



Extended Opportunities Programs and Services (EOPS) and  
Cooperative Agencies Resources for Education (CARE)  
Student Services  
Program Review Reflection  
2014-2015

**1. Overview: Assess program, services and division during the 2014-2015 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.**

EOPS/CARE 2014-2015 Accomplishments/Activities Summary

- In collaboration with the FHDA Foundation, EOPS sought and received outside funding for EOPS students. EOPS was selected by the FHDA Foundation as a program to focus equity-focused projects and funding. The program received one donation from the Pinto Family Trust for \$10,000. EOPS also received a \$13,000 grant for book rentals from the De Anza Associated Student Body (DASB).
- EOPS and CARE held a Graduation/Transfer/Certificate celebration in June 2015. One hundred and fifty (150) EOPS students Transferred to 4 year universities, One hundred and thirty-eight (138) students Graduated with Associate's Degrees and 24 EOPS students were awarded scholarships.
- EOPS Orientation presented to 510 students
- EOPS/CARE Advisory Committee meetings were held on May 6 and June 17, 2015.

Committee Participation by EOPS staff:

- Student Services Council, Student Services Planning and Budget Team, Equity Advisory Council, Financial Aid Extension and Review Committees, Title III Steering Committee, FHDA District Benefits Committee, EOPS/CARE Region 4 Consortium, Hiring Committees, Staff Revitalization Committee, Scholarship Committee, Development and Readiness Education Taskforce

Conference and training attendance by EOPS and CARE staff:

- Annual CCCEOPSA fall conference
- Ensuring Transfer Success

- Classified Staff Employee retreat
- EOPS Training Sessions by Chancellor's Office
- Partners in Learning (De Anza College)
- 2015 NASPA Mental Health Conference

Conference and workshop attendance by EOPS students:

- Annual NCORE conference
- UC Davis Pre-Health Pre- Medical Majors Conference
- De Anza College Linkages Institute

Volunteer activities by EOPS students:

- De Anza College Linkages Institute
- De Anza College Student Conferences:
- African American, Latino, and Asian/Pacific Islanders
- Partners in Learning
- De Anza College New Student and Parent Open House

Workshops provided to EOPS and CARE students:

- 2 UC Personal Statement Review
- CSU Application Workshop
- Financial Aid and Scholarship Workshop

**2. Describe how SSSP core services or DSPS, EOPS, CalWORKs program plans were met. Include evidence that illustrate how the core services were met.**

A. Assessment

Beginning in Fall 2014 potential EOPS Students **are required** complete the general campus New Student Orientation provided by the Counseling and Student Success Division as a part of the EOPS/CARE intake process. A student application will not be processed if the student has not completed the campus new student orientation.

B. Orientation

EOPS did not offer any general orientation services to EOPS students. The EOPS program provided the EOPS program specific orientation to 430 new program participants during the 2014-15 academic year.

C. Educational Planning, Counseling and advising

1. The EOPS program served 771 students during the 2014-15 academic year.

2. EOPS Counselors and Academic advisors developed abbreviated educational plans during individual Counseling appointments. During the 2014-15 year, EOPS clarified the difference between the Student Success Support Program (SSSP) and EOPS/CARE mandated requirements. TO ensure that EOPS was providing state-mandated over and above services, a SSSP Abbreviated Academic Plan was defined as one or more quarters in Degree Works (DW) An abbreviated EOPS/CARE educational plan covers three terms and primarily consists of general education courses.
3. EOPS Counselors and Academic Advisors develop comprehensive educational plans during individual counseling appointments. A comprehensive EOPS Academic plan covers a minimum of two academic years and consists of general education and major courses leading to a two-year degree and/or meeting the requirements to transfer to a four-year university. All Ed plans drafted by Academic Advisors must be approved and signed by a certificated EOPS Counselor.
4. Every EOPS/CARE student is required to have a comprehensive academic plan. A SSSP Abbreviated Academic Plan was defined as one or more quarters in Degree Works (DW). An EOPS/CARE Abbreviated Academic Plan was defined as a three quarter educational plan (drafted on paper). The SSSP Comprehensive Academic Plan was defined as least three quarters in DW. EOPS/CARE Comprehensive Academic Plan was identified as MAP (Multi-year Academic Plan) and included at minimum a two-year plan. Also, the MAP is EOPS/CARE paper plan, while Degree Works was the electronic version of the academic plan. The EOPS Counseling/Advising staff developed a system to identify that students had both a MAP and DW academic plan and insured that all EOPS comprehensive plans were entered into DegreeWorks.

#### D. Follow-Up for At-Risk Students

1. Sixty-one (61) EOPS students were referred for at-risk student follow up during the 2014-2015 academic year.
2. This number represents approximately 11 to 12 % of EOPS students who received follow up services in 2014-15.
3. Probation follow up services are required for all EOPS students who fail to make satisfactory academic progress (successfully completing at least 75% of enrolled units with a 2.0 GPA or better). These services include regular meetings with an EOPS counselor to discuss strategies for academic success, academic progress reporting, referrals to tutoring, health services, psychological counseling and other resources on campus.

#### **3. Describe how Student Equity goals were met. Include evidence that illustrate how goals were met.**

EOPS strives to narrow the equity gap between De Anza's identified target populations (African American, Filipino and Latino/a students) non-target students. In the 2014-2015 Academic year, the success rates for the students

from the targeted populations who were enrolled the EOPS program had success rates that were an average of 4.6 percent higher than those same populations who were not enrolled in EOPS. This is taking into account that the Filipino students who were enrolled in EOPS had success rates that were 2% lower than the campus average. The following table provides the comparative statistical success data for the targeted populations enrolled in EOPS and the General campus.

	Success		Non-Success		Withdrew	
	EOPS	ALL COL	EOPS	ALL COL	EOPS	ALL COL
Af. American	72%	63%	18%	22%	10%	15%
Filipino	72%	75%	15%	14%	13%	11%
Latino/a	71%	67%	18%	20%	11%	13%

**4. Enrollment Management (if applicable): Analysis of course offerings and what is needed for 2015-2016 course offerings.**

Not Applicable

**5. Resource requests based on previous Program Reviews and/or Annual Program Review Updates.**

On the 2013-2014 Comprehensive Program Review, it was noted that the EOPS Program could benefit from having an additional full-time counseling position to serve students in the program. Now that the budget has been stabilized, it is our hope that we can have a full-time, general fund counselor to provide Title 5 mandated services.

**6. Other Relevant Information:**

Not Applicable