Extended Opportunity Programs and Services Office
Program Review 2012-13

1. Program/Department Description

1A. Description

[Extended Opportunity Programs and Services Office](#) (EOPS) provides programs and services over, above, and in addition to the regular educational programs of the College to assist educationally and economically disadvantaged students to be successful in their educational program at Ventura College as delineated in Title 5 and Ed. Code.

EOPS is to identify those students affected by language, social and economic disadvantages; to increase the number of eligible EOPS students achieving their educational objective and goals including but not limited to obtaining job skills, occupational certificates, associate degrees or transferring to four-year universities.

Cooperative Agencies Resources for Education (CARE), is a supplemental component under the umbrella of EOPS, further assists EOPS students who are recipients of CalWORKs, single heads of household with children under 14 years old, to break the welfare-dependency cycle by completing college-level educational training programs, and therefore become more employable and economically self-sufficient.

CARE students are EOPS students. For purposes of this program review, EOPS will be the program identification that will be used primarily throughout this program review.

Instructional courses are one of the integral services of EOPS. The college program review process has separated the program as a service unit and an instructional unit. For efficiency, this EOPS program review is organized as a hybrid to organize the two program reviews into one.

Degrees/Certificates

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)
Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/ Supplies		Books/ Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission
To qualify for EOPS, the student applicant to the program must: be a California resident; be enrolled full-time; not have completed more than 70 degree applicable units; quality to receive a Board of Governors (BOGW) fee waiver A or B; be educationally disadvantaged which includes not qualifying for enrollment into the college level English or Math; not graduated from high school or obtained GED; be a high school graduate with GPA below 2.5 or have previously enrolled in remedial courses.

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

ACCESS services are provided by EOPS to identify EOPS eligible students and to facilitate their enrollment in the college. Outreach and recruitment is provided to increase the number of potential EOPS eligible students who enroll at Ventura College. EOPS has a comprehensive recruitment plan in place and actively recruits. EOPS targets the low income, educationally disadvantaged student. Deliberate attempts are made to reach out to student/adult populations that meet these criteria. First generation college students, low achievers, high school dropouts, limited English speaking populations and those from low incomes are made aware of the opportunity to attend college. EOPS staff conducts extensive follow-up to students identified through recruitment. Given the educationally disadvantaged nature of the

EOPS/CARE student, follow-up is labor intensive and requires as many as 3-7 contacts to finally matriculate that student into Ventura College.

ORIENTATION is provided to familiarize EOPS eligible students with EOPS, college services, VC, UC, CSU and private college catalogs, application processes, VC college registration process, academic and grading standards, college terminology, course add and drop procedures, financial aid application procedures and transfer requirements and procedures to four- year universities. An EOPS Student Responsibility Contract is also required to be signed by the incoming EOPS student and an EOPS Counselor or Coordinator. Orientation is required of all EOPS students. It is offered as a one unit GW2X EOPS Orientation course. Four sections are offered each semester, including summer. This GW2X course is degree applicable and CSU transferable.

PRIORITY ENROLLMENT is provided to EOPS students per Title 5. EOPS students are each registered in the EOPS office by the EOPS Administrative Technician during the designated priority enrollment period. EOPS students are registered only in the EOPS counselor approved courses on their Student Educational Plan (SEP). This procedure insures that EOPS students are following their SEP and not attempting to register in classes that they may not be ready for. EOPS students are also not subject to the $3 remote registration fee. Students must be in EOPS good standing to benefit from this service. Good standing is

ASSESSMENTS of EOPS eligible students are conducted at a minimum to include:
- course and placement tests in reading, comprehension, vocabulary, writing and computations;
- diagnostic tests to determine the academic skill deficiencies in areas in which placement tests indicate that the student has a low probability of success in degree applicable courses;
- study skill assessment which determines how well a student is able to take lecture notes, outline written material, use library services, and use effective study techniques;
- support service assessment which determines what services the student may need to attend regularly and participate in campus life;
- assessment instruments that are not culturally or linguistically biased shall be used. Assessment instruments and methods shall be used which the college president certifies are reliable, valid and appropriate for students being assessed for the purpose of the assessment.

COUNSELING AND ADVISEMENT is provided by the certificated EOPS counselors to EOPS eligible students and as mandated by Title 5, at least three contact sessions per term for each student as follows: a contact session which combines interview interpretation of assessment results to prepare a **Student Educational Plan** and to review an EOPS Student Responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish; an in-term contact session to ensure the student is succeeding adequately, that program and services are being provided effectively, and to plan changes as may be needed to enhance student success; a term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting student needs, and to assist students to prepare for the

next term of classes, or to make future plans if students are leaving the EOPS program or the college.

BASIC SKILLS INSTRUCTION AND TUTORING are services provided to EOPS eligible students who, on the basis of assessments and counseling, need such services to succeed in reaching their educational goals. Supplemental tutoring is provided by the college Tutoring Center for EOPS students. EOPS funds this supplemental tutoring. An EOPS certificated counselor has provided a GW2Y Student Success Academy half unit course for those students that have below 2.0 GPA's. This year EOPS will offer the GW2Y Success Academy in a work shop format twice a semester. EOPS students with GPA's below 2.0, will be required to take these workshops.

TRANSFER assistance is provided by the EOPS Counselors to EOPS eligible students to transfer to four-year institutions, to other colleges and/or to find career employment in their field of training. Student Education Plans and Transfer General Education requirement certification forms are methodically completed for students desiring to transfer. University application fee waivers are provided to EOPS eligible students.

FINANCIAL ASSISTANCE in the form of EOPS grants is awarded by the EOPS Coordinator to eligible students for the purpose of reducing loan indebtedness, or to reduce unmet financial need, after Pell grants and other state, federal or institutional financial aid has been awarded to the student. EOPS grants are part of a student's financial aid package and must be processed through the college Financial Aid office.
Other EOPS direct tangible services that may be provided are book vouchers, emergency loans, bus tokens, and purchase of caps and gowns for graduation.

CARE provides support services to EOPS students that are at least 18 years of age, a single head of household, a current recipient of CalWORKs, have at least one child under 14 years of age, and be enrolled full time upon admission into the program.

Support services provided to CARE students include: supplemental grants, textbooks/supplies and transportation costs; special counseling and advisement, advocacy, workshops, personal development activities and/or curriculum (including self-esteem, parenting, study skills); group support and peer networking; meal vouchers, gas vouchers, parking permit, car maintenance and uniform assistance.

ACCESS
EOPS conducts a limited but comprehensive outreach/recruitment and follow-up program.
EOPS makes concentrated efforts to target the low income and educationally disadvantaged population.
Deliberate attempts are made to reach out to student/adult populations that meet these criteria. First generation college students, low achievers, high school dropouts, limited English speaking populations and those from low incomes are made aware of the opportunity to attend college The program counselors have established close working relationships with high school career center technicians, counselors, and instructors.

EOPS outreach has been very successful and has become very popular in the high schools. The evaluations from the staff and students give excellent reviews.

EOPS Student Staff provides the follow-up to the recruited students. The students are contacted, encouraged to come in, screened for EOPS eligibility, helped with admissions or any relevant applications and enrolled in the EOPS Orientation Course. The follow-up focus takes place late spring and summer.

Counseling

A great strength of this EOPS/CARE program is the professional counseling provided by the EOPS/CARE counselors. Students like the rapport they have established with these counselors. Academic counseling is strong: students get educational plans, they are monitored, and plans are revised after discussion with students. The EOPS Student Educational Plan form was created by EOPS many years ago and was adopted by general counseling and now used as their Student Educational Plan document.

The EOPS office has developed a method of insuring that all eligible graduates complete and submit their college graduation applications. Personal counseling and transfer counseling are also strong.

Extended evening counseling hours are provided for students, Monday through Thursday, 4-7 p.m. and since EOPS is a year round program, summer counseling as the budget allows is available for EOPS/CARE students.

Orientation *

EOPS GW2X is a one unit required course for all EOPS/CARE students. All EOPS/CARE counselors teach this course and a team teaching approach is used. It is an introduction to College and Survival Skills course in which students are offered the necessary tools for them to be successful in college. Approximately four orientation courses are offered each semester, including summer. These courses are funded by EOPS and do not generate FTES for the College.

Retention Course *

EOPS GW2Y EOPS Success Academy is offered as a class or workshop designed for struggling students to provide them with tools to help raise their grades and improve their academic progress. This course provides study techniques, self-esteem building, motivation exercises, scholarship preparation, goal setting exercises and tools that can be used to modify their behavior and become better students. "Challenges and Victories- A Student Motivational Guide" is a handbook written especially for the Success Academy course by one of the VC EOPS Counselors. It is designed primarily for EOPS students whose GPA fall below 2.0.

EOPS Faculty Questionnaires: EOPS students are routinely given progress questionnaires to take to faculty to check their student progress. The questionnaires force student contact with the instructors, facilitate a relationship with faculty and give student and counselor immediate feedback for course improvement action.

CARE offers additional services above EOPS such as book vouchers, supply vouchers, gas vouchers, (meal tickets offered in the past are no longer available due to cafeteria closure) , CARE grants and auto repair/maintenance. These services also serve as an incentive to maintain program requirements.

Transfer

University fieldtrips are provided to EOPS students to visit these institutions. The purpose of this service is to introduce EOPS/CARE students to a University setting to encourage and motivate them to seriously consider transferring to a university. For many EOPS students, Ventura College is a dream comes true, the idea of transferring to a university is viewed as something out of their world view. The realization that transfer is a possibility pushes students to raise their grades and improve their student progress. EOPS counselors work closely with students to research their university choices, to enroll in the appropriate major prep courses and finally to apply to several universities. The counselors systematically complete the GE and IGETC certifications. EOPS provides EOPS fee waivers for the university applications.

EOPS SQUAWK Box

The EOPS Squawk Box, a shoebox sits on the EOPS counter and is made available for EOPS/CARE students to drop in anonymous notes expressing any compliments, suggestions or complaints.

The EOPS Newsletter

The EOPS Newsletters, El Espejo/the Mirror, due to budget constraints, are published periodically. The purpose of this newsletter is to communicate important information to EOPS/CARE students and to also serve as a public relations information document.

EOPS Instructor of the Year*

In late spring EOPS students are asked to nominate, an academic instructor (outside of EOPS) that they believe to provide instruction to them (as prescribed in EOPS regulation language), in an "over, above and in addition to" manner. Student nominations are tabulated by the EOPS staff. A plaque is given to the Instructor at the program's end of the year EOPS Student Recognition program. This award is recognized in the college President's Report and EOPS Newsletter. This is an opportunity for EOPS to not only recognize instruction but to promote EOPS students.

EOPS Student Recognition

An annual EOPS Student Recognition Program," An Evening With The Stars", is held towards the end of the academic year to recognize EOPS student achievements in the areas of dean's list, honorable mention, scholarships, graduates, transfers, Instructor of the Year and EOPS and CARE student of the year. It is also at this event, that EOPS students acknowledge their heartfelt sincere appreciation for EOPS, the EOPS staff and Ventura College.

EOPS Graduation Recognition

EOPS/CARE students are strongly counseled and encouraged to participate In the College commencement ceremony. EOPS has developed a system of monitoring student units to ensure that eligible EOPS students apply for the A.A. or A.S. degree and participate in the college commencement graduation. The counselors systematically complete graduation applications with the eligible students. The program purchases the caps, gowns and the special EOPS recognition symbol, the white orchid leis, which are a symbol of love, to wear in the commencement ceremony. EOPS staff participates in the ceremony in honor of the EOPS/CARE graduates.

The latest and last 2009, Chancellors Office Site Review Summary Report noted that the percentage of EOPS students who were awarded associate degrees was nearly twice as many as those awarded to their non-EOPS counterparts.

Book vouchers, EOPS grants, Bus Tokens, Early Registration: Students receive this extra service/assistance which is used as an incentive to maintain the program requirements.

Advocacy

EOPS is a strong advocate for the program and its students. Students rely on EOPS as their advocates. EOPS teaches advocacy throughout its program services. EOPS also supports the EOPS Student Services Association, which is the student club of the program. This association is active on campus with representation on the college ASVC board.

Program Review

A California Community College Chancellor's Site Review of EOPS and other Ventura College categoricals were conducted spring 2009. EOPS was commended for strong student support and satisfaction, for strong outreach and recruitment, for higher rates of student persistence and degree completion when compared to the general student population, and for leadership in developing student service campus collaboration through the Students In Common (SIC)* group.

Although there is a perception that student support services do not work collaboratively nor share vital information, EOPS, a few years ago, initiated a student service collaboration effort resulting in a campus group called Students In Common (SIC). SIC is made up of college representatives from EOPS, Financial Aid, CalWORKs, DSPS, Counseling, MESA, BVA/East Campus. The intent of this group is to coordinate, problem solve and improve the delivery of student services to the students each program serves in common. SIC meets periodically.

EOPS Student Persistence

The Chancellor's Site Review also noted that EOPS students had a higher rate of persistence from semester to semester compared to non-EOPS students (73.59 percent vs. 59.12 percent).

EOPS Staff

The Chancellor's Site Review also noted that the staff appears to be professional, dedicated, compassionate, hard-working, supportive and knowledgeable. The Site Review team commended the EOPS/CARE program staff for "Their dedication and commitment in providing a high level of service in an over-and-above manner to low income, educationally disadvantaged and bilingual students".

*Noted Exemplary Practices cited by the Chancellors Office Site Review Team.

K. Organizational Structure

President: Robin Calote
     Executive Vice President: Ramiro Sanchez
          Dean: Victoria Lugo

Instructors and Staff

Name	Paula Munoz
Classification	Professor, Coordinator EOPS
Year Hired	1975
Years of Industry Experience	
Degrees/Credentials	B.A., 1973, California State University, Northridge; M.S., 1975, University of Wisconsin

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Name	Robert Chaparro
Classification	Professor, Counseling/EOPS
Year Hired	1998
Year of Industry Experience	
Degrees/Credentials	A.A., 1980, Ventura College; B.A., 1984, University of California, Santa Barbara; M.S., 1989, California Lutheran University

Name	Tim Suel
Classification	Professor, Counseling/EOPS
Year Hired	1985
Years of Industry Experience	
Degrees/Credentials	B.S., 1970, California State University, Los Angeles; M.A., 1971, M.S., 1977, University of Southern California

Name	Laura Hilton
Classification	EOPS/CARE Technician
Year Hired	1982
Years of Industry Experience	
Degrees/Credentials	A.A.,1994, Ventura College

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 – *Program* Level Student Learning Outcomes
   For programs/departments offering degrees and/or certificates
1. N/A

2.

2A3. 2012-2013 - *Course* Level Student Learning Outcomes

1. After successfully completing the EOPS GW2X orientation, students will identify the key differences between the two California state public university systems, the University of California (UC) and the California State University (CSU).

 2. After successfully completing the GW2X, students will be able to successfully identify 5 strategies for college success.

Attached to program review (See appendices).

2B. 2012-2013 Student SUCCESS Outcomes

1. EOPS/CARE program students will acknowledge that the EOPS/CARE program and services increased their academic confidence and academic goal clarity.

2. EOPS/CARE students will demonstrate satisfaction with the program's support services at the end of each term.

3. EOPS/CARE students will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.

4. EOPS students will demonstrate an understanding of the EOPS three required counseling appointments per semester.

2C. 2012-2013 Program OPERATING Outcomes

1. EOPS/CARE operations are adequate for front office reception, program communications, EOPS counseling requirements, retention, outreach, orientation and hours needed to meet the needs of EOPS/CARE student services.

2. The EOPS/CARE program budget for EOPS/CARE student grants, book vouchers, and bus tokens is adequate in meeting the needs of EOPS/CARE students.

3. The EOPS/CARE information technology for gathering data collection and evaluation is adequate in providing needed program data in a timely and efficient manner.

4) The inventory of EOPS/CARE program equipment is functional, current and adequate for EOPS office needs.

5. *The EOPS/CARE Center will optimize the use of its facility.*

2D. Mapping of Student Learning Outcomes - *Refer to TracDat*

Mapping is on TracDat.

3. Operating Information

3A.   Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students

	A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census

	Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at

http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

Program Review Expenses for Extended Opportunities Programs
Total Program Review Expenses by Major Budget Categories for Extended Opportunities Programs
1 FT Faculty 546,389 418,183 351,384 424,921 432,434
2 PT Faculty 81,596 67,126 64,802 50,494 14,406
3 Classified 148,941 109,956 93,096 93,296 93,798
4 Student Hourly 8,610 1,559 3,943 1,768 2,036
6 Managers 0 0 0 0 0
7 Supplies 9,371 8,443 6,061 2,566 3,400
8 Services 9,831 5,735 7,015 4,396 5,188
9 Equipment 2,003 693 3,698 315 316
Total Expenses for Extended Opportunities Programs 806,740 611,694 529,999 577,757 551,578
Budget by Major Budget Category Program: 643000 - Extended Opportunities Programs and
1 FT Faculty 546,389 418,183 351,384 424,921 432,434
2 PT Faculty 81,596 67,126 64,802 50,494 14,406
3 Classified 148,941 109,956 93,096 93,296 93,798
4 Student Hourly 8,610 1,559 3,943 1,768 2,036
5 Supervisors 0 0 0 0 0
6 Managers 0 0 0 0 0
7 Supplies 9,371 8,443 6,061 2,566 3,400
8 Services 9,831 5,735 7,015 4,396 5,188
9 Equipment 2,003 693 3,698 315 316
Totals by Major Budget Category 806,740 611,694 529,999 577,757 551,578
111 Unrestricted General Fund 31018 EOPS General Fund Match 643000 Extended Opportunities Programs
111 31018 1220 643000 Faculty - Non-Instructional 107,177 107,177 107,177 107,177 107,177
111 31018 1442 643000 Faculty - Coordinators 15,018 15,018 0 0 0
111 31018 3XX1 643000 Benefits FT Faculty 37,556 39,827 39,478 47,201 52,294
111 31018 3XX2 643000 Benefits PT Faculty 305 305 0 0 0
111 31018 5241 643000 Faculty Travel ($100 Per Contract) 230 300 88 300 300
111 31018 5242 643000 Other Faculty Travel 15 -15 0 0 0
114 General Fund - Designated 35012 College Equipment 643000 Extended Opportunities Programs
114 35012 6453 643000 Equip-Non Instruc Equip $1000+ 0 0 3,006 0 0
121 State Categorical 36003 EOPS 643000 Extended Opportunities Programs
121 36003 1220 643000 Faculty - Non-Instructional 291,685 0 150,962 196,114 196,114
121 36003 1420 643000 Faculty -Non-Instructional - Hourly 64,422 17,076 52,826 48,771 14,000
121 36003 2121 643000 Classified Regular 93,181 0 58,859 58,859 58,859
121 36003 2322 643000 Classified - Overtime 3,392 0 3,162 2,250 2,250
121 36003 2530 643000 Student Hourly-Non-Instructional 8,458 0 3,867 1,738 2,000
121 36003 3XX1 643000 Benefits FT Faculty 109,971 1,409 52,913 74,429 76,849
121 36003 3XX2 643000 Benefits PT Faculty 1,852 467 1,371 1,723 406
121 36003 3XX3 643000 Benefits Classified 52,368 0 31,075 32,188 32,689

121 36003 3XX4 643000 Benefits Student Hourly 152 0 76 30 36
121 36003 4200 643000 Office Supplies and Material 4,452 1,744 3,363 1,217 1,600
121 36003 4800 643000 General Supplies & Materials 4,919 0 1,674 1,349 800
121 36003 4801 643000 Outreach Supplies & Materials 0 0 1,023 0 1,000
121 36003 5211 643000 Employee Travel 0 0 65 778 900
121 36003 5220 643000 Mileage Reimbursement 393 0 156 149 200
121 36003 5242 643000 Other Faculty Travel 2,442 0 2,648 2,164 2,000
121 36003 5250 643000 Student Travel 3,121 0 0 0 0
121 36003 5622 643000 Maint/Repair-Equipment 455 459 44 455 500
121 36003 5850 643000 Postage/Shipping 0 0 0 8 0
121 36003 5870 643000 Printing And Duplicating 2,036 0 707 542 750
121 36003 5890 643000 Other Expense & Services 1,140 0 3,307 0 538

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Funds 111, 113, 114, 128*, 445
FY09 FY10 FY11 FY12 Bud FY13
Program Review Expenses for Extended Opportunities Programs Funds 111, 113, 114, 128*, 445
121 36003 6423 643000 Equip-Non Instruc Equip $200-$999 2,003 0 693 315
121 36003 7991 643000 Bal Fwd-Proj. To Date- Expend (Actu 0 808,295 0 0 0

121 State Categorical 36101 CARE 09-10 643000 Extended Opportunities Programs
121 36101 4200 643000 Office Supplies and Material 0 400 0 0 0

121 State Categorical 36103 EOPS 09-10 643000 Extended Opportunities Programs
121 36103 1220 643000 Faculty - Non-Instructional 0 194,746 0 0 0
121 36103 1420 643000 Faculty -Non-Instructional - Hourly 0 33,490 10,362 0 0
121 36103 2121 643000 Classified Regular 0 67,811 0 0 0
121 36103 2322 643000 Classified - Overtime 0 2,780 0 0 0
121 36103 2530 643000 Student Hourly-Non-Instructional 0 1,532 0 0 0
121 36103 3XX1 643000 Benefits FT Faculty 0 75,024 855 0 0
121 36103 3XX2 643000 Benefits PT Faculty 0 770 244 0 0
121 36103 3XX3 643000 Benefits Classified 0 39,366 0 0 0
121 36103 3XX4 643000 Benefits Student Hourly 0 27 0 0 0
121 36103 4200 643000 Office Supplies and Material 0 2,999 0 0 0
121 36103 4800 643000 General Supplies & Materials 0 3,300 0 0 0
121 36103 5220 643000 Mileage Reimbursement 0 136 0 0 0
121 36103 5242 643000 Other Faculty Travel 0 2,455 0 0 0
121 36103 5622 643000 Maint/Repair-Equipment 0 459 0 0 0
121 36103 5870 643000 Printing And Duplicating 0 1,057 0 0 0
121 36103 5890 643000 Other Expense & Services 0 884 0 0 0
121 36103 6423 643000 Equip-Non Instruc Equip $200-$999 0 693 0 0 0
121 36103 7991 643000 Bal Fwd-Proj. To Date- Expend (Actu 0 0 548,339 0 0

121 State Categorical 39999 Balances Offset 643000 Extended Opportunities Programs
121 39999 7991 643000 Bal Fwd-Proj. To Date- Expend (Actu 0 -808,295 -548,339 0 0

Program Review Expenses Detail Total
643000
806,740 611,694 529,999 577,757 551,578
Extended Opportunities Programs and FY09 FY10 FY11 FY12 Bud FY13
Program

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

EOPS and CARE are categorical state funded programs. The program's budget information shows that EOPS/CARE has suffered a 40% categorical fund 121 budget cut due to statewide categorical program budget cuts.

The decrease in funding has resulted in the loss of a one FTE Bilingual EOPS Counselor and one fulltime classified bilingual front office clerical assistant. The PT Faculty budget has been reduced by approximately 75%.

Student hourly for tutoring and EOPS Peer Advisers has been reduced by approximately 75%. Supplies have been reduced by approximately 40%. Services which includes direct aid to students such as grants, book vouchers, bus passes and other aid has been reduced by 60%.

The 111 fund which is the required district match for EOPS has been reduced by 100% in the PT faculty area.

The impact of the budget cuts to the program are reduced counseling hours for outreach, recruitment, Workshops, summer counseling and other activities directed at retaining students. The office no longer has a professional full time classified staff person to answer phones, coordinate front office, make appointments, nor greet the students and public. Tutoring for EOPS students is limited. The reduction in Peer Advisers means that the office is at times unstaffed and essential filing and office duties are not performed.

The reduction in these areas also pulls away the full time staff, including counselors away from their primary responsibilities to answer phones, take care of walk ins, and make appointments and other required actions.

The reductions in the direct aid to students take away the promises and carrots of the program that these disadvantaged students need to draw them in and keep them in the program and therefore, retain them in college.

3C2: Interpretation of the Program Inventory Information

Inventory: Extended Opportunities Pr 643000 Org Fund Date Age Cost Perm Tag# Serial #
Visioneer NetScan 4000 Flatbed Scan Sehi Computers 35012 114 3/9/2011 1 1,332 N00022305 9AZC112060
Canon ScanFront 300 Sheetfed Scan Sehi Computers 35012 114 3/9/2011 1 1,674 N00022304 FJ300494
Inspiron 8000 850 Mhz per quote Dell Computer C 36001 121 7/5/2001 11 1,183 N00002947
Computer Dell Computer C 36003 121 7/10/2006 6 1,733 N00011946 89BZ5B1
Color Copier The Performanc 36003 121 6/30/2005 7 2,538 N00011674 55082063
P IV Configuration B of Bid #164 with MAT 2000 Inc 36003 121 3/11/2002 10 1,836 N00003080
P IV Configuration B of Bid #164 MAT 2000 Inc 36003 121 3/11/2002 10 1,177 N00003081
L-Shaped Desk by Colorline Tri County Office 36003 121 7/11/2001 11 80 N00003508
Assembly/Delivery Tri County Office 36003 121 7/11/2001 11 2,654
Assembly/Delivery Tri County Office 36003 121 7/11/2001 11 80
L-Shaped Desk by Colorline Tri County Office 36003 121 7/11/2001 11 2,654 N00003509
L-Shaped Desk by Colorline Tri County Office 36003 121 7/11/2001 11 80 N00003509
Assembly/Delivery Tri County Office 36003 121 7/11/2001 11 2,508
Assembly/Delivery Tri County Office 36003 121 7/11/2001 11 80
L-Shaped Desk by Colorline Tri County Office 36003 121 7/11/2001 11 2,508 N00003508
Inspiron 8000 850 Mhz per quote Dell Computer C 36003 121 7/5/2001 11 1,666 N00002947
Sharp AR-205 Digital Copier, 20 ppm, The Performanc 36003 121 1/8/2001 11 0 N00002541 06508989

EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 428
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 1,962
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 433
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 82
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 428 N00011169
FNB3541
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 144
Dell dimension 4600 series pentium 4 Dell Computer C 36103 121 5/24/2004 8 1,680 N00011171
B70LT41
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 17 N00011169 FNB3541
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 73 N00011169 FNB3541
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 144
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 1,962
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 144
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 433
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 433 N00011169
FNB3541
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 1,962 N00011169
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 17
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 73
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 82
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 96
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 96 N00011169 FNB3541
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 1,962
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 17
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 73
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 82
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 96
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 144
Dell dimension 4600 series pentium 4 Dell Computer C 36103 121 5/24/2004 8 1,680 N00011170
570LT41
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 433
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 144 N00011169
FNB3541
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 17
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 73
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 82
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 96
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 144
EQuote#E004240302, Perfection 240 Dell Computer C 36103 121 5/21/2004 8 428
EQuote#E004240302, Flat Screen 17 Dell Computer C 36103 121 5/12/2004 8 428
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 428
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 433
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 1,962
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 17
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 73
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 82
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 428
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 144
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 428
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 433
EQuote #E004240123, Latitude D600 Dell Computer C 36103 121 5/24/2004 8 82 N00011169 FNB3541
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 17
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 73
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 82
EQuote#E004240302, Stylus C84 Col Dell Computer C 36103 121 5/24/2004 8 96

EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 96
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 73
EQuote#E004240302, Cordless MX D Dell Computer C 36103 121 5/24/2004 8 1,962
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 144
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 433
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 17
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 96
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 428
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 82
EQuote#E004240302, Digital Camera Dell Computer C 36103 121 5/24/2004 8 1,962
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 96
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 433
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 73
EQuote#E004240302, X-120 Speaker Dell Computer C 36103 121 5/24/2004 8 17
Z-3 SPEAKER SYSTEM Dell Computer C 36103 121 5/24/2004 8 1,962
HP Laserjet 2300dn #Q2475A Sehi Computers 36103 121 10/7/2003 9 1,014 N00003427 CNBFB94785
Subtotal Inventory for Extended Opportunities Programs and 84 54,048

The computers, laptops and Xerox are old and need to be updated or replaced.

3C3: Interpretation of the Program Productivity Information
The EOPS GW2X courses reflect a "0" productivity and WSCH ratio because they are funded by EOPS.

3C4: Interpretation of the Program Course Productivity Information

The EOPS GW2X courses reflect a "0" productivity and WSCH ratio because they are funded by EOPS.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Student Success by Subject, Fiscal Year, Term, Course *EOPS*
GW Comparative Summary
Fiscal Year A B C P CR D F NP NC W Graded *I* Completed Success
FY09 0 0 0 311 0 0 39 36 386 *0* 350 91% 311 81%
Distribution % *0% 0% 0% 81% 0% 0% 10% 9%*
FY10 0 0 0 305 0 0 36 35 376 *0* 341 91% 305 81%
Distribution % *0% 0% 0% 81% 0% 0% 10% 9%*

FY11 0 0 0 168 0 0 12 22 202 *0* 180 89% 168 83%

Distribution % *0% 0% 0% 83% 0% 0% 6% 11%*

GW Prior Three Year Average 0 0 0 261 0 0 29 31 321 *0* 290 90% 261 81%

0% 0% 0% 81% 0% 0% 9% 10%

FY12 0 0 0 264 0 0 16 18 298 *2* 280 94% 264 89%

Distribution % *0% 0% 0% 89% 0% 0% 5% 6%*

College Prior Three Year Average *0% 0% 0% 81% 0% 0% 9% 10% 90% 81%*

GW Course Detail for Spring, 2012 Fiscal Year = FY12 Term Code = 201203

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 65 0 0 4 6 75 *2* 69 92% 65 87%

Spring 0 0 0 65 0 0 4 6 69 92% 65 87%

Distribution % *0% 0% 0% 87% 0% 0% 5% 8%*

75 *2*

GW Course Detail for Fall, 2011 Fiscal Year = FY12 Term Code = 201107

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 89 0 0 9 8 106 *0* 98 92% 89 84%

Fall 0 0 0 89 0 0 9 8 98 92% 89 84%

Distribution % *0% 0% 0% 84% 0% 0% 8% 8%*

106 *0*

GW Course Detail for Summer, 2011 Fiscal Year = FY12 Term Code = 201105

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 110 0 0 3 4 117 *0* 113 97% 110 94%

Summer 0 0 0 110 0 0 3 4 113 97% 110 94%

Distribution % *0% 0% 0% 94% 0% 0% 3% 3%*

117 *0*

FY12 0 0 0 264 0 0 16 18 298 *2* 280 94% 264 89%

Distribution % *0% 0% 0% 89% 0% 0% 5% 6%*

GW Course Detail for Spring, 2011 Fiscal Year = FY11 Term Code = 201103

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 58 0 0 5 8 71 *0* 63 89% 58 82%

Spring 0 0 0 58 0 0 5 8 63 89% 58 82%

Distribution % *0% 0% 0% 82% 0% 0% 7% 11%*

71 *0*

GW Course Detail for Fall, 2010 Fiscal Year = FY11 Term Code = 201007

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 49 0 0 7 12 68 *0* 56 82% 49 72%

Fall 0 0 0 49 0 0 7 12 56 82% 49 72%

Distribution % *0% 0% 0% 72% 0% 0% 10% 18%*

68 *0*

GW Course Detail for Summer, 2010 Fiscal Year = FY11 Term Code = 201005

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

GWV02X Orientation Workshop: 0 0 0 61 0 0 0 2 63 *0* 61 97% 61 97%

Summer 0 0 0 61 0 0 0 2 61 97% 61 97%

Distribution % *0% 0% 0% 97% 0% 0% 0% 3%*

63 *0*

FY11 0 0 0 168 0 0 12 22 202 *0* 180 89% 168 83%

Distribution % *0% 0% 0% 83% 0% 0% 6% 11%*

GW Course Detail for Spring, 2010 Fiscal Year = FY10 Term Code = 201003

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success

9/25/2012 GW FY10 Page 1 of 2

Student Success by Subject, Fiscal Year, Term, Course *EOPS*

GWV02X Orientation Workshop: 0 0 0 23 0 0 5 4 32 *0* 28 88% 23 72%

Spring 0 0 0 23 0 0 5 4 28 88% 23 72%

Distribution % *0% 0% 0% 72% 0% 0% 16% 13%*

32 *0*

GW Course Detail for Fall, 2009 Fiscal Year = FY10 Term Code = 200907

CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success
GWV02X Orientation Workshop: 0 0 0 166 0 0 22 22 210 *0* 188 90% 166 79%
Fall 0 0 0 166 0 0 22 22 188 90% 166 79%
Distribution % *0% 0% 0% 79% 0% 0% 10% 10%*
210 *0*
GW Course Detail for Summer, 2009 Fiscal Year = FY10 Term Code = 200905
CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success
GWV02X Orientation Workshop: 0 0 0 116 0 0 9 9 134 *0* 125 93% 116 87%
Summer 0 0 0 116 0 0 9 9 125 93% 116 87%
Distribution % *0% 0% 0% 87% 0% 0% 7% 7%*
134 *0*
FY10 0 0 0 305 0 0 36 35 376 *0* 341 91% 305 81%
Distribution % *0% 0% 0% 81% 0% 0% 10% 9%*
GW Course Detail for Spring, 2009 Fiscal Year = FY09 Term Code = 200903
CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success
GWV02X Orientation Workshop: 0 0 0 59 0 0 12 13 84 *0* 71 85% 59 70%
Spring 0 0 0 59 0 0 12 13 71 85% 59 70%
Distribution % *0% 0% 0% 70% 0% 0% 14% 15%*
84 *0*
GW Course Detail for Fall, 2008 Fiscal Year = FY09 Term Code = 200807
CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success
GWV02X Orientation Workshop: 0 0 0 121 0 0 9 22 152 *0* 130 86% 121 80%
Fall 0 0 0 121 0 0 9 22 130 86% 121 80%
Distribution % *0% 0% 0% 80% 0% 0% 6% 14%*
152 *0*
GW Course Detail for Summer, 2008 Fiscal Year = FY09 Term Code = 200805
CourseID Orientation Workshop: A B C P CR D F NP NC W Graded *I* Completed Success
GWV02X Orientation Workshop: 0 0 0 131 0 0 18 1 150 *0* 149 99% 131 87%
Summer 0 0 0 131 0 0 18 1 149 99% 131 87%
Distribution % *0% 0% 0% 87% 0% 0% 12% 1%*
150 *0*
FY09 0 0 0 311 0 0 39 36 386 *0* 350 91% 311 81%
Distribution % *0% 0% 0% 81% 0% 0% 10% 9%*

The EOPS GW2X information pulled from the data above indicates that the completion rate for the EOPS courses averaged 94%. The success rates averaged 88%.

3C6: Interpretation of the Program Completion Information

N/A EOPS does not award certificates or degrees.

3C7: Interpretation of the Program Demographic Information
EOPS GW courses:
Student Demographics by Subject, Year, Term, Course *EOPS*
Course Year or Title Hispanic White Asian Af Am Pac I Filipino Nat Am Other Female Male Other Avg Age
GW FY09 269 58 10 21 2 5 5 16 246 139 1 27
70% 15% 3% 5% 1% 1% 1% 4% 64% 36% 0%
GW FY10 273 46 6 26 3 1 6 16 245 131 1 26
72% 12% 2% 7% 1% 0% 2% 4% 65% 35% 0%
GW FY11 152 20 5 9 0 3 3 10 138 62 2 24
75% 10% 2% 4% 0% 1% 1% 5% 68% 31% 1%

GW Prior 3 Year Average 231 41 7 19 2 3 5 14 210 111 1 26
72% 13% 2% 6% 1% 1% 1% 4% 65% 34% 0%
GW FY12 217 36 3 21 1 2 4 14 188 107 3 25
73% 12% 1% 7% 0% 1% 1% 5% 63% 36% 1%
College Prior 3 Year Average 35,417 33,507 2,963 3,014 652 2,480 1,210 6,906 47,665 38,082 403 27

Overall Program Demographic Data

To receive EOPS programs and services a student must: be a resident of California; be enrolled full-time when accepted in the EOPS program; not have completed more than 70 units of degree applicable credit coursework; qualify to receive the Board of Governors Waiver; be educationally disadvantaged as determined by Title V.

EOPS serves educationally and economically disadvantaged students. The educationally disadvantaged student is defined by EOPS Title 5 as a student who must:

a.) Be a resident of California, b.) Be enrolled full-time when accepted in to the EOPS program. The EOPS director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units. C) Not have completed more than 70 units of degree applicable credit coursework in any combination of post-secondary higher education institutions. d) Qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2). e) Be educationally disadvantaged as determined by the EOPS director or designee. In making this determination the EOPS director or designee shall consider one or more of the following factors:

> 1) The student does not qualify at the college of attendance for enrollment into the minimum level English (Engl 2A) or mathematics course (Math1) that is applicable to the associate degree.
>
> 2) The student did not graduate from high school or did not obtain the General Education Diploma (G.E.D).
>
> 3) The student graduated from high school with a grade point average below 2.50 on a 4.00 scale.
>
> 4) The student was previously enrolled in high school or college remedial education.
>
> 5) A student meets other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part.

2011-12 populations served: EOPS Students 671

Gender: 69% female
31% male

Educational Goal:
Transfer with AA/AS Degree: 74%
Transfer w/o AA/AS Degree: 7%
Vocational/Job Skills: 14%
AA/AS: 2%
Certificate: 4%

Ethnicity:
Anglo   13%
Asian/Pacific Islander 3%
African-American   6%
Filipino   3%
Latino   73%
Native-American   2%

AA/AS & Certificates: 84

Students Requesting Transcripts for Transfer: 97

High School Grad Status:
HS Diploma: 83%
Non-graduate: 7%
GED: 10%

                                   EOPS Honor Students
                                 Deans List: 105
                                 Honorable Mention: 136
                                 EOPS Students Awarded Scholarships: 30

AGE:
Under 18   4%
18-25   72%
26-35   11%
36+   13%

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

In 2009-10, 812 EOPS students were served. In 2010-11, 618 EOPS students were served.

The data indicates a higher level of representation of the Latino population compared to their percentages in the general population. This may be attributed to the lower socioeconomic status of this historically underrepresented group in higher education.

One of the implications of the latest college environmental scan indicates that the college must work to assess, understand and meet the needs of its majority Hispanic College population. Another implication is that given that there are relatively low educational attainment of residents in the college service area there is a need to meet the wide ranging educational needs and that the college will continue to serve a large number of first-generation students who may need extra support to be successful.

Financial Aid was received by 28.56% of the general student population compared to 97.66% of EOPS. Of those who received Financial Aid, 27.84% received a BOG waiver compared to 97.66% of EOPS students. Pell grants were received by 7.98% of the students who were awarded financial aid compared to 63.65% of EOPS students. "Other" financial aid awards were received by 5.72% of the students who were awarded financial aid compared to 52.55% of EOPS students.

Analysis of the trends observed through the data: It is clear from the data that the EOPS program is successful in serving first generation college students from economically disadvantaged backgrounds. EOPS students received nearly twice the percentages of Associates degrees and certificates than their non-EOPS counterparts. Students participating in the EOPS program receive AA/AS degrees at greater rates than the general student population. In some years, EOPS students received AA/AS degrees at more than twice the rate of non-EOPS students.

c) What other operational data is pertinent to your program? Please provide.

STUDENT NEED:

    EOPS students are educationally disadvantaged. Our high school feeder schools of the Santa Paula, Fillmore, Ventura and even Oxnard Union High School District present a significant challenge. The **Academic Performance Index (**API) scores for the low-income are in the 620 to 700 range and those enrolled in the continuation schools are in the 500 range. Many students that have come to us from these schools have low expectations to further their education. These students have received little, if any information about pathways into and through higher

education. Through anecdotal data we note that there are those that receive the information and do not think that it applies to them due the myths of eligibility requirements. While providing outreach, we find that many of the individuals believe that within their families or communities, they do not have access to information and/or knowledge about higher education systems and its applicability to themselves. Without the proper access to information and counseling, these students can become lost in the system and increasingly frustrated in their attempts to create and fulfill their educational goals.

C2:.Times of Operation (per semester/summer):
Fall and Spring Semesters:
Monday through Thursday: 8:00 a.m. to 7:00 p.m.
Friday: 8:00 a.m. to 5:00 p.m.
Summer:
Monday through Thursday: 8:00 a.m. to 7:00 p.m.

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will not be assessed by EOPS.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by EOPS.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will not be assessed by EOPS.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed in the 2013/14 academic year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in the 2012/13 academic year.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - *For programs/departments offering degrees and/or certificates*

Program-Level Student Learning Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: **2012-2013** **Course Level Student Learning Outcomes -** *Refer to TracDat*

1.   After successfully completing the EOPS GW2X orientation, students will identify the key differences between the two California state public university systems, the University of California (UC) and the California State University (CSU).
 2. After successfully completing the GW2X, students will be able to successfully identify 5 strategies for college success.

4B: **2012-2013** **Student Success Outcomes**

Student Success Outcome 1	Performance Indicators
EOPS/CARE program students will acknowledge that the EOPS/CARE program and services increased their academic confidence and academic goal clarity.	80% or higher will acknowledge that the EOPS/CARE program and services increased their academic confidence and academic goal clarity.
Operating Information	
This service unit outcome will be evaluated through a hard copy survey distributed during the EOPS early registration process. A survey will be completed each semester to evaluate this targeted SUO each semester.	
Analysis – Assessment	
During the last survey taken Spring 2012, the analysis showed that 83% of the program students indicated that EOPS increased their academic confidence and academic goal clarity.	

Student Success Outcome 2	Performance Indicators
EOPS/CARE students will demonstrate satisfaction with the program's support services at the end of each term.	80% or higher will demonstrate satisfaction with the program's support services at the end of each term.
Operating Information	
This service unit outcome will be evaluated through a hard copy survey distributed during the EOPS	

early registration process. A survey will be completed each semester to evaluate this targeted SUO each semester.

Analysis – Assessment
During the last survey taken Spring 2012, the analysis showed that 85% of the program students indicated satisfaction with the program's support services. Students commented on the high quality of EOPS counseling but the unavailability of EOPS counselors for the required three EOPS counseling appointments.

Student Success Outcome 3	Performance Indicators
EOPS/CARE students will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.	80% or higher will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.

Operating Information
This service unit outcome will be evaluated through a hard copy survey distributed during the EOPS early registration process. A survey will be completed each semester to evaluate this targeted SUO each semester.

Analysis – Assessment
During the last survey taken Spring 2012, the analysis showed that 85% of the program students indicated satisfaction with the program's support services.

Student Success Outcome 4	Performance Indicators
EOPS students will demonstrate an understanding of the EOPS three required counseling appointments per semester.	75% or higher EOPS students who have complied with the three counseling sessions will be eligible to register early.

Operating Information
This service unit outcome will be evaluated register early. The survey outcome will be the number of EOPS students that register during EOPS early registration, Fall 2012 for Spring 2013 courses.

Analysis – Assessment
This assessment will take place in November 2012.

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
EOPS/CARE operations are adequate for front office reception, program communications, EOPS counseling requirements,	80% of the EOPS/CARE students of the students surveyed will indicate that the EOPS/CARE operations are adequate in terms of front office staff reception, program communications, EOPS counseling requirements, retention, outreach, orientation and hours needed to meet the needs of EOPS/CARE student services.

| retention, outreach, orientation and hours needed to meet the needs of EOPS/CARE student services. | |

Operating Information
The EOPS office hours are 8:00 a.m. to 7:00 p.m. Monday through Thursday and 8:00a.m. to 5:00 p.m. on Fridays.

Analysis – Assessment
The goal was not met in most areas. 73% of the students although satisfied with the front office operations when someone was present, indicated that although they appreciated the EOPS staff, there were times when there was no front office staff to assist them. 64% of the students were satisfied with Program Communications. Students indicated that the program communications (El Espejo, the EOPS newsletter) was not that frequent. 90% of the students were satisfied with the quality of EOPS Counseling services but not satisfied with the unavailability of EOPS Counseling to meet the required three EOPS Counseling appointments per semester. 45% were satisfied with the retention efforts noting that the tutoring support had been reduced. 80% were satisfied with the EOPS Orientation courses. 99% of the students were satisfied with the program office hours.

Program Operating Outcome 2	**Performance Indicators**
The EOPS/CARE program budget for EOPS/CARE student grants, book vouchers, and bus tokens is adequate in meeting the needs of EOPS/CARE students.	80% of the students surveyed will indicate that the EOPS/CARE program budget for EOPS/CARE student grants, book vouchers, and bus tokens is adequate in meeting the needs of EOPS/CARE students.

Operating Information
The EOPS and CARE program plan includes awarding grants, book vouchers and bus tokens to EOPS students in good standing in the program.

Analysis – Assessment
The goal was not met. 46% of the students were satisfied with the EOPS /CARE grants. Students noted that the grants were significantly reduced from prior year. 42% of the students were satisfied with the book vouchers and bus tokens. Reductions in the EOPS/CARE allocations have resulted in additional cuts in these areas.

Program Operating Outcome 3	**Performance Indicators**
The EOPS/CARE information technology for gathering data collection and evaluation is adequate in providing needed	The EOPS staff will analyze its program's capabilities during Fall 2012 to determine if the information technology for gathering data collection and evaluation for college and EOPS reporting is adequate in providing needed program data in a timely and efficient manner.

program data in a timely and efficient manner.	(Data programming link our data with Banner majors, ethnicity and GPA's.)

Operating Information
EOPS has access to VCCCD general data.

Analysis – Assessment
EOPS is unable to access the institutional researcher for data gathering. EOPS does not have the access needed for program specific reporting.

Program Operating Outcome 4	**Performance Indicators**
The inventory of EOPS/CARE program equipment is functional, current and adequate for EOPS office needs.	The EOPS staff will determine during the Fall 2011 and Spring 2012 semesters, if the inventory of EOPS/CARE program equipment is functional, current and adequate for EOPS office needs. (new Xerox, copy machine screen monitor in reception area)

Operating Information
The EOPS budget has been significantly reduced. Permission to purchase equipment requires the State Chancellor's Office approval and expenditures in these areas are limited.

Analysis – Assessment
The professional staff's computers and three laptops are more than 8 years old. The Xerox is 9 years old.

Program Operating Outcome 5	**Performance Indicators**
The EOPS/CARE Center will optimize the use of its facility.	The EOPS/CARE staff will analyze during the Fall 2011 and Spring 2012 semesters, the use of its facility to determine the effectiveness and condition, i.e., roof, air-conditioning, termite infestation, sound proofing for counseling/student privacy.

Operating Information
The EOPS/CARE program is housed in an early 1970's trailer/bungalow.

Analysis – Assessment
Although the building has been remodeled with the aid of an interior design/architect, it leaks during rains, one half of the building has a working air conditioning unit, termites are visible in the offices on one side of the building and the floors were not padded when the building was last carpeted. The lack of carpet padding results in no sound proofing for student counseling privacy.

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	

Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Total Points	Interpretation
22 – 26	Program is current and vibrant with no further action recommendation
18 – 21	Recommendation to attempt to strengthen the program
Below 18	Recommendation to consider discontinuation of the program

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Total Points	Interpretation
31 - 36	Program is current and vibrant with no further action recommendation
25 - 30	Recommendation to attempt to strengthen the program
Below 25	Recommendation to consider discontinuation of the program

5. Findings

2012-2013 - **FINDINGS**

Finding 1: Students were not satisfied with the front office operations, program communications, availability of EOPS Counselors needed to meet the EOPS student's required three EOPS Counseling appointments per semester and retention efforts.

Finding 2: Students were not satisfied with the dollar amount of EOPS /CARE grants, book vouchers and bus tokens.

Finding 3: EOPS does not have access to the institutional researcher for data gathering, nor the needed access to district data for accurate program reporting.

Finding 4: The program computers, laptops and Xerox are more than 8 years old and should be replaced.

Finding 5: The roof leaks during rains, one half of the building has a working air conditioning unit, termites are visible in the offices on one side of the building and the carpeted floors are not padded ,

6. Initiatives

6A: 2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	EOPS	Faculty	1	L			EOPS1201	Provide more student access to faculty and staff on and of campus	1 FTEF Bilingual Counselor	108,000	108,000	108,000	FT
2	EOPS	Personnel	2	L		L	EOPS1202	To improve point of contact and contact information	Bilingual Clerical Assistant I	56,356	56,356	164,356	
3	EOPS	Faculty	3	L			EOPS1205	Fund EOPS courses with general funds	Instructional	1,000	1,000	165,356	PT
4	EOPS	Budget	5	L		M	EOPS1204	The EOPS/CARE Center will optimize the use of its facility.	Air conditioning repair, termite extermination, roof repair and second layer of carpeting for sound proofing.	7,000	7,000	172,356	
5	EOPS	Personnel	6	L		L	EOPS1201	Provide more student access to faculty and staff on and off campus	Bilingual Hourly certificated student personnel worker	20,000	20,000	192,356	

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	EOPS	Faculty	1	L			EOPS1201	Provide more student access to faculty and staff on and of campus	1 FTEF Bilingual Counselor	108,000	108,000	108,000	FT
2	EOPS	Personnel	2	L		L	EOPS1202	To improve point of contact and contact information	Bilingual Clerical Assistant I	56,356	56,356	164,356	
3	EOPS	Faculty	3	L			EOPS1205	Fund EOPS courses with general funds	Instructional	1,000	1,000	165,356	PT
4	EOPS	Budget	5	L		M	EOPS1204	The EOPS/CARE Center will optimize the use of its facility.	Air conditioning repair, termite extermination, roof repair and second layer of carpeting for sound proofing.	7,000	7,000	172,356	
5	EOPS	Personnel	6	L		L	EOPS1201	Provide more student access to faculty and staff on and off campus	Bilingual Hourly certificated student personnel worker	20,000	20,000	192,356	

:2012-2013 INITIATIVES

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - ART1201, ART1202, etc.
2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1: Provide more counseling access to students.
From 2011/12 list
Initiative ID: EOPS 1201
Links to Finding 1: EOPS students have indicated in the most recent surveys that it is difficult for them to get in the state mandated three counseling appointments per semester, per student, which consequently negatively impacts a student's ability to succeed. Due to a 40% loss in categorical funding, the third EOPS Counseling position was lost. We propose the reinstatement of the EOPS Full Time Bilingual Counselor.
Benefits - : EOPS students will be able to get in their three mandatory counseling appointments per semester.
Request for Resources- Certificated full time bilingual counselor: $80,000 approx.;   Benefits: $34,000 approx.
Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Initiative 2: To provide full time front office professional classified staff and program communications.

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From 2011/12 list
Initiative ID: EOPS 1201
Links to Finding 1: Students surveyed indicated that front office staff was frequently not available to assist them. In addition, that program communications was not as regular as they needed. We seek to provide professional bilingual information and assistance in the EOPS office to the public, students, campus and EOPS students. This information and assistance is required daily either by phone or in person and should be delivered by a trained professional in a courteous, empathic and sensitive manner. We propose the reinstatement of the EOPS Bilingual Clerical Assistant I which is required to fulfill this initiative. We also propose the installment of a flat screen LCD TV in the EOPS waiting area for the purpose of providing constant up to date EOPS and campus information to students. There is limited EOPS wall, counter and office space. The flat screen TV is a more efficient communication system for EOPS to help keep students abreast of new information.
Benefits: The students, public and campus will have access to a professional trained bilingual classified person to serve their needs. The students will have access to pertinent EOPS and college information that will provided in a timely and efficient manner thru the waiting room LCD.

Request for Resources: Bilingual clerical assistant I: $36.695 approx. + $19,661 Benefits

Equipment: Wall computer/TV for waiting area: $2,000, 46" -52"

Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Initiative 3: To improve the information technology for data and information gathering for required college and EOPS state reporting.
From 2011/12 list
Initiative ID: EOPS 1203
Links to Finding 3: In order to have successful student outcomes the required information technology for data and information gathering is required. The program needs timely information to measure student progress, student retention and student persistence. Capability is needed to pull data from Banner to an ACCESS base.
Benefits: In order to accurately measure student outcomes, access to the required information technology for data and information gathering is required. The program needs timely information to measure student progress, student retention and student persistence. Capability is needed to pull data from Banner to an ACCESS base.
Request for Resources: Improvement in access to data will provide critical data to EOPS in its efforts to improve the program in its delivery of services and student outcomes.
Funding Sources:

No new resources are required (use existing resources)	X

Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 4: Replacement of program computers, laptops and Xerox.
From 2011/12 list
Initiative ID: EOPS 1204
Links to Finding: Equipment **is** outdated and not as efficient.
Benefits: Updated equipment provides an efficient delivery of services from staff to students.
Request for Resources: $10,000
Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 5: The EOPS building will undergo repair and improvements.
From 2011/12 list
Initiative ID: EOPS 1205
Links to Finding: In order to serve students in a proper facility, the air conditioning should be in working order, termites should not inhabit the building, the roof should not leak and the building should be more sound proof for student privacy and confidentiality issues.
Benefits: Comparable standards to rest of college buildings and improvement in student and staff environment and working conditions.
Request for Resources: $7,000
Funding Sources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

6C: 2012-2013 Program Initiative Priority Ratings

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Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
EOPS	1	Faculty	H				EOPS1201	Counseling access to EOPS students	1 FTEF Bilingual Counselor	114,000
EOPS	1	Personnel	H				EOPS1202	Front Office Staff	1 Bilingual Clerical Assistant 1	56,356
EOPS	1	Tech	L				EOPS1203	Information Technology Access	Access to District Information Data	
EOPS	3	Equipment	M				EOPS1204	Computers and Equipment	Replace computers and equipment	10,000
EOPS	5	Budget	M				EOPS1205	Building Repair	Repair and upgrade of EOPS building	7,000

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

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The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A.   Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B.   2012 - 2013 ASSESSMENT QUESTIONS

1.   Did you complete the program review process last year, and if so, did you identify program initiatives?
Yes, program review process was completed and initiatives were identified.
2a. Were the identified initiatives implemented?
None of the initiatives were funded, therefore not implemented.

2b. Did the initiatives make a difference?
None of the initiatives were funded, therefore not implemented.
3.   If you appealed or presented a minority opinion for the program review process last year, what was the result?
The program appealed and presented a minority opinion with no results.
4.   How have the changes in the program review process worked for your area?
Although there have been attempts to improve the general program review process, the work and time involved is overwhelming and for our department not productive.
5.   How would you improve the program review process based on this experience?
We have no helpful input for this process at this time.

7C.   Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.