial aid.	By utilizing EOPS/CARE, underrepresented students will be able to get support in achieving their college, career and transfer goals.
2			
3			

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. Goals will be linked to resource requests.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
N/A			

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Support the educational goals of more low-income, educationally disadvantaged students, and increase number of students served.	On-going	Evaluate the number of duplicated and unduplicated students in which EOPS/CARE serves at end of academic year.	Hire Director of EOPS/CARE and Outreach to market to more students
Students who receive individualized tutoring will successfully pass their course with a C or better.	On-going	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	Provide access to and assistance with Foothill College financial aid services, and tutorial services, and counseling which can enhance student success

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Laptop computers	\$10,000	Technology access. In addition to the achievement gap that exists for low-income and educationally disadvantaged students, there is also a technology gap.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect 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	The EOPS/CARE Counselors and staff have a lot of program knowledge, history and commitment; they utilize institutional networks to get task completed for students; the program's cultural and language diversity is also a noted strength.	The FH community, Los Altos community, and the region is aware of the unique work that the FH EOPS/CARE program does; fund raising has been an important factor in the work that EOPS has been able to continue to during a time of severe budgetary reductions.
Weaknesses	The laptop loan program can use more computers to meet the	Uncertainty about the local perspectives, politics about the

	demands of students who are unable to complete schoolwork during lab hours.	relevance of programs like EOPS, which serve low-income, first-generation to college students, and educationally, disadvantaged students.
Opportunities	EOPS tutorial has moved to the EOPS/CARE office on campus so students can fully utilize the services while at EOPS.	Students are becoming more vocal and getting involved in the governmental process, by contacting elected officials, blogging, and advocating for low-income, educationally disadvantaged students.
Threats	Budgetary deficits continue to plague FH EOPS/CARE, as well as EOPS/CARE programs around the state.	EOPS/CARE has become reliant on external funds to maintain the value of its book service program to students; program growth can be limited by the economic hardship of students, their families, and their communities.

5.2 Address the concerns or recommendations that were made in prior program review cycles. No concerns were raised, except in relation to the CARE Coordinator position being eliminated due to funding.

5.3 What statements of concern 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 statements of concern except being able to offer services to CARE students without a Coordinator. We have since had a re-organization of an interim supervisor position in place to conduct EOPS and CARE business.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The workload remains an issue as the EOPS/CARE program is down a staff member and could use another Counselor in a part-time capacity.

Section 6: Feedback and Follow Up

This section is for the Director and/or 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:

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.

6.3 Recommendations for improvement:

Solidify staffing positions with a permanent supervisor of EOPS/CARE and a Director of EOPS/CARE/Outreach.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The EOPS team has done an excellent job maintaining a high level of quality services in the absence of a fulltime director.

6.2 Areas of concern, if any:

None

6.3 Recommendations for improvement:

None

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
3/20/2013