### 

### Reedley College

### EOPS/CARE

Program Review Report

(Non-Instructional)

Spring 2016

### Program Review Self-Study: Non-Instructional Programs And Services

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Please respond to the following statements in order. They are designed to create a thread of narration.

If your program has assessment standards particular to your field or area (e.g., standards developed by professional associations), please document this where appropriate in your report.

**I. General Information**

1. Program/Service Area

The Reedley College Extended Opportunity Programs and Services (EOPS), and Cooperating Agencies Resources for Education (CARE) are programs administered within the Student Services division. EOPS/CARE is a state funded “categorical” program that provides comprehensive support services to first generation college students who come from low-income and educationally disadvantaged backgrounds. “**Over and Above**” services are directed at students affected by language, social, and economic inequities, and have historically been underrepresented in institutions of higher learning. The California Community College State Chancellors Office (CCCCO) guides the administration and implementation of EOPS guidelines and regulations as mandated through Title 5 California Education Code. The program serves full time students and aims to inform and guide them through the higher education process. Student participants are provided with various support services that include;

* Early Outreach services
* Counseling and Advising - SEP
* Progress Monitoring
* Priority Registration
* Textbook services
* Transfer Assistance
* Student Success Workshops
* Scholarships
* Direct Grant Aid
* Tutorial services

The Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOPS and provides educational support services for students who are the single head of household with children under the age of 14, and are receiving “cash aid” through the county Temporary Assistance for Needy Families (TANF) program. Students must first meet EOPS program entry requirements and must be enrolled as a full time student prior to participating in the CARE program. Student participants are eligible to receive EOPS support services with additional services exclusive of typical services provided. This includes intrusive counseling services and allowances for educationally-related expenditures;

* Child Care
* Transportation - Gas Cards
* Meal Cards
* Direct Grant Aid – CARE grant
* School Supplies
* Intensive Academic and Personal Counseling
* Personal Development Workshops/Activities - (including self-esteem, parenting, study skills, time management, group support and peer networking)
* Referral Services – (campus-and community-based human services programs)

These services are provided for eligible students enrolled at Reedley College and the Madera Center campus sites. The student eligibility criteria include:

* California resident enrolled as full-time college student (12 units minimum)
* Eligible for Board of Governors Fee Waiver A or B
* Did not qualify to enroll in minimum level degree-applicable English or mathematics class
* Did not graduate from high school or receive GED
* Graduated with high school GPA below 2.5
* Previously enrolled in remedial education, basic skills and/or English as a Second Language
* Is a first-generation college student
* emancipated or former foster youth

EOPS/CARE aims to provide comprehensive support services, along with guidance, motivation, and appropriate resources to help students complete their educational goals. Counselors help promote student development and success by developing student-counselor relationships that focus on students’ needs. Counselors assess students’ individualized needs, interests and abilities, in order to develop a thorough Student Education Plan (SEP). Counselors advise students on program requirements and needed coursework to assist with the successful completion of a vocational program, certificate or degree, and/or transfer to a four-year university. EOPS funds are restricted specifically for the purposes for which they were intended with no relief of program requirements or flexibility in the use of program funds. EOPS funds must be expended for “over-and-above” services and activities in compliance with Title 5 regulations (sections 56200 through 56298).

B. The program is offered (please select all appropriate locations):

**X** Reedley College **X** Madera Center **X** Oakhurst Site ☐Distance Education

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. Mission and Strategic Plan

C1. Describe how your program supports the College/Centers Mission Statement. Give a few specific examples.

The intent of the EOPS/CARE program is to provide academic and financial support to Reedley College/Madera Center students whose educational and socioeconomic backgrounds might impede their access to a college education. In support of the Reedley College mission at its centers and sites, EOPS services are specifically designed to offer educational support services to address the specific needs of students who have historically been underrepresented in institutions of higher education. Mandatory individualized counseling sessions are at the core of EOPS services in supporting student success. Each student is required to meet with an EOPS counselor at least three times per term. In addition to offering guidance, motivation and support, EOPS counselors assist students with the development of an individualized, sequential, multi-term education plan from which they are able to navigate toward the successful completion of their educational goals. Counselors and/or the Educational Advisor monitor the academic progress of each student to ensure that they receive timely intervention and appropriate supportive services suited to their needs. In addition, the EOPS program assists students with the transition from Reedley College to four-year institutions by conducting transfer application workshops. Throughout their participation in the program, EOPS counselors provide students informational resources on transfer opportunities to CSU, UC, private and/or out of state universities. Students also participate in EOPS sponsored field trips to visit baccalaureate level college institutions in California.

C2. Describe how your program supports the College/Centers Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May.

Strategic Plan: The EOPS/CARE program supports the following Reedley College/MOR strategic directions and objectives by providing group and individualized support services to student participants.

**Strategic Direction 1: Student Success**

Goal Statement: Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Report Program/Department Name: EOPS Year: 14-15** | | | | |
| **Strategic Objective** 1.1:  Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2) | | | | |
| SPECIFIC  Activities/Projects  Completed in this year. | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| Specialized Student Education Plan (SEP) pro- gram templates for EOPS students  EOPS SARS scheduling for tracking and completion of required appointments. | Every student participating in EOPS is required to have an SEP in their student file (100%).  Students are required to complete 3 mandatory counseling appointments to participate in the EOPS program  These measures are projected to be at 90%. Students who fail to comply with these measures, are exited from the program: RESULTS: Fa’14 rates are at 67% and Sp’15 rates were at 63% for a 65% average. These numbers are below the projected average. Students are regularly sent SARS emails and phone calls to remind students of their obligation to complete their mandatory counseling appointments. EOPS program staff will develop strategies to ensure students make their appointments as required. One strategy includes utilizing the “remind” text messaging application to alert students to their upcoming appointments. EOPS students will be asked to sign up for the free text service (optional) during Fall/Spring orientations. Program staff will emphasize that the text service will provide important program updates and reminders. | CONTINUOUS:  During the initial counseling appointment, a complete Student Education Plan (SEP) is developed by the EOPS Counselor. These SEP serves as a visual “roadmap” listing the required coursework for their respective major. The Counselor explains all elements on the SEP and assists students in selecting the appropriate courses to attain a certificate (vocational program), AA/AS/AS-T degree and/or transfer preparation. Courses are listed on a six semester grid on the back of the SEP. After completing their SEP, students make a second appointment for progress monitoring and a third, end-of-term appointment. Periodically, SEPs are updated as students make progress towards their goals or change them. This results in a better informed, more confident student who has a good understanding of what they need to do to achieve their educational goal(s). Students schedule appointments with the eSARS online scheduling system. Students can access eSARS directly from the RC home page and/or at the front counter of most of the Student Services program areas. It allows for easy access to making appointment from anywhere and at any time. Appointments are easier to manage since students receive an automated phone reminder and college email the evening before their appointment. | ☐ | These are continuous “ongoing” activities with no timeline for completion (required every semester) |

~~Every student participating in the EOPS/CARE program is required to have a Student Education Plan (SEP) in their student file. The SEP is a mandatory requirement per EOPS regulations, along with 3 required student counseling appointments to participate in the EOPS program. During the initial counseling appointment, a complete Student Education Plan (SEP) is developed by the EOPS Counselor. These SEP serves as a visual “roadmap” listing the required coursework for their respective major. The Counselor explains all elements on the SEP and assists students in selecting the appropriate courses to attain a certificate (vocational program), AA/AS/AS-T degree and/or transfer preparation. Courses are listed on a six semester grid on the back of the SEP. After completing their SEP, students make a second appointment for progress monitoring and a third, end-of-term appointment. Periodically, SEPs are updated as students make progress towards their goals or change them. This results in a better informed, more confident student who has a good understanding of what they need to do to achieve their educational goal(s). Students schedule appointments with the eSARS online scheduling system. Students can access eSARS directly from the RC home page and/or at the front counter of most of the Student Services program areas. It allows for easy access to making appointment from anywhere and at any time. Appointments are easier to manage since students receive an automated phone reminder and college email the evening before their appointment.~~

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Report Program/Department Name: EOPS Program Review Year: 14-15** | | | | |
| **Strategic Objective** 1.4:  Develop strategies to address unique needs of students to aid their academic success. (DO 1.1) | | | | |
| SPECIFIC  Activities/Projects  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| “Aiming 4 Success Workshops”  Priority Registration Workshops  FAFSA/Scholarship workshop  EOPS/CARE workshop Calendar  EOPS Information Newsletter | Student Surveys were conducted and will be tabulated by the Office of Institutional Research after the spring 2014 term.  Early indications show that new students who attended a priority registration workshop were more likely to utilize our priority registration service and persist past their first semester compared to our new students who did not attend a workshop.  RESULTS: Of 536 EOPS students in fall 2014, 60% utilized or priority registration date. Our continuing students registered at a higher rate at 64% versus our “new” students’ rate of 57%. Of 304 targeted new and continuing students, 182 attended and 138 utilized their priority registration date (76%). Of 122 who did not attend a workshop, only 35 registered on their priority date. This put the non-attending students at (29%). The 76% figure for “new student” attendees is higher than the 60% program average. Preliminary numbers for spring 2015 indicate that out of 474 students, 266 utilized priority registration for a 56% rate. However, 81% had registered within a four-week window from their priority registration date. EOPS assistant will develop data for continuing students versus “new” EOPS students. | In order to improve students’ opportunity for success, the EOPS program conducted a series of workshops aimed at addressing the unique needs of first-year EOPS program participants. Workshop topics included Priority Registration, Aiming 4 Success, and CARE workshops One issue first-semester students’ encounter is that they are not familiar with available campus resources and/or campus technology (e.g., WebAdvisor, e-mail, student services etc…). Our fall semester “Priority Registration Workshop” objective is to bridge this knowledge gap early on so that our students can utilize any available campus resource they may need. This workshop provides students with an overview of available campus resources and a live demonstration of how to search and register for classes online through WebAdvisor. These college success workshops were provided to enhance the students’ college experience.  RESULTS: Student surveys were conducted at the end of the workshops and were asked what information they would like covered in future presentations. Our first action taken in response to the surveys resulted in a FAFSA/Scholarship workshop, coordinated with the financial aid office. Our plan is to establish a yearly calendar of workshops, coordinated with other campus departments as needed, to provide our students with a variety of useful information throughout the academic year.  RESULTS: EOPS has partnered with Title V, STEM, SSS Career/Transfer Center and created a calendar providing student success workshops in various subjects areas and/or Topics for success.  \*See Ia, b, and c for brief outline of Aiming for Success Workshops |  | These activities occur on a continuous semester by semester basis. |

1. ~~In order to improve students’ opportunity for success, the EOPS program conducts workshops aimed at addressing the unique needs of first-year program participants. Several of the workshop topics included Priority Registration, Aiming 4 Success, and CARE workshops. One of the issues first semester students encounter is that they are not familiar with available campus resources and/or campus technology (e.g.,WebAdvisor, e-mail, student services etc. . .). Our fall semester Priority Registration workshops’ objective is to bridge this knowledge gap early on so that students can utilize any available campus resource they may need. This workshop provides our students with an overview of available campus resources and a live demonstration of how to search and register for classes online through WebAdvisor.~~

\* I) The Aiming for Success workshops covered concepts on learning behaviors for student success. The following is a brief outline of workshop content.

1. What is Success?
   * Define success
   * Engage students – have them give examples of success
   * Show EOPS “success rate” – stress importance of services we provide and utilize our staff in helping them reach their educational goals
2. Obstacles for college success
   * Engage students – have them give examples of obstacles
   * Go over listed obstacles – tie in their own experiences of obstacles
   * Give examples of better time management while at school
3. Value of College education
   * Give examples of immediate vs. delayed gratification
   * Explain importance of persistence in college to reach end goal
   * Go over statistics of individuals with college education vs. those who don’t

~~Student surveys were conducted at the end of the workshops and were asked what information they would like covered in future presentations. Our first action taken in response to the surveys resulted in a FAFSA/Scholarship workshop, coordinated with the financial aid office. In addition, EOPS has partnered with Title V, STEM, Student Support Services (SSS) Career/Transfer Center and created a student success workshop calendar in various subjects areas/topics for success.~~

**Strategic Direction: 2 Student Access & Services**

Reedley College is devoted to providing access and services for students to obtain their educational goals. (DO 2.1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Report Program/Department Name: EOPS Program Review Year: 14-15** | | | | |
| **Strategic Objective** 2.2:  Improve student admission, registration, counseling and orientation services to optimize student educational planning. (DO 2.2) | | | | |
| SPECIFIC  Activities/Projects  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED  (check box only) | TIMELINE |
| On-Site recruitment @ H.S.’s  Summer Orientations  Updated Orientation Presentation  EOPS Student Handbook | Following EOPS program Orientations; students complete a short quiz/survey to determine their awareness of program requirements and services.  Orientation quiz results have been consistently positive with students scoring over 90% for correct responses.  Results-Correct responses  What does the EOPS acronym stand for? 97.4%  How would you be eligible for your first textbook voucher? 98.7%  How many counseling appts. are needed to stay in satisfactory progress  100%.  What is the minimum number of units required to stay eligible for EOPS services? 100%  What is the minimum amount of days in between counseling/ advising sessions?  97.4%  What is the minimum grade point average (GPA) to stay in satisfactory progress for the semester?  100%  What is a Student Educational Plan (SEP)? 100%  What is priority  Registration?  93.4% | Special note: The new RTG process no longer allows EOPS staff to be on-site during the “Advising” sessions at the local feeder high schools. During the “Advising” sessions, students do not officially register so program eligibility cannot be determined during this process. The EOPS program has developed a new process to do “on-site” recruitment at Reedley College/Madera Center feeder high schools. The EOPS Educational Advisor conducts a specialized Sequel query to determine who is eligible prior to making an on-site campus visit (enrolled in 12 units & BOGW A/B). Students identified meet with the EOPS Assistant at each high school campus site to complete an inquiry form and get instructions on how they will sign-up for an EOPS orientations during the summer. The benefits of the “summer” orientations is that they provide students the opportunity to schedule their first counselor appointment to develop an SEP prior to the beginning of fall terms. This allows students to purchase their books during the first week of classes with their EOPS book voucher. Students no longer have to wait 1-2 weeks as in the pas to purchase their textbooks and can keep up with their coursework from the onset. Students are also given instructions on how to activate their email. The EOPS orientation video will be updated to recognize and have first-generation EOPS students share testimonials about their college experience while participation in the EOPS program. In addition, an EOPS Handbook was developed and will be available to students who enroll for fall 2015. | ☐ | Continuous activities will occur each semester (vary based on fall & spring terms) |

~~The EOPS/CARE program has worked on improving outreach and enrollment services for incoming program participants. This includes conducting “on-site” recruitment at Reedley/MOR feeder high schools. The new RTG process no longer allows EOPS staff to be on-site during the “advising” sessions at the high schools. During the “advising” sessions, students’ pre-select courses for the upcoming registration cycle (priority registration), and do not officially register for courses. This process does not allow EOPS to determine student eligibility for program participation. As such, The EOPS Assistant conducts a specialized Sequel query to determine who is eligible prior to making an on-site campus visit (enrolled in 12 units & BOGW A/B). Students identified meet with the EOPS Assistant at each high school campus and complete an inquiry form along with instructions on how to sign-up for an EOPS Orientation. In order to expedite the process for acceptance into the program, EOPS Orientations are conducted during the summer. This gives students the opportunity to schedule their first counselor appointment to develop an SEP prior to the beginning of fall terms. This allows students to purchase their books during the first week of classes with their EOPS book voucher. Students no longer have to wait 1-2 weeks as in the pas to purchase their textbooks and can keep up with their coursework from the onset. In addition, program staff developed an EOPS Student Handbook that is given to students during the orientations and provides program information with respect to student responsibilities and program expectations. During the orientations, a video is played showing former and/or current EOPS students testimonials about their college experience while participation in the EOPS program.~~

D. General description of program and/or service(s) that are offered in department or sub-department. Include:

D1. Current staffing;

1. Management - Director of EOPS/CARE – Mario Gonzales

Mario Gonzales

1. Full-Time Certificated

EOPS Counselor – Ruby Marin-Duran

1. Full-Time Classified

Educational Advisor – Christian Cazares

Department Secretary – Olga Garcia

1. Certificated adjunct faculty

Adjunct Counselor – Anastascia Klimek

Adjunct Counselor – Luis Morales (secured full time position at MC 1/25/16)

Adjunct Counselor – Regina Pallares (replaced Luis Morales on 2/1/16)

Adjunct Counselor – Marie Papoutsis

Adjunct Counselor – Yer Lee (Madera Center)

1. Student Worker

Julieana Cantu

D2. Brief facilities overview;

In December of fall 2013, the EOPS program office was relocated from the Student Services building to the Center for Student Success 1, Room 3 (CSS1-3). The new office space allowed for the Director, EOPS counselors, Educational Advisor and support staff to be housed in the same building. The previous office location only allowed for the Director and Department Secretary to work in the EOPS office area. EOPS counselors were located in offices away from the EOPS office whereas students had to be directed to the Counseling Center to meet with their assigned counselor. The new location is student friendly and allows for easy access to program staff. Students can ask for assistance and be served by the appropriate EOPS staff based on their immediate needs. Program staff is in close proximity to one another and can easily communicate and/or collaborate when working with a student(s) and/or program project. However, given the proximity of the “open air” counselor office cubicles, the issue of confidentiality comes into play when working with students. The majority of counseling sessions involve counselors developing a student education plan for students. But on occasion, counselor may deal with students in crisis and/or may involve discussing personal issues that require privacy.

At the Madera Center, the EOPS counselor is located in the R2A portable building. There is no physical office space for the actual “EOPS program”. The R2A building houses various student support programs that include; CalWORKs, Madera County Department of Social Services, Upward Bound, College Outreach and foster youth program staff. The EOPS counselor works in one of six partitioned office cubicles in the building. As with the offices at Reedley College, it is ~~also~~ difficult to discuss issues of confidentiality without others hearing what might be said. The EOPS Director shares office space with the Upward Bound Director when working at the Madera Center. There is no designated space for an EOPS counselor at the Oakhurst Center.

D3. Equipment requirements including ongoing maintenance requirements and costs;

* Printer/Scanner Purchased: used to print notes for staff meetings, college announcements, program reports, also to print student transcripts for counseling appointments and other necessary paperwork used in student files and in the office
* Full time counselor ergo equipment: purchased desk additions, new chair, and screen mount to accommodate counselors needs
* Cabinets for office storage: cabinets purchased to store office supplies and student files
* Office paper shredder

D4. technology requirements;

* Computers Purchased/plan to order: recent purchase of laptop for new EOPS counselor. Plan to order two laptops for full time staff,
* Touch Screen Monitor: used so students may check in for counselor appointments
* DYMO Printer for SARS Software: used to print out student appointment cards using SARS software
* Telephone wireless headset: two were purchased for the department secretary and full time counselor to accommodate ergonomic needs
* Hershey Scanning digital imaging system

D5. supply requirements, if any;

* Folders for student files: color coded files are used for student files
* Tabs used for student files: color coded tabs are used to organize all student paperwork that is stored in student files
* Pens, colored paper, manila folders, electric staplers, toner for printers, calendars, mouse, keyboards, highlighters, permanent markers, sheet protectors, hole punch, scotch tape, post-its, cork boards, pencil sharpener, banker boxes

E. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add/delete rows as needed.

**Previous Program Goals were substantiated in Program Review Summary Report in fall 2011**

**All the goals were rated “3” on the rating scale.**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Status** | **Outcome** |
| 1. Continue to serve EOPS population directed by Title 5. | As legislated by California Title 5 Education Code: Article 8, 69640; Reedley College continues to provide mandated support services to its community college students who are affected by language, social, and economic disadvantages. | In 2009 -10, state CCC State Chancellors “categorical” program(s) funding was reduced by 40%. These budget cutbacks reduced the capacity in the number of students EOPS could effectively serve. In 2015 -16, EOPS/CARE funding has been restored back to 2008-09 levels. This additional funding represents a significant increase that will directly benefit EOPS/CARE students and assist them in meeting their educational goals! This also meant that we are able to increase the number of students served by approximately 40% which equals about 200 students |
| 2. Expand/Improve services to transfer students. | Through the implementation of SB 1440, (Student Transfer Achievement Reform) Reedley College has developed Associates for Transfer (AS-T & AA-T) that allows EOPS students a simplified and well defined path for transferring to a California State University campus This will allow students to successfully transfer and earn bachelor’s degrees in less time Counseling staff continues to assist/coaches student on transfer process, (FAFSA SAR report, transfer requirements, UC/CSU minimum admissions requirement) Computer based assistance with “Dog Days” CSUF Orientation, Advising registration process. Verify lower-division GE Certification. The Educational Advisor, along with other campus support programs organize field trips to CSU Fresno to learn about programs of study at CSUF | Academic year 2013 2014: 30 students transferred to California State University and 2 students to the University of California, and 2 to a private college.  For the 2014 – 2015; 21 students completed AS-T degrees. 50 students completed AA degrees. Although most AA degrees are terminal, many students earning AA degrees are also “transfer-ready”.  However, as previously indicated on last year’s progress report, tracking students who transfer continues to be a challenge as not all students share their transfer plans and/or acceptance to a four-year university. As such, counseling staff have developed a student tracking plan/process for student files that have an area designed to identify their transfer plans. This includes listing students’ transfer goal on the EOPS Master list. The new tracking system will help the program determine exactly who those students are. There is 1 student transferring to UC Davis and 1 student to a private university. Field trips for students have included visits to CSU, Northridge, San Jose, Los Angeles, Fullerton, San Francisco and UC Berkley. |
| 3. Initiate process where student’s goals/objectives are tracked and monitored. | A longitudinal model will be developed to track students from first entry point through 6 semesters to actual degree or certificate completion and/or transfer to university. Currently working with Institutional Researcher to develop EOPS student cohort data beginning with “first-time students” who enrolled in Fall 2012. | Provided the Institutional Researcher with student ID’s from EOPS Master List of program participants. Researcher will start developing student cohorts from term to term, year to year (academic), and to program completion. (first report ready) Researcher will include data for non-completers. Currently working with RC Institutional Researcher and EOPS Program Assistant in tracking “internal” EOPS student data. |
| 4. Reinstate peer mentor hours and peer mentors. | DISCONTINUED: This particular program goal was eliminated in the 2013-14 program review progress report. . | It was very difficult to have two EOPS FWS students mentor each and every program participant Student mentors/ resources were not being utilized effectively. Students were placed in Library. EOPS students were required to meet with (2) mentors to discuss their progress and or provide support with their college experience |
| 5. Reinstate EOPS/CARE Advisory Committee. | The EOPS/CARE Advisory Committee was reinstated in Fall 2012. The Advisory Committee meets twice a year in the fall and spring terms. | Current and past committee members have included: SCCCD Board members (2), AGS student representative, EOPS student(s), RC faculty representative/RC Academic Senate representative, (2) High School counselors, CSU Fresno representative, RC Financial Aid Director, Dean of Students and Community representatives |
| 6. Update equipment to meet new and changing technology. | Completed | (3) Computers and (4) printers were purchased for Counseling staff and Program Director. Hershey Scanner and eSARS TouchScreen purchased to maximize student tracking functions |
| 7. Develop and implement program satisfaction survey. | EOPS developed two student surveys on measures of importance with respect to the type of service(s) the program offers; and surveys students on their knowledge of EOPS program requirements. | Surveys have been converted to Class Climate scanning software for quick and timely data compilation. Data from “New student orientation” include “response rates that were on average over 95% correct. Responses to the question asking about the Student Education Plan is lower than last year and might indicate a need for additional focus on SEP’s during the orientation. Generally, response rates have remained consistent over the past several years”. Student satisfaction Survey results indicate satisfaction rates above 90%. |

E. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status** | **Outcome** |
| **No Other Recommendations** | **N/A** | **N/A** |

**II. Quantitative Analysis**

1. How many students served by program/service area in the past year? How does this compare with past years?

The number of students served by EOPS for academic years 2014 – 2015 and 2015 - 1016 is as follows;

Fall 2014 - 533

Spring 2015 – 474

Fall 2015 - 728

Spring 2016 - 657

It should be noted that the State Chancellors Office currently has an artificial “cap” of 434 students to be served each year. The cap was set after state budget cutbacks in 2009 reduced EOPS program funding by approximately 40%. The cutbacks did have an adverse effect with respect to the number of students that could effectively be served with reduced funding. Although the allocation is determined by the “numbers of students” served each year as reported through the CCC Management Information Systems (MIS), the Chancellor’s Office set the cap at a level where services could reasonably be provided based on previous year’s numbers. The State Chancellors Office also recommended that EOPS not exceed 10% of the designated student cap. In addition and in agreement with EOPS/CARE program constituencies throughout the state, the Chancellor’s Office temporarily suspended the Board of Governors-approved EOPS allocations funding formula until such time when the state appropriation for EOPS was fully restored to the FY 2008-09 funding level.

**The following tables reflect enrollment for those students who were enrolled in EOPS and includes all course work.**

**ENROLLMENT TRENDS**

**TABLE 1 - Headcount (Unduplicated)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| REEDLEY  COLLEGE | **258** | **400** | **357** | **394** | **382** | **364** | **365** | **444** | **368** | **423** |
| MADERA CENTER | **58** | **65** | **57** | **61** | **72** | **102** | **84** | **116** | **114** | **110** |
| TOTALS | **316** | **465** | **414** | **450** | **454** | **466** | **449** | **560** | **482** | **533** |

**Office of Institutional Research**

This table lists the number of students served during the past 10 semesters both at Reedley College and the Madera Center. The table shows that the numbers served between fall 2010 and spring 2013 are within the range of the artificial cap of 434 as set by the State Chancellor Office (low of 414 in sp’11 and high of 466 in fa’12). However, EOPS funding in fiscal year 2013-14 was increased by 23.7% given improvement in state budget funding. Given the passing of Proposition 30 in the state of California; the EOPS 2013-2014 budget experienced a 23% increase in funding and allowed the program to serve approximately 100 students above its recommended cap of 434. The restoration of monies allowed EOPS to increase the dollar amounts for student book vouchers and related support services. The number of students served in fall 2013 (560) and fall 2014 (533) represent an increase in the number of students served from previous terms.

In May of 2015, the 2015-16 State Budget Act restored EOPS funding to the 2008-09 funding levels. EOPS programs state-wide received funding increases of 35.7% over the prior year’s allocation. Exceptions include colleges incurring fiscal adjustments for 2012-13 and 2013-14 audit findings. In addition to the allocations, the district contribution requirement and textbook expenditure requirement are unchanged for 2015-16. However, the district contribution requirement is set to increase by 35.7% in 2016-17 in proportion to the increase to EOPS in 2015-16. The district contribution is monies that SCCCD provides for the implementation of the EOPS program. The funds serve as a financial commitment from Reedley College in providing support services for educationally disadvantaged students.

In addition, the State Chancellor’s Office expects to reinstate the EOPS allocations funding formula for FY 2016-17 and will be based on the number of students served. As previously noted, the funding formulas were temporarily suspended in 2009-10 when the State appropriation for EOPS and CARE was reduced nearly 40% in the 2009-10 State Budget Act. As such, the Chancellor’s Office suspended the use of the formulas after 2010-11 until such time that the appropriations for the programs were restored back to the 2008-09 funding levels. The 2015-16 State Budget Act now reflects the restoration of funds. As such, the Chancellor’s Office convened an EOPS allocation task group to review and propose recommendations related to the reinstatement of the formulas. The EOPS allocation task group, which met four times between September 2015 and January 2016, was composed of one EOPS representative from each of the 10 regions, one CSSO, one CBO and one representative from the CCCEOPS Association.

Recommendations of the task group:

* Reinstate the CARE formula, as is, based on students served in 2015-16
* Reinstate the EOPS formula based on students served in 2015-16 with no student cap
* For 2017-18, implement an EOPS student cap for each program based on highest number of students served in years 2014-15, 2015-16 or 2016-17
* For 2018-19, the EOPS student cap will be based on students served in 2017-18 as compared to the cap established for 2017-18

The task group’s recommendations were approved by the Chancellor’s Office and will be implemented in 2016-17. The formulas include a 95 percent guarantee of the prior year initial allocation unless the statewide appropriation is reduced more than five percent. With the restoration of EOPS funds, the State Chancellors Office recommended that programs should appropriately increase the size of their programs by providing educational support services to as many eligible students as its funding and staff resources will allow. In turn, we are gradually increasing the number of students served in 2015-16 and will continue to focus our efforts in increasing program numbers at our Madera and Oakhurst Centers.

Given the State Chancellors funding formula recommendations; a cap will be set in 2017-18 with respect to the number of students served based on the highest number of students served from 2014-15 through 2016-17. In 2018-19 the cap will be based on the number of students served 2017-18 as opposed to the cap established in 2017-18. Central to these recommendations is that future EOPS/CARE program allocations will be determined by the number of students served by Reedley College and Madera/Oakhurst Centers. It should be noted that the number of students served in academic year 2015-16 was 728 for fall 2015, and 657 in spring 2016. Upon review of the “headcounts” for students served, it is clear that Reedley College as an opportunity to grow the EOPS program and increase the number of students it serves. The fundamental edict of EOPS/CARE is to provide services to first-generation low-income students who historically have not attended institutions of higher learning. That being said, a large percentage of students enrolled at Reedley College and the Madera/Oakhurst Centers fall within the lower-income eligibility criteria of demonstrated financial need. Financial Aid Office data indicates that on average, 80% of students attending Reedley College and Madera/Oakhurst Centers are eligible and receive some form of financial assistance; e.g., BOG Fee Waiver, Pell, Cal Grant etc…

Given student financial need and campus demographics, it is reasonable to anticipate growth for the EOPS program at both Reedley College and Madera/Oakhurst Center. The EOPS program will certainly benefit from adding an additional full-tine counselor position to address the expected growth in the number of eligible students the college can serve.

B. **Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:**

1. **Satisfaction (students, staff, and community)**

**Reedley College**

**EOPS Student Satisfaction Survey 2014**

**RC Office of Institutional Research**

As part of the Program Review process, a survey was administered to EOPS students at Reedley College and the Madera Center for feedback on program services. Seventy-five (75) students from Reedley College and forty-seven (47) students from the Madera Center participated in the survey sample. The survey responses were similar relative to levels of student satisfaction at both campus locations.

Students reported visiting the EOPS the minimum 3 required meetings at a 94% rate.

(Vertical axis is percentage of students)

Student visits were at 75% for career, educational, and transfer planning.

(Pie chart is divided in percentages)

Students were satisfied with EOPS program staff and services at an 80-90% satisfaction level

(Horizontal axis is percentage of satisfaction level)

**Madera Center**

**EOPS Student Satisfaction Survey 2014**

**RC Office of Institutional Research**

As part of the Program Review process, a survey was administered to EOPS students at Reedley College and the Madera Center for feedback on program services. Forty-seven (47) students from the Madera Center participated in the survey sample. The survey responses were similar relative to levels of student satisfaction at both campus locations.

Students reported visiting the EOPS the minimum 3 required meetings at approximately a 70% rate with a little under 10% having 5 or more visits.

(Vertical axis is percentage of students)

Student visits were at 70% for developing a Student Education Plans. All other visits were closely divided closely by personal, course selection, and career/transfer planning

(Pie chart is divided in percentages)

Students were satisfied with EOPS program staff and services at above a 90% satisfaction level. However, satisfaction levels were at 60% given that the EOPS program does not have an assigned receptionist for the office the counselor is located at. Building R2A relies on student workers to greet and assist students who enter the building.

(Horizontal axis is percentage of satisfaction level)

Student written comments on the survey include:

* The program was very helpful to me. It helped me get my schedule set for the two years I planned to be here. EOPS is amazing and I do recommend other students to join.
* EOPS has been a good program; I would encourage anybody to join it. Very helpful, caring
* My experience with EOP&S has been wonderful. I would refer my classmates & friends to come see Ruby Duran. She is very helpful and wonderful.
* I believe that if Yer Lee can have another half day for work; it would help her students be able to have more time with her. Other than that she has been very helpful in choosing what classes I should take and transfer out.
* I am well-satisfied; the counselor is very helpful & cares about my education.
* The program is great, can’t think of any improvements
* The EOPS has been helpful for me because they help me with my classes and what classes I need to take
* The time used in the EOP office is greatly appreciated & hope others will find great help like I have. Thank you.
* So far so good
* EOPS is great program that has made my college experience easier. Students having problems with college should join the program.
* I am very happy and glad that I am in the EOP program. Ms. Duran is always very welcoming and helps me with class and transfer options.
* I really enjoy the EOP program. I like that we meet 3 times a semester because things do change and we plan off this change. I hope the EOP program is more known to others so they can also receive this great advise and will help with fulfilling their goals in education.
* EOPS was very helpful and when I had a question I asked and was helped. My counselor was very helpful.
* I believe that this is a great program that helps meet every students need. It is very helpful because it guides you through your career path and gets you started with a positive attitude through school.
* I am new I think thing are going good. I have no suggestion at this time.
* Excellent help to students. Great program.
* The service is good to keep up today on progress.
* The EOPS really is helping me in a lot for paying for my classes. And also help me set my goals. For helping me get my other classes.
* This program has helped me a lot by planning my classes and helping me buy books. The counselor has helped me chose the right classes so like that I would transfer to a CSU and my finish my education and get my major.
* How the EOPS programs helped me so far has been wonderful. It has helped me get in track with my class schedule as well with my financial situation. This program has helped me saved up a couple of dollars on my books in which I have been really appreciated. I would strongly advise my younger sister and who will be attending college in the following year to attend the EOPS program.
* I don’t know that I would have any suggestions. My EOPS counselor was always helpful and always answered my questions immediately. I really did feel that they want me to succeed in education.
* EOPS program is very helpful because they help you find a student to focus on.

**2. Success and Retention**

**MARK ANALYSIS**

**Table 6A - STUDENT ACHIEVEMENT INDICATORS – Reedley College**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EOPS  RC | GPA | Retention | Successful Completion | ALL  RC | GPA | Retention | Successful Completion |
| 10SP | **2.63** | **0.81** | **0.97** | **10SP** | **2.23** | **90%** | **64.5%** |
| 10FA | **2.30** | **0.69** | **0.93** | **10FA** | **2.24** | **90%** | **65.5%** |
| 11SP | **2.34** | **0.67** | **0.9** | **11SP** | **2.25** | **89.9%** | **66.2%** |
| 11FA | **2.31** | **0.71** | **0.94** | **11FA** | **2.26** | **90.8%** | **67%** |
| 12SP | **2.56** | **0.76** | **0.94** | **12SP** | **2.27** | **90.3%** | **66.8%** |
| 12FA | **2.37** | **0.74** | **0.94** | **12FA** | **2.29** | **90.7%** | **67.2%** |
| 13SP | **2.44** | **0.76** | **0.95** | **13SP** | **2.29** | **90.9%** | **68%** |
| 13FA | **2.25** | **0.71** | **0.95** | **13FA** | **2.28** | **90.9%** | **67.3%** |
| 14SP | **2.51** | **0.76** | **0.94** | **14SP** | **2.34** | **90.8%** | **68.3%** |
| 14FA | **2.42** | **0.74** | **0.93** | **14FA** | **2.29** | **90.9%** | **67.4%** |
| 5 Year Average | **2.40** | **0.73** | **0.94** | **5 Year**  **Average** | **2.23** | **90%** | **64.5%** |

(Marks analysis Institutional Research Office) (SCCCD IR website)

**Table 6B – STUDENT ACHIEVEMENT INDICATORS – Madera Center**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EOPS  MC | GPA | Retention | Successful Completion | ALL  MC | GPA | Retention | Successful Completion |
| 10SP | **2.83** | **0.86** | **0.96** | **10SP** | **2.33** | **90.5%** | **66.5%** |
| 10FA | **2.63** | **0.78** | **0.96** | **10FA** | **2.28** | **90.8%** | **66.5%** |
| 11SP | **2.59** | **0.71** | **0.9** | **11SP** | **2.36** | **90.6%** | **67.9%** |
| 11FA | **2.50** | **0.74** | **0.93** | **11FA** | **2.33** | **91.1%** | **66.7%** |
| 12SP | **2.56** | **0.78** | **0.97** | **12SP** | **2.35** | **91.9%** | **68.7%** |
| 12FA | **2.34** | **0.72** | **0.93** | **12FA** | **2.36** | **89.4%** | **66.2%** |
| 13SP | **2.36** | **0.75** | **0.95** | **13SP** | **2.35** | **91%** | **68.5%** |
| 13FA | **2.44** | **0.75** | **0.93** | **13FA** | **2.38** | **90.3%** | **67.7%** |
| 14SP | **2.44** | **0.72** | **0.92** | **14SP** | **2.42** | **90.3%** | **68.8%** |
| 14FA | **2.48** | **0.72** | **0.91** | **14FA** | **2.37** | **90.5%** | **67.5%** |
| 5 Year Average | **2.49** | **0.75** | **0.93** | **5 Year**  **Average** | **2.33** | **90.5%** | **66.5%** |

(Marks analysis Institutional Research Office) (SCCCD IR website)

Student achievement indicators for students participating in the EOPS program indicate that GPA averages are generally higher when measured against college-wide GPA performance measures (Table 6A RC/Table 6B MC). Retention rates are higher at the college wide level given that EOPS students are exited from the EOPS program when failing to meet program eligibility requirements; e.g., minimum 2.0 GPA, units completed, required counselor appointments etc. Successful completion rates are significantly higher for EOPS given students remain in the program because of compliance with program requirements, in turn establishing a direct correlation with their success and continued participation in the program. Student surveys need to be develop to determine what behaviors led to their success in the classroom.

**Table 7A – Grade Distribution**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| A | **31%** | **26%** | **27%** | **25%** | **29%** | **24%** | **25%** | **22%** | **26%** | **24%** |
| B | **25%** | **20%** | **20%** | **21%** | **24%** | **26%** | **26%** | **24%** | **24%** | **25%** |
| C | **19%** | **18%** | **16%** | **20%** | **15%** | **19%** | **17%** | **20%** | **20%** | **19%** |
| D | **6%** | **8%** | **5%** | **7%** | **5%** | **6%** | **5%** | **8%** | **7%** | **6%** |
| F | **8%** | **14%** | **15%** | **13%** | **10%** | **12%** | **11%** | **14%** | **9%** | **12%** |
| NP | **2%** | **2%** | **3%** | **2%** | **2%** | **1%** | **2%** | **1%** | **2%** | **1%** |
| P | **6%** | **5%** | **5%** | **5%** | **8%** | **6%** | **9%** | **6%** | **7%** | **6%** |
| W | **3%** | **7%** | **10%** | **6%** | **6%** | **6%** | **5%** | **5%** | **6%** | **7%** |
| Totals | **1209** | **1648** | **1477** | **1609** | **1615** | **1518** | **1592** | **1824** | **1570** | **1748** |

**Table 7B – Grade Distribution**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| A | **40%** | **32%** | **28%** | **29%** | **31%** | **27%** | **26%** | **29%** | **25%** | **28%** |
| B | **24%** | **24%** | **23%** | **24%** | **24%** | **20%** | **24%** | **20%** | **26%** | **22%** |
| C | **16%** | **20%** | **16%** | **16%** | **17%** | **22%** | **21%** | **22%** | **15%** | **17%** |
| D | **2%** | **6%** | **7%** | **9%** | **6%** | **8%** | **7%** | **9%** | **5%** | **7%** |
| F | **7%** | **10%** | **11%** | **10%** | **13%** | **13%** | **12%** | **9%** | **13%** | **12%** |
| NP | **0%** | **1%** | **1%** | **1%** | **0%** | **0%** | **0%** | **0%** | **1%** | **1%** |
| P | **6%** | **3%** | **3%** | **5%** | **5%** | **3%** | **4%** | **5%** | **5%** | **4%** |
| W | **4%** | **4%** | **10%** | **7%** | **3%** | **7%** | **5%** | **7%** | **8%** | **9%** |
| Totals | **283** | **297** | **262** | **269** | **343** | **431** | **371** | **468** | **510** | **485** |

Grade Distribution for Reedley College and Madera are comparable to college wide distribution levels. However, grade distribution for Madera Center students is slightly higher than those of Reedley College (higher percentage of A’s/B’s). Given the smaller pool of eligible EOPS students in proportion to the higher number of students at Reedley College can explain the cause for better grade distribution at Madera.

**Table 8A – Achievement Indicators by Ethnic Groups and Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| REEDLEY | GPA | Retention | Success |
| African-American/non-Hispanic | **1.85** | **0.86** | **0.55** |
| American Indian/Alaskan Native | **2.52** | **0.96** | **0.79** |
| Asian/Pacific Islander | **2.84** | **0.93** | **0.78** |
| Hispanic | **2.38** | **0.94** | **0.73** |
| White/non-Hispanic | **2.72** | **0.93** | **0.76** |
|  |  |  |  |
| FEMALE | **2.45** | **0.94** | **0.75** |
| MALE | **2.32** | **0.93** | **0.70** |
|  |  |  |  |
| FEMALE |  |  |  |
| African-American/non-Hispanic | **1.89** | **0.84** | **0.53** |
| American Indian/Alaskan Native | **2.70** | **0.95** | **0.79** |
| Asian/Pacific Islander | **2.71** | **0.95** | **0.8** |
| Hispanic | **2.44** | **0.94** | **0.75** |
| White/non-Hispanic | **2.62** | **0.94** | **0.75** |
| MALE |  |  |  |
| African-American/non-Hispanic | **1.79** | **0.9** | **0.59** |
| American Indian/Alaskan Native | **2.12** | **0.97** | **0.81** |
| Asian/Pacific Islander | **3.06** | **0.9** | **0.75** |
| Hispanic | **2.26** | **0.93** | **0.7** |
| White/non-Hispanic | **2.84** | **0.91** | **0.77** |

**Table 8B – Achievement Indicators by Ethnic Groups and Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| MADERA | GPA | `1Retention | Success |
| African-American/non-Hispanic | **2.22** | **0.88** | **0.66** |
| American Indian/Alaskan Native | **2.94** | **0.84** | **0.68** |
| Asian/Pacific Islander | **2.79** | **0.95** | **0.85** |
| Hispanic | **2.49** | **0.94** | **0.76** |
| White/non-Hispanic | **2.53** | **0.92** | **0.71** |
|  |  |  |  |
| FEMALE | **2.53** | **0.94** | **0.77** |
| MALE | **2.39** | **0.92** | **0.7** |
|  |  |  |  |
| FEMALE |  |  |  |
| African-American/non-Hispanic | **2.46** | **0.90** | **0.73** |
| American Indian/Alaskan Native | **3.19** | **0.88** | **0.72** |
| Asian/Pacific Islander | **2.84** | **0.94** | **0.86** |
| Hispanic | **2.52** | **0.94** | **0.77** |
| White/non-Hispanic | **2.53** | **0.94** | **0.73** |
| MALE |  |  |  |
| African-American/non-Hispanic | **1.24** | **0.85** | **0.48** |
| American Indian/Alaskan Native | **2.48** | **0.77** | **0.62** |
| Asian/Pacific Islander | **2.32** | **1.00** | **0.75** |
| Hispanic | **2.39** | **0.93** | **0.72** |
| White/non-Hispanic | **2.56** | **0.88** | **0.65** |

Data Source: Institutional Research Data Matched between SQL EOPS files and ATERMs

At Reedley College, the achievement indicators by ethnicity and gender show that EOPS African-American student GPA, retention, and success rates are significantly lower than Hispanics and all other ethnic groups. Specifically, African-American males and females perform at a lower rate on all performance indicator listed on table 8A. It should be noted that the number of African-Americans participating in the EOPS program are relatively small and may reflect the performance of a few students who may skew the average of the entire ethnic group. EOPS students at the Madera Center achievement indicator are relatively consistent for all ethnic groups with a GPA range from 2.2 for African-Americans and 2.4 for Hispanic students. Female African American students perform well and indicators are consistent for all other ethnic groups. However, male African-American students performance indicators are significantly lower than all other groups. Again, this is a small group of students who may not represent a valid sample as opposed to all other groups.

**3. Demographics (age, gender, ethnicity)**

**Demographic data in the following tables is campus based and site specific for Reedley College and the Madera Center**

**Table 2A - ETHNICITY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| African-American/  Non-Hispanic | **2%** | **2%** | **1%** | **2%** | **2%** | **1%** | **2%** | **1%** | **1%** | **2%** |
| American Indian/Alaskan | **2%** | **1%** | **0%** | **0%** | **1%** | **1%** | **1%** | **0%** | **1%** | **1%** |
| Asian/Pacific Islander | **2%** | **2%** | **2%** | **1%** | **1%** | **0%** | **1%** | **2%** | **2%** | **3%** |
| Hispanic | **82%** | **88%** | **91%** | **91%** | **89%** | **92%** | **90%** | **89%** | **89%** | **86%** |
| Race/Ethnicity Unknown | **5%** | **3%** | **2%** | **2%** | **2%** | **1%** | **1%** | **1%** | **1%** | **1%** |
| White/ non-Hispanic | **8%** | **6%** | **4%** | **4%** | **6%** | **5%** | **5%** | **7%** | **6%** | **7%** |

**Table 2B - ETHNICITY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| African-American/  Non-Hispanic | **2%** | **2%** | **2%** | **3%** | **3%** | **4%** | **5%** | **3%** | **6%** | **5%** |
| American Indian/Alaskan | **5%** | **3%** | **4%** | **0%** | **0%** | **0%** | **1%** | **0%** | **0%** | **0%** |
| Asian/Pacific Islander | **5%** | **2%** | **2%** | **0%** | **1%** | **5%** | **6%** | **3%** | **2%** | **3%** |
| Hispanic | **69%** | **74%** | **74%** | **84%** | **78%** | **76%** | **71%** | **87%** | **83%** | **85%** |
| Race/Ethnicity Unknown | **7%** | **5%** | **5%** | **3%** | **1%** | **0%** | **0%** | **0%** | **1%** | **1%** |
| White/ non-Hispanic | **12%** | **15%** | **14%** | **10%** | **17%** | **15%** | **17%** | **6%** | **8%** | **5%** |

EOPS student enrollment by ethnicity reflects similar enrollment patterns that are consistent with the college wide make-up of the various ethnic groups attending Reedley College and the Madera Center.

**Table 3A - GENDER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| Female | **68%** | **62%** | **62%** | **65%** | **65%** | **65%** | **66%** | **66%** | **68%** | **70%** |
| Male | **32%** | **37%** | **37%** | **34%** | **34%** | **35%** | **33%** | **34%** | **32%** | **29%** |
| Unreported | **0%** | **1%** | **1%** | **1%** | **1%** | **1%** | **1%** | **0%** | **1%** | **0%** |

**Table 3B - GENDER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| Female | **84%** | **71%** | **67%** | **87%** | **78%** | **78%** | **82%** | **71%** | **70%** | **72%** |
| Male | **16%** | **29%** | **33%** | **13%** | **21%** | **19%** | **18%** | **29%** | **29%** | **25%** |
| Unreported | **0%** | **0%** | **0%** | **0%** | **1%** | **3%** | **0%** | **0%** | **1%** | **3%** |

Enrollment by gender indicates female participation numbers in EOPS are much higher than male participation rates. Although regular college enrollment rates are higher for females then male enrollment rates; it is apparent that female enrollment rates in EOPS are significantly higher than those of college enrollment patterns. At the Madera Center the numbers appear to be much higher for females than males. The EOPS program is currently strategizing on how to increase participation rates for male students at both campus sites.

**Table 4A - AGE CATEGORY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| 19 or Less | **36%** | **55%** | **53%** | **59%** | **49%** | **57%** | **41%** | **61%** | **43%** | **61%** |
| 20-24 | **38%** | **26%** | **28%** | **26%** | **28%** | **25%** | **35%** | **25%** | **38%** | **25%** |
| 25-29 | **7%** | **6%** | **7%** | **5%** | **8%** | **7%** | **10%** | **5%** | **8%** | **7%** |
| 30-34 | **7%** | **5%** | **4%** | **3%** | **5%** | **4%** | **6%** | **4%** | **4%** | **3%** |
| 35-39 | **4%** | **3%** | **3%** | **3%** | **5%** | **3%** | **3%** | **2%** | **2%** | **1%** |
| 40-49 | **5%** | **3%** | **3%** | **2%** | **3%** | **2%** | **4%** | **2%** | **4%** | **2%** |
| 50+ | **2%** | **2%** | **2%** | **2%** | **2%** | **1%** | **2%** | **1%** | **1%** | **1%** |
| Not Reported |  |  |  |  |  |  |  |  |  |  |

**Table 4B - AGE CATEGORY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| 19 or Less | **24%** | **42%** | **42%** | **56%** | **39%** | **47%** | **35%** | **50%** | **32%** | **42%** |
| 20-24 | **45%** | **31%** | **32%** | **25%** | **40%** | **29%** | **36%** | **31%** | **44%** | **37%** |
| 25-29 | **10%** | **6%** | **5%** | **8%** | **8%** | **5%** | **8%** | **5%** | **6%** | **5%** |
| 30-34 | **12%** | **6%** | **9%** | **5%** | **4%** | **7%** | **10%** | **6%** | **7%** | **6%** |
| 35-39 | **3%** | **9%** | **7%** | **2%** | **1%** | **3%** | **2%** | **4%** | **7%** | **5%** |
| 40-49 | **5%** | **6%** | **5%** | **3%** | **4%** | **4%** | **6%** | **3%** | **3%** | **4%** |
| 50+ | **0%** | **0%** | **0%** | **2%** | **3%** | **5%** | **4%** | **1%** | **1%** | **1%** |
| Not Reported |  |  |  |  |  |  |  |  |  |  |

EOPS enrollment patterns at Reedley College and Madera Center by age parallel enrollment numbers of all students attending each campus site. However, EOPS participation numbers indicate that the (19 or less) category for students attending Reedley College are notably higher at Reedley College than at the Madera Center. In turn, the (20-24) category is notably higher at the Madera Center as opposed to a lower participation rate at Reedley College. This may be due to the smaller make-up of Madera High School feeder schools as opposed to the large number of high schools in the Reedley College service area that “feed” more HS students to Reedley College. (Anecdotal)

**Table 5A - UNIT LOAD**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| FULL TIME | **98%** | **93%** | **87%** | **90%** | **93%** | **92%** | **92%** | **90%** | **92%** | **93%** |
| PART TIME | **2%** | **7%** | **13%** | **10%** | **7%** | **8%** | **8%** | **10%** | **8%** | **7%** |

**Table 5B - UNIT LOAD**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP | 14FA |
| FULL TIME | **94%** | **94%** | **88%** | **95%** | **93%** | **87%** | **90%** | **91%** | **94%** | **95%** |
| PART TIME | **6%** | **6%** | **12%** | **5%** | **7%** | **13%** | **10%** | **9%** | **6%** | **5%** |

Unit loads for EOPS students are significantly higher than the college average. This is due to the fact that EOPS program eligibility criteria require that students be enrolled full-time (minimum of 12 units). However, regulations allow that 10% of students participating in EOPS can attend part time with no less than 9-units at the Director’s discretion. There are also exceptions to the 9-unit rule for students participating in the Disabled Students Program and Services (DSPS). Thus the number of part-time student participation in EOPS. \*Any term where numbers exceeded the 10% rule was because students dropped below the 9 unit requirement during the semester and had to be served until the completion of the semester.

**4. Additional data (assess program/services to the standards for the area)**

On May 12, 2014, a Focus Study Group discussion was conducted with staff from the EOPS program and the CalWORKs program (CalWORKs staff was included in the focus group given that many CalWORKs students also participate in the EOPS program). Questions for this discussion were created and reviewed by the EOPS Director prior to having the focus group discussion. The discussion was facilitated by an objective faculty member who is not directly associated with either the EOPS and/or the CalWORKs program(s). Please see the following document describing process, focus group questions and recommendations for areas on program improvement.

**Reedley College**

**Program Learning Outcomes Assessment**

**EOPS Focus Study Group Report**

**May 12, 2014**

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program’s continuous quality improvement.

1. Result analysis and action plan: Identify and prioritize improvement plan
2. Timeline: Determine timeline to implement improvement plan and its assessment
3. Communicate: Share Improvement Plan and Timeline with program members
4. Re-assess: Analyze results to determine further actions
5. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Invest in more frequent communication between staff.
2. Support growth of EOPS services at the Madera Center.
3. Support additional training for adjunct.

REEDLEY COLLEGE - EOPS

PROGRAM LEARNING OUTCOMES RESPONSES

May 12, 2014

Outcome: \_\_% of new students receiving EOPS/CARE program services will successfully complete their educational objectives within (6) semesters, as measured by number of certificate, degree and transfers.

1. Describe the EOPS/orientation process. Are there gaps in information or areas for improvement?
   1. We give them a general overview of the program, academic skills, what to expect at a college level, how to set their goals, rules and regulations of the program, how to stay in satisfactory progress, benefits, technology and campus resources. Has student sign a mutual responsibility contract.
   2. Improvements
      1. Student mentors. This year’s group was smaller, had more interaction.
      2. Need to improve services at Madera Center.
      3. Most students in our program are from the high schools and have been fully matriculated.
   3. Have training workshops for students.
   4. Students have access to computers.
   5. Flex day activities has helped. Would like more training for adjunct.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
   1. RTG process changed.
   2. Director wears many hats; however, he is available to answer questions.
   3. Funding was cut.
3. Is the staff equipped to handle these barriers? What improvements may be made?
4. Describe the communication (dialogue) between staff. Areas for improvement?
5. Describe the communication (dialogue) between staff and administration. Areas for improvement?
   1. Greatly improved due to accessibility of Director.
6. Describe the communication (dialogue) between staff and students. Areas for improvement?
   1. Going well. Utilize SARS and e-mail. Students receive reminders of their appointments, which has improved attendance. Students also call in or check-in.
7. Do your students know the PLO? How could you make this known to them?
   1. Students know what their outcomes are as it applies to them. They sign a contract and attend an orientation.
8. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
   1. Gathering student data (Mario G. is working with Michelle J.). Knowing where the gaps are to improve the program.
   2. Due to staff changes feels that it has splintered our communications.
      1. Staff is not located in same area.

**Program Learning Outcomes**

1. **Describe the EOPS/orientation process. Are there gaps in information or areas for improvement? (Focus Group)**

In spring of 2015, students participated in an EOPS orientation. When they completed the orientation, students were asked a series of questions to evaluate the process and to determine if important program information was being learned. Ninety-seven Reedley students and thirty-one Madera students completed the survey. Generally students did very well when answering the questions and provided correct answers. Results were consistent with student surveys conducted in the fall 2014 term (Table I).

Table I: Correct Response Rate Percentages

|  |  |  |  |
| --- | --- | --- | --- |
|  | 14FA | RC  15SP | MC 15SP |
| What does the EOPS acronym stand for? | **97.0** | **96.1** | **97.3** |
| How would you be eligible for your first textbook voucher? | **97.9** | **99.0** | **97.3** |
| How many counseling appointments are needed to stay in satisfactory progress for the semester? | **98.1** | **98.1** | **97.3** |
| What is the minimum number of units required to stay eligible for EOPS services? | **98.6** | **100.0** | **100.0** |
| What is the minimum amount of days in between counseling/ advising sessions? | **93.1** | **98.1** | **100.0** |
| What is the minimum grade point average (GPA) to stay in satisfactory progress for the semester? | **100.0** | **100.0** | **100.0** |
| What is a Student Educational Plan (SEP)? | **95.2** | **86.4** | **97.3** |
| What is priority Registration? | **93.5** | **96.1** | **100.0** |

As can be seen, response rates were consistently over the 95 percentile of all correct responses.

|  |  |  |  |
| --- | --- | --- | --- |
| **Spring 2015 Orientation Quiz Results** | **Reedley** | **Madera** | **Total** |
| 1. Where do you attend classes? |  |  |  |
| Reedley/Madera | 103 | 37 | 140 |
| 2. What does the EOPS acronym stand for? | 96.12% | 97.30% | 96.43% |
| Correct | 99 | 36 | 135 |
| Incorrect | 4 | 1 | 5 |
| 3. How do you become eligible for your first textbook voucher? | 99.03% | 97.30% | 98.57% |
| Correct | 102 | 36 | 138 |
| Incorrect | 1 | 1 | 2 |
| 4. How many counseling appointments are needed to meet EOPS program requirements? | 98.06% | 97.30% | 97.86% |
| Correct | 101 | 36 | 137 |
| Incorrect | 2 | 1 | 3 |
| 5. What is the minimum number of units required to stay eligible for EOPS services? | 100.00% | 100.00% | 100.00% |
| Correct | 103 | 37 | 140 |
| Incorrect | 0 | 0 | 0 |
| 6. What is the minimum number of days students must wait between counseling/advising sessions? | 98.06% | 100.00% | 98.57% |
| Correct | 101 | 37 | 138 |
| Incorrect | 2 | 0 | 2 |
| 7. What is the minimum GPA to stay in satisfactory progress for the semester? | 100.00% | 100.00% | 100.00% |
| Correct | 103 | 37 | 140 |
| Incorrect | 0 | 0 | 0 |
| 8. What is a Student Educational Plan (SEP)? | 86.41% | 97.30% | 89.29% |
| Correct | 89 | 36 | 125 |
| Incorrect | 14 | 1 | 15 |
| 9. What is priority registration? | 96.12% | 100.00% | 97.14% |
| Correct | 99 | 37 | 136 |
| Incorrect | 4 | 0 | 4 |

EOPS program staff feels strongly about students having a good understanding of EOPS/CARE program requirements and emphasize the importance of understanding eligibility requirements in order to experience success while participating in the program. The orientation survey demonstrates students are learning the knowledge that will help them maintain their eligibility status to receive EOPS/CARE services.

1. **What barriers do your students face while being in your program? How are these barriers addressed by staff? (Focus Group)**

A barrier students’ often face is their inability to remain eligible to receive EOPS program services. With that being said, student success workshops were developed as an additional support and resource that could help improve the 40% exit rate of EOPS students from the program. Students in developmental courses in English and math are often those students who most often are exited from the program during their first term. The goal of our workshops is to engage our students and provide them with meaningful information that will help them reach their academic goals. The series of workshops were aimed at first-year program students to address the unique needs of EOPS students to aid in their academic success. Topics included academic success, career exploration, and utilizing the SEP during priority registration. The workshops were designed to bridge the knowledge gap (early on), so students can become familiar with available campus resources. For example, one issue for new students is learning how to access campus technology (e.g.,WebAdvisor, e-mail, online services etc. . .). One workshop (Priority Registration) provided students with an overview of available campus technology, along with live demonstration on how to search and register for courses on WebAdvisor. EOPS staff covered college success factors, the relationship between delayed gratification and hard work and sacrifice to earn a degree in the future. The workshops also included inspirational videos of students who overcame personal barriers and experienced eventual success in life.

The following charts give an overview of our program’s students who were eligible to continue in our program and who were exited for not meeting our programs requirements for the spring 2014 semester. There were 484 EOPS students in the spring 2014 semester. \*However, we have taken out 37 students from the “total program” and “continuing student” numbers who graduated at the end of the semester.

Data Analysis: End of Term (EOT) correlation with Aiming 4 Success Workshop  
Spring 2014 Targeted Students (Fall 13 & Spring 14 new students)

Of 447 students, there were 262 students who were eligible to continue in the program for an overall 59% eligibility rate. Of the 287 continuing students, 174 were eligible to continue for a 61% eligible rate. Of the 160 new students, 89 of them were eligible to continue for a 56% eligible rate.

In order to address the 40% exit rate, we decided to “pilot” some student success workshops to determine if they would help students become more successful and remain in the program. We targeted 334 students and invited them to student success workshops. The following charts are a breakdown of the 334 targeted students who; A) who attended a workshop and B) those who did not attend a workshop.

Out of the 334 targeted students, 167 of them attended our Aiming 4 Success workshop. Of the 167, 119 were eligible to continue in our program for a 71% eligible rate. Of the remaining 167 targeted students who did not attend an Aiming 4 Success workshop, 74 were eligible to continue in our program for a 44% eligible rate.

The results show that a targeted student was more likely to be eligible to continue in our program if they attended our workshop (71%) versus a targeted student who did not attend a workshop (44%). It also shows that the group of targeted students who attended a workshop had a higher eligible rate (71%) than our continuing students (61%) and our program overall (59%)\*.

It should be noted that we did not include the graduating students in our overall program numbers because they are no longer eligible to continue in the program once they earn a degree. However, if they were to be included, the overall program eligible rate would increase to 62% and the continuing students’ eligible rate would increase to 65%. Nevertheless, the targeted group of students who attended a workshop still outperformed these groups with an eligible rate of 71%. EOPS program staff believes that students who do not attend these workshops may already be having trouble in the classroom thus their failure to attend. Program staff is proposing developing a progress monitoring system specifically for EOPS students. The current Early Alert system is optional for instructors and don’t often make referrals for students experiencing difficulty in their courses. An EOPS specific progress monitoring system will be piloted for students in developmental courses and/or small group instruction.

1. **Is the staff equipped to handle these barriers? What improvements may be made? (Focus Group)**

Another barrier that staff has identified for students is their failure to take advantage of their Priority Registration privilege. Student’s progress is often impeded by their inability to build a class schedule that would be conducive to their success while attending college. In many cases, students do not register for each proceeding term and end up on waitlists and in many cases don’t get the classes they need. As previously discussed, EOPS students are generally the most vulnerable and can easily get frustrated and/or discouraged with the college experience. Although is important to acknowledge that many times it is the student’s lack of follow-up that puts them in a precarious position.

As such, EOPS staff felt it was important to conduct Priority Registration/College Success workshops that would help them understand the importance of how priority registration positions them to be successful in the completion of their educational goals in a timely fashion.

The following charts give an overview of our program’s students who were eligible to continue in our program and who were exited for not meeting our programs requirements for the fall 2014 semester.

Data Analysis: End Of Term (EOT) correlation with Priority Registration Workshop  
Fall 2014 New Students

There were 334 students who were eligible to continue in the program for an overall 62% eligible rate. Of the 232 continuing students, 162 were eligible to continue for a 70% eligible rate. Of the 302 new students, 172 of them were eligible to continue for a 57% eligible rate.

The following charts breakdown our 302 new students by those who attended a workshop and those who did not.

Out of the 304 new students, 182 of them attended our Priority Registration workshop. Of the 182, 133 were eligible to continue in our program for a 73% eligible rate. Of the remaining 122 new students who did not attend a Priority Registration workshop, 39 were eligible to continue in our program for a 32% eligible rate. Again, the results show that a new student was more likely to be eligible to continue in our program if they attended our workshop (73%) versus a new student who did not attend a workshop (32%). This group outperformed our continuing students as well who had an eligibility rate of 70%.

Priority Registration Survey Results – Reedley College  
Fall 2014

1. How useful was the information that was presented to you today?

Very Useful – 133 (68%) Useful – 61 (31%) Not useful – 1

1. What information did you find most useful?

How to register – 134 (69%)

Holds information – 16 (8%)

Everything – 11 (6%)

Motivational Video – 6 (3%)

Benefits of priority registration – 6 (3%)

Program reminders – 5 (2%)

Other campus workshops – 5 (2%)

Other responses – 12 (7%)

1. Is there any information that you would like covered in future presentations?

Liked everything/no/no response – 171 (88%)

Other responses – 24 (12%)

1. After attending this presentation, would you consider attending additional college success workshops?

Yes – 187 (96%) No – 5 (2%) Maybe – 2 (1%) No response – 1 (1%)

1. What is the one thing you need to succeed in college that you do not have now?

No response – 43 (22%)

Motivation/dedication/focus/self-discipline – 34 (17%)

More study time/time management – 23 (12%)

Money – 16 (8%)

Better grades/pass classes – 13 (7%)

Have everything – 11 (6%)

More encouragement – 6 (3%)

Not sure – 6 (3%)

Computer/laptop – 6 (3%)

Car – 4 (2%)

Other responses – 33 (17%)

**195 total responses**

Priority Registration Survey Results - Madera  
Fall 2014

1. How useful was the information that was presented to you today?

Very Useful – 25 (72%)

Useful – 10 (28%)

Not useful – 0

1. What information did you find most useful?

How to register – 24 (68%)

Everything – 5 (14%)

Holds information – 2 (6%)

Benefits of priority registration – 1 (3%)

How to search for classes – 1 (3%)

Fill in the blank info – 1 (3%)

How far I have come vs. how far still to go – 1 (3%)

1. Is there any information that you would like covered in future presentations?

Liked everything/no response – 28 (80%)

Transfer & A.A. info – 2 (6%)

Counseling information – 1 (3%)

How to drop a class – 1 (3%)

More motivational videos – 1 (3%)

Tutoring info – 1 (3%)

Step by step handout how to register – 1 (3%)

1. After attending this presentation, would you consider attending additional college success workshops?

Yes – 34 (97%) No – 1 (3%)

1. What is the one thing you need to succeed in college that you do not have now?

No response – 8 (23%)

More time/time management – 7 (20%)

Motivation – 6 (17%)

Have everything – 4 (11%)

Laptop – 2 (6%)

Money – 2 (6%)

Look/ask for help when needed – 2 (6%)

Good grades, car, more time options for appointments, more tutor and one-on-one help – 4 (11%)

* + - 1. **Total responses**

1. **Describe the communication (dialogue) between staff. Areas for improvement?**
2. **Describe the communication (dialogue) between staff and administration. Areas for improvement? (Focus Group)**

EOPS staff expressed their concerns about inconsistent dialogue and communication between the EOPS Director and program staff. Previous to 2014–2015, the Director position was a 50% EOPS assignment, and a 50% Director of Student Success as allowed by the State Chancellors Office. Based on budget cutbacks in 2009, the Chancellors Office felt these cutbacks would affect colleges in their ability to effectively serve their students. EOPS program plans as dictated by the State Chancellors Office have a relief clause with a “waiver” that allowed for a “part-time” Director under circumstances where the number of students would be under 500. Given the cutbacks and the artificial cap of 434 students to be served, the Director role was split into a 50/50 assignment. However, in fall 2014 the waiver to allow for a part-time Director is no longer applicable given the increase in funding and students served. As such, the EOPS Director position is now a 100% assignment. This change has allowed for the Director to focus his time and energy primarily on EOPS program activities and program staff.

1. **Describe the communication (dialogue) between staff and students. Areas for improvement? (Focus Group)**

Students are required to make three counseling appointments per semester, two of which must be with the Counselor and one which may be with the Educational Advisor. This results is a better informed, more confident student who excels academically and develops a healthy student-counselor relationship. Student appointments and communication has become easier to conduct with eSARS, an online scheduling and communication system. Students can now access eSARS directly from our home page and at the front counter of most of the Student Service departments. It allows for making appointment from anywhere and at any time of the day (home-24/7). Appointments are now easier to manage since students receive a reminder the night before their appointment on their phone and at their college email address. Counselors can also send personal communications to an individual student and/or a group of students. Program information on activities and/or workshops is easily communicated to EOPS students which in turn can schedule appointments for these events.

**8. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened? (Focus Group)**

In order to provide meaningful and measurable Program Learning Outcomes (PLO), the EOPS program worked with the Institutional Researcher in developing an assessment model that will track EOPS students from the first entry point in college through 6 semesters to actual certificate and degree completion, or transfer ready status. The researcher created a student cohort of “first-time students” who enrolled in fall 2012. The cohort has tracked students from term to term, year to year (academic), up to program completion for spring 2015. There were 50 students from fall 2012 cohort of 212 students who received a degree, certificate, or became transfer prepared (60+ transferrable units AND GPA >= 2.0 AND Golden Four).   Once spring degrees/certificates are posted, the list will be updated to include those awards.

Outcome: 23.6% of new students receiving EOPS/CARE program services will successfully complete their educational objectives within (6) semesters, as measured by number of certificate, degree and transfers. \*This tracking model will drive the EOPS program in developing the appropriate program learning outcomes by identifying EOPS activities that contribute to student’s success and/or degree/certificate attainment.

C. If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services, in order to ensure equitable access to resources and services regardless of location.

The EOPS program does not offer online counseling services. However, students can schedule counseling appointments online using the ESARS scheduling system that can be accessed on the Reedley College webpage.

D. Provide a short analysis of the process and procedures identified in B above.

In an effort to evaluate program effectiveness and assess for areas of improvement, Student and/or staff questionnaires were developed and validated by the office of Institutional Research (IR). Surveys were administered by EOPS program staff and results were tabulated by IR staff Data from the <ir.scccd.edu> research webpage, and program data developed by the EOPS Program Assistant, the EOPS program was able to develop and assess and measureable outcomes in several areas addressing student success and how to reduce student attrition from the EOPS program. Surveys results indicated that students experience high levels of satisfaction with program services. College Success workshops appear to have a positive effect for students taking advantage of program services that can ultimately lead to their continual participation in the EOPS program. In addition, a tracking model developed will drive EOPS in developing the appropriate program learning outcomes by identifying EOPS activities that may contribute to student success.

E. Analyze how the program’s historical funding patterns have impacted the program.

Funding patterns for the EOPS program have been historically consistent for the past 10 years and are allocated based on the number of students served. However, given the economic downturn in the state of California in 2008-09, EOPS experienced 40% in funding cutbacks in 2009-10 academic fiscal year. This included cutbacks to categorical programs system-wide, and to general XXO funds for all community colleges in the state. Although the number of students served was kept at the recommended cap, financial support for textbook vouchers was reduced by the 40% relative to the cutbacks. Student textbook vouchers went from approximately $500 per semester to approximately $300 per term. Staffing patterns remained the same and were not adversely affected by the cutbacks. As previously noted, in 2013-2014 the EOPS program received a 23.37% increase in its budget allocation. This allowed the program to increase the number of students served. With the increase in funding and in consultation with the State Chancellors Office, approximately 100 additional students were served that year. This included increasing the amount of textbook vouchers and providing students with direct grant aid during the summer school session. .

The 2015-16 State Budget Act restored EOPS to the 2008-09 funding level and the Chancellor’s Office expects to reinstate the allocation funding formula for FY 2016-17. This will reflect the recommendations from the reconvened EOPS allocations task group. With restoration of funds, EOPS programs are receiving funding increases of 35.7% over their prior year’s allocation. In addition to the allocations, the requirements for district contribution and textbook expenditures for each funded EOPS program remain the same. The district contribution requirement and textbook expenditure requirement are unchanged for 2015-16. However, the district contribution requirement is set to increase by 35.7% in 2016-17 in proportion to the increase to EOPS in 2015-16. The textbook expenditure requirement is not expected to increase unless/until the State Budget Act includes augmentations for textbook services. With the restoration of EOPS funds, Reedley College and Madera Centers will appropriately increase the size of their programs by providing educational support services to as many eligible students as its funding and staff resources will allow.

As discussed in section IIA under the Quantitative Analysis; budget reductions in 2009-10 had an impact on the number of students the program could serve. The Chancellors’ Office placed a cap on the number of students the program could serve, along with reducing the amount of monies available for program implementation. Monies for “direct” student support were reduced by several hundred dollars per student. This affected staffing patterns and the quality/quantity of program services the program could provide (e.g., textbook vouchers, student supplies, cash grants, etc...). The EOPS Director position was a 50/50 split between the role of Director and campus-wide Student Success activities. There was only one adjunct counselor assigned to work with EOPS students and appointments in some cases were difficult to schedule. Fortunately through creative scheduling and extended hours after each term, students were afforded the opportunity to fulfill mandated EOPS program requirements.

Currently, with the restoration of funds over the past two fiscal years (2014-15 & 2015-16), EOPS has diligently increased the number of students it serves in correlation with the percentage of the funds restored (Section IIA – Quantitative Analysis). Program services have been fully restored and EOPS is developing new program goals and strategies to assist students with the successful completion of their educational goals. In addition, with the marked increase of students, the EOPS program has added an additional adjunct counselor to its program staff. This allows for ample opportunities for students to meet the minimum three counseling appointment requirement. However, it has been difficult to maintain consistency relative to the individual assigned to fulfill the adjunct counseling assignment. There have been four different individuals who have worked in the counseling position over the past two years. Ideally, EOPS would like students to work with the same individual to allow the counselor to develop rapport with his/her students. In turn, building a counselor-student relationship that is beneficial to both student and counselor, and improving the counselor’s ability to successfully guide the student on a path to success.

Given the Chancellor’s Office reinstatement of the EOPS funding formula in 2016 – 2017, it is well understood that its yearly funding allocation will be based on the number of students served. As previously noted, approximately 80% of students attending Reedley College/Madera Centers are receiving some form of financial assistance. The EOPS program recognizes that there is an abundance of students who meet eligibility requirements to participate in EOPS, but may not be served given the established program “cap”. As we gradually increase the number of students, the cap will adjust accordingly with growth. The EOPS program will in turn need to expand program services to effectively provide services to an increasing number of students. This new challenge includes considering the addition of a new full-time EOPS counselor to meet student demand. The three mandatory counseling appointments dictate the need to provide students’ access to counseling services to ensure compliance with EOPS program requirements. An additional full-time position can alleviate the pressure of having to use adjunct counselors and provide support to the sole “permanent” EOPS counselor.

**Budget Summary**

**(EOPS PROGRAM)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Division Budget**  For the 5th year  **2014-2015** | **Percent of Division 2014-2015** |
| **Salaries** | 405,284 | 350,898 | 343,110 | 392,055 | 394,454 | 397,013 |  |
| **Benefits** | 139,925 | 111,142 | 98,726 | 114,791 | 111,147 | 120,877 |  |
| **Instructional Supplies** |  |  |  |  |  |  |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  |  |  |
| **Non-Instructional Supplies** | 2,975 | 2,244 | 630 | 1,818 | 8,638 | 6,100 |  |
| XX0 |  |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 2,975 | 2,244 | 630 | 1,818 | 8,638 | 6,100 |  |
| **Operating Expenses** | 1,591 | 2,972 | 3,058 | 4,535 | 6,101 | 8,382 |  |
| XX0 | 143 | 97 | 170 |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 1,448 | 2,875 | 2,888 | 4,535 | 6,101 | 8,382 |  |
| **Equipment** | 1,663 | 5,039 |  | 1,741 | 1,772 | 1,228 |  |
| XX0 |  |  |  |  | 1,228 |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 1,663 | 5,039 |  | 1,741 | 544 |  |  |
| **Payment To Students** | 129,762 | 165,691 | 150,026 | 218,039 | 201,494 | 201,495 | 100% |
| XX0 | 9,642 |  |  |  |  |  |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded | 120,120 | 165,691 | 150,026 | 218,039 | 201,494 | 201,495 | 100% |
| Total | 681,200 | 637,986 | 595,550 | 732,979 | 723,606 | 735,095 | 100% |

\*Autonomous Categorical Program with budget oversight by State Chancellors Office.

**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

EOPS program staff meets regularly during bi-weekly scheduled staff meeting to discuss student and/or program needs. Though continuous dialogue, staff communicates with one another when addressing issues and/or problems that may affect student learning and/or program delivery of services. EOPS has representation on campus committees to facilitate integration of services for students. Adjunct counselors maintain daily contact with our permanent EOPS counselor to support ongoing training, and for consistency in practices when serving students. EOPS program staff have planning meetings prior to each fall term, and at the end of the spring semester to discuss areas of concern and/or areas for improvement that need to be made to effectively serve students. Program staff has participated in staff development activities focusing on student learning. This includes attending conferences that promote student success and learning.

B. Include the hyperlink for the program to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

[EOPS GELO Mapping](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025014_1)

[Assessment Reports and Assessment Tools – EOPS SLO #1](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025012_1)

[Assessment Reports and Assessment Tools – EOPS SLO #2](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025012_1)

[Assessment Reports and Assessment Tools – EOPS SLO #3](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025012_1)

[Assessment Reports and Assessment Tools – EOPS SLO #4](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025012_1)

[Assessment Reports and Assessment Tools – EOPS SLO #5](https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1025012_1)

C. Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Non-instruction Program SLO Assessment Report Forms for your program in appendix B.

EOPS College Success workshops data demonstrated that the student exit rate from the program is lower than non-participants. We found that the workshops engage our students by providing them with meaningful information that will help them reach their academic goals. Staff learned that the students participating in the orientation were retaining necessary and essential information to remain eligible for EOPS program services. Students were able to identify program criteria and requirements to participate and maintain eligibility for EOPS services. Students correctly responded to program questions relative to maintaining program eligibility. Data also indicated that as more students meet their counseling appointment obligation, they have a higher probability of achieving a GPA above 2.0 along with a higher completion rate for 12 units when comparing both terms. It was determined that the EOPS program needs to continue in developing its tracking model with clearly defined parameters that can accurately monitor and track student progress up to actual program completion. It is critical that cohorts be developed identifying their educational goals, including entry points for each distinct co-hort. EOPS students, who were placed on academic probation and were provided opportunities for intervention, did not take advantage of supplemental services provided. Students were given the opportunity to participate interventions that included; tutorial, study skill workshops, and intrusive counseling sessions to no avail. The majority of these students were exited from the EOPS program for unsatisfactory progress. The EOPS program provides the following services; extensive and intrusive counseling services, financial assistance for books, priority registration, academic probation counseling, study skills workshops and/or activities designed for student success. An issue that needs to be addressed is how to determine if and what services and/or activities contributed to the students’ success. This assessment process needs to add a student survey that can measure a student’s perceptions relative to what specific EOPS services or learned behaviors they feel contributed to their success.

D. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (eg. staff development/training, equipment, technology, etc.)? Be sure to include these in your goals.

* In order to effectively monitor student’s progress toward certificate/degree completion and/or transfer preparation, EOPS needs to work closely with the institutional researcher in providing data to track student cohorts.
* Develop process/technology for identifying students in developmental courses to direct to college success workshops and/or tutorial services (early intervention)
* ~~Consider methods to “sound proof” counseling cubicles for confidentiality~~
* Staff training on strategies for student success
* ~~TV Monitor to promote EOPS program activities~~
* Implement faculty progress monitoring system
* Develop tracking model for transfer students
* Conduct “exit” surveys to learn about student success measures as perceived by students (EOPS services)
* Upgrade computer equipment and technology

|  |  |
| --- | --- |
| Assessment Tool |  |
| "Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc. |  |
| Self-assessments | X |
| Internal/External Data | X |
| Other |  |
| No Assessment Report |  |

|  |  |
| --- | --- |
| Action Plan |  |
| Results are positive--no changes |  |
| Conduct further assessment | X |
| Use new or revised resources or services | X |
| Develop new methods of evaluating student learning | X |
| Plan purchase of new equipment or supplies | X |
| Make changes in staffing plan |  |
| Engage in professional development | X |
| Unable to determine |  |
| Other |  |
| No Action Plan |  |

**IV. Qualitative Analysis**

Please note that these data should be integrated with the qualitative analysis, and Program Learning Outcome assessment to help support your Summary Statements and Goals. Reference all campus sites, where appropriate.

**A.** Describe future trends or current best practices unique to your area that is likely to influence your program. How will students be affected by these trends?

**Political** (local ordinances, state or federal legislation, Title 5, Ed Code)

In collaboration with the State Chancellors Office, the CCCEOPS Association has been a strong lobby at the state level advocating for the continual support of EOPS/CARE program services. The association was actively engaged in a state-wide campaign to restore EOPS funding to 2008-09 levels. Members of the Association conducted letter writing campaigns to their state legislatures, made telephone calls, and made presentations during state budget hearing to advocate on behalf of EOPS programs statewide. As such, EOPS was the only “categorical” program in 2015-16 that received a funding increase (restoration) for EOPS/CARE program services. A future issue that may affect an EOPS program service is the “sunset” of priority registration in 2017-18 as written in Title 5. This is an important component that supports students in the timely completion of their educational goals. The State Chancellors Office and the CCCEOPS Association is currently developing plans in preparation for advocacy efforts at the state level in order to maintain priority registration for EOPS students. (Senate Bill 906 (Beall) Public Postsecondary Education: Priority Enrollment -This bill removes the sunset date for the three categories of students (EOPS, DSPS, and foster youth).

**Economic** (Labor Market Data, District Fact Book, Advisory Committees)

The State Chancellors Office has surmised that as the economy continues to flourish (relatively speaking), funding for EOPS will remain constant and programs will be allowed to grow to serve more students. The EOPS program currently does not project any growth beyond the number of students that can effectively be served with current funding, staffing, and resources. Student numbers may increase slightly but only if resources are adequate to provide equitable services that can contribute to student’s success.

**Sociological** (migrant population, single parents, aging population trends)

The current trend is an increase in non-resident “dreamers” that are seeking EOPS support services. Although EOPS state regulations allow for “dreamers” to receive state funds in support of their educational goals, they cannot displace an eligible legal resident in the program. All other eligible students are given first priority for entry into the program. It will continue to be a challenge in serving this emerging student population given regulations that do allow participation, but only when space becomes available.

**Technological** (access, security, ethics)

The purchase of computer equipment with EOPS program funds has typically been a “non-allowable” expense. EOPS program guidelines require special written approval from the State Chancellors Office before such purchases are made. When the state budget cutbacks occurred in 2009-10, an “Administrative Relief” memo was issued by the Chancellors office providing a “blanket waiver” through 2015-16.  The blanket waiver declared that college EOPS programs are not required to obtain prior written approval from the Chancellor’s Office to use 2015-16 EOPS funds for computer-related equipment and furniture and for the travel costs of non-EOPS staff to participate in EOPS functions. However, the “blanket waiver” clause is scheduled to elapse in 2016-17 and computer equipment will no longer be an allowable line-item expense. Given this fact, the EOPS program will need to submit budget request proposals for future computer technology needs. This includes replacing the current office computers in 2017 – 2018 (after five-year “use” cycle).

The EOPS program is currently examining the possibly and benefits of going electronic with student files. Reedley College has recently move to scanning and imaging documents into Hylands OnBase, a digital document system that will allow access to EOPS student files within the SCCCD network. The system will have security features that will only allow authorized EOPS staff to view student information. This will eliminate the need for hard copy files and bulky cabinets that currently store student files.

**Educational** (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

The EOPS program will continue to work with local feeder high schools in recruiting new graduating students into the EOPS program. The new RTG process no longer allows EOPS staff to be on-site during the “Advising” sessions at the local feeder high schools. During the “advising” sessions, students do not officially register so program eligibility cannot be determined during this process. The EOPS program has developed a new process to do “on-site” recruitment. The EOPS Educational Advisor conducts a specialized Sequel query to determine who is eligible prior to making an on-site campus visit (enrolled in 12 units & BOGW A/B). Students identified meet with the Ed Advisor at each high school campus to complete an inquiry form and get instructions on how to sign-up for an EOPS orientation during the summer.

**B**. Describe how your program provides equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

California Title 5 Ed Code mandates that EOPS programs provide comprehensive support services to students who have historically been underrepresented in institutions of higher learning. An EOPS program objective is to close achievement gaps in access students who are may be affected by language, social, and/or economic backgrounds. The EOPS program actively conducts outreach activities at our local feeder high schools and focus on low-income students identified as eligible for a Board of Governors Fee Waiver (BOGW). Students receive intrusive counseling services that include advising for appropriate course placement based on assessment results for English and math. Students are enrolled in appropriate courses including basic skills courses that will help them set a foundation for future success in proceeding courses. EOPS students are provided educational plans (SEP) that help students map their paths to certificate and/or degree completion, along with transfer preparation to four-year universities. The Reedley College Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students.  Goals and activities were developed to address disparities in student outcomes for all students at Reedley College which include EOPS students.

**C.** As applicable, describe the ways in which your program assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Describe how your program evaluates these services to ensure their effectiveness.

The EOPS program is mandated by Title 5 Ed Code to have documentation protocols in place for implementation of program services. Student files are maintained that document all student contacts including appropriate documentation establishing program eligibility. This includes copies of; EOPS application, eligibility certification form, Mutual Responsibility Contract, Contact sheets and the required Student Education Plan (SEP) Files are kept in locked security cabinets that can only be accessed by EOPS program staff. In addition, student information is entered in to a special EOPS screen on the Colleague Datatel system for MIS reporting to the State Chancellors Office. This includes yearly audits by the state to ensure compliance with EOPS program guidelines and regulations.

**V. Summary Statement**

B. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of program learning outcomes.

The EOPS program will continue to evaluate student learning outcomes by monitoring student progress for certificate/degree completion and transfer preparation. It was determined that the EOPS program needs to continue in developing its tracking model with clearly defined parameters that can accurately monitor and track student progress up to actual program completion. It is critical that cohorts be developed identifying their educational goals, including entry points for each distinct co-hort. Marks Analysis data indicates that the average group GPA for EOPS students is generally higher than all other students at Reedley College and Madera Center. Given this data, we would like to assess if there is a direct correlation between higher student GPA’s and actual program completion.

EOPS College Success workshops data demonstrated that the exit rate for students who participated in “success” workshops is lower than non-workshop participants. ~~Students in developmental courses in English and math are often those students who most often are exited from the program during their first term.~~ We found that the workshops engage our students by providing them with meaningful information that will help them reach their academic goals. Staff learned that the students participating in the orientation were retaining necessary and essential information to remain eligible for EOPS program services. Students were able to identify program criteria and requirements to participate and maintain eligibility for EOPS services. Students correctly responded to program questions relative to maintaining program eligibility. Data also indicated that as more students meet their counseling appointment obligation, they have a higher probability of achieving a GPA above 2.0 along with a higher completion rate of 12 units. ~~when comparing both terms~~. EOPS students, who were below a 2.0 and ~~placed~~ on academic probation, ~~and~~ were provided opportunities for intervention but did not take advantage of the supplemental services provided. They were given the opportunity to participate in interventions that included; tutorial, study skill workshops, and intrusive counseling sessions to no avail. In additional, students in developmental courses for math and English were students most often exited from the program during their first term. As such, EOPS will work towards developing a process that identifies first-year students in developmental courses to provide early intervention. This would include directing students to participate in college success workshops and/or utilize tutorial service as needed.

The majority of ~~these~~ students ~~were~~ exited from the EOPS program is due to making unsatisfactory progress. EOPS program staff believes there is a need to implement a progress monitoring system that will help program staff identify students having difficulty in their courses. The current college early alert progress monitoring system is optional for instructors to utilize and generally referrals are quite low. The proposed progress monitoring system will consist of providing each EOPS student with an “Academic Progress Report” form that will be completed by their instructor(s) during their scheduled “office hours**”.**  Students will work with adjunct instructors in scheduling a meeting outside of the classroom that will work for both parties.  This effort will avoid additional work for faculty and minimize disruption during classroom instruction. We trust faculty will welcome the opportunity to meet with students during their office hours to discuss their progress in the classroom. The EOPS program provides the following services; extensive and intrusive counseling services, financial assistance for books, priority registration, academic probation counseling, study skills workshops and/or activities designed for student success. An issue that needs to be addressed is how to determine if and what services and/or activities contributed to the students’ success. This assessment process needs to add a student survey that can measure a student’s perceptions relative to what specific EOPS services or learned behaviors they feel contributed to their success. In conclusion, as previously shared, the majority of EOPS counseling sessions involve counselors developing student education plans (SEP) and providing students with academic, career/transfer, and personal counseling. However, counselors on many occasions deal with students in crisis and/or may discuss personal issues that require privacy. The proximity of “open air” counselor office cubicles to the EOPS office staging area raises the issue of confidentiality when counselors work with students. As the program grows in the number of students it serves, we will need to examine if the offices can be “sound-proofed” in some fashion or another.

C. Based on the conclusions above, complete the tables below. Use these goals to inform annual budget worksheets. Add rows as needed.

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Program Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| **~~Develop an EOPS progress monitoring system~~** Develop a student tracking model to track EOPS program completers (Certificate, degrees and students who transfer to four-year universities). | ~~31~~  40, 41 | 1 | No Cost | 2016-17 | 1.1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Program Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resource | Proposed timeline | SP Goal Link |
| **~~Continue to develop student completion tracking model~~.** Develop a student progress monitoring system utilizing a course Academic Progress Report. | ~~36~~  33, 34, 35 | 1 | No Costs | 2016 - 2019 | 1.1, 1.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. ~~Technology Goal~~ Program Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| **Develop ~~technology/~~process for identifying students in developmental courses to provide early intervention (success workshops/tutorial)** | ~~29~~  36, 37, 38, 39 | 1 | N/A  Work with IT at SCCCD to develop Sequel query | 2017 -18 | 1.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| **Survey EOPS degree completers to determine successful student behaviors/traits/strategies** | 20, 21 | 2 | No cost | 2018-19 | 1.1, 1.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Technology/General Supply Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| Replace office computers after completion of five-year “use” cycle.  **General supplies: Folders for student files: color coded files used for student files. Color coded Tabs for student files used to organize required documentation that is stored in student files. Pens, colored paper, manila folders, printer toner, calendars, highlighters, permanent markers, sheet protectors, scotch tape, post-its, cork boards, banker boxes** | 48, 49 |  | $12,500 | 2018 - 2019 | 1.1, 1.4 |
| 1. Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| **Sound proof counseling cubicles for student confidentiality (Reedley/Madera)** | 7, 8 | 3 | Undetermined | 2020-21 | 2.2 |
| 1. Staffing Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| 1. Hire a full-time Counselor EOPS Counselor | 17, 18, 19 | 3 | $54,029 - $83,180 based on education and experience | 2020-21 | 1.1, 1.4,2.2 |
| 1. Staff Development for College Success Workshop training | 32, 33, 34 | 2 | $2,000 | 2017 - 18 | 1.4 |

\* As supported by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

Note: Summary Statements are needed for each campus, if applicable.

### Program Learning Outcome Assessment Timeline

Complete the following chart indicating which year program outcomes will be completed. Each outcome must be assessed at least once during this timeframe. The program may conduct as many assessments of a single outcome as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Program outcome to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2016-17 | ~~Improve program retention rates by implementing progress monitoring system~~  Develop/expand a student tracking model to track EOPS program completers (Certificate, degrees and students who transfer to four-year universities) | Mario Gonzales |
| Year 1/2  2016-18 | ~~Identification sequel query for students enrolled in developmental courses – assess for success rates after intervention~~  Develop a student progress monitoring system utilizing a course Academic Progress Report. | Christina Cazares |
| Year 2 & 3  2017-18 | ~~Identification sequel query for students enrolled in developmental courses – assess for success rates after intervention~~  Develop technology/process for identifying students in developmental courses to provide early intervention (success workshops/tutorial) | Mario Gonzales |
| Year 4  2018 - 2019 | Evaluate/assess student tracking model for degree/program completers and transfer ready numbers | Ruby Duran |
| Year 5  2020 - 2021 | Survey EOPS degree completers to determine successful student behaviors/traits/strategies | Christina Cazares |

Appendix A

\*Please attach the SLO reports from Blackboard.