

Evergreen Valley College
Student Affairs Program Review Self-Study
Document Criteria
2010-2013

Note to Preparers

Please use the criteria in this template to prepare the three- year cycle of Program Review for your department or program. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission, Strategic Initiatives, and Commitments to Action, which are expressed below and in the web link that follows. Additional information, including a submission timeline and samples of recent Program Reviews, are available on the college website <http://www.evc.edu> under the "Program Review" tab. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

Program Review Process/Timeline

1. Submit first Program Review (PR) draft to Vice President/Dean. *November-December*
2. Vice President/Dean submits first PR draft to IEC. *November-January*
3. IEC committee members will review and provide feedback to assist you in preparing a final version. *February-March*
4. Make revisions to first PR draft and submit final version to IEC. *March- April*
5. Final PR version goes to College Council and EVC President for approval before going to the Board of Trustees. *April-May*
6. Approved PR goes to the College Budget Committee for EVC's Budget and Planning Process. *April-May*

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

Areas of focus are:

- Increase Visibility
- Develop Strategic Partnerships
- Building Campus Community

2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:

- Student Access: Completion of Educational Goals
- Employee Development
- Transparent Infrastructure

3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:

- Access
- Curriculum and Programs
- Services

Department/Program Name: Extended Opportunity Programs and Services (EOPS)

Last Review: 2011-2012

Current Year: 2014-2015

Preparers' Names: Victor G. Garza

List Staff/Faculty, Positions & Titles:

Rebecca Gaetos, Staff Assistant II

Reyna Avila, Eligibility Specialist

Rosa Pereida, Outreach Specialist

Ann Vu, CARE Coordinator

Charlie Khan-Lomax, Counselor/Coordinator

Hue Le, Counselor

Victor Garza, Director

Dean/Vice President: Irma Archuleta, Vice President of Student Affairs

Department/Program Summary

Evergreen Valley College offers Extended Opportunity Program and Services (EOPS) to assist students with meeting the social, financial, and academic requirements of completing a college education. A California-funded student support program, EOPS was established in 1969 by the passage of Senate Bill 164 (Alquist), to provide services to students affected by language, social and economic hardships to achieve their educational objectives and goals; including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year institutions. The Cooperative Agencies Resources for Education (CARE) program was also established by the Legislature in 1982 with the passage of Assembly Bill 3103 (Hughes). The CARE program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college. According to the mandate of the State, students participating in EOPS must receive support services that are "above and beyond" regular student support services available at Evergreen Valley College.

The EOPS and CARE programs provide a comprehensive and coordinated foundation of support services to high-risk students with multiple barriers to educational success. These students are low-income, academically under-prepared or at-risk, and often from historically underrepresented racial or ethnic groups.

An EOPS student has access to the following services:

- Academic counseling
- Assistance in completing federal, state, and college financial aid applications
- Career Counseling
- Complimentary graduation cap and gown
- Counseling workshops
- Emergency loans
- Employment referrals
- Fee waivers for UC and CSU admission application
- Fieldtrips related to academic motivation and career exploration
- Grants based on state funding and student eligibility
- Invitations to engage in campus activities and special activities
- Monitoring of academic progress
- Personal counseling
- Priority Registration
- Referrals to on- and off-campus resources for academic and career support

- Scholarships
- Scholarship recommendation letters
- Study skills instruction and mentoring
- Textbook vouchers
- Transfer assistance to four-year schools
- Tutorial services
- University transfer letters of recommendation

The CARE Program, in conjunction with the Santa Clara County Department of Social Services and other community agencies, seeks to break down some of the barriers that single parents face when pursuing higher education. The program provides single parent students with additional support services including grant funds, school supplies, transportation assistance, and meal tickets. These services are in addition to the services provided to all EOPS students.

The heart of the EOPS program is the design of academic support services that are specifically designed for each student's needs. Based on the personalized program services and regular follow-up, faculty and staff work directly with individuals to monitor and develop intervention strategies and referrals to assistance. The helping hand and personal encouragement are the cornerstone that lead to student achievement and success.

PART A: Overview of Program

1. Identify your program/department's Commitments to Action (CTA's) for this year.

The program currently has no Commitments to Action (CTAs) identified for this academic year. The last CTA's were developed in 2007-2008 when the College was routinely identifying and assessing them as part of overall strategic initiatives. Listed below are the Program's 2007-2008 CTA's:

Student Centered

1. Collect student feedback on EOP&S/CARE services via surveys and focus groups
2. Provide two "life skills" workshops per semester, such as "financial literacy"
3. Implement intervention strategies for at-risk students

Community Engagement

1. Increase EOP&S involvement with EVC Outreach plan
2. Increase community service agencies' awareness of EVC programs for EOP&S/CARE students
3. Increase EOP&S visibility at local high schools and community service agencies

Organizational Transformation

1. Conduct EOP&S/CARE staff retreat/program inventory
2. Provide staff development opportunities throughout the year
3. Provide budget updates and program information at staff meetings

2. Please explain how your program's CTA's are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic initiatives, and Commitments to Action (CTA's)? Evergreen Valley College's EOPS/CARE Program is in direct alignment with the College's mission and strategic initiatives. The Program directly serves students to ensure they are successful in their academic and personal pursuits. The direct services and case managed support ensures students have access to resources that are "over and beyond" what the College offers. This has direct correlation to the high numbers of

students that graduate and transfer from the Program. Through the EOPS Advisory Board and various community partnerships, EOPS brings visibility and support to the campus through donations and volunteers. The faculty and staff are well respected members of Region Consortiums and are continuously advocating for the needs of our students at the state-level.

3. Please state at least three recent program accomplishments that contribute to the College’s success.

The Evergreen Valley College EOPS/CARE program continues to serve as a beacon for low-income, first-generation, educationally disadvantaged students on campus. The EOPS/CARE staff continue to thoughtfully engage students in all aspects of their education and are committed to the success of the students we serve. Following are some program highlights/accomplishments from 2013-2014:

The EVC EOPS/CARE Program Served	647 students 489 students received EOPS Grants 565 students received EOPS Book Vouchers
Noteworthy Accomplishments	108 students graduated with AA/AS Degree 29 students accepted to CSU 4 students accepted to UC 7 students received EVC Scholarships

For the 2013-14 academic term, 62% of EOPS/CARE students performed at 3.0 GPA or better.

Fall 2013 GPA breakdown (508 EOPS students):

Cum. GPA Breakdown	Number of Students	Percentage
4.00	92	18%
3.00-3.99	232	46%
2.00-2.99	127	25%
0.00-1.99	24	5%
Credit Courses/No Grade	33	6%

Spring 2014 GPA breakdown (478 EOPS Students):

Cum. GPA Breakdown	Number of Students	Percentage
4.00	86	18%
3.00-3.99	204	43%
2.00-2.99	121	25%
0.00-1.99	24	5%
Credit Courses/No Grade	43	9%

4. State the department/program’s goals and focus and explain how these contribute to the mission and priorities of the College and District.

The EOPS/CARE Program provides services that are “over and above” other programs on campus to enhance the retention of students, and assist them in breaking down economic, academic, language, and social barriers. For example, textbooks are often expensive and can create a barrier for low-income students. For this reason,

the program offers textbook vouchers to all EOPS students and the program also offers a textbook lending service.

The program environment encourages and facilitates successful completion of education objectives and goals, including but not limited to, obtaining job skills, occupational certificates or associates degrees, and transferring to four-year institutions. The core mission and goals of the program directly align with the overall mission of the College and District, empowering the most disadvantaged students to achieve their academic goals and be strong contributors to society. Our former students are current business owners and professionals throughout Santa Clara County and beyond.

7. If applicable, identify department/program productivity (WSCH/FTEF).

This is not directly applicable to the program.

9. Please highlight what areas need to be addressed more effectively.

With the onset of the three state mandates (Orientation, Assessment, Counseling/Ed Plans), the Program has been challenged with assisting EOPS/CARE students to meet the three counseling appointment requirement. Although the three appointment requirement has been a standard of the EOPS/CARE Program for several years, this is new to the college campus and it has presented a service challenge. In the past, when EOPS students did not attend their EOPS counseling appointments they were able to schedule an appointment with a general counselor to receive credit. However, general counseling does not currently have the capacity to serve every student on campus. Therefore, students are discovering that they can no longer simply reschedule appointments with EOPS counselors or schedule one with a general counselor.

The challenge: EOPS students that reschedule appointments or do not attend their scheduled appointment because there are not enough appointment slots to accommodate students if they cancel appointments.

The proposed solution: Hire a full-time non-tenure track EOPS Counselor.

PART B: Management Information Systems (MIS)

1. Indicate the MIS data you are mandated to collect and how often it's reported.

The EOPS/CARE Program is required to submit MIS Data to the State Chancellor's Office at the end of the Summer (August), Fall (Jan/Feb) and Spring/Winter (Jun/Jul) terms. The submission is taken care of by staff in the District Office after review by the Program Director in collaboration with the EOPS Eligibility Specialist and the CARE Program Coordinator. The required data elements are as follows:

- EOPS Eligibility Factor
- EOPS Term of Acceptance
- EOPS End of Term Status
- EOPS Units Registered
- EOPS CARE Status
- CARE Term Acceptance
- CARE Marital Status
- CARE Number of Dependents
- CARE TANF Duration
- EOPS CARE Withdrawal

2. How is the program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

The Program Director works directly with the EOPS Eligibility Specialist and the CARE Program Coordinator to review the MIS data each year. Program staff work with the ITSS Department Manager and other staff at the District Office to run reports to verify the data. If there are any discrepancies in the reports, the Program Director and staff use the stand-alone database to verify the information. This review and reconciliation is done before any submission to the State Chancellor's Office.

3. Is the data accurate and does it match the numbers in your internal database? If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify and correct the problem.

Yes, MIS data is generally accurate and matches the program's internal databases. Any problems are rectified prior to the submission to the State Chancellor's Office.

The District Office sends MIS reports to the program a couple of times each term to check required data before the submission deadlines listed above. If there are any discrepancies with student information, program staff crosschecks with the program's internal database and makes corrections in Datatel. Once corrections are made, the District Office reruns the report and program staff checks to ensure any discrepancies were corrected.

PART C: Demographics

Access

1. Provide the following demographic data: ethnicity, age and gender.

Spring 2014 Ethnicity	EOPS/CARE STUDENT COUNT	EOPS/CARE STUDENT %	EVC STUDENT HEAD COUNT	EVC STUDENT %
Total Student	489	100%	8,796	100%
African American	23	4.70%	263	2.98%
American Indian/Alaskan	4	0.82%	49	0.55%
Asian	313	64%	2,621	29.79%
Filipino	6	1.23%	555	6.30%

Hispanic	129	26.38%	2,415	27.45%
Multi-Ethnicity	0	0%	229	26.03%
Pacific Islander	1	0.20%	88	1.00%
Unknown	1	0.20%	1,792	20.37%
White Non-Hispanic	9	1.85%	2,196	24.96%

Age	EOPS F 2013	EVC F 2013	EOPS Sp 2014	EVC Sp 2014
19 or less	11 (2.13%)	2,073 (22.45%)	7 (1.43%)	1,796 (20.43%)
20 to 25	309 (60.00%)	3,753 (40.64%)	280 (57.26%)	3,709 (42.20%)
26 to 35	70 (13.59%)	1,735 (10.83%)	68 (14.00%)	1,714 (19.50%)
Over 35	125 (24.27%)	1,677 (18.16%)	134 (27.40%)	1,569 (17.85%)
Total	515	9,233	489	8,788

Gender	EOPS F 2013	EVC F 2013	EOPS Sp 2014	EVC Sp 2014
Female	359 (69%)	4,983 (54%)	329 (67%)	4,692 (53%)
Male	156 (31%)	4,235 (46%)	160 (33%)	4,082 (47%)
Total	515	9,218	489	8,774

2. Does the program's population reflect the college demographic data?

The program is designed to serve low-income, first generation college students. These historically underrepresented and underserved populations tend to be ethnic minorities (e.g., Black, Latino, Native American). Although the table above demonstrates that EOPS/CARE serves students from all ethnic backgrounds, some groups are overrepresented. For example, Asians are 64% of the students served by the Program, yet they only comprise 29.79% of the student body.

3. Describe any areas of concern with access.

Based on the eligibility requirements for the EOPS/CARE Program, it is evident that a majority of the student population at EVC would be eligible to receive services. However due to budget constraints and the three state mandates, the Program can only serve 400-450 students per semester.

While the comparative ethnicities show a difference between the percentage of Asian and Latino students being served, there is marked programmatic changes happening to begin having more parity. As illustrated previously, the program has high retention rates and therefore making changes requires students to graduate/transfer or become ineligible for the program allowing us to recruit and diversify our student pool.

The gender distribution of students in the Program, while different from the overall College demographics, is an area where staff may want to do further research and analysis. The EOPS Program is addressing service gaps in regards to the relatively low number of Latino and African-American males enrolled in EOPS. The Program has developed a concrete plan to gauge progress by establishing a new admissions process for EOPS.

4. Describe any plan for improving access.

Per Article 6 Section 56280 of Title V, the Program will weigh applications as part of the next phase of the recruitment and outreach process. The equity-minded recruitment process includes the following plan:

Assign points to each applicant.

- Points assigned for minority male status
- Points assigned to foster youth status
- Points assigned for first generation status

We group applicants by admissibility.

- Inadmissible (failed to meet minimum program admission requirements)
- Admissible
- Moderately Admissible
- Highly Admissible

The Program determines the number of persisting students from the previous semester. The Program offers admission to applicants, starting with the Highly Admissible cohort, working to the Admissible cohort and so on.

5. What programs and services do you feel specifically contribute to student access?

The EOPS/CARE Program has worked consistently with students to ensure they are making academic progress each term. Three counseling appointments, including a midterm progress report review and access to one-on-one tutoring, directly contributes to the outstanding progress of our students. In 2013-2014, 62% of EOPS/CARE student were performing at 3.0 GPA or better.

Success

1. How well do the program students perform compared to the total college population?

The program has consistently had a great deal of success helping students graduate and transfer. While the Program tracks graduation rates of students, more recently we have begun collecting transfer data. Albeit, this has been done individually by each Counselor and some students do not report. In 2013-2014, 108 EOPS/CARE students graduated (20% of all graduates) and 33 transferred to a University. As previously stated, in 2013-

2014, 62% of EOPS/CARE students performed at 3.0 or better compared to the general EVC student body at 46%.

2. Describe areas where you have concern about student success.

The Program continues to be concerned about our students who are not maintaining a 2.0 GPA or better during each term. Every semester EOPS/CARE students are required to submit a Progress Report to the departmental staff for review. Every student that receives a less than satisfactory midterm progress report is seen by a Counselor for intervention. For those students receiving a 2.0 GPA or below, Counselors often refer them to tutoring. The program has a partnership with the Campus Tutoring Center and covers the cost of tutoring. Additionally, the program has students workers housed in the Success Center where students have access to a computer lab and can receive help with their assignments. Students that do not maintain a minimum 2.0 GPA for two consecutive semesters are suspended from the Program.

3. What programs and services do you feel specifically contribute to the success of students at your college?

Based on the success data detailed here and under the accomplishments section of the program review, it is evident that the EOPS/CARE Program directly contributes to the success of students at the college. The wrap-around “over and above” services allows the program to carefully monitor student progress and provide the personal guidance and encouragement many students do not have access to. In addition, the EOPS/CARE Program collaborates directly with other important campus services to help provide the program offerings. Financial Aid, Campus Bookstore, Disabilities Support Program (DSP), Tutoring, Library, Career Services AFFIRM and ASPIRE are some of the most notable partners. For instance, the book grants and vouchers students receive each term could not be processed without the support from Financial Aid and the Campus Bookstore. The book loan program is a joint venture between the Program, Campus Bookstore and the Library. Providing students with access to expensive textbooks helps alleviate some of the financial pressures they endure.

PART D: Compliance

Student Eligibility

1. Describe the criteria used by the program in determining student’s eligibility and how these criteria is communicated in your program information/handouts.

To be eligible for EOPS, students must meet the following criteria:

- Be a California resident or AB540 as determined by the Evergreen Valley College Admissions and Records Office
- Qualify for the Board of Governors Fee Waiver, (BOGFW) Part A or B
- Have completed less than 70 units of college-degree applicable credits (including all prior college coursework)
- Enroll in a minimum of 12 course units per semester*
(*Exceptions as approved by the Disabilities Support Program)
- Be Educationally Disadvantaged, as defined by the EOPS State Guidelines, by any one of the following:
 - You do not qualify for minimum college level Math or English required for associate’s degree
 - You do not possess a high school diploma or GED certificate
 - You graduated from high school with a GPA of less than 2.5
 - You are the first in your family to attend college (of any kind)
 - You were enrolled in remedial-level education

- In judgment of EOPS Director/designee, have the ability to benefit from EOPS services

The eligibility criteria are posted on the college website under EOPS/CARE, in the College Catalog, and in EOPS/CARE Program printed material.

For CARE services, students must first be eligible for the EOPS program. All interested students must complete the EOPS application and the CARE application. All CARE applications are reviewed by the CARE Coordinator. To be eligible for CARE services, students must meet all of the following requirements:

- Meet all EOPS requirements
- Be a single parent and at least 18 years of age
- Be a single head of household
- Have at least one dependent child under that age of 14
- Currently receive Temporary Assistance for Needy Families (TANF) benefits
- In pursuit of completing a vocational certificate, associate degree, or university-transfer requirements

After students are accepted into the program, they are required to attend a mandatory orientation at the beginning of each term. The orientation provides an overview of services, touches on key support topics (time management, college deadlines, etc.), and reviews the EOPS Mutual Responsibility Agreement outlining requirements for continuing eligibility in the program. This includes unit load, GPA requirements, midterm progress report submission and three counseling contacts.

2. Describe the process used to monitor continued program eligibility

Based on Title 5 requirements, EOPS students must be under 70 degree applicable units or six consecutive semesters to be served by the program. At the end of each term, the EOPS Eligibility Specialist reviews the degree applicable units completed, GPA, semesters served and completion of the Mutual Responsibility Agreement for each student. Each student is contacted after the eligibility review to notify them of their status.

For all EOPS students who also receive CARE services, they must submit current documentation of benefits from the Department of Social Services at the beginning of each term. The CARE Coordinator reviews the cash aid assistance and head of household status for each student before each term. To continue in the program the student must meet these guidelines in addition to all EOPS program requirements. The CARE Coordinator also works closely with the campus WIN program to review student benefit information from the County. This expedites the eligibility determination and notification to students.

3. If applicable, describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

A key component of the EOPS Mutual Responsibility Agreement is the requirement to meet with a Counselor and establish an educational goal and develop an educational plan. To remain eligible for the program students agree to adhere to the educational plan and make progress toward their educational goal. The success of the program is the required integration of counseling services to ensure students can discuss their educational goals and any issues they are having consistently throughout the term. Three mandatory counseling contacts allow Counselors to build relationships and follow the progress of their students.

PART E: Program Requirements

1. Indicate if the program is required to have a full-time director and meet specific qualifications?

Per Title 5, Section 56230, EOPS is required to have a full-time director to manage and coordinate the daily operation of the program and services, and supervise/coordinate the staff assigned to perform EOPS activities. The EOPS Director must:

1. meet the minimum qualifications for student services administrators (Title 5, Section 53420)
 2. have, within the last four years, two years of full-time experience or the equivalent:
 - a) in management or administration of educational programs, community organizations, government programs, or private industry in which the applicant dealt predominately with ethnic minorities or persons handicapped by language , social, or economic disadvantage or,
 - b) as a community college EOPS counselor or EOPS instructor, or have comparable experience in working with disadvantaged clientele.
 3. completed a minimum of six units of college-level course work predominately relating to ethnic minorities or persons handicapped by educational, language or social disadvantages.
2. Is the program mandated to have an advisory committee? Identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes.

Per Title 5, Section 56208, EOPS is required to have an Advisory Committee to assist the college in developing and maintaining effective program services. The committee is only required to meet once per academic year; however the EVC EOPS Advisory Committee generally meets twice. The composition of the board is as follows:

Richard Vasquez: Chair of EOPS/CARE Advisory Board
Martha Hardin: General Counselor
Lena Tran: Dean, Business & Workforce Development
Deborah Morillo: Community Member & Former EOPS Outreach Specialist
Harvey Gipson: Adjunct Counselor
Oscar Llamas: Santa Clara County Office of Education
Patricia Robbins: Community Member & Former Dean of Counseling & EOPS Director
David Aleman: Current EVC EOPS Student

3. What type of documentation is the program required to maintain?

The EOPS program is required to maintain a student file with the following documents: EOPS Application, Educational Plan and Mutual Responsibility Agreement. In addition, all forms must be completed and signed by the student and designated EOPS personnel. A notation of the student's eligibility criteria and other documentation as appropriate must also be available in the file.

In addition to the student eligibility information, the program must maintain documentation of services for EOPS students. This includes, but is not limited to: EOPS orientations, priority registration eligibility, assessment information, counseling contacts, and tutorial services.

The program utilizes hard copy documentation in individual student files. In addition, tracking of student contacts is also entered into Datatel and the EOPS database.

PART F: Program Services

1. Describe program services. Indicate those services you are mandated to provide?

The EOPS Program is required to provide: Outreach and Recruitment Services, Orientation and Registration Services; Assessment; Counseling and Advisement; Basic Skills Instruction and Tutoring Services; Direct Aid; and Transfer and Career Employment Services.

CARE students receive direct service from a full-time CARE Coordinator, meal cards, gas cards, and special CARE conferences and workshop designed to assist with topical issues related to their needs. CARE students are given additional encouragement and rewards for participating in events sponsored by the College that will enhance their educational or career goals

2. If the program does not offer all mandated services, which ones are not offered and why?

The program does not offer assessment services or basic skills instruction because the College already provides these services. The program provides support services that are “over and beyond” and in addition to, that already offered by the college. We provide outreach, orientation, priority registration, counseling, transfer/career workshops and tutoring.

As an example, tutoring is offered at EVC at no cost in group sessions. EOPS provides additional one-on-one tutorial services for students after a recommendation from the EOPS Counselor. EOPS coordinates with the Campus Tutoring Center to provide these “over and beyond” services.

3. If counseling is a mandated service, how are the required counseling contacts documented?

The three required counseling contacts are monitored and documented in Datatel and the students’ file by the Eligibility Specialist. Students are provided with a Counselor Contact Sheet at the mandatory orientation each term. The contact sheet lists the three contacts, their due dates and is copied on NCR paper so the student can submit the form for verification after their contacts are complete. The EOPS/CARE Program also tracks the counseling contacts in the EOPS database and in SARS-GRID to provide students with reminders.

PART G: Student Learning Outcomes

1. Indicate core activity?

The core activities are: Counseling Contact and EOPS/CARE Services.

2. Indicate program SLOs based on core activity?

The following SLOs were developed by the Director and staff during a departmental meeting after analyzing results from the prior year. During the meeting, the Director shared results that showed students had a “decrease” in knowledge on two questions from the orientation survey. It was determined that one of the questions was not relevant and therefore was removed from the survey. The other questions was modified to match the SLOs below.

Counseling Contact Learning Outcomes:

- The student will be able to explain the G.E. patterns that match his/her educational goal.
- The student will be able to identify his/her level of math & English.
- The student will be able to describe which courses are needed for their major or educational goal (AA/AS, Certificate/Transfer).

EOPS/CARE Orientation Learning Outcomes:

- Student will understand the criteria needed to maintain program eligibility.
- Student will understand the benefits and available resources provided by the EOPS/CARE program.
- The student will understand the process and importance of utilizing priority registration.

EOPS/CARE Services Satisfaction Outcome:

- 85% of students will report satisfaction with overall EOPS/CARE services.

3. Indicate the target population for the core activity?

The target population for all activities is New and/or Continuing EOPS/CARE Students.

4. Indicate assessment tool and timeline selected for core activity (i.e. survey, pre & post test, and/or focus groups).

Counseling Contact Assessment:

- Pre & Post Test by May 2014

EOPS/CARE Services Assessment:

- Pre & Post Test by September 2013
- Data on completion of student contacts by May 2014
- Data on student retention & persistence by May 2014
- Data on student usage of priority registration by May 2014

EOPS/CARE Services Satisfaction Assessment:

- Survey by May 2014
- Focus Group by May 2014

Please see copies of the pre-/post- tests at the end of this document.

5. Provide a summary of assessment findings; include information on the number of students assessed and how data was collected.

Counseling Contact Assessment:

- 87 students completed the pre-post test.
- Pre-tests were administered and collected before the counseling session began and the post-tests were administered and collected at the end of the session.
- Overall a majority of the students displayed an increase in knowledge. There were 3 students that were unsure about their educational goals.

EOPS/CARE Services Assessment:

- 371 students completed the pre-post test.
- Pre-tests were administered and collected before the orientation session began and the post-tests were administered and collected at the end of the session.

- Overall, a majority of students reported an increase in knowledge.

EOPS/CARE Services Satisfaction Assessment:

- 14 students completed a survey with 78% reporting satisfaction with customer service.
- 8 students participated in a 2-hour focus group about EOPS/CARE services.

6. Provide summary of analysis: what changes will be implemented as a result of program findings.

- For Counseling Contacts, the recommendation made was for staff to ensure the same number of students complete the pre-post tests to maintain assessment integrity. There were two pre-surveys completed without an accompanying post-survey.
- There were no recommendations for Services Assessment.
- Regarding the Satisfaction Assessment, the Focus Group yielded helpful information for improving program services. All student recommendations have been considered and two were implemented for the 2014-2015 academic year:
 1. Workshops on topics such as, financial literacy and applying to scholarships was scheduled.
 2. A staff training on cultural sensitivity has been scheduled and arranged through Human resources.

PART H: Funding Expenditures & Accountability

1. How do you ensure that categorical funds are only used for allowable and mandated cost?

Each academic year the EOPS/CARE Program is mandated to submit a Program Plan detailing proposed budget expenditures based on the allocation by the State Chancellor's Office. The mandated expenditure requirements are clearly delineated in EOPS regulations and are reflected in the extensive budget forms the Program is required to submit. The Program Plan is developed by the Director, in collaboration with the CARE Coordinator. These documents are then submitted to the Vice President of Student Affairs, the College President, the campus business office and the Director of Fiscal Services at the District Office before submission to the State Chancellor's Office. The Program is notified of any discrepancies and given formal approval on the expenditure plan from the State Chancellor's Office after their review.

Throughout the fiscal year, the Director and CARE Coordinator monitor the program budget and expenditures. All expenditures are approved by the Director and go through standard procedures of review and approval at the campus and district level.

2. Is the College mandated to provide a match/ maintenance of effort? How is this met? Explain any outcomes, should the College not meet match/maintenance of effort obligation.

The College is mandated to provide a match each academic year and the amount is determined by the State Chancellor's Office and is provided when the College is given their allocation. In previous years the College has met the match with the salary and benefits from the Director (100%) and Staff Assistant (20%) positions. However, if the match is not met in coming years, the State will reduce the overall allocation to the program.

3. Describe the process for developing and obtaining local, state or federal Budget and Expenditures approval (include timelines).

There is a presumed allocation of 95% of the prior year's allocation before the actual allocation for the new fiscal year. At the announcement of the actual allocation for EOPS & CARE, the Director calculates the amount and completes the proposed budget and accounting form (A1) for the Program Plan based on required expenditures, prior year percentages expended in each category, and anticipated needs for this year. The completed EOPS/CARE Program Plan and proposed budget form are sent for signatures and approval from Supervising Administrator for EOPS, District Business Manager, and the College President. When all the signatures are fixed on the plan copies are made for all parties and the original document is sent to State Chancellor's Office. A detail breakdown of the proposed budget is shared with the district office where it is entered into the financial database. The Program Plan is submitted annually during the Fall semester.

4. Indicate the process for completing the program's fiscal reports and relationship to the district's year end program accounting (include timelines).

Before the end of each fiscal year, the EOPS/CARE director and CARE Coordinator review the general ledger report to ensure funds were properly expended and reported before June 30th. This involves disencumbering outstanding purchase orders, checking for grant checks that were not cashed, ensuring all invoice and reimbursement forms have been submitted. During July the EOPS/CARE Director and CARE Coordinator review the year-end expenditure report and all expenses charged to EOPS & CARE. The check is made to ensure accuracy. The EOPS/CARE Director works with the campus business office to complete the final accounting form for EOPS & CARE. The EOPS/CARE Director obtains all the necessary signatures, makes copies of the forms and mails the original to State Chancellor's Office.

5. Did reports get submitted on time? If not, explain rationale for late submissions and the process for requesting an extension.

Yes, all reports were submitted on time.

PART I: Technology

1. Describe efforts made to automate and/or introduce technology (i.e. convert hardcopy documents to electronic versions).

Currently, there are no efforts to introduce technology. The computer systems and printers have all been replaced and upgraded by CTSS within the past year.

2. Explain how the new technology helped to improve program efficiency and effectiveness.

N/A

3. Describe future plans to implement new technologies in an effort to eliminate manual processes. Identify projected needs and timelines.

There is an effort by several EOPS/CARE Programs statewide to convert student files from hard copies to electronic. However, only a few EOPS/CARE Programs have successfully completed this process. Evergreen Valley College's EOPS/CARE Program is looking into the cost and the blueprint provided by these colleges to potentially replicate.

PART J: Planning Agenda

1. Identify any plans you may have to modify, automate and/or create additional services within your program.

As indicated earlier, the implementation of the three mandates (orientation, assessment, educational plan) have presented a challenge to the Program (and the College). With every student required to complete an educational plan, counselors campus-wide have been unable to keep up with the demand for appointments. Currently the Program is also having a difficult time accommodating students for counseling appointments. Therefore, the Program Director is working with the Dean of Student Success to create a new non-tenure track EOPS Counselor position to be paid out of the Student Equity funds.

2. Indicate if you are receiving or planning to request funds beyond the state or federal categorical allocation.

The Program will receive funding from the Student Equity funds allocated to Evergreen Valley College. The exact amount is unknown at the moment.

3. Identify and discuss the facilities, equipment and equipment maintenance needs.

With the addition of a F/T Counselor, space to accommodate staff and students will present a challenge. Currently, we have two office spaces: the Main Office for counseling services located in the Student Services Building and the Student Success Center with a computer lab located across from Admissions & Records. The separation of services presents challenges occasionally; in particular, staffing the Student Success Center adequately so doors remain open consistently. Currently, we have a P/T Outreach Specialist and student staff maintaining that space. It would be ideal to have a space large enough to accommodate all these needs or a space adjacent to the Main Office to house the computer lab.

Budget & Projected Expenditures				
	2010/11	2011/12	2012/13	2013/14
Indicate Number of Students Served (project # of students served for 2013/14)	680	639	702	647
Annual Base Budget (fund 17) (project budget for 2013/14)	\$526,223	\$526,223	\$526,223	\$649,207
Annual Base Budget (fund 10) (project budget for 2013/14)	\$86,086	\$73,544	\$99,684	\$115,055
Supplemental Funds Received for Personnel Needs (project costs for 2013/14)				
Supplemental Funds for Supplies & Materials (project costs for 2013/14)				
Supplemental Funds for Facilities, Equipment & Maintenance Contracts (project costs for 2013/14)				
District Backfill	\$138,945	\$159,725	\$105,915	\$15,569

EVC EOPS/CARE Advisory Board Meeting minutes

November 12, 2014

Board Members present:

Patricia Salazar-Robbins

Richard Vasquez

Martha Hardin

Oscar Lamas

Student representatives:

David Aleman

Chris Harris

Board members had much input regarding information on slides. As well as what information they would like to see in the future.

Pat requested and all agreed that slide presentation be sent out ahead of time so that board members can review and be ready to discuss information rather than viewing information for first time on date of meeting as this does not provide sufficient time to analyze data in depth.

Slides #4 through #7 provided demographic information as well as student GPA breakdown. Board members requested further breakdown of information provided, in order to gain a better overview of student profile and progress. The breakdowns requested included the following:

- Separation of information for each group of students; continued and new students
- Retention of students; semester to semester # of students retaining and year to year retention
- Number of Transfer students
- How long students have remained in program (# of semesters)
- Retention rate of historically underserved students:
- Compare full time with other groups. How many part-time vs. full time students
- Compare # of students participating in multiple programs, how does this impact retention of EOPS/CARE students
- Compare # of Full-time and Part-time students
- Further breakdown of students falling in 2.0 to 2.99 GPA category
- Include charts or graphs to provide visual pattern of demographic & GPA information

Pat also recommended that a "Referral form" be created to document referral of student to other services outside of EOPS/CARE, demonstrate "Over and Above" activities.

Victor volunteered to create electronic Referral form.

Slides #8 to #11 provide information on budget. Advisory board members request clarification on the following:

- meaning of acronym ARRA= American Recovery and Reinvestment Act
- 2009-2010 & 2010-2011 District Backfill
- Restoration of funds must be made clearer
- 2008 budget information; Provides budget information prior to cutbacks allow for comparison

There was a request for detailed information regarding CARE program demographics & retention.

On slide #12 (Counseling Info) the advisory board request breakdown of information including the following:

- Number of First , Second and Third appointments
- Number of students served per academic year and breakdown of students served
- “No Show”; Breakdown if appointment is 1st, 2nd, or 3rd appt. and if students is new to EOPS/CARE program.
- What can counselor do in time frame that there is a now show or several no shows?

Pat suggested that considering students who habitually have “No Shows”, placing a “Hold” on student’s Financial Aid.

On slide #13 (Graduation and Transfer Info) the advisory board request further breakdown of data:

- Breakdown if students are graduating with AA / AS or Transfer.
- Number of students graduating in Fall vs. Spring
- Universities that students are actually transferring to
- Creation of a “Alumni List” of previous EOPS/CARE students who have successfully complete education at EVC
- Demographic breakdown on all Information regarding graduates and or transfer students
- Include information regarding EOPS/CARE scholarship recipients; Consortium or EVC/EOPS scholarship

Student Advisory Board member Chris recommends counselor gives students purpose to return for next appointment.

EOPS Director Victor Garza discussed terminating EOPS/CARE students using six semesters or completion of 70 unit markers. Preference is to use the 70 transferable unit mark to terminate students from program rather than timing out at 6 semester marker. Advisory Board agreed this is better choice for students.

Director also brought up for discussion changing qualifying criteria for EOPS/CARE; from lowest remedial to ESL 091/Engl 104 writing level. All advisory board disagreed with change. It was decided that we would maintain eligibility criteria as is, in order to continue to serve non-traditional and historically underrepresented groups.

Hue goes on record as opposing this decision. Her preference is to change eligibility to ESL 302/Eng 330.

1. I know how to follow classes on my Educational Plan.
 - a. Yes
 - b. No
 - c. Unsure

2. I know the English and Math classes I need to take.
 - a. Yes
 - b. No
 - c. Unsure

3. I know how to enroll in courses using MyWeb.
 - a. Yes
 - b. No
 - c. Unsure

4. I know how to follow the General Education (GE) pattern for my intended major.
 - a. Yes
 - b. No
 - c. Unsure

5. I know the required courses I need to complete my major.
 - a. Yes
 - b. No
 - c. Unsure

EOPS Orientation Pre-/Post-Survey

Spring 2015

1. What is priority registration?

- a. Registration after everyone else
- b. Registration with everyone else
- c. Registration before everyone else

2. How many weeks apart should your counseling appointments be?

- a. Three Weeks
- b. Two Weeks
- c. One Week

3. How many mandatory appointments must a student complete to continue in EOPS?

- a. Two
- b. One
- c. Three

4. Students that complete more than 70 units are ineligible for EOPS services unless they:

- a. Maintain a 4.0 GPA
- b. Are enrolled in a high unit major (e.g., nursing)
- c. Can demonstrate financial need

5. In order to receive the EOPS grant what must be completed by the student?

- a. Financial Aid approval
- b. Submit a Progress Report
- c. Second appointment by deadline date
- d. All of the Above

6. Students can be suspended for one year from EOPS if they fail to complete:

- a. 3 counseling contacts and submit a progress report by the due date
- b. Follow a prescribed educational plan of study and fail to maintain a 2.0 GPA
- c. All of the above

7. EOPS students are required to have a Student Educational Plan?

- a. Yes
- b. No
- c. Not Sure

8. EOPS students can receive all of the following except:

- a. Complimentary cap & gown for graduation
- b. Transportation vouchers
- c. Textbook vouchers