
EOP&S Program Review

Evergreen Valley
College

2006-07

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Mission Statement

The Extended Opportunity Programs and Services office will provide services “above and beyond” other programs on campus to enhance the retention of students, and assist them in breaking down economic, academic, language, and social barriers. The program will provide an environment that encourages and facilitates successful completion of education objectives and goals, including but not limited to, obtaining job skills, occupational certificates or associates degrees, and transferring to four-year institutions.

Program Description

Evergreen Valley College offers Extended Opportunity Program and Services (EOPS) to assist students meet the social, financial, and academic requirements of completing a college education. As a California-funded student support program, EOPS is designed specifically for students who face financial and educational challenges. The mission of EOPS is to provide qualified students with access and financial and social support to successfully complete a program of study in higher education, whether associate degree, transfer, or vocational certificate. According to the state mandate of California, students engaged in EOPS must receive support services that are “above and beyond” regular student support services, meaning, in addition to overall student services available at Evergreen Valley College.

EOPS is comprised of counselors, outreach specialists, administrative support, student workers, and an EOPS Director dedicated to the overall welfare of students from diverse cultural, social, educational, economical, and ethnic backgrounds. EOPS welcomes students from all stages of life, and unique perspectives.

All interested students must complete the EOPS application. Staff members are available to assist students. To be considered for the program, **all of the following** must apply:

- Be a California resident as determined by the Evergreen Valley College Admissions and Records Office
- Qualify for the California Community Colleges Board of Governors Fee Waiver (BOGFW) Part A or Part B (visit the Financial Aid Office to complete the form)
- Have completed fewer than 70 units of college-degree applicable credits (including all prior college work)
- Be enrolled as a full-time student (12 units or as determined by DSP)
- You must meet educational disadvantage criteria, as defined by California, by any one of the following:
 - Not qualified for minimum college level Math or English required for associate’s degree
 - Not in possession of a high school diploma or GED certificate
 - Graduated from high school with a GPA of less than 2.5
 - Are the first in your family to attend college (of any kind)

- Were enrolled in remedial-level education
- In judgment of EOPS director/designee, to be determined educationally disadvantaged

An EOPS student has access to the following services:

- Academic counseling
- Assistance in completing federal, state, and college financial aid applications
- Career Counseling
- Complimentary graduation cap and gown
- Counseling workshops
- Emergency loans
- Employment referrals
- Fee waivers for UC and CSU admission application
- Fieldtrips related to academic motivation and career exploration
- Grants based on state funding and student eligibility
- Invitations to engage in campus activities and special activities
- Monitoring of academic progress
- Newsletter regarding EOPS updates and deadlines
- Personal counseling
- Priority Registration
- Referrals to on- and off-campus resources for academic and career support
- Scholarships
- Scholarship recommendation letters
- Study skills instruction and mentoring
- Textbook vouchers
- Transfer assistance to four-year schools
- Tutorial services
- University transfer letters of recommendation

The Cooperative Agencies Resources for Education (CARE) Program is a California-funded program that is designed to help EOPS students who are single parents at Evergreen Valley College. In conjunction with the Santa Clara County Department of Social Services and other community agencies, CARE services seek to break down some of the barriers that single parents face when pursuing higher education.

The CARE Program provides single parent students with additional support services including grant funds, school supplies, child care subsidy, transportation assistance, and meal tickets. These services are in addition to the services provided to all EOPS students.

Students are eligible to receive CARE services by meeting all of the following requirements. Verification and documentation may be required.

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

The CARE Office is located next to EOPS in the lower level of the Dr. Chavez Student Services Building. Faculty and staff are available to help students with the application and services. A CARE application is required in addition to the EOPS application.

List of Staff and Titles

Name	Title
Lily E. Espinoza	Interim Director
Charlie Kahn-Lomax	Coordinator/Counselor
Harvey Gipson	Counselor
Hue Le	Counselor
Teresa Carpio	Counselor
Deborah Morillo	Outreach Specialist
Rosa Peredia	Outreach Specialist
Ann Vu	CARE Coordinator
Ingrid Campos	Staff Assistant III
Lan Mai	Eligibility Specialist

External Contributing Factors

Early in 2005, the immigration policy of the United States came under scrutiny. Nationwide immigration policy has been raised as a critical issue. There have been organized actions, such as demonstrations, marches, petitions, and meetings to discuss immigration reform. In July 2006, the effort to reform immigration policy was defeated in the congress. Included in the discussion in congress was the DREAM Act that would allow undocumented individuals who attended high school in the United States and who have enrolled in college or the military, the option of pursuing legal citizenship. Because of the defeat of

the reform to the current immigration policy, the DREAM Act is now stalled again. There is discussion at the national level about placing the DREAM Act under a national security bill that is expected to go before congress in 2008. Students who are undocumented are impacted with the outcome of this policy.

There is also a current real estate downfall in California. A report in July 2007 details that because of sub-prime loans, adjustable rate mortgages, and 100% financing, there are more home loan defaults and foreclosures currently reported than at any other point in recorded history for the state. Families who experience foreclosure and/or default will face hardship in the affordability of attending college.

Silicon Valley has been fortunate to be experiencing an upswing in the current labor market. There is on-going excitement in technology, with the introduction of the iPhone from Apple July 2007. In addition, there continues to be growth in healthcare, technology, and business. In addition, there is current interest in environmental sciences due to increased focus on global warming and being "green".

The cost of transportation continues to have a negative impact of students. The average cost of gas is approximately \$3.25/gallon. In addition, there is no college student discount for the public transportation system around the campus. Students taking Valley Transit Authority pay \$61.25 a month. There is only a youth discount rate, \$49 a month, to age 17. In addition, the bus route to campus is infrequent and circuitous; many students must transfer through several bus lines to make it to campus. There is no direct bus line from eastside San Jose to the campus.

External On-Campus Factors

The campus has undergone considerable change with a turnover of staff, faculty, and administration due to retirements, transfers, layoffs, and reorganization. Since 2005, the college has been impacted by the hiring of a new chancellor, a new president, an interim vice-president of Student Services, a new Dean of Counseling, in addition to 6 new academic deans, as well as countless retirements and re-assignments. There was also a layoff due to contract reduction at the Institute for Business Performance which resulted in staff "bumping" into open positions. The students have been fortunate to receive a reduction of the cost of tuition. The cost per unit decreased from \$26 per unit to \$20 unit as of Spring 2007. The student demographic continues to be diverse and mainly from first-generation college, and English-language learning households. There will be campus construction that may impact the program. A new Visual and Performing Arts Center will begin construction Fall 2007. This will directly impact the student parking lot #6 which is the main student parking lot located the closest to the Student Services Center and the entry to campus off Yerba Buena Road. Visibility of the new EOPS Student Success Center and campus access will be impacted.

Internal Factors

Since 2004, there has been a change in the structure of the office staff. Whereas there used to be a dean with 50% appointment as the EOPS director, subsequently the dean position was replaced by an interim dean. After such time, a director of EOPS was hired at 100% time. That director was in the position for 18 months, and since has been replaced by the current interim Director. There was a staff shortage in the office for the last year. Two critical positions: Staff Assistant III and EOPS Eligibility Specialist were hired summer 2007.

There have been increases to the office budget as a result of the participation in MAA funding (Medi-Cal Administrative Activities (MAA) program). Each year, in collaboration with DSP, Health Services, and the Business Office at Evergreen Valley College, the office receives additional funding to cover costs to the program.

Because of campus construction, the EOPS annexed office has been in flux, moving from its original location to a portable, then back to its permanent location. During the Spring 2007, the EOPS annexed office located across the breezeway from Admissions and Records was temporarily closed for renovation and the office was moved to a portable unit. Beginning Fall 2007, there will be two fully-functioning locations to obtain information and services for EOPS, the EOPS main office and the newly remodeled EOPS Student Success Center.

There are two classes offered through EOPS: Guidance 193, New Student Orientation and Guidance 95 College Success. These two classes are offered summer and fall session. EOPS students entering the program are encouraged to take the New Student Orientation course which meets for two days. The College Success course is designed for students facing academic difficulty and as a way to encourage their engagement with the program. The course is a semester-length course.

Student Learning Outcomes (SLO's)

EOPS is working on understanding and clarifying an approach to Student Learning Outcomes (SLO's). The work has been deliberate and intentional as an endeavor to continue cultivating a culture of assessment. Working with the Student Services Council at Evergreen Valley College, the office of EOPS is working to develop a shared philosophical approach to learning outcomes and assessment.

The Office of EOPS at Evergreen Valley College, will use SLO's with the understanding that they are understood to be defined as statements of expectation that articulate what students will know, do, think, or feel as a result of the students' interaction with program. The SLO's specify how learning will be assessed and document the results of the assessment and how the results will be used to improve learning.

With the above stated intentions, the following SLOs have been designed to encompass overarching Student Services goals:

EOPS Student Learning Outcomes

- Students will demonstrate proficiency in the use of on-line services.
- Students will demonstrate understanding of self-determinism.

The first learning outcome, students will demonstrate proficiency in the use of on-line services, is designed to support student utilization of the increasing number of on-line services on and off campus. Proficiency in using on-line services will be essential to students' experiences at Evergreen Valley College, when they transfer, and in their life experiences (such as on-line college applications, banking, career searches, news sources, tax forms, etc.).

The second learning outcome, students will demonstrate proficiency in self-determinism, is designed to help students develop the confidence and capacity to be effective in complex decision-making situations; these skills will help students facilitate a positive and productive experience while in college, and when they transfer to other educational institutions, and as they work with various private and community agencies. This outcome is also designed to support the development of relationships between students and staff/faculty members that will lead to successful resolution of concerns, attention to grievances, and achievement of goals. For example, when students come to the office asking for information on how to file an appeal, we will teach them the skills they need to write an appeal that describes their situation, and helps illustrate their circumstances in a concise and acceptable manner to determine the outcome that best addresses their needs. When the appeal is reviewed and subsequently approved/denied, the office response to the appeal will also help teach students about the reasons for the approval/denial. Ultimately, creating intentional processes with the learning outcomes in mind will provide opportunities for reflective and honest critique that allows the office to redefine and create changes within our realm of responsibilities for the program and the college.

In conjunction with meeting the first SLO and to expedite the student eligibility process; the EOPS program is developing a curriculum of technical assistance within the program. Encouraging students to email faculty and staff, in addition to increasing use of technical resources allows students better access to the program and integrates the SLO of demonstrating proficiency in use of on-line services at the college. Ultimately, supporting the utilization of technical resources will allow for the program to enhance students' overall college experience because students will have greater access to information and will feel comfortable using technology to support their personal and academic goals.

Current EOPS programming reflects to importance of proficiency in self-determination. For example, during the EOPS student orientation and through counseling contacts, students receive referrals and recommendations to identify sources of support to meet their personal, academic, and financial needs. When students fail to meet program requirements, students have the opportunity to petition to remain

in the program through written correspondence. This process allows students to practice using their own words to advocate for themselves and to have a process that is equitable for all students.

The learning outcomes will be assessed in the following steps:

- Identify SLO and develop an Assessment Plan
- Data Collection
- Data Analysis and Use of Results
- Repeat the cycle using results of preliminary SLO's to revise outcomes as needed.

A survey instrument will be designed and implemented for fall semester 2007 to measure the two learning outcomes for the program. With the recommendations of the Student Learning Outcome planning team, the survey instrument and guidelines will be completed.

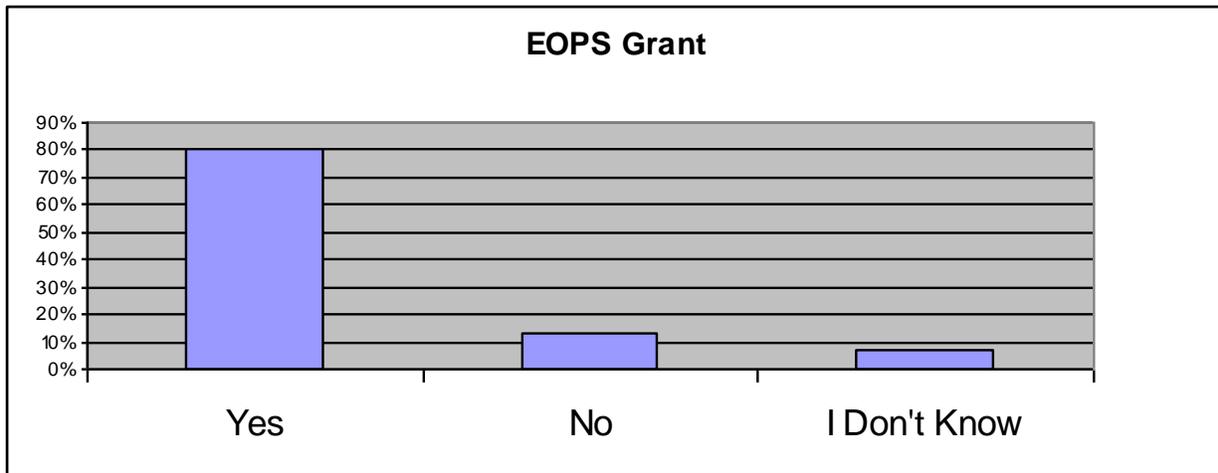
The department will require input from faculty, staff, student workers, and students in the program to complete the assessment. It will be necessary to produce a survey instrument, a means to distribute the survey, and the staff to analyze the results. Having access to the pertinent information from the district database and institutional research will be critical. The college will need to support these data gathering efforts by informing the department on the process of identifying useful resources and improving lines of communications to meet these requirements.

Available Data and Establishment of Baselines

During the last two weeks of the spring semester, a survey was distributed to EOPS/CARE students to determine student utilization of EOPS/CARE services for the spring semester. The survey was distributed during a CARE workshop, with 100% of students responding. In addition, the survey was placed in a prominent location in the lobby of the counseling area. As well, all EOPS counselors were given copies of the survey to distribute to students after completing end-of-year counseling sessions. The survey was discussed during staff meetings to inform staff and faculty about the purpose of the survey and the directions for completing the survey. As a result, during the two-week period of data collection, a total of 71 surveys were completed. Below are the survey results:

Question #1

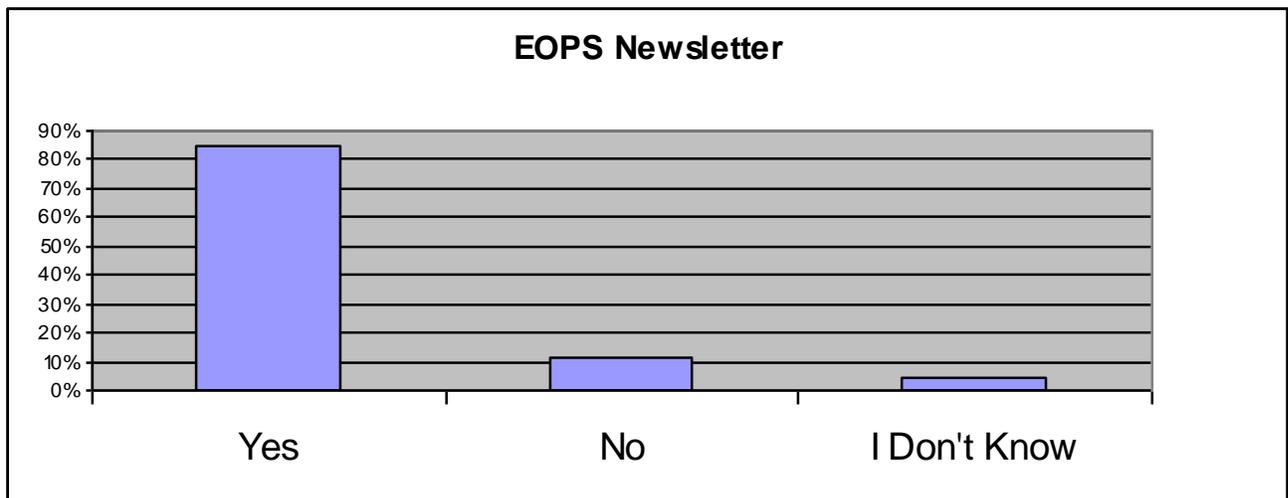
Did you receive an EOPS grant?



EOPS/CARE offers the grant as a way to reduce the amount of student debt for attending college. We are meeting this goal by serving 80% of students with grants. We will work to evaluate this number by examining our financial aid policies in the department. In addition, it is noteworthy that 7% of students were not aware if they received the EOPS/CARE grant. We need to evaluate the way we communicate with students about their grant awards.

Question #2

Did you receive the EOPS Newsletter?

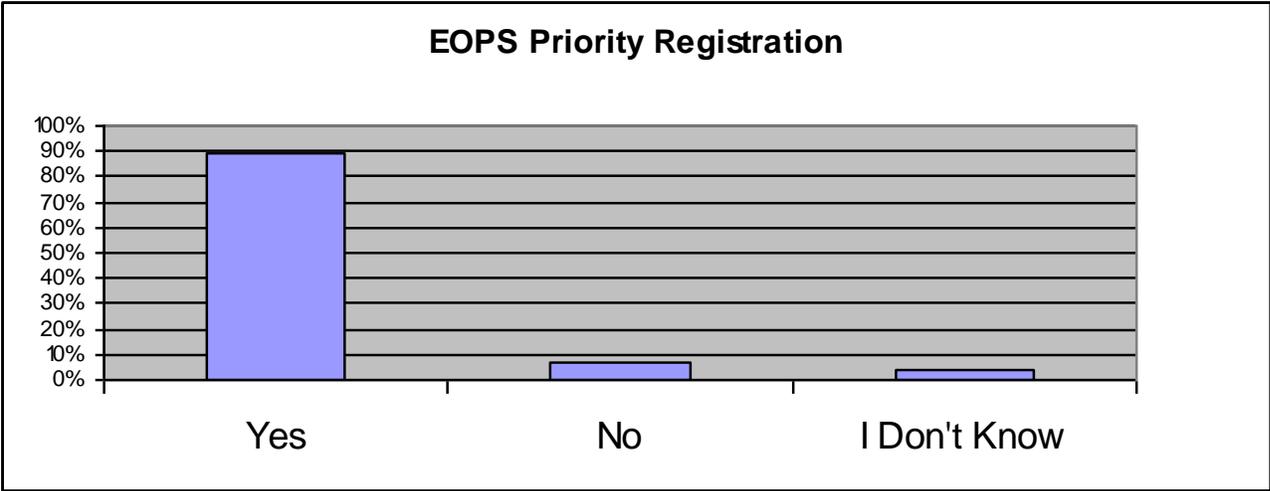


The newsletter is a service provided to keep students informed about important deadlines and news about EOPS/CARE. 11% of students said they did not receive the newsletter and 4% said they did not

know if they received the newsletter. It is important to ensure that the addresses for students are updated and verified to ensure that office communication reaches the student.

Question #3

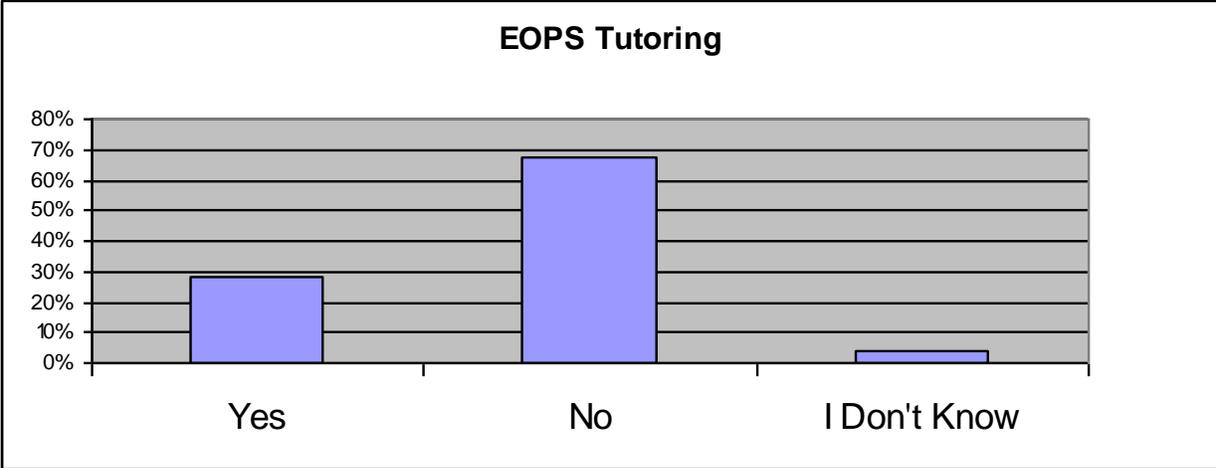
Did you use priority registration?



Priority registration is a service that allows students to have increased access to courses. With 89% of students utilizing this service, students are aware of the importance of early registration. Still, it is important to improve student awareness of this service.

Question #4

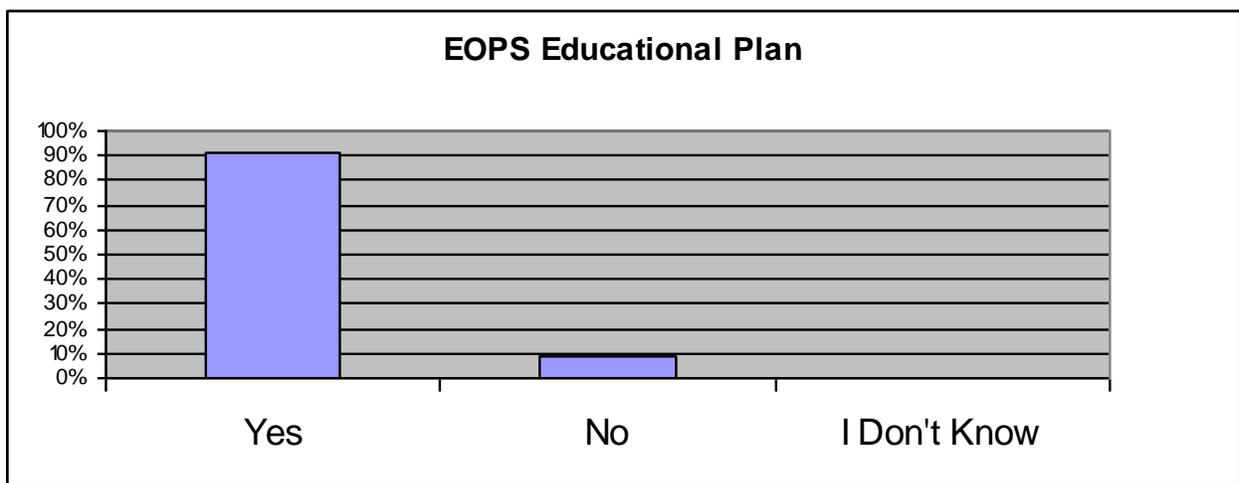
Did you use EOPS Tutoring this semester?



Tutoring appears to be the most under-utilized service that was evaluated in this survey. According to this survey, 68% of students did not use EOPS tutoring this semester. There will need to be an analysis of the budget implications of supporting this service as well as an evaluation of ways to improve utilization of this service in the future. As an academic support program, students should be using this service at a greater rate. There have been issues around the initiation process, interpersonal challenges, access issues, and language barriers that need to be addressed.

Question #5

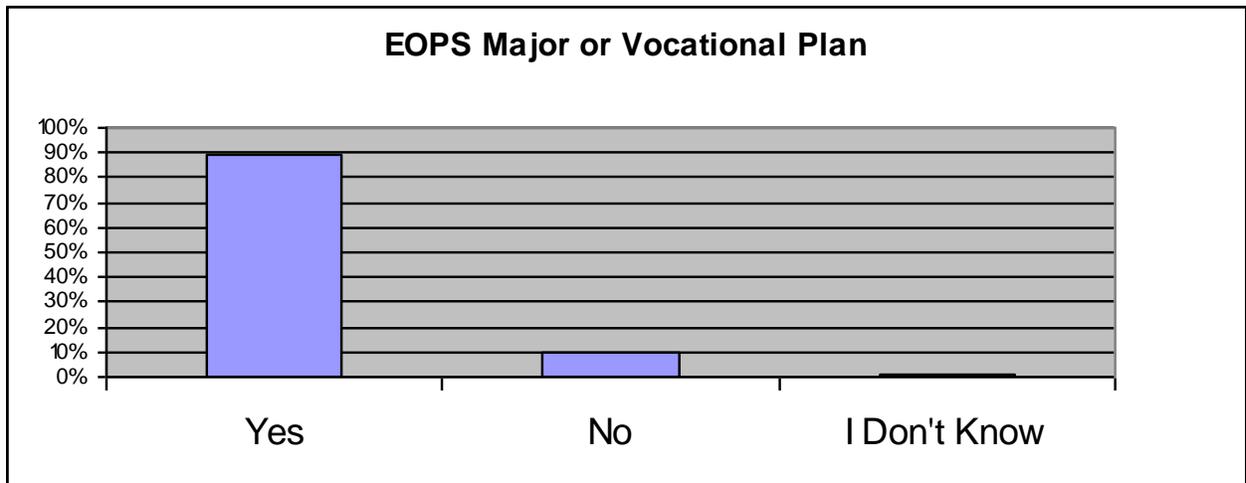
Do you have an updated educational plan?



As a Title 5 requirement, all students must have a completed educational plan in their student file. Since 92% of students reported having a plan, we are in a good position to be in total compliance with this requirement.

Question #6

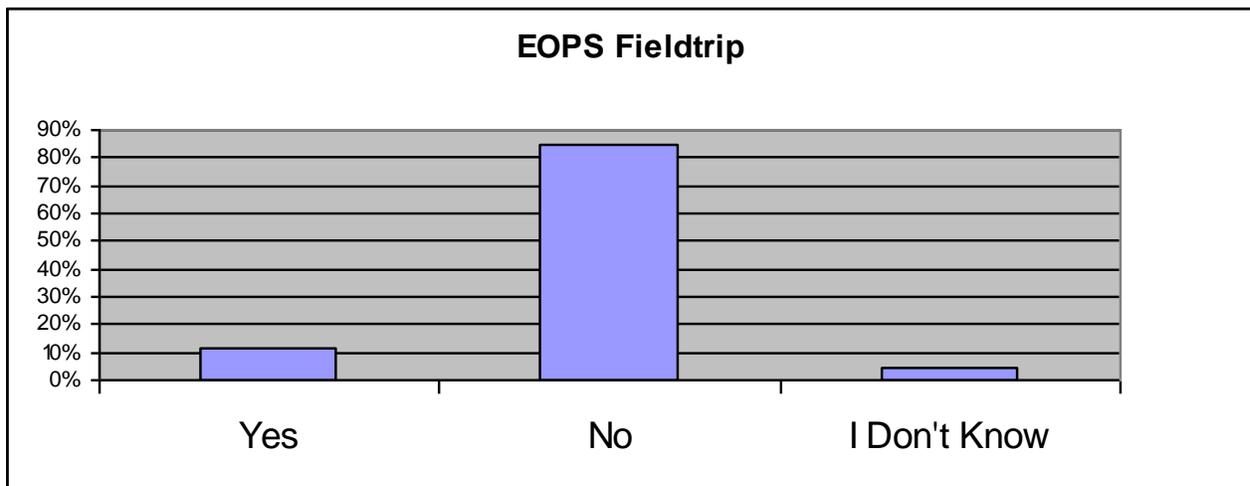
Do you have a major or a vocational plan?



Helping students determine a goal is a service of which students take advantage. Because 10% of students stated they did not have a plan, we can work to highlight goal-setting as a service for the program.

Question #7

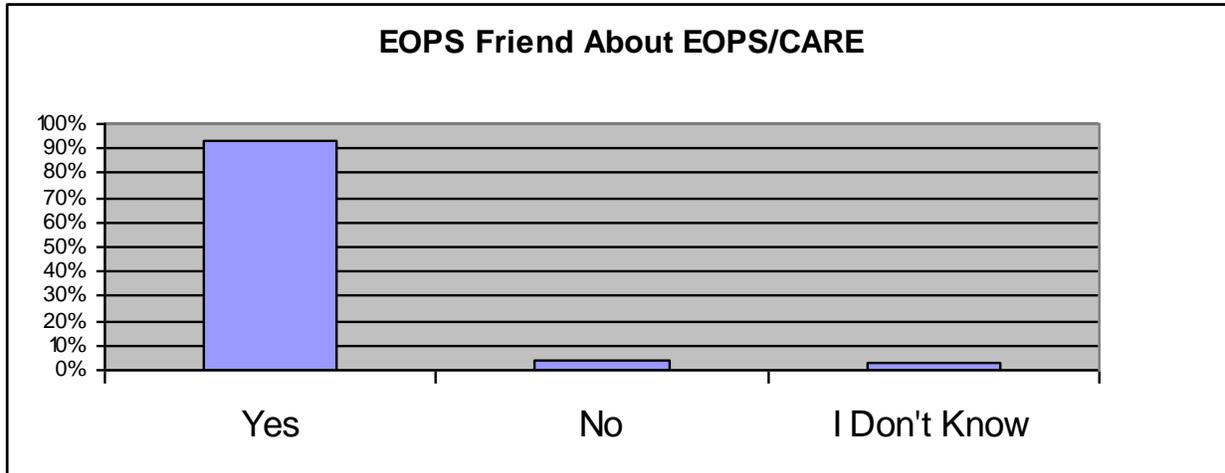
Did you go on an EOPS fieldtrip this year?



Having the support of the program to explore off-campus activities is another service that needs to be evaluated in the future. While there are opportunities through various collaborations, we can work to improve these relationships to offer students more options to explore their majors and/or career fields, whenever possible.

Question #8

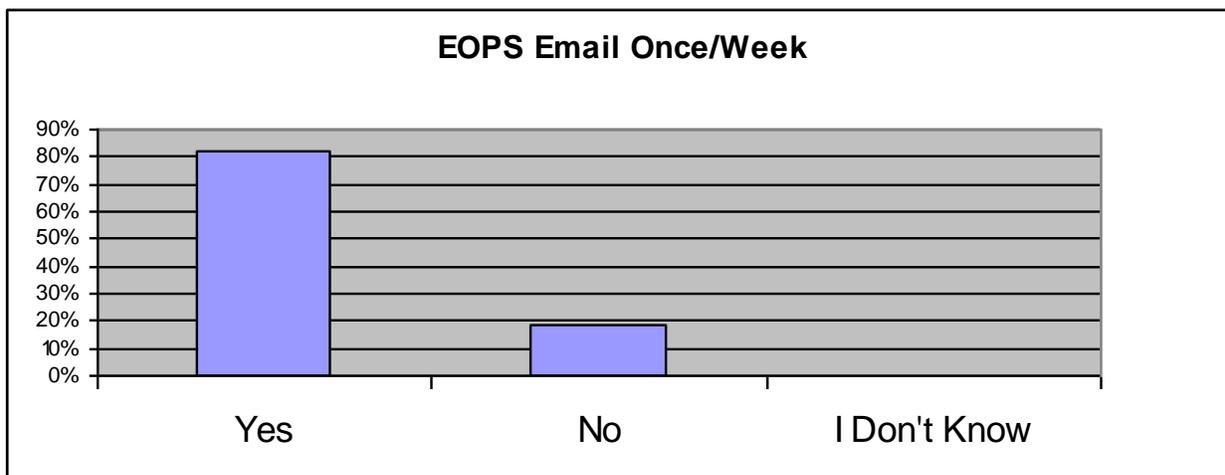
Do you tell your friends about EOPS/CARE?



Students are clearly eager to share with their friends about their experience in EOPS/CARE. It is critical to be responsive to students and respectful in all interactions with students, in addition to helping them understand program policies so they can be informed as possible about the program. The students in the program now have an impact on the students who enter the program in the future. We can work to shape our current students into student leaders.

Question #9

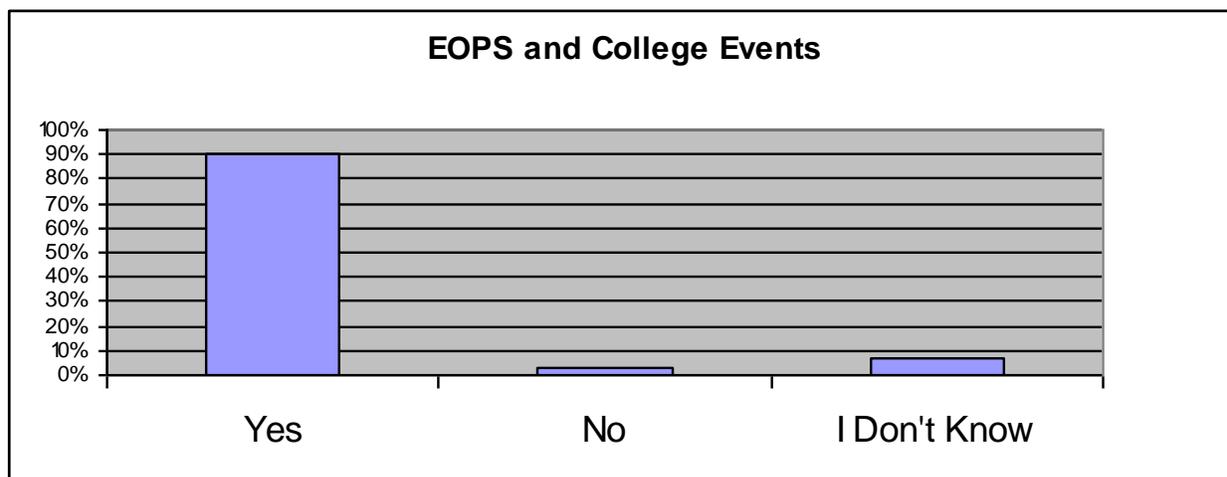
Do you check email at least once a week?



The student use of technology provides an opportunity for the office to improve communications with our students as well as an opportunity to help in their professional development. With 82% of students stating that they check email at least once a week, there is evidence that we need to use this form of communication to improve student engagement in the program. As well, by supporting student use of technology, we can help students familiarize themselves with using technology in a professional manner.

Question #10

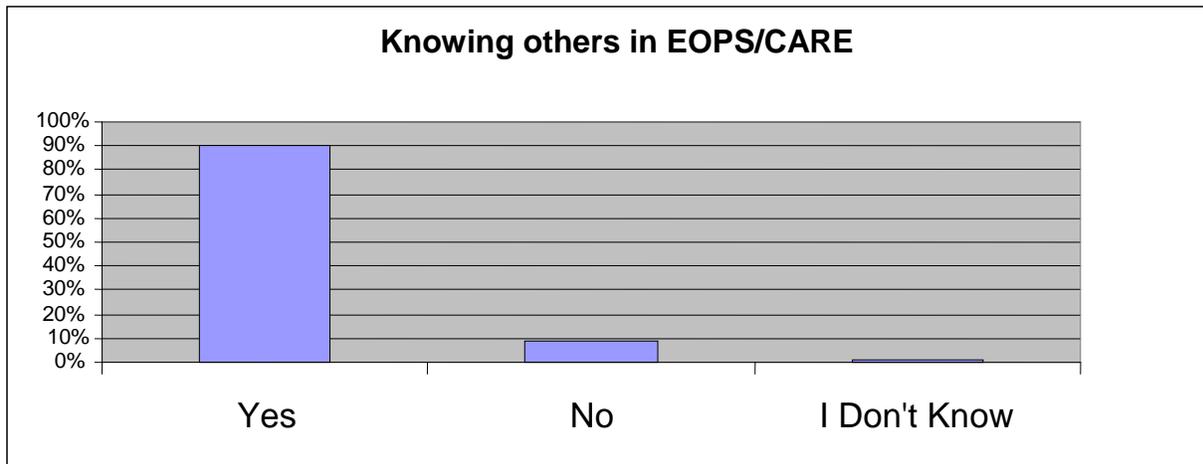
Does EOPS help you learn about college events?



As a social support program, providing avenues for student to interact with each other and build positive peer relationships is a critical service for students. The program can be a gateway to building more involvement on campus through encouragement and access to information about activities and events on campus. Since 90% of students learn about college events through the office, there needs to be concerted effort in providing a link to the overall campus events for our students. Overall, it is clear students are making good use of our newsletters, bulletin boards and interactions with staff and faculty about college events.

Question #11

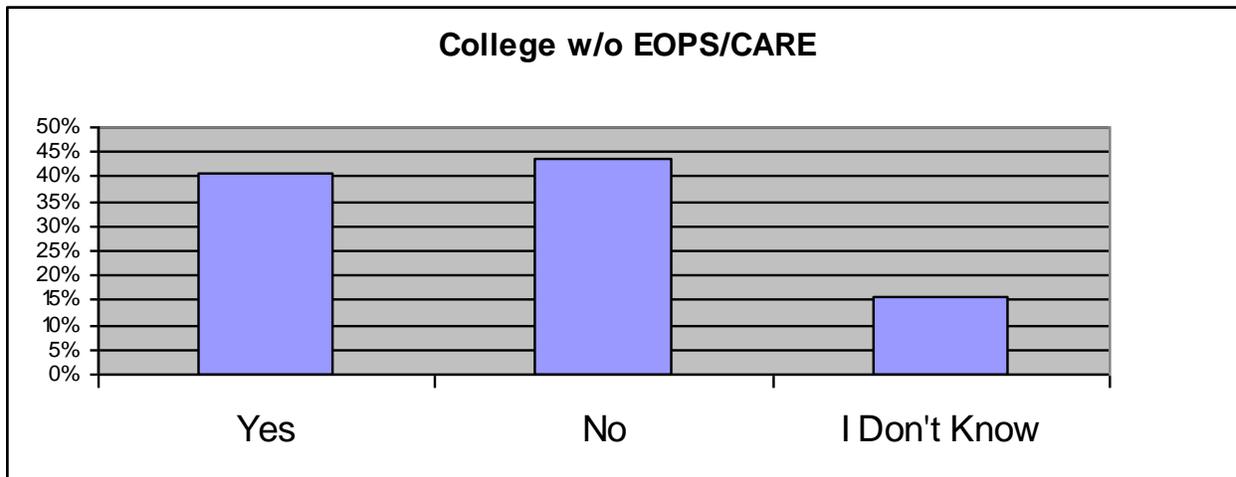
Do you know other students in EOPS/CARE?



Social connectivity is important to creating an affiliation with the program. The students are aware of each other in the program, so the success on one student has an impact on the success of other students. Since 90% know another student in the program, this means that students are socializing with other students and/or recruiting other students into the program. There is a social network that can be an opportunity to support positive academic identity through building on the visibility of the program. Conversely, there needs to be great attention to helping new students not currently in the program, feel comfortable about joining a program with such a well established social cohesiveness.

Question #12

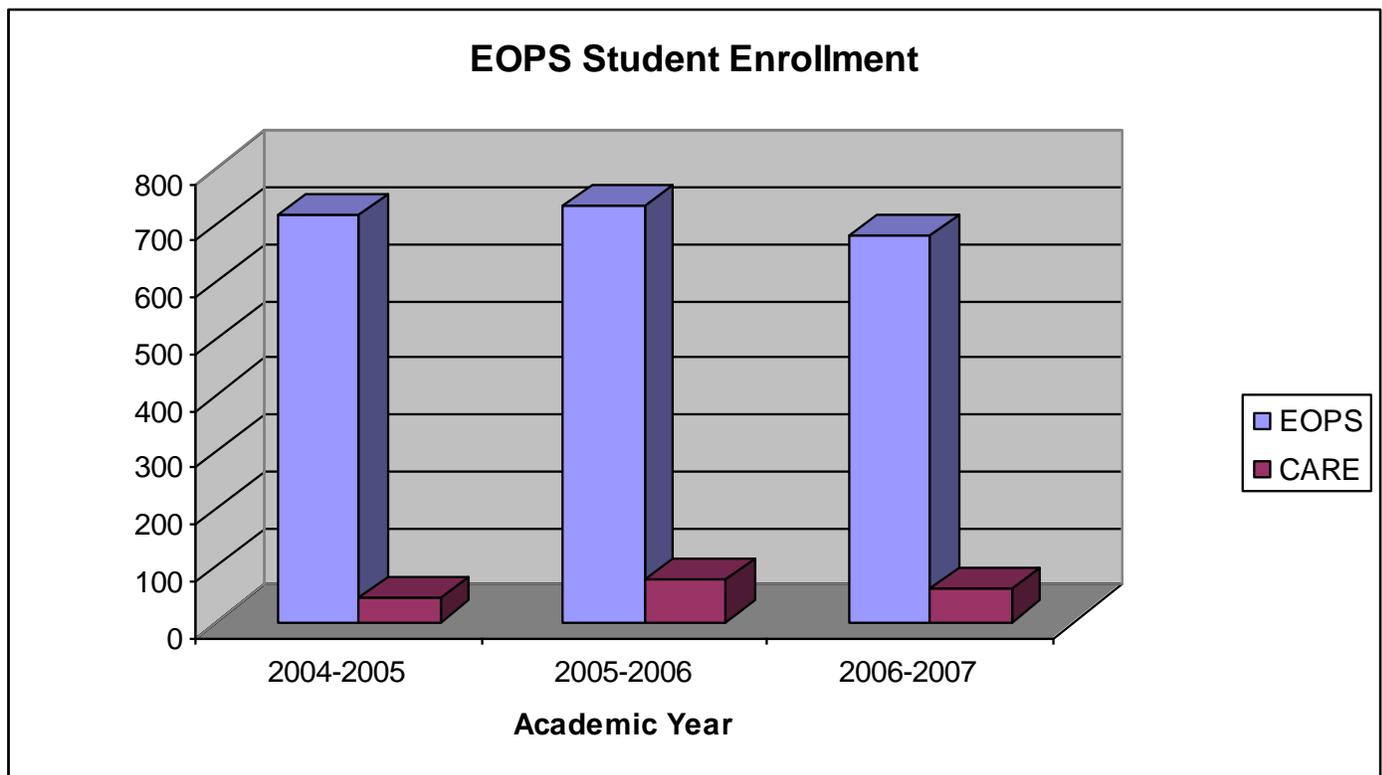
Would you be in college without EOPS/CARE?



Students in the program face educational, social, and financial barriers which have the potential to bar receiving a higher education altogether. A little over half of the students stated they would not be in

school without the services of the program. This program provides critical access to students who might otherwise not be here. Even more interesting is that 41% of students said they would still be in school without the program, even with the added financial and educational burden. This evidence illustrates that we have determined students willing to take on the financial and educational challenge of a higher education, at all costs. These data suggest that students are willing to face the challenge head on. Unfortunately, 15% of students were not clear about their own determination to pursue a college education. These students might have vague career and educational goals and little social commitment to their choice. It is important for student's to understand their personal responsibility in pursuing their own education.

EOPS Student Enrollment



Student participation has remained at almost or just over 800 students over the last three year period. CARE participation has been under 100 students.

2004-2005 EOPS had 761, CARE had 43

2005-2006 EOPS had 794, CARE had 73

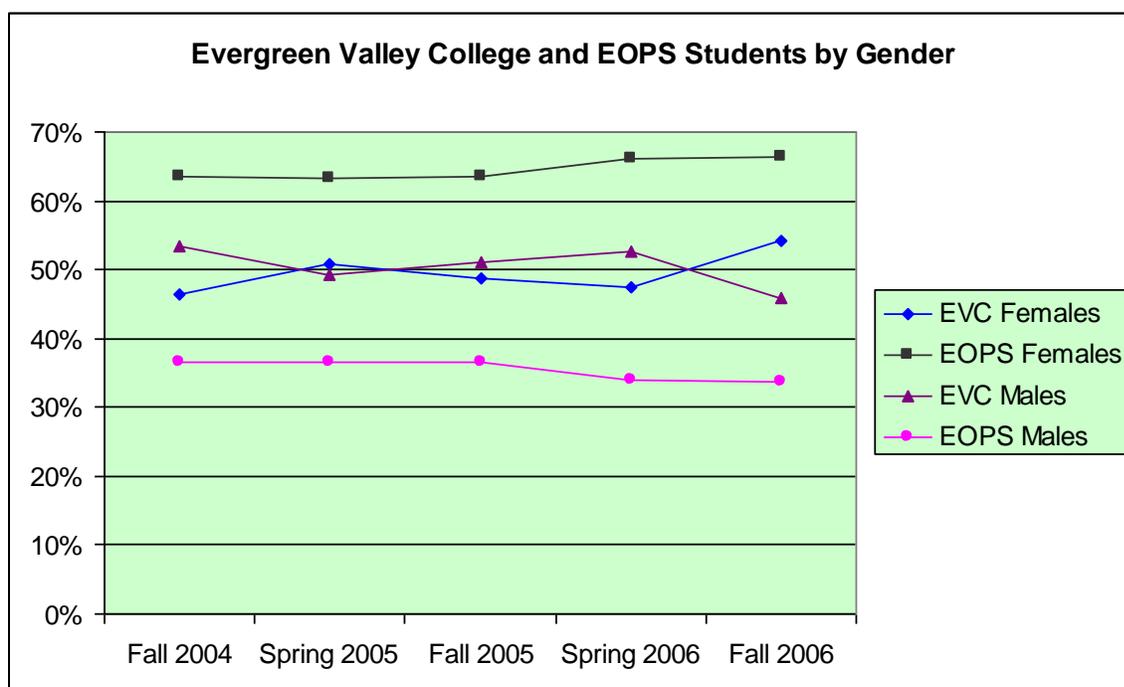
2006-2007 EOPS had 808, CARE had 62

EOPS Baseline Data

Gender:

Proportion of females in EOPS has seen a slight increase in the range of 63% - 65% since the fall 2004. The male student population has seen a slight decrease from 37% - 32% since fall 2004. When compared to the college population, the EOPS Office serves significantly more females than males.

EOPS serves a higher number of females over males within EOPS and in relation to EVC. There needs to be greater recruiting effort geared toward attracting males to participate in the program. This means male-oriented marketing and recruiting reflecting men and the development of a male student peer support system.

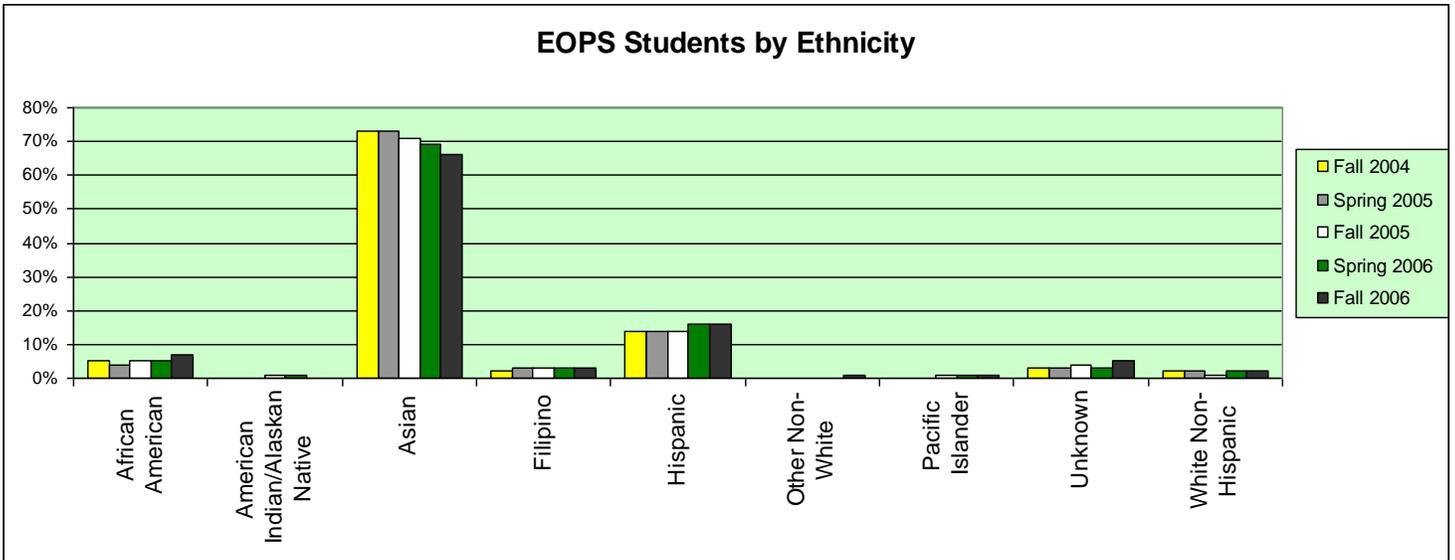
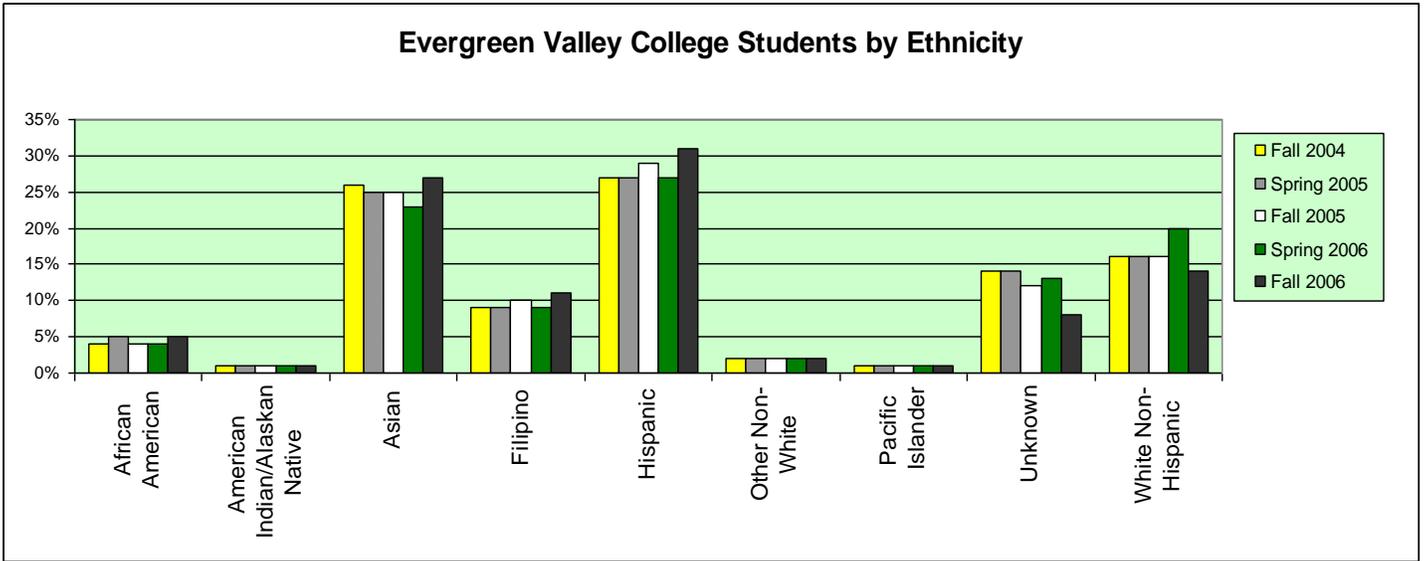


With the above data, it is clear EOPS must improve efforts to recruit more men into the program. Currently, EOPS serves more women than the general EVC student population but fewer men than the general EVC student population. Overall, this can have an impact on the recruitment of men into EOPS. There will be targeted efforts to improve the number of men in the program. Also important is to have disaggregated data to include ethnicity in this table so we can see differences among ethnicity.

Ethnicity:

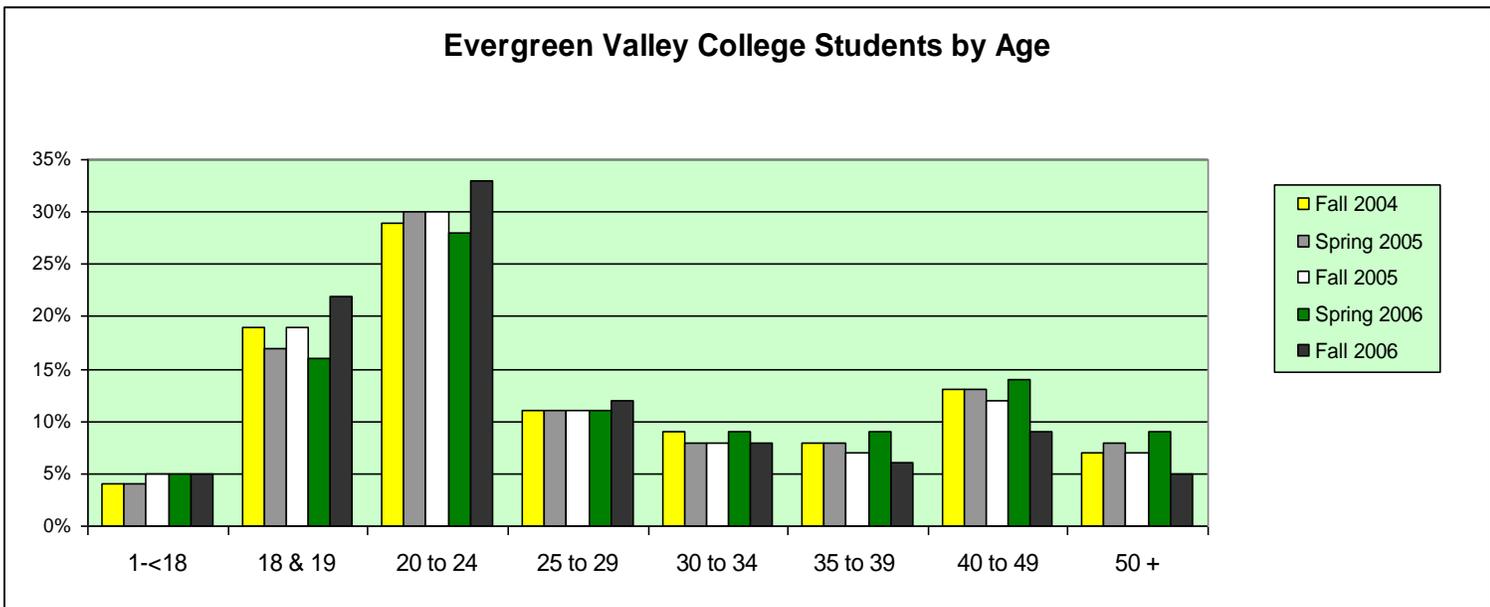
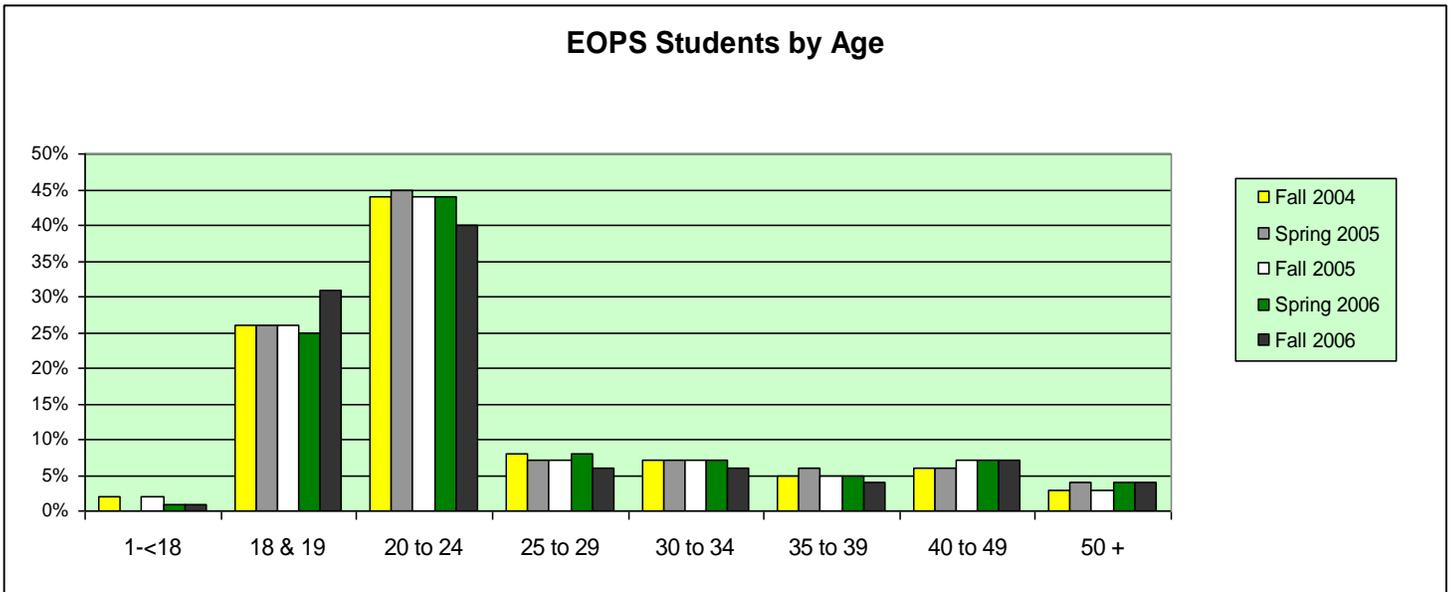
Asian students have been the vast majority of students receiving services from EOPS for the last five semesters. When compared to the college population, EOPS serves a disproportionate number of Asian

students. Asian students comprise about 25% of the overall college population, yet comprise 70% of the population of students served in EOPS.



Age Group:

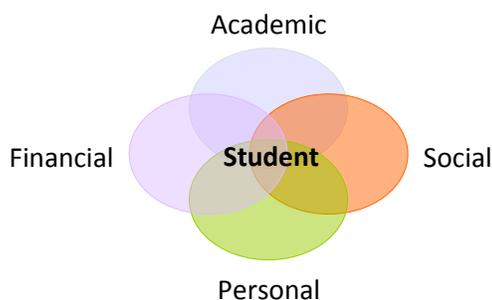
The majority of students in EOPS are 24 years of age or younger. The age ranges of students who receive EOPS services do not demonstrate a variance from year to year nor does it seem to fall into a pattern. When compared to the college population, there are a greater percentage of students between the ages of 20-24 receiving EOPS services.



Overall, the EOPS program serves a younger age group of students than the campus in general. Services geared toward younger students need to be a major consideration in the coming years of planning. As well, how the program recruits new students must take into consideration the transition from high school to college.

Program Strengths

In the course of participating in EOPS, students have the opportunity to receive services and support that are “over and above” those provided by the college for the student population at large. For this reason, the program curriculum is based on reaching underrepresented students and improving their chances for success through innovative and holistic approaches. The EOPS Program curriculum is designed to address four services areas: Academic, Financial, Personal, and Social Support Services.



Program strength for the Office of EOPS focuses on social support services through intensive outreach efforts to the local community, current students, local high schools, and with individuals and/or agencies interested in the pursuit of higher education. By increasing visibility of services, EOPS serves to cultivate and strengthen the community by supporting vocational and academic goals, i.e., Transfer, A.A., A.S. and/or Certificate. The outreach team conducts an inventory of student’s needs, to ensure that students do not falter in the process of matriculation by implementing measures that are above and beyond by walking students through the process.

Also, the outreach staff utilizes EOPS student workers and provides opportunities for self-determination by allowing students to serve as mentors. In addition, because the outreach team is housed in a newly remodeled second office location, the Student Success Center, the team has created a learning work environment where there is possibility for student workers to use skills and knowledge learned in the classroom, in the work place. EOPS students are also serving as student ambassadors by assisting in presentations and as tour guides for potential EVC/EOPS students.

EOPS Outreach recruitment is based on targeted poverty areas as defined by the United States Census. These are communities that show the highest concentration of economically/educational disadvantaged individuals. Areas are identified as target high schools and communities through the following reports:

- Census Demographic reports
- East Side Union High School District *Accountability Report*
- City of San Jose Poverty Status by Census Tract

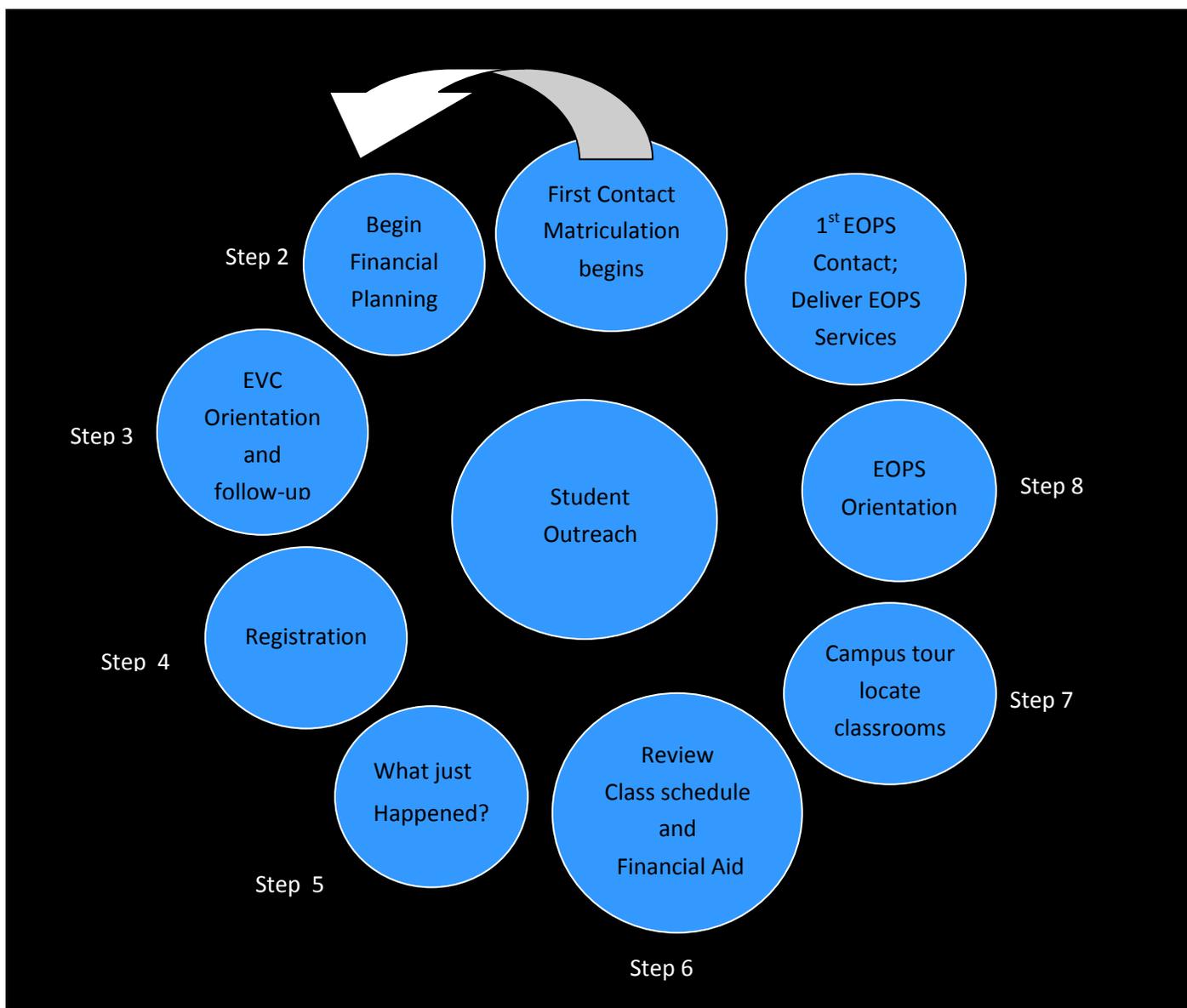
Prioritizing high schools and community agencies by; the high concentration of economically disadvantaged individuals enrolled within the high school, high percentage of individuals receiving TANF/Cal-works and high percentage of individuals /students utilizing the free lunch program, percentage of Languages of English Learner Students. These demographic reports also provide ethnic breakdowns.

Most high school site visitations are located in the Career Center. Initial contacts are completed with the head senior counselor and/or career technician. The goal is to identify students who meet the criteria for EOPS eligibility.

Also, surveys are utilized within the targeted high schools to identify individuals who are both interested in EVC and meet the demographic criteria of EOPS. Contact is initiated with these individuals using various means of communication; e-mail, postcards, letters, phone calls and personal contacts.

As community agencies are identified in target feeder areas, a strategic plan is set up to provide visitations and/or disseminate EOPS brochures (available in three languages; English, Spanish and Vietnamese) and posters. Contacts are made with the non-profit community agencies; our goal is to create partnerships so that we can set up a network between the agency and EOPS.

The standard is to confirm five contacts per individual. At the first initial contact, we create a follow up card as part of an intake process. This allows assessment of the student to determine eligibility for EOPS as well as to assess and refer them to services from programs such as; ENLACE, AFFIRM, ASPIRE, Foster Care, WIN or DSP. As well, students are assessed to determine their interest in transfer, or alternative educational goals.



To better assist students on campus, there is collaboration with many programs that work to enhance educational endeavors at EVC. The outreach team utilizes multiple measures to assess and address the needs of each student and immediately provides a referral to a program or programs that can best serve the student's unique needs. This process creates a network system which serves as a "safety net" and acts as a retention tool for our students. As part the matriculation process, the outreach team provides intense social support and connects students with the programs that would provide the most relevant services to that individual.

Most of EOPS students are first generation and there is apprehension on how the college and financial aid “system” works so a greater understanding has to be provided in a manner that will settle any fears or misunderstandings that may persist. Cultural competence plays a strong role in the delivery process. If it is possible to explain processes and requirements in their language, that is the best case scenario. One goal, when hiring college work study students, is that they are bilingual, bi-cultural; Vietnamese and Spanish speakers. Spanish and Vietnamese are the languages most in demand. Having bilingual speakers ensures a clearer understanding of their commitment with EOPS and prevent any misunderstandings regarding requirements of our program eligibility. It also ensures that students are completing the matriculation process and the EOPS orientation process in a timely and efficient manner.

EOPS utilizes creative methods to advertise our program as no cost. There is an a promotional ad of the program with a description of the program in the following;

- EVC-Catalog
- EVC- Schedule of classes
- EVC-Student Life Hand book
- EVC- Admissions and application, we are listed as one of the supportive services

Also, the EOPS prioritizes and uses multiple means of disseminating information to high schools:

- Bulletins
- Announcements of visitations to campus
- Senior Surveys
- Informational letter to Faculty / Classified staff regarding EOPS program
- Postcards to all seniors
- Early Admission Program

The EOPS Outreach collaborates with other programs on campus. Historically EOPS sponsors many of the multicultural events on campus and/or participates with celebrations, college information days, tours for high schools / junior high school and/or special events hosted by other supportive service programs on campus. These include but are not limited to: English Department, Native American Heritage Month (Office of Diversity), Foster Youth ENLACE, Kicks It Outside, Kinder-Caminata, EVC Soccer Program, Student Life, EAP/General Outreach, Cal-SOAP, Genesis, FastTrack, WIN/Cal-Works.

In addition, every semester a letter and pen to all faculty and classified staff is disseminated in their respective mail boxes. The letter contains information about EOPS as well as contact names and numbers, and students are encouraged to refer students whom can benefit from the program.

Besides comprehensive Outreach, program strength is the Counseling component.

Student success is critical to the mission of the Office of EOPS. In an effort to improve students success, EOPS has a tool for students called the Three Contacts Tracking Sheet. Each active EOPS student is continuously monitored by counselors, and staff to ensure that they meet program requirements, yet the students can proceed through the program without understanding all the myriad of ways EOPS provides support for their individual goals. With the Three Contacts Tracking Sheet, students can now feel empowered to ask questions, along with understanding that the required contacts are a direct benefit to their success as a student. For example, during their first contact with the counselor, the tracking tool, reminds the students to ask about:

- GPA/unit verification
- Petitions for degree/certificate
- CR/No CR grading options
- Approval for any adds/drops
- Transfer preparation (college applications, scholarships, letters of recommendation)
- Financial management
- Choosing a major/career
- Technical assistance (for online courses/EVC website/create personal email)

Because this tool was designed to have different prompts for the three different sessions, students can see that those contacts are tailored to meet their needs as a students and that EOPS is supporting their academic success, in addition to encouraging their sense of self-determination.

Major program strength is office location, facilities, and staff. There are two access points for students to receive services. Both spaces have been recently renovated. The new EOPS Student Success Center, across the breezeway from Admissions and Records, has 10 brand new computers, donated by the Financial Aid Office. The Student Success Center is the first campus building right off the main student parking lot #6. The EOPS Main Office is in the lower level of the newly renovated Student Services Center. There is abundant space for students to socialize and for counselors to meet with students in private. The office is now fully staffed. There are two very professional new hires that will be joining the veteran staff that have over twenty years experience working in EOPS. As of summer 2007, there are no vacant positions, for the first time in over a year. There is full-time bilingual staff, staff can speak Spanish/English and Vietnamese/English.

Program Weaknesses

One program weakness is the underutilization of the EOPS Advisory Board. There is no historical communication regarding input for previous advisory meetings. EOPS has an extensive and representative advisory board which includes members from Evergreen Valley College local community, including student representation, feeder institutions, universities and colleges, government agencies, and community-based organizations. The Advisory Board's last meeting took place on May 18, 2007. As stated in Sections 69648, 69648.7, and 71020 of the California State Education Code, "The Advisory

Committee shall meet at least once during each academic year.” The next scheduled meeting is anticipated to take place in October, 2007. Board communication is critical to planning and implementing new strategies for student involvement and outreach, such as discussing opportunities to increase communication and providing outreach services to local feeder schools. Also, the Board is critical in the discussion of improving recruitment and retention efforts for the program. EOPS promotes the notion of reciprocity with the members of its board. There are expectations of promoting and providing support for community activities and opportunities for students by all members of the board. In addition, EOPS joins with board members on issues affecting access and the state of higher education, such as supporting legislation issues and petitioning state representatives. Specifically, in 2005, because of a recommended action by board members, EOPS students took part in a letter writing campaign to state representatives during proposed state budget cuts to education.

Plan

EOPS will work to establish the advisory board meetings to include meaningful agendas and meeting minutes.

The Board will work to make a permanent agreement among the members to meet on quarterly basis.

The members will discuss their commitment to improving the state of the Evergreen Valley College EOPS program and its contributions to the local community.

In an effort to maximize the resources of its board members, EOPS will encourage the Board to serve as a working group to support activities that improve the efforts of EOPS in student retention, intervention, and persistence.

Also, the Board will now serve as an approving body to ensure that changes to policies, procedures and practices are based on the Implementing Guidelines passed by the EOPS Advisory Board May 18, 2007.

EVC EOPS Implementing Guidelines:

- Provide holistic psycho-social support
- Student Diversity, Equity, and Access Issues – Student Equity Plan
- Promote strategies of student success
- Utilize institutional research to demonstrate institutional, program, and student impacts
- Integrate goal of self-determination into EOPS/CARE marketing and promotions

Another area of program weakness is targeted marketing and communication. There is a current campaign to increase enrollments of students of color, through an increase in marketing and personal communication made directly with students over summer sessions and throughout the year.

Promotional posters advertising EOPS Orientations have been strategically placed throughout the campus to encourage students to enroll each semester.

Students who have expressed an interest in joining the program are sent a letter to explain the enrollment process and the required class for all new EOPS students to the program.

A newly designed EOPS student application for Fall 2007, makes it easier for students to complete the form. Key elements were included to facilitate the eligibility process.

There is increased communication with the office staff about recent interpretations about program guidelines to increase student access.

There has been a review of policies and procedures to streamline the admission process for the program. In the past, students were made to wait in line while student eligibility was determined on a case-by-case basis, which was at the time of application intake. Office procedures have been implemented to bypass this time-consuming process. Students will now be able to receive and drop off applications to the program and receive notification via mail or email about their acceptance or denial into the program.

There has been an initiation of a new summer recruitment program that focuses on building social capacity - Summer Jam, in collaboration with AFFIRM, ASPIRE, Enlace, Counseling, Financial Aid, and Student Activities. Summer Jam is a commitment to reach out to non-traditional students who have yet to begin the registration process for fall 2007 semester.

Finally, there has been disproportionate program participation that does not reflect college student population and intended demographics for the program. Intentional changes to office procedures and to student eligibility requirements have been made to allow for this deficiency to be corrected; in addition to communicating with the outreach specialists to improve student representation to better align with the district's Student Equity Plan.

Program Goals and Areas for Improvement

1.) Increase program data collection to utilize for long-term planning.

All staff members must become familiar with data collection and analysis to prioritize program planning and responsibilities. During staff meetings program effectiveness will be periodically evaluated using data collection performed throughout the year by all members of the staff. In addition, the program review process, the student learning outcomes, and year-end reports will all be discussed during staff meetings to understand data collection and the day-to-day operations of the program. From the surveys, it is clear that students have one perception of services and the staff has a conflicting perception of the students. For example, various staff has stated that students do not utilize email to communicate. Yet the survey indicates that 82% of students use email at least once a week. By becoming familiar with data collection, staff can have confidence in making changes to communication styles or services based on student data.

2.) Develop comprehensive understanding of retention strategies.

EOPS is a student services program that serves a large population of students each semester. Because of state regulations there is abundant contact with students. There is a need to have a better understanding of how to support retention and what that support materializes into in terms of program planning and job responsibilities. With a deeper, more profound understanding of what entails

retention and support of student success, the staff in EOPS can use proven methods to increase student success. Staff will need to fully engage in their own education and understanding of various techniques that affect academic and vocational success of the students in EOPS. In addition, staff needs to be able to communicate with students how EOPS is part of their success so students can appreciate the retention efforts and to understand their own self-determination.

3.) Improve relationships with Latino/a and African-American students, staff, and faculty.

According to the district's Student Equity Plan, EOPS is currently under-serving students from Latino/a and African-American background. As a program designed specifically for under-represented students, it is a serious problem that the program is unable to make Latino/a and African-American students feel welcomed and encouraged to join the program. There are other support programs on campus, that may have an impact on these students' participation, yet engagement in EOPS does not in any way interfere with their participation in the other student support programs. The office of EOPS needs to better collaborate with other support programs, and students, staff, and faculty to understand the discrepancy between the mission of the program and the lack of participation by Latino/a and African-American students. To gain a better understanding of the needs of students and how the program can become more appealing to students, there must be direct communication with those people on campus who students view as role models, mentors, and leaders in the community.

4.) Support collaborative efforts and work with Student Ambassadors, CalWorks, other Student Support Programs, Service Learning, Learning Communities.

EOPS students facing academic, social, and financial programs require support and services across campus. Having stronger relationships with other programs will allow for the EOPS staff to provide better referrals and direct service for students that meet their unique situation. As well, better integration and a comprehensive approach to providing service will integrate the student into campus activities and academic opportunities. Conversely, these programs will learn to better serve underrepresented students through collaborative efforts with the office of EOPS.

5.) Provide and support professional development.

The processes of the office need to be improved to better service students and to streamline record-keeping. Staff needs technology training and support. Also, there needs to be better alignment of personal strengths and job responsibilities. With the addition of two new staff members to the office in summer 2007, team-building and improving office communication will be addressed, as well as strategies to handle stress and transition in leadership. Also, there needs to be on-going training in customer service and understanding the office staff role in creating a welcoming environment and positive attitude.

Actions, Strategies, and Timeline

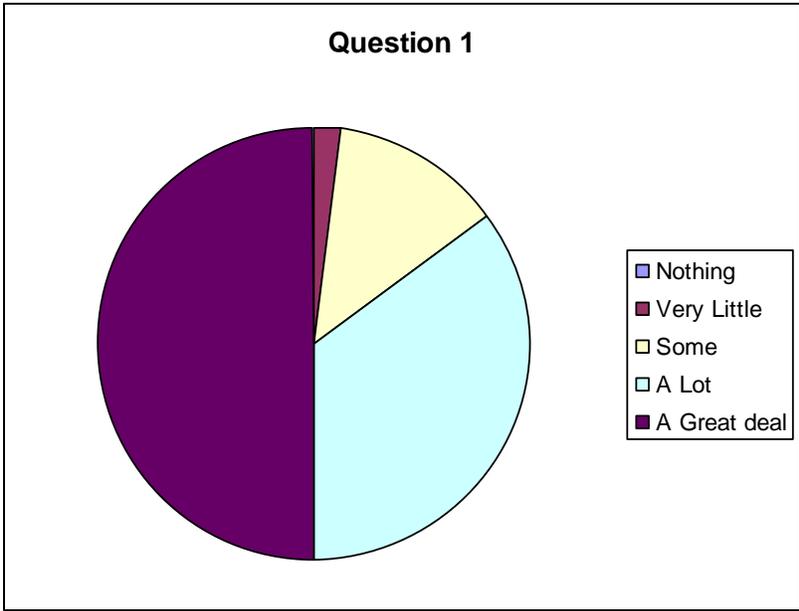
Actions	Strategies	Desired Outcomes	Lead	Timeline
Hire peer mentors	Training, space, scheduling	Identify and hire EOPS student leaders	Manager	Spring 2008
Professional Development	Training in intervention, recruitment, technology, and academic support	Improve student achievement and understanding of educational objectives	Manager	On-going
HBCU Excursion	Tour HBCU's fall 2008	Funding for 10 EOPS students	EOPS Staff	Fall 2008
EOPS Summer Jam	Collaborate across support programs	Students of color recruitment/cultural event	EOPS Staff	Summer 2007
EOPS Summer Boot Camp	Research funds	Week-long summer activity	Manager	Summer 2009
Southern CA Field Trip	Bus trip to Southern CA	Funding for 3 day trip	Manager	Spring 2008
EOPS Student Appreciation Dinner	Research funds	Student Leadership Event	Manager	Spring 2010
Data keeping review/upgrade	Train staff on Access	Convert master database to Access	EOPS Staff	Fall 2008

Annual Report on SLO's

Spring 2006 a SLO survey was distributed to students in EOPS with SLO's created by a third party. As stated above, the current SLO's are under revision. Below are the results of that survey:

Question #1

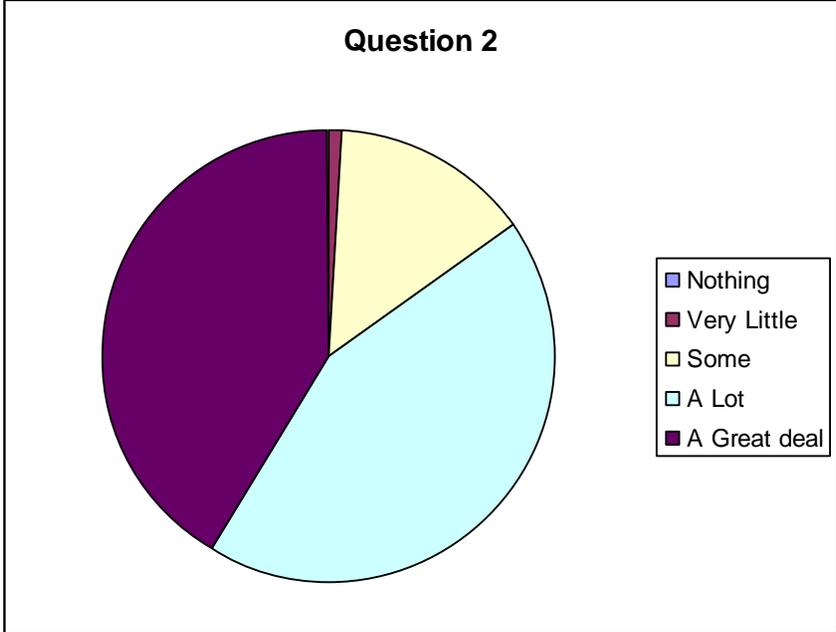
The purpose of EOPS (it is a state-funded program designed to assist low-income, non-traditional, educationally disadvantaged students achieve their educational goals).



Over 75% of students answered in the survey that they understand the purpose of EOPS. This research indicates that student understand that EOPS mission and goals are to assist in the achievement of educational goals.

Questions #2

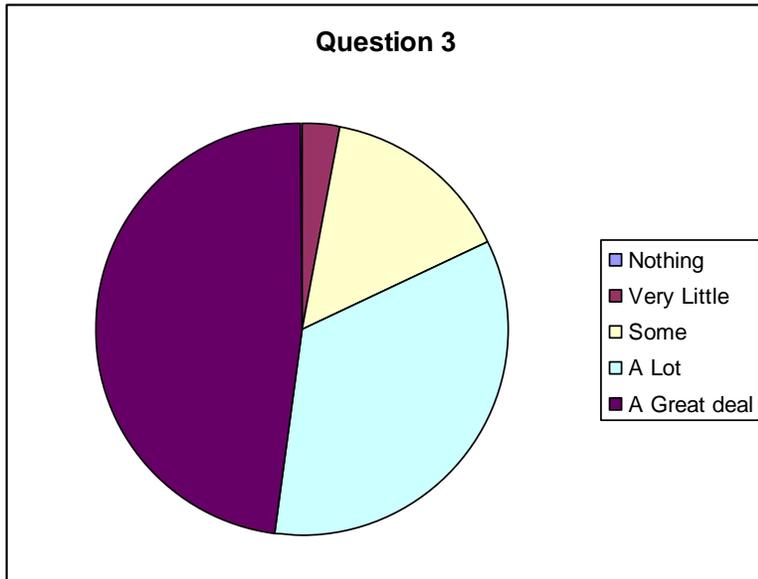
Who qualifies for EOPS?



Over 75% of students understand the selection criteria to gain entry into EOPS.

Questions #3

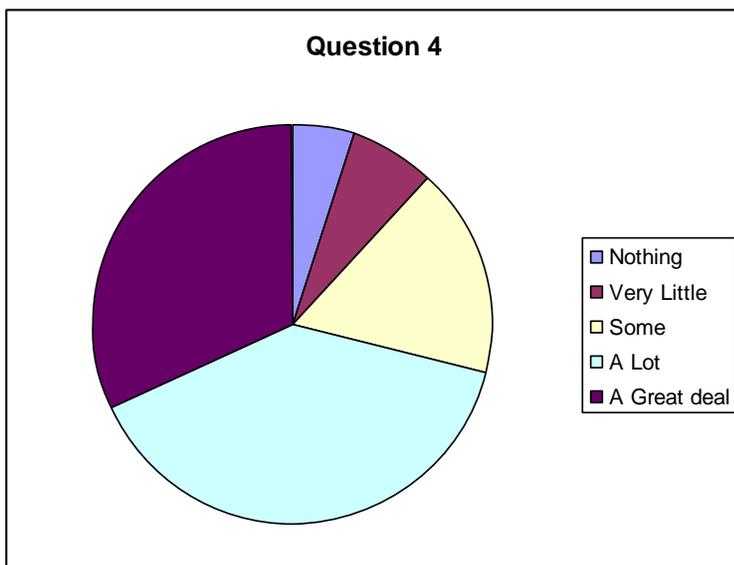
How to apply for EOPS services such as one-on-one tutoring; personal and academic counseling; assistance in admission and registration to college; financial aid in the form of grants, emergency loans, and work-study employment; special transfer assistance to four-year colleges and more.



Over 75% of students understand how to access services. The students are aware of the process to receive specific services.

Question #4

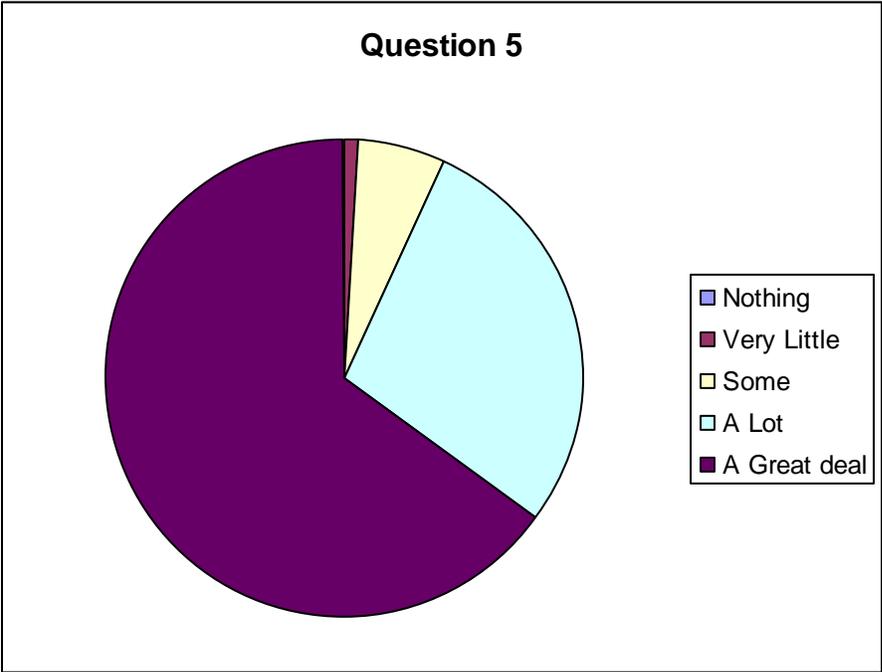
The range of services EOPS provides to single head of households through the CARE program.



Most students are aware that EOPS offers a range of services through CARE to single heads of households.

Question #5

How to make an appointment with an EOPS counselor.



Almost all students understand how