Basic Program Information

Department Name: EOPS/CARE

Division Name: Student Services

Program Mission(s):

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.

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

Name	Department	Position
Alexandra Duran	EOPS/CARE/Outreach/FCCC/MYF	Director
April Henderson	EOPS/CARE	Coordinator
Jorge Rodriguez	EOPS/CARE	Senior Specialist
Lily Lu	EOPS/CARE	Specialist
Tilly Wu	EOPS/CARE	Counselor
Tobias Nava	EOPS/CARE	Counselor

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

Please list all existing Classified positions:
1 Program Coordinator
1 Senior Specialist
1 Specialist
1 Director 50% 2013-14

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

   a. **Students served** (How was this tracked? What is the trend over the last 3 years?

EOPS/CARES uses the district MIS reporting system to track students served; locally, number of students served are identified by using a C21 form, which provides the most accurate way of tracking 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 vouchers. When the voucher amount is higher, more students are served. When the voucher amount is lower, students tend not to want to comply with the EOPS requirements (see an EOPS counselor, turn in Progress Reports; check-in with their Peer Advisors, enroll as a full-time student, etc.). The book voucher has been lower over the past couple of years, as the EOPS budget was reduced significantly, so our numbers have dropped only slightly, but the demand for services remains.

In fall 2013 Financial Aid/BOG fee waiver data showed that there are 885 potential EOPS students from which the department is capable of serving only 100 additional students.

This data was obtained via the following sources:

_____ CCC Apply
_____ Ask Foothill
_____ Credentials
__X__ SARS
__X__ Other (List): Banner

   b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

No. When comparing FY 2012-2013, EOPS Department is serving a 14.15% more African-American, 23.35% more Hispanic, 3.01% more Pacific Islander, and1.98% more multi-Ethnic students than Foothill serves. On the other hand, EOPS serves 23.22% less White Non-Hispanic, and 11.90% less Asians students than Foothill does serve.

A possible explanation for these differences is that most African-America, Hispanics, and Pacific Islanders attending Foothill come from low income families; and White non-Hispanic and Asians attending Foothill come from non-low-income families.

*Please see attachment 12-13 Ethnicity FH vs EOPS.

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

> EOPS/CARE provides representation in local high schools, ROPs and some adult Ed centers to increase the recruitment of educationally disadvantaged and low-income students through outreach activities and educational awareness.

Data for this area is based on services offered at the following locations:
1. __X__ Middlefield
2. __X__ CCOC
3. __X__ Other (List)
   High schools and regional occupational programs in Santa Clara County and San Mateo County

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

> It does to an extent. However, as mentioned before, current data shows that there is a high number of potential students not receiving EOPS services due to staff and resource limitations furthermore the department has gone through some organizational changes.
>
> Present Structure:
>
> The **program counselors** provide intrusive counseling, academic guidance, mediation of social, cultural and educational gaps, college enrichment activities, and campus wide initiatives.
>
> The **program specialist** and **senior specialist positions** provide book services to students, front desk and peer advisor management; data management, accounting and budgetary support, technology equipment management, program reporting, and technology lab support.
>
> The **program coordinator** position provides coordination of tutorial services, book services, student intake process, outreach and recruitment, MIS data compilation, and support with campus wide initiatives.
>
> The **50% director** provides vision, management, organizational leadership and representation of the department on and off campus, playing a leadership role in creating community partnerships to develop advisory committees and leverage partner resources to support EOPS/CARE students.
>
> A few years ago the department lost the administrative assistant, a key position that functioned as office coordinator and provided administrative support to the program and the director; worked to identify, enroll and ensure compliance of CARE students, helped develop campus wide initiatives and most importantly provided continuous student follow up services to increase retention in the program, course completion and academic success. In addition, since July 2013 the director position became a 50% position. Per EOPS Implementation Guidelines the department is required to have an Assistant Director/Coordinator that manages the department and represents the director in his/her absence. As part of this reorganization, it is necessary for this position to be funded and filled in order to meet the needs of the department and better support the students.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. **Basic Skills**
How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> Nearly all EOPS students are Basic Skills students, as one of the primary ways in which students qualify for services is that they are unable to enroll in college-level English and Math courses. Additionally, we provide tutoring for Basic Skills students, or any EOPS student needing Basic Skills support.
> One of the counselors, the coordinator and the director participate in the Basic Skills Workgroup to support campus wide initiatives.

b. **Transfer**
How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> 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.

c. **Workforce**
How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> Prior to 2013-14, the EOPS/CARE department's main focus has been in supporting basic skills and transfer students. However, many of EOPS students have graduated with various career program certifications and have entered the workforce after completing their academic goal at Foothill. The EOPS/CARE department has provided career development support for these students as part of the one-on-one meetings with support staff or during the counseling appointments. We recognize that community colleges are essential resources in addressing the economic and workforce development needs of our region. Therefore, for 2013-14 academic year the department is partnering with the Foothill College Map Your Future Program to provide career exploration and development opportunities as well as assist students with resume writing, preparing for interviews and job search.

Section 3: Learning Outcomes Assessment Summary

    a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

<u>Please see attached document.</u>

Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

> The EOPS/CARE department provides student support to promote educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery.

b. If your service area has other outcomes assessments at the program level, comment on the findings.

> The EOPS services have positive effects on educationally and economically disadvantage students. The EOPS team works with students one-on-one throughout their time at Foothill College to support their academic success. Students served are low-income and educationally disadvantaged, typically first-generation college and/or ESL students. Our department identifies, supports and graduates non-traditional populations by providing them with the "above and beyond" services that are necessary to succeed.

c. How has your service area engaged in dialogue about student learning outcomes?

> EOPS/CARE staff and faculty participate in campus-wide discussions, workshops and conferences to understand how to provide services that will assist students with their success at Foothill and later with their educational and career goals.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

> The trend that can be seen in our SA/SLO's is the increase in the number of potential and eligible EOPS students that are not being served due to lack of resources, space and limited staff.

e.   What summative findings can be gathered from the Program Level Assessments?

> EOPS/CARE department provides significant services and programs to non-traditional students such as: counseling and resource needs (book vouchers, cap and gowns, tutoring, mentoring, etc.), which are instrumental in student goal completion and academic/career success.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

a. **List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. To familiarize EOPS eligible students with the function of EOPS, to include program policies, services, resources, and student responsibilities.	Y	Y	The department receives new students every quarter and all EOPS eligible students are required to take and complete successfully an EOPS orientation course during their first quarter of EOPS participation. The department provides the CNSL 275 course as orientation each quarter.
2. 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.	Y	Y	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 this quarter. Therefore, we would like to continue implementing the peer-advising program, which was not operating prior to July 2013.
3. 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.	Y	Y	The Department with the support of the FHDA Foundation was able to secured $23,615 additional funds for book vouchers of $150-$300 per students, which is not close to the estimated cost of all required textbooks. Therefore, we are continuing to work on fund raising in order support this program.
4. To be able to provide	Y	Y	We served 67% of students that

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.			requested the service. Peak tutoring time is between 10:00am and 2:00pm and the tutoring lab is at full capacity. We do not have the administrative or the study space to efficiently meet the demand for the program's tutoring requests.

b. **New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. To strengthen the Peer Advisor program in order to provide effective and constant follow up to ALL EOPS students.	Long Term		Providing peer advisor trainings and evaluations every quarter
2. To continue working with the FHDA Foundation to raise book voucher funds.	Long Term		Meeting regularly with Foundation colleagues and other community partners to support initiatives and fund requests opportunities
3. To locate resources on campus to serve the EOPS students who are not receiving Tutoring services in our center due to lack of space/funds.	Short Term		Partnering with other campus services to refer our students and somehow alleviate the deficiency of tutoring services available in our department
4. To implement more effective methods to track Degree Applicable Units and student progress.	Short Term/ Long Term		1. Creating a one-page form containing all student information to be added to student files. 2. Testing TrackVia as a database management system in order track EOPS student progress. This year we are partnering with Map Your Future to use their access and try the system.
5. To locate resources to replace laptops on loan for	Long Term		

students to use.			

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Office Coordinator	$72,000	The EOPS/CARE Office Coordinator supports all department goals and needs in all programs. This position will coordinate all services, programs and other staff schedules, keep data for reporting and improvement purposes, and represent the director in his/her absence.	No

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports	Previously funded in last 3 years? (y/n)

		this goal.	
None			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
TrackVia	$2,870 per year	TrackVia is a data collection resource that EOPS/CARE recently started using by partnering with Map Your Future. This resource allows us to keep track of all EOPS/CARE students, including information regarding their current status, degree applicable units earned, classes registered in and etc. TrackVia also allows us to send out emails inviting students to upcoming educational events/workshops.	No. TrackVia was purchased with grant funds and it's renewed each year.

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:
Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> EOPS/CARE serves academically and economically disadvantaged students. With this population there is the understanding of flexibility due to extenuating circumstances that many of these students face on a day-to-day basis. With the extra support and flexibility students are able to successfully complete CNSL 275, a required course to participate in the EOPS program. During the 2012-2013 academic year 145 EOPS eligible students successfully passed CNSL 275.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> EOPS students are not only transferring to a university, some are also completing one of Foothill's certificate program and moving into a career after graduating.

c. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> EOPS counselors provide one-on-one transfer advice for students transferring to four-year institutions, including information about the requirements for the specific university of interest, filling out the application and writing their personal statements. EOPS staff also supports visits to different universities allowing EOPS students the opportunity to visit an institution they are interested in transferring to and get detailed information from faculty, staff and students from the university they are visiting.

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

> EOPS provides incoming EOPS student the opportunity to participate in the Summer College Readiness Program. This program focuses on preparing academically disadvantaged and low-income students for what to expect at Foothill College. Each student takes CNSL 275, CNLS 5 and CRLP 55. Students also receive an interactive campus orientation so students are familiar with campus resources and an introduction to EOPS and the services provided. The program also focuses on sharpening reading, writing, math and study skills, which are necessary for student success.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

> The courses provided and supported by the EOPS program relate to the college mission by offering educational and career opportunities to academically and economically disadvantaged students allowing them the ability to transfer or obtain a certificate/degree and master basic skills which are necessary in today's workforce. These courses are accessible and innovative meeting the students needs to ensure their success.

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

> These program assessments have allowed the department to constantly assess student-learning outcomes and improve them.

d. If your program has other outcomes assessments at the program level, comment on the findings.

> The EOPS/CARE programs serve a diverse population of students, including non-traditional and non-native English speaking students. The EOPS/CARE programs provide students with the opportunity, knowledge, preparation and support needed to be successful in their educational and career goals.

e. How has your department engaged in dialogue about student learning outcomes?

> The EOPS/CARE staff participates in division-wide discussions, conferences, workgroups and campus-wide committees to ensure student services and follow ups are provided successfully ensuring student retention to the program and the college as well as the student's academic success.

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments

a. **After reviewing the data, what would you like to highlight about your program?**

The EOPS/CARE program is designed to improve academically and economically disadvantaged students' success in college and their careers. EOPS/CARE provides their students with the necessary tools such as, counseling, books vouchers, tutoring, school materials, such as, computers and calculators in order to aid students in their success. The EOPS/CARE staff also motivates and encourages the EOSP/CARE students to strive for the highest academic and career goals possible.

Section 12: Feedback and Follow Up

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

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

EOPS/CARES has gone through a significant transition in the last two years. This year, under the leadership of Alex Duran, the program is rebuilding programs and services and developing additional resources for the students.

b. Areas of concern, if any

I am concerned that there are so many students that are eligible to receive services, but we do not have the resources to support their participation in EOPS.

a. **Recommendations for improvement:**

Under Alex's leadership I think the program will thrive. We will continue to look for additional resources to support the EOPS/CARES students.

Recommended next steps:
☑Proceed as planned on program review schedule
o Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/10/14

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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	perspective and awareness of Community/Global Consciousness and Responsibility as their "EOPS Identity" is explored.		
SA - EOPS - Recruitment and Retention - To provide an opportunity to obtain an educational goal by making the EOPS department an one stop shop where potential and current students get assistance with admission application, financial aid process, academic counseling and registration. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Data retrieved from EOPS Specialist desktop. **Assessment Method Type:** Data **Target:** To ensure that current and prospective students that visit the EOPS Department front desk receive comprehensive information and guidance in not only our programs but also in how to utilize other student support services to be successful in their educational goals.	12/13/2013 - A sample size of 30 students that visited the EOPS Department reported that their needs were met during their visit or during the follow up call/email. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: 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		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	provide current information about EOPS eligibility requirements **Assessment Method Type:** Data **Target:** Increase student knowledge and participation in EOPS events held throughout the year.		
SA - EOPS - Indirect Aid- Textbook Service - To maintain or increase the financial assistance to EOPS students in the form of textbook vouchers in order to reduce cost of attendance which contributes to course completion and academic success. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Internal Program Data Collected by EOPS Senior Specialist. **Assessment Method Type:** Data **Target:** Increase program funding to fully provide all required textbooks and continue providing an educational opportunity to academically disadvantaged students.	12/13/2013 - Program Data FY 2012-13 - The State funded $122,150 and the Department secured $23,615 as additional funds for a total of $145,765 serving 406 students. These students received a book voucher of $150-$300 which is not close to the estimated cost of all required textbooks. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: 1. Identify outside grants to stabilize or increase book service amount. 2. Manage book service amount, and the number of new students, as to be able to give students a meaning book service amount. 3. Manage book service amount, as to be able to support students with their cap and gown purchase during the spring graduation. **Assessment Method Type:** Data **Target:** Increase student awareness of what kinds of resources are available to them.		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - EOPS - Tutoring - Per EOPS Implementation Guidelines- To provide tutoring service to all EOPS students that require the service at a level that is considered to be "above and beyond" services available to the general student population. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Data retrieve from EOPS Services Coordinator desktop. **Assessment Method Type:** Data **Target:** To be able to provide tutoring services to all EOPS students that request to receive one-on-one tutoring from peer tutors and to increase number of tutoring sessions if needed.	12/13/2013 - 1. During 2012-13 academic year, EOPS Tutorial program served 80 students. 2. Peak tutoring time is between 10:00am and 2:00pm (Tutoring lab is at full capacity). 3. Tutoring sessions take place at both, tables and computer stations. 4. The majority of tutoring requests were received the first through third week of classes. EOPS Tutorial program served 27 students on average per quarter, which is 67% of the students who requested tutoring services from EOPS. Logistically, EOPS Tutorial Services does not have the administrative or the study space to efficiently meet the demand for the program's tutoring requests. The goal is to serve between 40 - 60 students per quarter, which would **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
SA - EOPS - Enrollment - To enroll students in the EOPS CNSL 275 (course number has changed from CNSL 175) course to provide information about EOPS services, study skills and retention strategies. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Inactive	**Assessment Method:** 1. CNSL 275 is a mandatory course for all new EOPS students 2. Provide flexibility for those new EOPS students who are not able to enroll in the CNSL 275 class, so that can eventually enroll and learn about EOPS services, study skills, and retention strategies. 3. Revisit CNSL 275 curriculum to ensure that it is relevant, useful and inclusive of topics that helpful to EOPS students **Assessment Method Type:** Data **Target:** Increase student awareness that to		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	participate in EOPS, one must enroll in this class.		