

STUDENT SERVICES PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE)

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In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

- I. **Description and mission of the program.** Provide a brief description of the program, including any services provided and the program’s mission.

Program Mission:

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at De Anza College are committed to assisting EOPS/CARE students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic, and economic challenges. The EOPS/CARE staff is dedicated to working as partners with EOPS/CARE students to ensure their college experience at De Anza will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.

Program Description:

The EOPS/CARE program is a California State funded categorical program whose main purpose is to provide support services to academically and economically disadvantaged students in an effort to increase the retention, graduation and transfer rates of eligible program participants.

- II. **Retention and growth.**

- A. How has the program responded to the institutional goal of increased access, growth and retention?

One of the major purposes of the EOPS/CARE program is to provide access to students who typically do not have the financial resources or academic preparation to attend or succeed in college. All of the program’s services and activities are targeted to increase student retention and success. Services include academic advising, financial assistance (book vouchers, bus passes, grants, meal vouchers), career planning, priority registration and transfer assistance. EOPS provides support to eligible participants from the very first contact, through the matriculation process until the students complete their educational goal(s) at De Anza. Where EOPS is most effective is in supporting the college’s retention efforts, which has a significant impact on growth.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

The EOPS program staff members have made extensive efforts to reach out to diverse communities via community outreach. As a result, EOPS has a higher percentage of Latino (16.5%) and African American (9%) students than in the general De Anza campus population (13% and 3%, respectively). EOPS also serves a fairly large number of students with disabilities (--) The individualized, “above and beyond” philosophy of the EOPS program is extremely effective in facilitating the success of diverse student populations that have traditionally been underserved in higher education settings.

One of the more recent efforts to address the needs of targeted populations was the development of an action research pilot project geared primarily for Latino/a students. This project enabled the EOPS program faculty and staff to conduct follow-up efforts to assess the obstacles Latino student face and to better understand which retention efforts were successful in supporting retention and in assisting these students in overcoming barriers to achieve their educational goals.

- III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

In EOPS, addressing the student equity gap is a fundamental part of the program’s mission and purpose. The specific equity goals that EOPS has worked towards achieving include increasing the success, graduation and transfer rates of low income, first generation, and under-prepared students. Unfortunately, a large percentage of students that fall into those categories are students of color. By providing students with appropriate referrals (Health Services, DSS, etc), access to information, services and financial resources necessary to succeed in college, as well as utilizing extensive progress monitoring methods (such as intake processing, schedule check and quarterly updates), EOPS has been extremely successful in narrowing the equity gap for students enrolled in the program.

- IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The EOPS Program has always been on the forefront of De Anza’s efforts to provide individualized attention to student success, outreach activities and opportunities for faculty and staff to improve cultural competence through program activities and services. Some of those activities include:

- Visits to local high schools, community events, and on campus events (outreach, community collaborations)
- In conjunction with the office of diversity, offered cultural competence student and staff workshops (cultural competence)
- Developed a mission, vision, values and program outcomes with specific goals for facilitating the success of EOPS students (Individualized Attention to Student Success)
- Targeted cohort retention methods and strategies to address needs of EOPS eligible students (Individualized Attention to Student Success)

- A strong counseling and advising component that utilizes intrusive and comprehensive counseling methods in providing advising and personal counseling services to EOPS students (Individualized Attention to Student Success)

V. Budget limitations. (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

- Currently EOPS and CARE have 2 full-time Counselors (one unfilled as of 2/27/09), 1 half-time counselor, 2 part-time counselors, and 1.5 Academic Advisors.
- The program is serving 971 students as of 2/2/09 and will serve a minimum of 1007 students in the 2008-2009 Academic Year.
- EOPS is no longer accepting applications for new program students during fall quarter 2008 and will remain closed for the remainder of the 08-09 school year. New student applications are considered only for the CARE program, as EOPS transfers and on a referral basis.
- Several cost-cutting measures were adopted by EOPS in anticipation of funding cuts to the State budget. Funding reductions at the campus level will make these reductions permanent and will continue to affect the ability of EOPS and CARE students to attend De Anza College. The following is a list that details the program's efforts to reduce costs:
 - Book vouchers were reduced in Winter and Spring quarters from \$200 to \$150
 - Affects approximately 700 students per quarter
 - The EOPS Bus Pass service was suspended until further notice
 - Affects approximately 30 students per month
 - Reduction in EOPS Grants from \$61,400 to \$59,600 (a reduction instead of increase)
 - Affects 6 students per academic year
 - Reduction in Student Employees from 4 in 2007-08 to 3 in 2008-09
 - Less peer advising time available to EOPS and CARE students
 - EOPS Planners have been an effective tool for EOPS students and will not be purchased for 2009-2010.

The brunt of any funding reductions made by the college will be felt first and foremost by EOPS eligible students. The reduction in services, including reduced book vouchers and bus passes, chips away at the ability of these students to attend De Anza College. EOPS students are very low-income and have educational disadvantages and many EOPS students are non-traditional students. Many are returning to school after a long absence, have not had a positive experiences pursuing education at the high school or college levels and need the “above and beyond” support provided by EOPS.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Technology

Two part-time EOPS Counselors are using computers that are old and outdated. The computers either need to be updated with memory and software, or ideally, replaced with new computers.

There are two computers in the main offices in EOPS that are currently utilized to complete program tasks by student employees. These computers are refurbished and do not have updated software. The staff tries to make one of these computers available to program students to complete quick homework tasks and to add or drop classes during registration and the first week of classes. Unfortunately, this computer is not always available for use and students are sent to the De Anza College computer lab or

elsewhere on campus. Additional computers in the main office would create a “mini” computer lab for EOPS students.

Staffing

EOPS students are required by State EOPS mandates to complete two Counseling/Academic Advising contacts per quarter. EOPS will serve a minimum of 1007 students in 2008-2009 which translates into approximately 2,000 contacts needed per quarter. With a combined total of 2.5 FTE Counselors and 1.5 FTE Academic Advisors, many of the program students will not meet EOPS contact criteria. In order to fully meet state Title 5 mandates, the counseling component would actually need to consist of 4.5 counseling FTEF and 1.5 academic advising FTE staffing.

Facilities:

The current configurations of the program offices are not conducive to a cohesive team environment for such a large student service program. EOPS and CARE are housed in several offices in the lower level of the Hinson Campus Center. Over 1,000 program students are served yearly in the main EOPS office. Two Classified staff work areas, as well as three student employees are located within the office. One Supervisor and one Assistant Director have offices with doors that open to the main office. The Dean/Director, remaining Counselors, Academic Advisors, Program Specialist and CARE Coordinator have offices in adjacent hallways on one side of the campus center. The copiers, fax machine, file cabinets, refrigerator, and shredder, share the limited work space in the main work area.

Drop-in Counseling, Updates, Schedule Checks with EOPS students and program tasks take place at the three tables in the main area. Confidentiality is an issue at peak times during each quarter, when all tables are utilized by staff and students. Ideally, EOPS would work well with designated meeting space to conduct workshops, orientations and group counseling and advising sessions.

The EOPS main office is not user-friendly to students with disabilities. The double doors to the main EOPS/CARE office are not configured with automatic openers. Students with limited mobility must travel down a long ramp at the other end of the building or travel through the large dining room to access an elevator to take them to the lower level.

C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

EOPS and CARE are State Title V categorical programs and cannot be eliminated by the district or campus administration. Fortunately, the EOPS Program had received unwavering support from the college and the district over the years. However, the students in each program would be adversely affected with additional budget reductions. Attendance at De Anza College would be greatly compromised for this population of students. The ability to purchase textbooks needed for classes would be compromised, resulting in lower success rates for this group. Without book vouchers, bus passes, and grants, EOPS students may not be able to attend as full-time students, thus prolonging their time spent at De Anza College and delaying their transfer to a four-year university or completion of certificate programs. Less personalized counseling and advising services would create another barrier to this already underserved student population.

VI. **Assessment of Program.** What evaluation and/or assessment practices are in place to support the program’s accomplishments and findings? (provide quantitative and/or qualitative data).

EOPS and CARE collect information that is used externally, in reports to the State Chancellor’s Office, and internally, for the program database.

Both programs are required to complete and submit several reports yearly to the State Chancellor's Program Coordinators. Information in the EOPS Program Plan includes a Program Organizational Chart, Summary of Personnel Costs, Activity Assignments, and Description of Duties, a Planned Distribution of Other Outgo and a Year-End Report for Prior Year. In addition, EOPS and CARE submit fiscal data on respective Budget and Accounting Forms. MIS Data is submitted on a term-by-term basis to the State Chancellor's Office.

The information provided to the state in the Year-End Report for Prior Year reflects a summary of the program's activities and accomplishments.

	2006/2007	2007/2008	2008/2009
# Students Funded to Serve	986	1008	1007
# of Students Served	1010	1076	
# Persisted	766	656	
# Graduated	94	96	
# Transferred	109	145	
# AA/AS Degree	94	96	
# Certificates	27	2	
# Honors	16	NA	

A narrative portion of the Year-End Report includes highlights of Program Accomplishments. An abbreviated list for 2007-2008 includes: Workshops provided to EOPS and CARE Students, Outreach presentations and participation, Conference attendance and Committee participation by EOPS staff, In-services and Staff Development Activities.

A very recent transition from a FileMaker to an Access format allows staff to collect information for the EOPS and CARE Database. This information provides the program with the ability to track individual and program progress. Satisfactory progress for EOPS/CARE has been defined as completing at least 9 units with a 2.00 G.P.A each quarter. Participants not meeting this requirement are identified as being on "EOPS Probation." EOPS/CARE is moving in the direction to identify and track the percentage of students on probation and to implement interventions to address the specific needs of this population.

A new program that EOPS and CARE are in the midst of designing is a New Student Cohort with special attention paid to targeted populations. Data in three main areas will assist in determining appropriate interventions to aid in the success and retention of the cohort students. Reports will be developed to identify and track: Graduation, Transfer, Student information and goals, Student Unit Completion and GPA progress tracking across quarters, Quarterly Compliance progress. We will also review demographics and success indicators by ethnicity. All of this information will be crucial as we prepare for the State Chancellor's Office open program review process that will be conducted in the 2009-2010 academic year.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

One of the many ways that EOPS maintains effective relationships with other areas is to work collaboratively to create a support network for students enrolled in EOPS and other programs. This effort involves the coordination of services and benefits for students with programs such as Financial Aid, OTI, Disabled Student Services, to name a few. Although EOPS has developed cooperative relationships with other programs on campus, there are very few ways to increase the sharing of service delivery or costs due to the program's categorical funding status. There are strict guidelines in Title 5 that prohibit co-mingling of funds and prevent campuses from using EOPS funds to supplant campus funding and/or provide services to non-EOPS students.

- **State and Federal mandates.** What State or Federal mandates impact the work you do?

EOPS/CARE are state funded, categorical programs, with specific guidelines and regulations as to how funding is to be spent. In addition, regulations also require an institutional match that is met through portions of certain positions being funded through the general fund. Students that are in the program must meet eligibility criteria to be served by EOPS/CARE. To meet program eligibility requirements at the time of enrollment, students must be California residents, academically disadvantaged and economically disadvantaged.

- **Trends.** Describe any positive and/or negative trends in the program.

For academic year 2008-2009 the program plans on serving over 1,000 students. To date, 971 students have been served. Increased funding for the next two years is highly unlikely which would mean that EOPS/CARE would not be able to increase the number of students being served by the programs. This is of major concern because there are eligible students applying and the demand for services is greater than it has been in recent years.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

EOPS programs are located at all 112 community colleges in the state of California. Although the programs offer similar services, each is configured slightly differently depending on the campus organizational structure and the size of the program. Program sizes across the state range from 87 students (Coastline Community College) to 3,671 students (Los Angeles City College). After San Jose City College, the De Anza College EOPS program is the second largest among the nine community colleges in the bay area.

VIII. **Program strengths/areas for improvement.**

- A. Provide a summary of the program's main strengths.

The program's main strengths include the following:

- Highly competent and dedicated staff from diverse cultural and language backgrounds.
- Program faculty and staff who are knowledgeable and constantly update their skill sets to fulfill the duties of their positions.
- Well-coordinated services specifically designed and targeted to underserved, under prepared and largely underrepresented student populations.

- Strong and Cooperative relationships with other complimentary programs and departments across campus.
- Newly developed EOPS Leadership Group comprised of the EOPS Dean/Director, Assistant Director and Program Supervisor.

B. Provide a summary of the program's main areas for improvement.

The program's main areas improvement include the following:

- Increased efficiency of work flow and task completion (currently being addressed)
- Increased main office space to serve students individually and protect confidential student information
- Increased program visibility and participation in campus-wide committees and activities
- Development of a more responsive, timely and accurate feedback loop for assessing program operations (currently underway)

IX. Suggestions for campus-wide change.

- A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

No Comments

- B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

At the district level, there should be discussions and negotiations with the various bargaining units around faculty sabbaticals, professional development leaves, and staff development funds (outside of staff development funds allocated by the state).

**De Anza College Student Services
2008-09 Program Review Summary**

Name of Program: Extended Opportunity Programs and Services (EOPS)

Name of Preparer(s): Truly Hunter, Michele LeBleu-Burns, Virginia Marquez, George Robles

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
EOPS General Fund 14			
A budget	252,094	340,242	
B budget	0	0	
C budget	0	0	
Total General Fund 14	252,094	340,242	
General Fund 14 Match			
A budget	118,115	122,107	Inability to meet state required match
Total General Fund	370,209	462,349	Inability to serve students adequately and meet program goals
Required District Contribution	365,804	306,848	
EOPS Fund 21			
A Contract Salaries	697,604	616,748	
B "B" Salaries, Op Expenses	101,682	88,031	
B Aid to Students	365,804	319,282	
Subtotal Fund 21	1,165,090	1,024,061	
EOPS Fund 37			
EOPS Grants	61,400	59,600	
Total EOPS Allocation	1,226,490	1,083,661	
		1,173,211	
CARE Fund 21			
A Contract Salaries	0	0	
B PT Counselor & Student	25,764	25,091	
B Operating Expenses	20,664	11,600	
B Aid to Students	57,270	60,720	
B CARE Grants	27,800	34,500	
Total CARE Allocation	131,498	131,911	
Strategic Planning	0	0	
DASB	0	0	
Grants	0	0	
* Other	0	0	
# Staff – Total			
Administrator 50%	.50	.50	
Asst. Dir/Couns 50/50	0	1.0	
Faculty	2	1.0	1 FTE unfilled- position is needed to meet State mandates

Supervisor	1	1	
Classified Contract	7	7	
PT Counselors	2	2	
Students	4	3	
# Students Served (unduplicated)	1084	971	
# Students Served (duplicated)	N/A	N/A	
Ratio of staff to students	87	78	
WSCH	N/A	N/A	

***For categorical funding, please supply any additional data for clarification.**

***Demographics of Students Served (if available)**

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	83	7.7	87	9.0
Amer. Indian/Alas. Nat.	3	.3	1	.1
Asian American	640	59.0	570	58.7
Chicano/Latino	184	17.0	160	16.5
Filipino	15	1.4	13	1.3
Pacific Islander	1	.1	8	.8
Other	63	5.8	46	4.7
White	92	8.5	79	8.1
Decline to state	3	.3	7	.7

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	605	66	534	55
Male	479	44	437	45

***For categorical funding, please provide all information available at this time.**

2/4/09