



Section A – Operating Data

1. Please enter the number of students that your program has served over the previous three years.

Year	Fall	Spring	Total
2012-2013		461	605
2013-2014	505	509	634
2014-2015	598	587	741

2. Is the number of students served by your program increasing, decreasing, or remaining constant?
Increasing
3. Describe the reason(s) for this trend (600 characters max).

The VC Financial Aid office reports a significant number of low income BOGW A and B students. Based on these low income figures many of these students may be eligible for EOPS. EOPS eligible students however, have to also be educationally disadvantaged and full time 12 unit students. A growing AB 540 student population may also be eligible for EOPS. EOPS is one of the few programs these students may be eligible for. Referrals from Financial Aid, students, community and faculty continue to contribute to increasing the number of EOPS students.

4. Enter the number of students from each demographic group that your program served in the 2014-2015 academic year.

Race/Ethnicity	Number of Students Served in 2014-2015
Asian	19
Black	33
Hispanic	602
Native Amer	14
Pacific Islander	19
Two or More Races	12
Unknown	0
White	61
Gender	Number of Students Served in 2014-2015
Female	513
Male	228

5. Are you able to increase the number of students your program serves and/or serve more students from underrepresented groups?
Yes



If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this (600 characters max).

Section B – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Outreach and recruitment	Yes	Yes	Yes	0.30%
Orientation	Yes	No	No	100.00%
Priority Registration	Yes	No	No	55.00%
Assessments	Yes	Yes	No	100.00%
Counseling and Advisement	Yes	Yes	No	100.00%
Basic Skills Instruction and Tutoring	Yes	Yes	No	25.00%
Transfer	Yes	Yes	No	18.00%
Grants	No	No	No	30.00%
Book Vouchers	Yes	Yes	No	30.00%
Bus Passes	Yes	Yes	No	25.00%
CARE Program	Yes	Yes	No	5.00%



Student Success Academy	Yes	No	No	10.00%
Graduation/degree	Yes	Yes	No	19.00%
	- Select -	- Select -	- Select -	0.00%

1. Are you able to improve the quantity or quality of services that your program offers?
Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

2. If no, please describe why your program is unable to do this (600 characters max).

Section C – Service Unit Outcomes

Please enter the following SUO information for your program.

Service Unit Outcome	Date/Semester of Most Recent Assessment	Brief Description of Assessment Results	Changes Made as Result of Assessment	Date/Semester of Next Assessment
EOPS/CARE students will demonstrate satisfaction with the program's support services at the end of each term.	June 22, 2015 week during EOPS Early Registration	303 students responded to survey. 93% of EOPS students expressed satisfaction. Students were also encouraged to make comments about the program. All comments were complimentary, thankful and appreciative of the program and services.	Program staff and faculty program efforts were reaffirmed. The survey is helpful and gives the students an additional opportunity to provide input and feedback to the program.	Summer 2015 week during EOPS Early Registration



EOPS/CARE students will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.	June 22, 2015 week during EOPS Early Registration	303 students responded to survey. 93% of EOPS students expressed That EOPS is a valuable aid for their college success.	Program staff and faculty program efforts were reaffirmed. Program staff and faculty will continue to discuss program delivery improvements and enhancements through their weekly staff meetings.	Summer 2015 week during EOPS Early Registration.
EOPS students will demonstrate an understanding of the EOPS three required counseling appointments per semester.	June 22, 2015 week during EOPS Early Registration	303 students responded to survey. 86% of EOPS students expressed an understanding of the three required EOPS Counseling appointments per semester.	EOPS staff continuously phones, emails and reminds students to schedule and keep their appointments.	Summer 2015 week during EOPS Early Registration.

1. How does your program facilitate the achievement of the college’s institutional student learning outcomes or institutional service unit outcomes? (600 characters max)

EOPS is a legislative program designed as an "extended opportunity program or service" , which is over and above and in addition to, the regular educational programs of the college, having as its purpose the provision of positive encouragement directed to the enrollment of students handicapped by language, social, and economic disadvantages, and to the facilitation of their successful participation in the educational pursuit of the college. It is the intent of EOPS to assist EOPS students to achieve their educational objective and goals. This is in alignment with the college's slo's and isuo's

2. How many department/program meetings have you held in the previous year in which SUO’s have been discussed?
10 meetings
3. Are you able to improve the service unit outcomes for your program (i.e. number of SUO’s assessed, adherence to rotational plan, improved SUO assessment results, etc.)?
Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

4. If no, please describe why your program is unable to do this (600 characters max).



Section D – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	3	3
Adjunct Non-Instructional Faculty		
Classified Staff	3	2.5
Unclassified Staff		

1. Describe any changes in the staffing levels in your program over the past three years, and if applicable, describe how these changes have impacted your program (600 characters max).

Since EOPS has not had the funds to restore the full time classified Office Assistant it had in 2008-09, the program, due to a small EOPS budget increase last year, was able to add two classified staff. Both are Office Assistants. One is part time and the other is seasonal.



Section E - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
EOPS	Classified	EOPS 1302	Full Time Bilingual Office Assistant	Increase services to EOPS students	75,000	75,000	-	H	L	L	L	No	Pending	
EOPS	Faculty	EOPS 1301	Full Time Bilingual Counselor	Provide services to EOPS students	120,000	120,000	-	H	H	H	M	No	Pending	
EOPS	Computer	EOPS1305	Replacement Xerox for program	The updated equipment will provide an efficient delivery of EOPS services to students and staff.	6,000		6,000	H	M	M	M	No	Pending	
												- Select -	- Select -	



Section F – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
EOPS	EOPS1501	Underep. male recruitment, retention	Intervention program designed to address the increasing problem of declining college enrollment of minority males. For several years now, EOPS has seen a 29 to 32% drop in underrepresented males in the program. EOPS intends to hire a part time EOPS Student Personnel Worker to serve as a recruiter to specifically focus on increasing by a minimum of 20% the underrepresente	\$69,920	Categorical	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
EOPS

			d male EOPS populations.									
EOPS	EOPS1502	Full Time Bilingual Counselor	Full time bilingual counselor needed to meet the EOPS Title 5 counseling demands and requirements to serve the needs of EOPS students.	\$120,000	Categorical	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low
Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority



2015-2016 Program Review
EOPS

EOPS	EOPS1503	Improve Service Unit Outcomes	In order to improve the assessment of EOPS Service Unit Outcomes, EOPS requests that a Classified Seasonal Office Assistant be hired to work with the Department to assist with SUO and ISLO's assessments and data collection.	\$10,600	Categorical	Classified	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
EOPS	1504	Full Time Bilingual Office Assistant	This position will improve the delivery of services to EOPS students, resulting in satisfaction with the program's support services and assisting with students meeting the 3 required counseling appts.	\$75,000	Categorical	Classified	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
EOPS

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					None	Classified	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty/Staff who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean/VP Verification:

I verify that I have reviewed this program review document and find it complete. *The dean/VP may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.