

Ohlone College Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* EOPS
- *Academic year:* 2015/2016
- *Review Type:* Student Services Program Review
- *Program/Departments:* EOPS (64300)
- *Authority Code:* 82-Director, EOPS, CARE, Calworks
- *External Regulations:* Yes X No

The California Education Code, Article 8, Section 69640 states:

It is the intent of the Legislature that the California community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit there from regardless of economic, social, and educational status. It is the intent and purpose of the Legislature in establishing the Community College Extended Opportunity Programs and Services (EOPS) to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals, including, but not limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions.

- *Provide a brief narrative that describes the services provided.*

The EOPS program assists students who experience economic, linguistic and educational challenges to succeed in higher education and successfully prepare for careers. EOPS received a state allocation of over \$400K in the 2015-2016 academic year. This is a partial restoration of the 40% cut in the 2008-2009 academic year. EOPS students are BOG Fee Waiver eligible students who have remedial education or basic educational skills needs and/or meet other educationally disadvantaged criteria. EOPS Programs are required to provide services that are considered to be "over-and-above, and in addition to" wherever EOPS and/or district contribution funds are utilized. "Over and above" services are those program services that are provided to EOPS students in a manner that is "over-and-above" in quality and/or quantity. EOPS also provides additional support services to single parents receiving public assistance through the CARE program.

- **College Mission**

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- *Program Relation to College Mission.*

- Support Services

- *State your program Mission/Purpose.*

The EOPS program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services.

- *Briefly describe program accomplishments.*

Choose Your Destiny: This workshop is taught by Steven Kiefel, who worked for over 18 years at NASA. He helps students to use key ingredients to achieve their desired happiness and success.

African American Student Focus Groups: The goal was to increase the number of African American students into the EOPS program. There were eleven participants.

Advisory Committee. Currently there are eight members from various agencies, school districts and college personnel who have been instrumental in developing a one-page EOPS Facts Sheet which was used to gather donations and publicity in the community.

Summer Bridge. A three week summer enrichment program with a Math Bootcamp and College Knowledge components. Faculty taught courses and a workshop was facilitated by an EOPS staff member. Fourteen students were recruited, eight completed and five students are now in EOPS.

The EOPS Journey Yearbook. Publication featuring EOPS students dressed in a graduation gown and draped with an EOPS stole, to inspire students to continue their educational journey.

- **Student/Program Achievement**

- *List area-specific outcomes.*
75% of all EOPS students will make all required counselor appointments (3 per semester).
- *Identify internal and/or external benchmarks and regulations.*

- All counselor appointments will be recorded in Sars-Grid
- Students will be offered incentives to complete contacts
- Monthly reports will be run to assess the status of completed appointments
- Students who are not making progress toward appointments, will be contacted

- *Enter assessment results for area-specific outcomes and analyze trends.*
Over the last six years, EOPS students have made great strides in utilizing campus services.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change
Students Accessing Services	203	199	192	193	193	205	-9.4%
Percent Students Accessing Services	1.7%	1.7%	1.8%	1.9%	1.9%	1.9%	11.4%

- Persistence rates (Fall to Spring) average over 80%

College			EOPS		
Enrolled	Persisted	%	Enrolled	Persisted	%
9,188	5,976	65.0%	203	163	80.3%
8,797	6,051	68.8%	199	175	87.9%
8,391	6,052	72.1%	192	153	79.7%
8,452	6,016	71.2%	193	162	83.9%
8,080	5,744	71.1%	193	171	88.6%
8,684	6,245	71.9%	205	177	86.3%

- Persistence rates (Fall to Fall) only average over 50%, so completing all counseling appointments may have an impact.

Fall 2009 to Fall 2010	9,188	4,373	47.6%	203	121	59.6%
Fall 2010 to Fall 2011	8,797	4,348	49.4%	199	119	59.8%
Fall 2011 to Fall 2012	8,391	4,290	51.1%	192	104	54.2%
Fall 2012 to Fall 2013	8,452	4,113	48.7%	193	107	55.4%
Fall 2013 to Fall 2014	8,080	4,271	52.9%	193	122	63.2%
Fall 2014 to Fall 2015	8,684	4,477	51.6%	205	120	58.5%

- *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*
 - Currently the EOPS budget uses over 65% of its allocation for salaries and benefits
 - The remaining 35% is used for direct services to students such as: book grants, supplies, workshop facilitation, awards ceremony, spring grants, scholarships, one-on-one tutors, etc.

- *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

EOPS is fully staffed, with the following positions:

1. One Director
 2. One EOPS/CARE Coordinator
 3. One Counselor
 4. One Student Services Assistant
 5. One Student Worker
- *Additional Program Table Files.*
 - *Future Actions*
Current levels of achievement indicators maintained.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase the number of African American EOPS students by 10% in Fall 2016.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Over the past few years, this population has had some fluctuations: o F09; 37 o F10; 38 o F11; 29 o F12; 39 o F13; 33 o F14; 21 The Equity Plan has charged the college to provide additional and equitable support for this population.

Program PIO will address the following:

- Persistence
- Success Rates
- Equity/Disproportionate Representation
- Service Impacts

How will you assess the effectiveness of your PIO:

Reports will be compiled to assess the increase or decrease of target population, through the use of Sars-Grid, Colleague and the Institutional Researcher. If numbers are still low, program and outreach efforts will be reevaluated.

PIO Action Plan:

How will you accomplish this?

1. While EOPS applicants are taken on a first-come, first-served basis, African American students will be given priority in the application/screening process.
2. Obtain an updated list of African American students who are BOGW-eligible. These students will be

informed of their eligibility for the EOPS program. 3. Collaborate with the college recruiter to visit high schools, adult schools, social service agencies and churches. 4. Obtain referrals from the EOPS Advisory Committee from their areas of expertise and interest.

What is your timeline?

1. The BOGW list will be available Fall 2015. 2. Emails will go out during all semesters, since EOPS has rolling admissions.

Who is going to do this?

?The EOPS Director will coordinate this with the EOPS staff.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Outreach from EOPS Staff
- Resource: Data from Research and Planning Office
Description: More data about African American Students, who are BOG eligible

Attached Files: