EOPS Program Review
2011-2012

1. Program Description

A. 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.

B Service Unit 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.

C. College Level Student Learning Outcomes:

1. Information Competency
2. Critical Thinking and Problem Solving
3. Social Interaction and Life Skills

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

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E. 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.

F. 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

G. What services are provided by the program?

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,

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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. 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 registered in the EOPS office during the designated priority enrollment period. EOPS students are registered only in the counselor approved courses on their Student Educational Plan. Students must be in EOPS good standing to benefit from this extra service.

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 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 a mutual 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. Tutoring is provided by the college Tutoring Center and EOPS

funds the supplemental tutoring for EOPS students. An EOPS certificated counselor provides a GW2Y Student Success Academy half unit course for those students that have below 2.0 GPA's.

TRANSFER assistance is provided by the EOPS Counselors to EOPS eligible students to transfer to four-year institutions and/or to find career employment in their field of training.

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 services that may be provided are book vouchers, emergency loans, bus tokens, purchase of caps and gowns for graduation and eye glass purchase assistance.

CARE provides support services to EOPS students that must be at least 18 years of age, a single head of household, a current recipient of CalWORKs, have 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, parking permit, car maintenance and uniform assistance.

H. What are the strengths, successes, and significant events of the program?

ACCESS

EOPS conducts a 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 is available for EOPS/CARE students Monday through Thursday.

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 a class 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, 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 come 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

This shoebox, the EOPS Squawk Box, 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 Newsletter, El Espejo/the Mirror is 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 graduation. 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 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, 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 through out 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.

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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.

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.

I. 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

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

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

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

    Performance indicator: *85% or higher will have acknowledged 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.
    Performance indicator: 90% or higher will demonstrate satisfaction with the program support services at the end of the spring term.

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

    Performance indicator: 85% or higher will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.

B. Program Operating Outcomes (Budget, Facilities, scheduling, equipment and technology – hardware/software)

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.

   Performance Indicator: The EOPS staff will survey the EOPS/CARE students fall 2011, to determine if 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 s.

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.

   Performance Indicator: The EOPS staff will survey the EOPS/CARE students fall 2011, to determine if 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.

   Performance Indicator) The EOPS staff will determine if the 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.

   Performance Indicator: The EOPS staff will determine if 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.

   Performance indicator: The EOPS/CARE staff will analyze the use of its facility to determine the effectiveness and condition of facility.

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3. Operating Information

A1: Budget Summary Table
To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Fund 111:

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	136,482	144,734	147,004	142,740	147,274	3%	12%
2	PT Faculty	15,306	15,323	15,323	15,317	7,684	-50%	-10%
7	Supplies	1,267	-	-	1,267	-	-100%	-1%
	Total	**153,055**	**160,057**	**162,327**	**158,480**	**154,958**	**-2%**	**0%**

Fund 121:

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
	Revenue	-	-	808,295	808,295	13,954	-98%	12%
1	FT Faculty	374,597	401,655	1,409	259,220	203,875	-21%	-10%
2	PT Faculty	86,560	66,274	17,543	56,792	54,196	-5%	-1%
3	Classified	131,687	153,398	1,875	95,653	97,683	2%	10%
5	Supervisors							7%
4	Student Hourly	13,054	16,581	-	14,818	7,502	-49%	-8%
6	Managers	284	434	66	261	451	73%	24%
7	Supplies	4,858	9,371	1,744	5,324	6,061	14%	-17%
8	Services	247,719	158,580	459	135,586	111,133	-18%	-42%
	Total	**858,759**	**806,293**	**831,391**	**832,148**	**494,855**	**-41%**	**0%**

1

Corrections: The FY11 Total should be 495,548. There should be no" Managers" or "Supervisors" funding as shown in Fund 121, category 6.

A2: Budget Summary Chart
This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.

EOPS 111 Fund: Budget Expenditure Trends

Chart showing budget expenditure trends with categories FT Faculty, PT Faculty, and Supplies. FT Faculty peaks at 147,274. PT Faculty value 7,684. Legend: FY08, FY09, FY10, 3 Year Average, FY11.

EOPS 121 Funding: Budget Expenditure Trends

Chart showing budget expenditure trends with categories Revenue, FT Faculty, PT Faculty, Classified, Supervisors, Student Hourly, Managers, Supplies, Services. Values shown: 13,954; 203,875; 54,196; 97,683; 7,502; 451; 6,061; 111,133. Legend: FY08, FY09, FY10, 3 Year Average, FY11.

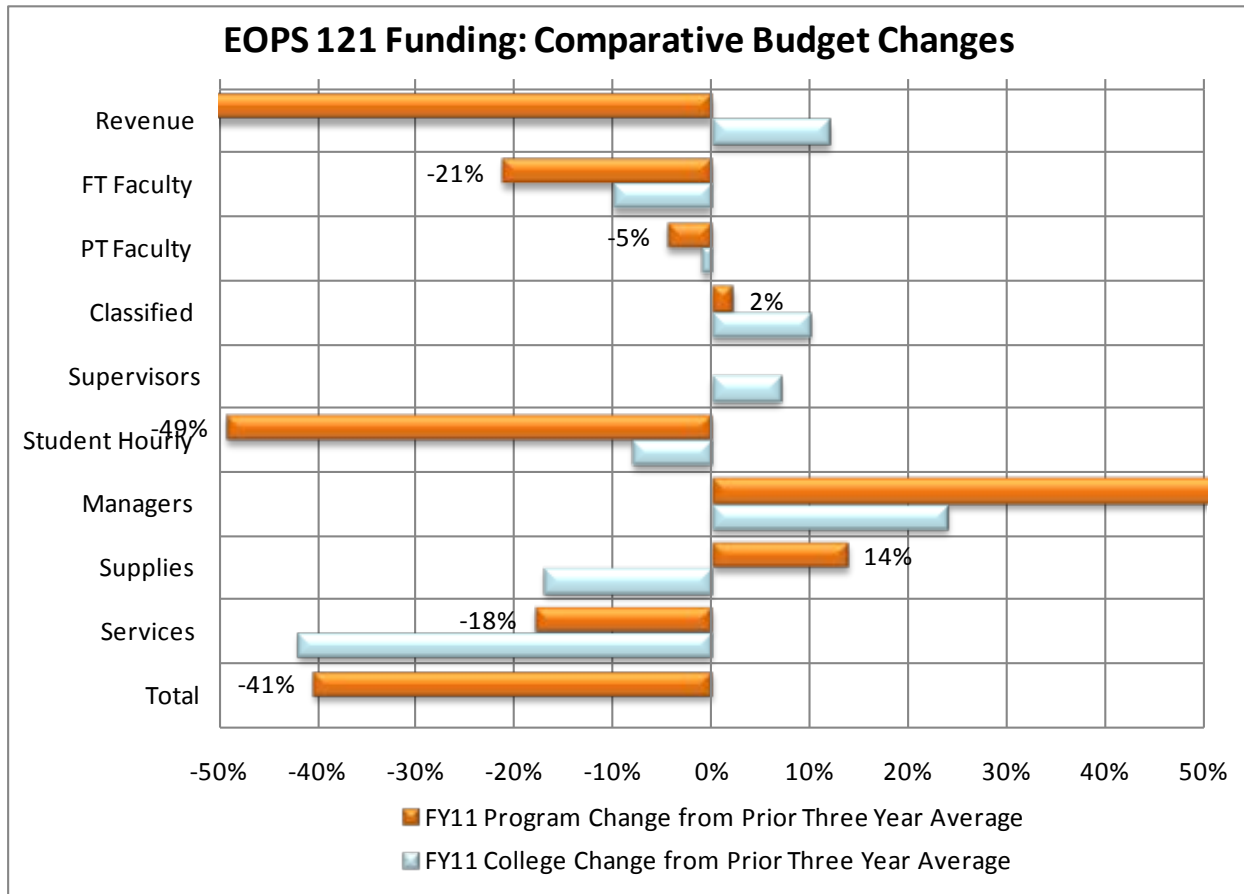Correction: There should be no funded supervisors or managers.

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

EOPS 111 Fund: Comparative Budget Changes

EOPS 121 Funding: Comparative Budget Changes

Category	Value
Revenue	
FT Faculty	-21%
PT Faculty	-5%
Classified	2%
Supervisors	
Student Hourly	-49%
Managers	
Supplies	14%
Services	-18%
Total	-41%

Axis: -50% -40% -30% -20% -10% 0% 10% 20% 30% 40% 50%

■ FY11 Program Change from Prior Three Year Average
■ FY11 College Change from Prior Three Year Average
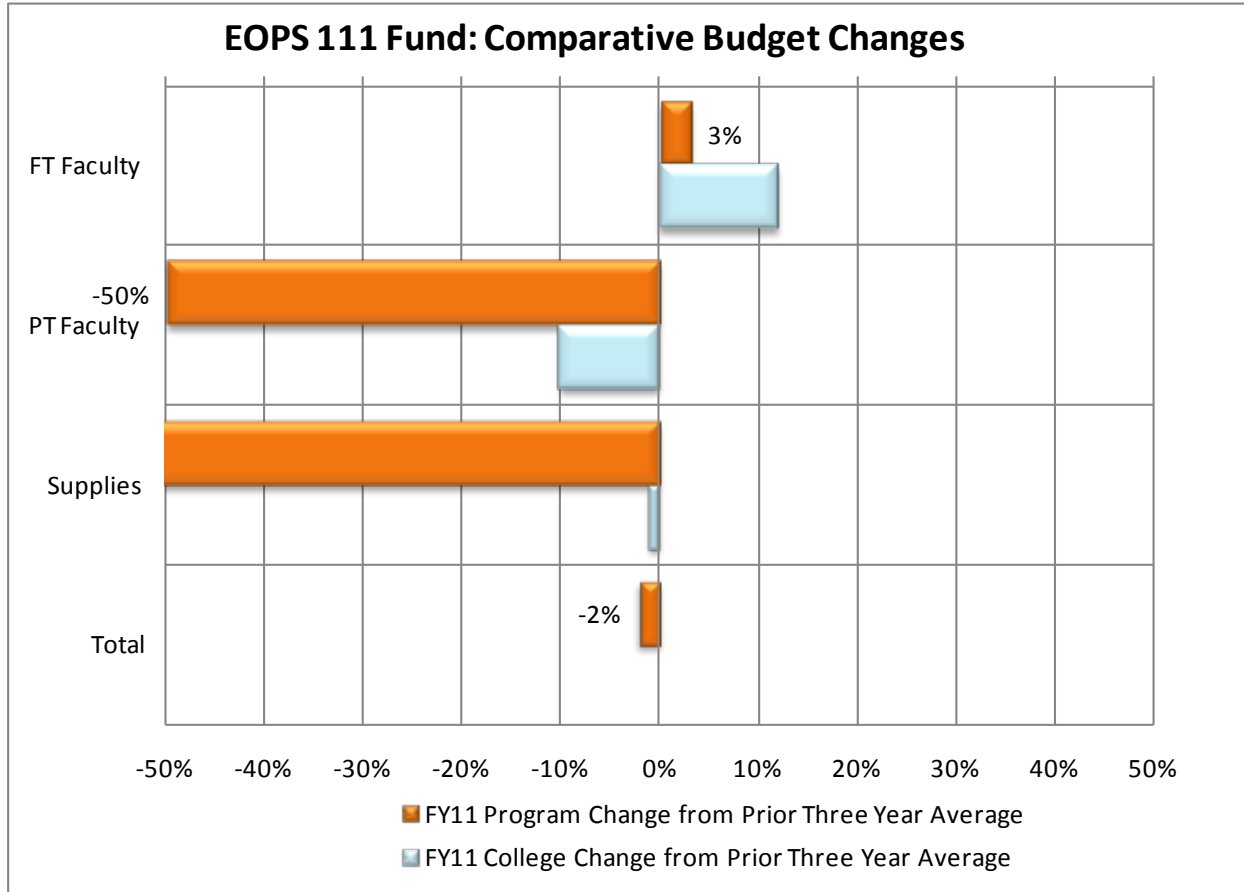
A4: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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Fund 111:

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 31018 1220 643000	Faculty -Non-Instructional	99,617	107,177	107,177	107,177	107,177
111 31018 1420 630000	Faculty -Non-Instructional - Hourly	-	-	-	7,509	-
111 31018 1442 643000	Faculty - Coordinators	15,018	15,018	15,018	-	-
111 31018 3XXX1 630000	Benefits FT Faculty	36,865	37,556	39,827	40,097	47,221
111 31018 3XXX2 630000	Benefits PT Faculty	288	305	305	175	-
111 31018 4800 643000	General Supplies & Materials	1,267	-	-	-	-
111 31018 5241 643000	Faculty Travel ($100 Per Contract)	215	230	300	88	200
111 31018 5242 643000	Other Faculty Travel	29	15	(15)	-	-
	Total	**153,299**	**160,301**	**162,612**	**158,737**	**154,598**

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Fund 121:

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
121 36003 1220 643000	Faculty -Non-Instructional	275,492	291,685	-	150,962	196,114
121 36003 1311 080100	Faculty Summer Instructional Hour	1,201	-	-	-	-
121 36003 1420 643000	Faculty -Non-Instructional - Hourly	82,782	64,422	17,076	52,826	10,000
121 36003 1999 643000	Faculty -Budget Holding/Variance	-	-	-	12,578	-
121 36003 2121 643000	Classified Regular	79,376	93,181	-	58,859	58,859
121 36003 2322 643000	Classified - Overtime	5,262	3,392	-	3,162	2,799
121 36003 2510 080100	Student Hourly-Instructional Aides	5,116	7,540	-	3,483	5,000
121 36003 2530 643000	Student Hourly-Non-Instructional	7,679	8,458	-	3,867	4,000
121 36003 2826 080100	Provisional, Ltd Term-NonPos Cntr	1,561	4,457	-	4,588	2,500
121 36003 2827 080100	Other Compen (Spec Sev, Prof Exp)	3,750	-	1,875	-	-
121 36003 3XXX0 643000	Benefits Revenue	-	-	-	1,377	-
121 36003 3XXX1 080100	Benefits FT Faculty	99,105	109,971	1,409	52,913	71,077
121 36003 3XXX2 080100	Benefits PT Faculty	2,576	1,852	467	1,371	331
121 36003 3XXX3 643000	Benefits Classified	41,738	52,368	-	31,075	32,236
121 36003 3XXX4 080100	Benefits Student Hourly	259	285	-	151	153
121 36003 3XXX6 080100	Benefits Managers	284	434	66	451	274
121 36003 4200 643000	Office Supplies and Material	2,194	4,452	1,744	3,363	3,500
121 36003 4800 643000	General Supplies & Materials	1,070	4,919	-	1,674	3,523
121 36003 4801 643000	Outreach Supplies & Materials	1,594	-	-	1,023	-
121 36003 5211 643000	Employee Travel	136	-	-	65	-
121 36003 5220 643000	Mileage Reimbursement	629	393	-	156	500
121 36003 5242 643000	Other Faculty Travel	3,689	2,442	-	2,648	3,700
121 36003 5250 643000	Student Travel	3,000	3,121	-	-	-
121 36003 5622 643000	Maint/Repair-Equipment	-	455	459	44	500
121 36003 5870 643000	Printing And Duplicating	5,088	2,036	-	707	750
121 36003 5890 643000	Other Expense & Services	846	1,140	-	3,307	2,048
121 36003 6423 643000	Equip-Non Instruc Equip $200-$999	290	2,003	-	693	835
121 36003 7300 731000	Interfund Transfer Out-Must = 8982	170,296	81,197	-	67,486	30,000
121 36003 7350 731000	Intrafund Transfer In/Out-Must = 0	-	-	-	(939)	-
121 36003 7610 732000	Other Pymts To/For Students - Tran	7,554	8,688	-	3,985	8,700
121 36003 7630 732000	Other Pymts To For Students - Book	53,756	57,294	-	31,227	31,372
121 36003 7640 732000	Other Pymts To/For Students - Oth	2,726	2,113	-	2,447	2,000
121 36003 7991 643000	Bal Fwd-Proj. To Date- Expend (Act	-	-	808,295	-	-
129 36003 2530 643000	Student Hourly-Non-Instructional	-	293	-	-	-
129 36003 3XXX4 643000	Benefits Student Hourly	-	5	-	-	-
129 36003 7350 731000	Intrafund Transfer In/Out-Must = 0	-	(298)	-	-	-
	Total	**859,049**	**808,298**	**831,391**	**832,913**	**470,771**

A5: Program Staffing
The following table shows the staffing in the FY12 budget.

EOPS 111 Fund							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111310181220	Coord., EOPS	Munoz, Paula S	11	1.000	1.000	1.000	1.000
						1.000	**1.000**

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EOPS 121 Funding							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
121360031220	Counselor/EOPS	Suel, Timothy D	11	1.000	1.000	1.000	1.000
121360031220	Counselor-EOPS	Chaparro, Robert	11	1.000	1.000	1.000	1.000
121360031420	0	Chaparro, Robert	0	-	0.240	-	0.120
121360031420	0	Suel, Timothy D	0	-	0.163	-	0.082
121360031420	0	Munoz, Paula S	0	-	0.163	-	0.082
121360031420	0	Chaparro, Robert	0	-	0.083	-	0.042
121360031420	0	Suel, Timothy D	0	-	0.328	-	0.164
121360031420	0	Munoz, Paula S	0	-	0.354	-	0.177
121360032121	EOPS/CARE Technician	Hilton, Laura A	12	1.000	1.000	1.000	1.000
						3.000	3.667

A6: 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 has been reduced by approximately 64%. Student hourly for tutoring and EOPS Peer Advisers has been reduced by approximately 50%. Supplies have been reduced by approximately 15%. Services which includes direct aid to students such as grants, book vouchers, bus passes and other aid has been reduced by 41%.

The 111 fund which is the required district match for EOPS has been reduced by 50% in the PT faculty area.

The impact of the budget cuts to the program are reduced counseling hours for outreach, recruitment, workshops and other activities directed at retaining students. The office no longer has a professional 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, 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 need to draw them in and keep them in the program and therefore, retain them in college.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

EOPS 121 Funding								
Item	**Vendor**	**Org**	**Fund**	**Purchased**	**Age**	**Price**	**Perm Inv #**	**Serial #**
Computer	Dell Computer C	36003	121	7/10/06	5	1,733	N00011946	89BZ5B1
Color Copier	The Performanc	36003	121	6/30/05	6	2,538	N00011674	55082063
P IV Configuration B of Bid #164	MAT 2000 Inc	36003	121	3/11/02	9	1,177	N00003081	0
P IV Configuration B of Bid #164	MAT 2000 Inc	36003	121	3/11/02	9	1,836	N00003080	0
L-Shaped Desk by Colorline	Tri County Office	36003	121	7/11/01	10	2,735	N00003509	0
L-Shaped Desk by Colorline	Tri County Office	36003	121	7/11/01	10	2,588	N00003508	0
Inspiron 8000 850 Mhz per quote	Dell Computer C	36003	121	7/5/01	10	1,666	N00002947	0
						14,273		

B2: Interpretation of the Inventory Information

The inventory list through Banner is out of date and does not contain most equipment or furniture used in the program. An on-site inventory is being conducted fall 2011 and hereafter inventory maintenance will be an ongoing activity.

EOPS Program Review
2011-2012

<u>C1: Service Data:</u>

    a) What populations are served by the program?

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.

2009-10 populations served:

Gender:	66% female	**Educational Goal:**	
	34% male	Transfer with AA/AS Degree:	72%
		Transfer w/o AA/AS Degree:	6%
		Vocational/Job Skills:	17%
		AA/AS:	2%
		Certificate:	3%

Ethnicity:		**AA/AS & Certificates:**	122
Anglo	14%		
Asian/Pacific Islander	2%		
African-American	6%	**Students Requesting Transcripts for Transfer:** 114	

Filipino	2%		
Latino	74%	**EOPS Honor Students**	
Native-American	2%	Deans List:	105
		Honorable Mention:	136

High School Grad Status: **EOPS Students Awarded Scholarships:** 30

HS Diploma: 85%
Non-graduate: 7%
GED: 8%

AGE:

Under 18	5%
18-25	70%
26-35	16%
36+	9%

2010-11 Populations Served:

Educational Goal: **AA/AS & Certificates:** 80

Transfer with an AA/AS Degree: 74%
 Transfer without AA/AS Degree: 5% **Students Requesting Transcripts for Trans.**: 96
Vocational/Job Skills: 18%
AA/AS: 1%   **EOPS Honor Students**
Certificate: 2%   Deans List: 67
                                          Honorable Mention: 68

 Gender: 71% female
                          29% male

                                          Students Awarded Scholarships: 28

Ethnicity:

Anglo	14%
Asian/Pacific Islander	3%
African-American	4%
Filipino	2%
Latino	75%
Native-American	2%

High School Grad Status:

HS Diploma: 83%
Non-graduate: 8%
GED: 9%

AGE:

Under 18	5%
18-25	67%
26-35	17%
36+	11%

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 latest available MIS Data from Fall 2006 indicate course success rates for EOPS/CARE students slightly lower (62.9% & 65.33% compared to 66.58% of the general student population) whereas persistence from fall to spring was demonstrably higher (73.59% & 72.22%) compared to 59.12% of the general population.) Although EOPS students succeed at rates slightly less than the general population, they persist at much higher rates than the general student population. This data indicates that the support services provided by EOPS staff are successful in student persistence and retention.

The data also 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. For Fall, 2006, the percentage of EOPS students receiving AA/AS degrees was 15.77% compared to non EOPS students at 6.03%. Fall 2007 data shows EOPS students receiving AA/AS degrees at a rate of 9.07% compared to the general student population percentage of 5.3%.

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

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1. EOPS/CARE program students will acknowledge that EOPS/CARE program and services increased their academic confidence and academic goal clarity.	*85% or higher will have acknowledged that the EOPS/CARE program and services increased their academic confidence and academic goal clarity.*
Operating Information	
A survey will be conducted fall semester 2011.	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
2. EOPS/CARE students will demonstrate satisfaction with the program's support services at the end of each term.	90% or higher will demonstrate satisfaction with the program support services at the end of the Spring term
Operating Information	
A survey will be conducted fall semester 2011.	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
3. EOP/CARE students will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.	85% or higher will demonstrate that utilization of EOPS programs and services is a valuable aid for their college success.
Operating Information	
Survey. Although it appears that the goal was met, a much larger sampling of EOPS students would have been preferred. The short time frame was limiting.	
Analysis – Assessment	
EOPS students were surveyed and rated the EOPS services in four categorical areas: Counseling, Tutoring, CARE and Financial Assistance. Of the EOPS students surveyed 94% rated the EOPS Counseling Services as excellent, while 6% rated the services as good.	

In the Tutoring category, 48% rated the EOPS funded extra tutoring as excellent, 17% rated it good, 3% rated it satisfactory and 32% indicated that they did not use the Tutoring services.

In the CARE category, 97% of the EOPS/CARE students surveyed rated the CARE program as excellent, 2% rated it good and 1% rated it satisfactory.

In the Financial Aid category, 79% of the EOPS surveyed students rated the EOPS financial assistance part of the program as excellent, 3% rated it good , 4% satisfactory and 3% below satisfactory and 11% indicated not applicable.

Service Unit Outcome	Performance Indicators
Operating Information	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
Operating Information	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
Operating Information	
Analysis – Assessment	

B. Operating Goals

Operating Goal	Performance Indicators
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.	The EOPS staff will survey the EOPS/CARE students to determine if 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.
Operating Information	
A survey will be conducted in the Fall 2011 Semester.	
Analysis – Assessment	

Operating Goal	Performance Indicators
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.	The EOPS staff will survey the EOPS/CARE students to determine if 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	
A survey will be conducted in the Fall 201 semester.	
Analysis – Assessment	

Operating Goal	Performance Indicators
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.(Data programming link our data with Banner majors,	The EOPS staff will analyze to determine if the information technology for gathering data collection and evaluation for college and EOS reporting is adequate in providing needed program data in a timely and efficient manner.(Data programming link our data with Banner

ethnicity GPA's Technology)	majors, ethnicity GPA's Technology

Operating Information	
EOPS staff will seek assistance from the college and district IT departments for this analysis during the 2010-11 academic year.	

Analysis – Assessment	
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Operating Goal	Performance Indicators
4) 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)	The EOPS staff will determine 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	
EOPS staff will conduct an inventory and analysis of equipment during the Fall 2011 semester.	

Analysis – Assessment	

Operating Goal	Performance Indicators
5) The EOPS/CARE Center will optimize the use of its facility.	The EOPS/CARE staff will analyze the use of its facility to determine the effectiveness and condition of facility.. (air cond. And carpet leak in roof termite problem(

Operating Information	
The EOPS staff will make this analysis Fall 2011 semester.	

Analysis – Assessment	

Operating Goal	Performance Indicators

Operating Information	
Analysis – Assessment	

5. Findings

Finding 1: EOPS students were surveyed and rated the EOPS services in four categorical areas: Counseling, Tutoring, CARE and Financial Assistance. Of the EOPS students surveyed 94% rated the EOPS Counseling Services as excellent, while 6% rated the services as good.
In the Tutoring category, 48% rated the EOPS funded extra tutoring as excellent, 17% rated it good, 3% rated it satisfactory and 32% indicated that they did not use the Tutoring services.
In the CARE category, 97% of the EOPS/CARE students surveyed rated the CARE program as excellent, 2% rated it good and 1% rated it satisfactory.
In the Financial Aid category, 79% of the EOPS surveyed students rated the EOPS financial assistance part of the program as excellent, 3% rated it good , 4% satisfactory and 3% below satisfactory and 11% indicated not applicable.
EOPS will be surveying the program students again fall semester 2011.
 (SUO #3)

Finding 2:   No current data exists. EOPS will conduct a survey fall semester 2011, to determine that EOPS/CARE students will acknowledge that the program and services have increased their academic confidence and academic goal clarity. (SUO #1)

Finding 3:   No current data exists. EOPS will conduct a survey fall semester 2011, to determine satisfaction with programs support at the end of the Spring 2012 term.. (SUO #2)

Finding 4: No current data exists. The EOPS staff will survey students fall 2011, in regards to adequate front office reception, program communications, counseling requirements, retention, outreach, orientation and hours needed to meet the needs of EOPS/CARE students. (POO #1)

Finding 5: No current data exists. The EOPS staff will survey the EOPS/CARE students fall 2011, to determine if 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. (POO #2)

Finding 6:   No current data exists. The EOPS staff will determine fall 2011, 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. (POO #4)

Finding 7: No current data exists. The EOPS staff will determine fall 2011, if the inventory of EOPS/CARE program equipment is functional, current and adequate for EOPS office needs. (POO #5)

Finding 8: No current data exists. *The EOPS/CARE staff will analyze fall 2011, the use of its facility to determine the effectiveness and condition of facility. (POO # 6)*

6. Initiatives

Initiative: Provide more student access to faculty and staff on and off campus site.

Initiative ID: EOPS 01

Link to Finding #3: We seek to provide more student access to EOPS faculty and staff. We believe that many more students are eligible for EOPS based on the increased Ventura County reported numbers at or below the poverty level and high unemployment rates. There is a greater need for EOPS to serve these students. Due to the loss of EOPS staff, EOPS has been unable to serve more students. It has also made it difficult for EOPS students to get in the state mandated three counseling appointments per semester, per student, which consequently negatively impacts a student's ability to succeed. We propose the reinstatement of the EOPS Full Time Bilingual Counselor. We also propose the reinstatement of the seasonal hourly Student Personnel Worker to conduct the intensive outreach and follow up that is required to provide outreach, recruitment and to matriculate this special population to the college. (SUO #2 and POO#1)

Benefits: Improvement in student access will increase the ability for EOPS to serve more students. EOPS students will be able to get in their three mandatory counseling appointments per semester. The targeted populations will get the special outreach and follow up attention they need to matriculate in to EOPS and the college in a timely fashion.

Request for Resources: Certificated full time bilingual counselor: $80,000 approx.;

Benefits: $34,000 approx.

Bilingual Hourly Certificated Student Personnel Worker: $15,000+$4,000 benefits

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.)	

Initiative: To improve point of service and contact information.

Initiative ID: EOPS 02

Link to Finding #3: 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. (SUO #2, and POO#1)

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.)	

Initiative: To improve the information technology for data and information gathering for required college and EOPS state reporting.

Initiative ID: EOPS 03

Link to Finding #6: 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: 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.

Request for Resources: N/A

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

Initiative ID: EOPS 04

Link to Finding #8: 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: Improvement in student reception and atmosphere.

Request for Resources: $5,000
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.)	

EOPS Program Review
2011-2012

EOPS PROGRAM REVIEW- INSTRUCTIONAL

A. Program Student Learning Outcomes

GW2Q:
   1. EOPS/CARE students will demonstrate mastery of key college and program requirements.

GW2X:
   1. EOPS students identify and describe resources available on the campus.
   2. 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).

GW2Y
   1. EOPS/CARE students will identify strategies that can be utilized in the classroom to promote academic success.

 B. *College Level Student learning Outcomes* —

   1. Critical Thinking and Problem Solving
   2. Communication
   3. Information Competency

C. Criteria Used for Admission

Meet EOPS eligibility requirements.

D. Degrees/Certificates

Program's courses are designed to articulate to CSU for transfer students.

<u>Instructors and Staff</u>

GW Course Instructors:

Name	Robert Chaparro
Classification	Professor-EOPS, Counseling
Year Hired	1998
Years of Work-Related Experience	22
Degrees/Credentials	A.A., 1980, Ventura College; B.A., 1984, University of California, Santa Barbara; M.S., 1989, California Lutheran University

Name	Timothy Suel
Classification	Professor-EOPS, Counseling
Year Hired	1985

EOPS Program Review
2011-2012

Years of Work-Related Experience	24
Degrees/Credentials	B.S., 1970, California State University, Los Angeles; M.A., 1971, M.S., 1977, University of Southern California

2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

 1. EOPS/CARE students will demonstrate mastery of key college and program requirements.

2. EOPS students identify and describe resources available on the campus.

3. 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).

 4. EOPS/CARE students will identify strategies that can be utilized in the classroom to promote academic success.

B. Student Success Outcomes

1.   The program will increase its retention rate from the previous year. The retention rate will increase by 10% or more. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2.   The program will increase its retention rate from the previous year. The retention rate will be increased by 10% or more. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3.   The program will increase the student success rates from the previous year. The student success rate will be increased by 10 % or more. The success rate is the percentage of students who receive a grade of Credit.
4.   The program will increase the student success rates from the previous year. The student success rate will be increased by 10% or more. The success rate is the percentage of students who receive a grade of Credit.

C. Program Operating Outcomes

1.   The program will maintain WSCH/FTEF above the 525 goal set by the district based on general college funding.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

    I: This program-level student learning outcome is **INTRODUCED** is this course.

    P: This program-level student learning outcome is **PRACTICED** in this course.

    M: This program-level student learning outcome is **MASTERED** in this course.

    Leave blank if program-level student learning outcome is not addressed.

GW Mapping:

Courses (i.e. CHEM1A)	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4
GW V02Q			M	
GW V02X	I	I	I	
GW V02Y				P

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

GW:

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	College Change
1	FT Faculty	15,312,195	15,959,568	16,280,326	15,850,696	17,721,387	12%
2	PT Faculty	10,964,937	10,439,200	10,134,117	10,512,751	9,513,992	-10%
3	Classified	9,712,420	9,228,921	9,075,231	9,338,857	9,213,370	-1%
4	Student Hourly	355,287	359,026	376,878	363,730	399,168	10%
5	Supervisors	1,011,558	978,695	1,053,049	1,014,434	1,084,609	7%
6	Managers	2,819,020	2,504,405	2,275,722	2,533,049	2,320,791	-8%
7	Supplies	845,041	747,324	801,936	798,100	990,857	24%
8	Services	2,283,752	2,449,482	3,195,225	2,642,820	2,196,594	-17%
9	Equipment	554,209	211,132	706,843	490,728	284,145	-42%
	Total	43,858,419	42,877,753	43,899,327	43,545,166	43,724,913	0%

The above table does not reflect EOPS GW courses since the courses are funded by EOPS, therefore not generating FTES.

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.

The Budget Summary Chart does not not reflect GW courses since the courses are funded by EOPS, therefore not generating FTES.

GW:

A3: Comparative Budget Changes Chart

The Comparative Budget Changes Chart does not reflect EOPS GW courses since the courses are funded by EOPS, therefore not generating FTES.

GW:

A4: Budget Detail Report

EOPS Program Review
2011-2012

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445).   The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

The Budget Detail Report does not reflect EOPS GW courses since the courses are funded by EOPS, therefore not generating FTES.

A5: Interpretation of the Program Budget Information

Since EOPS GW courses are funded by EOPS, they do not generate FTES, therefore data is not kept as budget information in the District's Banner Financial System.

B1: Program Inventory Table

None required at this time, please refer to EOPS Program Review.

B2: Interpretation of the Program Inventory Information

None required at this time.

C1: 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 district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce 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.

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results.

Program Review Productivity and WSCH Ratios Report
GW
Course Title FY08 FY09 FY10 3 Yr Avg FY11 % Change Dist Goal % Goal
District WSCH Ratio: WSCH / (FTFTE + PTFTE)
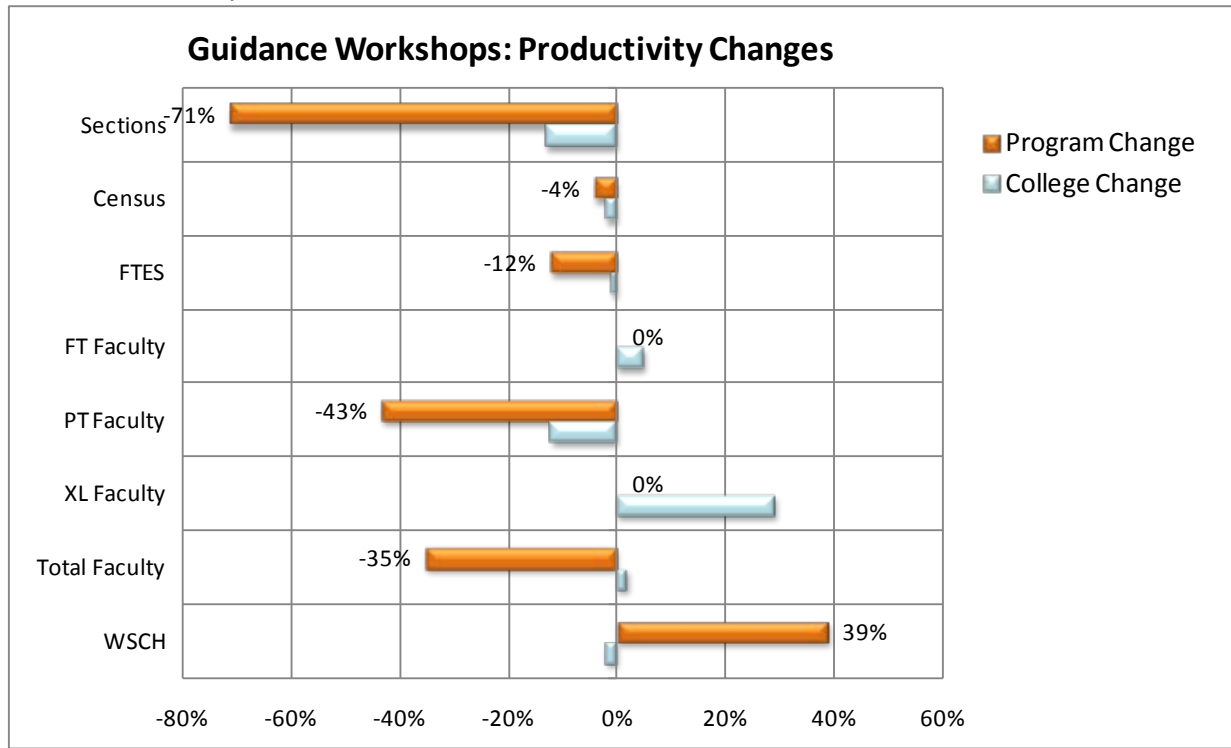GWV02X Orientation Workshop: EOPS, 0 0 0 0 0 0 0%
GW
Course Title FY08 FY09 FY10 3 Yr Avg FY11 % Change Dist Goal % Goal
College WSCH Ratio: WSCH / (FT FTE+PT FTE+XL FTE)
GWV02X Orientation Workshop: EOPS, 0 0 0 0 0 0 0%

Guidance Workshops:

C4: Interpretation of the Program Productivity Information

The Guidance Workshops: Productivity Changes graph does not reflect EOPS GW2 courses.
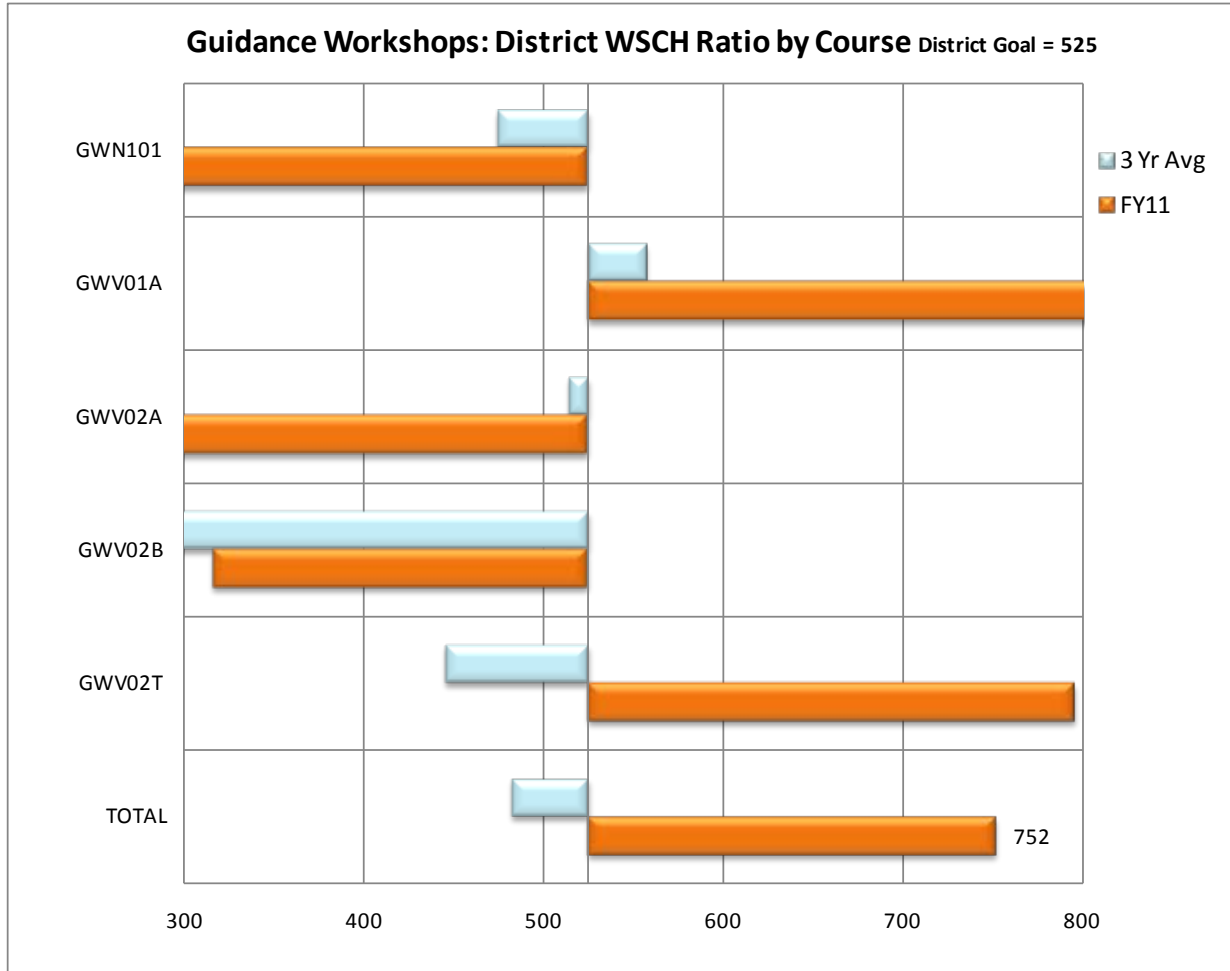
D1: District WSCH Ratio Productivity Table

This data is not available for EOPS GW courses.

D2: District WSCH Ratio Productivity Chart

Guidance Workshops:

Guidance Workshops: District WSCH Ratio by Course District Goal = 525

Legend: 3 Yr Avg, FY11

Categories: GWN101, GWV01A, GWV02A, GWV02B, GWV02T, TOTAL (752)

X-axis: 300, 400, 500, 600, 700, 800

The GW District WSCH Ratio by Course chart does not include EOPS GW courses.

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

GW:

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
GWN101	College Orientation	325	1,558	-	474	-	-100%	525	0%
GWV01A	Discovering the Right Career	501	559	647	557	694	25%	525	132%
GWV02A	College Orientation	916	488	165	514	-	-100%	525	0%
GWV02B	College Orientation & Survival	-	-	-	-	316		525	60%
GWV02T	Transfer Success	288	471	576	445	682	53%	525	130%
TOTAL	**Annual College WSCH Ratio**	**404**	**529**	**536**	**482**	**654**	**36%**	**525**	**125%**

The College WSCH Ratio Productivity Table does not include the EOPS GW courses.

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

GW:

Guidance Workshops: College WSCH Ratio by Course   District Goal = 525
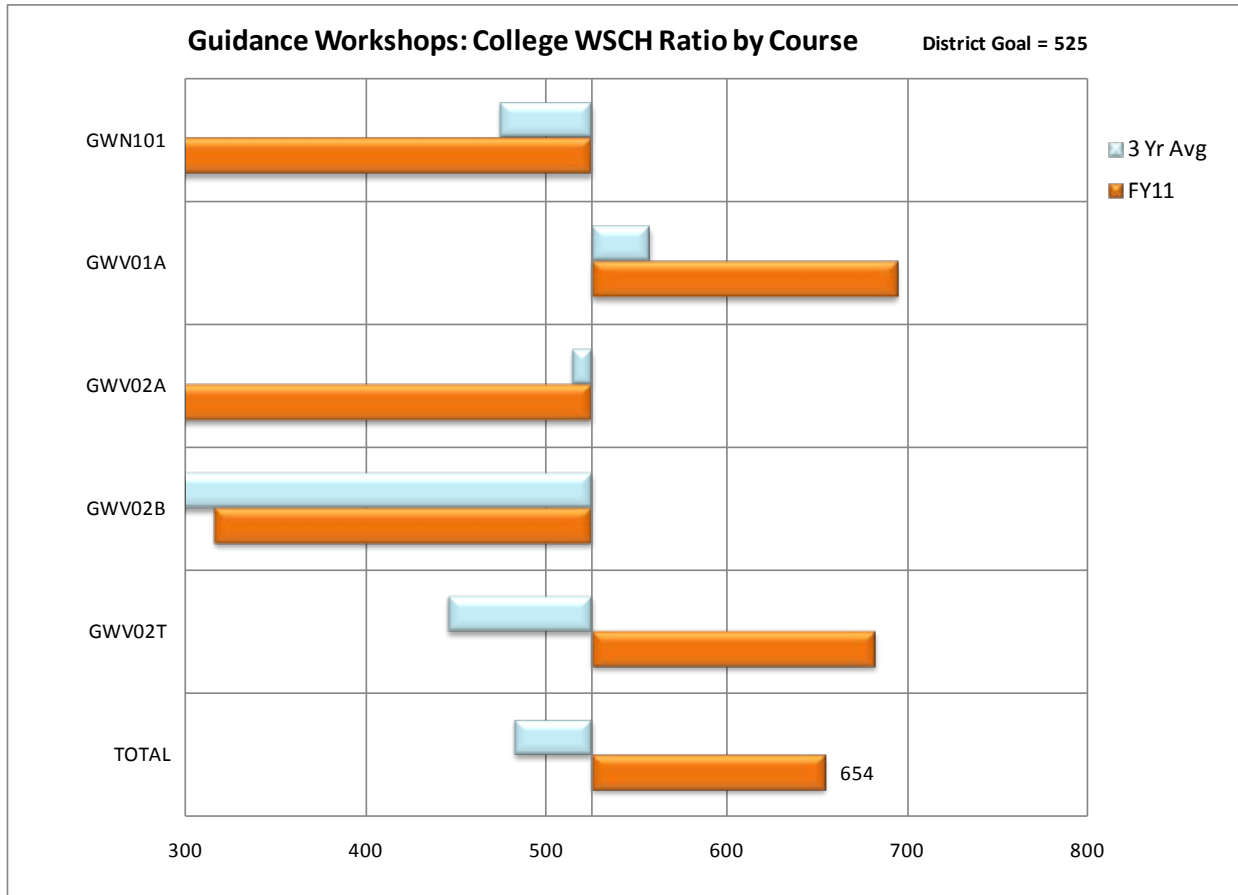
D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.
The Productivity Detail Report does not include EOPS GW courses.

D6: Interpretation of the Program Course Productivity Information

EOPS GW courses are funded by the EOPS categorical funds, therefore do not generate FTES. Productivity is therefore considered zero.

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E1: 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.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

The two Student Success tables do not include EOPS GW2 courses. The following information was pulled by EOPS from census/enrollment data.

GW:
Student Success by Subject, Fiscal Year, Term, Course *Ventura College Program Review*

GW Course Detail for Summer, 2007 Fiscal Year = FY08 Term Code = 200705
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 137 0 0 1 20 158 157 99% 137 87% 0 0%

GW Fiscal Course Detail for Fall, 2007 Year = FY08 Term Code = 200707
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 135 0 0 3 28 166 163 98% 135 81% 0 0%

GW Course Detail for Spring, 2008 Fiscal Year = FY08 Term Code = 200803
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 45 0 0 5 18 68 63 93% 45 66% 0 0%

GW Course Detail for Summer, 2008 Fiscal Year = FY09 Term Code = 200805
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 131 0 0 1 18 150 149 99% 131 87% 0 0%

GW Course Detail for Fall, 2008 Fiscal Year = FY09 Term Code = 200807
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 121 0 0 22 9 152 130 86% 121 80% 0 0%

GW Course Detail for Spring, 2009 Fiscal Year = FY09 Term Code = 200903
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 59 0 0 13 12 84 71 85% 59 70% 0 0%

GW Course Detail for Summer, 2009 Fiscal Year = FY10 Term Code = 200905
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed

GWV02X Orientation Workshop: E 0 0 0 116 0 0 9 9 134 125 93% 116 87% 0 0%
GW Course Detail for Fall, 2009 Fiscal Year = FY10 Term Code = 200907
Course Title A B C P/CR D F W NC Census Retain   Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 166 0 0 22 23 211 188 89% 166 79% 0 0%

GW Course Detail for Spring, 2010 Fiscal Year = FY10 Term Code = 201003
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 23 0 0 4 5 32 28 88% 23 72% 0 0%

GW Course Detail for Summer, 2010 Fiscal Year = FY11 Term Code = 201005
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 61 0 0 2 0 63 61 97% 61 97% 0 0%

GW Course Detail for Fall, 2010 Fiscal Year = FY11 Term Code = 201007
Course Title A B C P/CR D F W NC Census Retain Success Dist Ed
GWV02X Orientation Workshop: E 0 0 0 49 0 0 12 7 68 56 82% 49 72% 0 0%

GW Course Detail for Spring, 2011 Fiscal Year = FY11 Term Code = 201103
**Course Title A B C P/CR D F W NC Census Retain Success Dist Ed**
GWV02X Orientation Workshop: E 0 0 0 58 0 0 8 5 71 63 89% 58 82% 0 0%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.
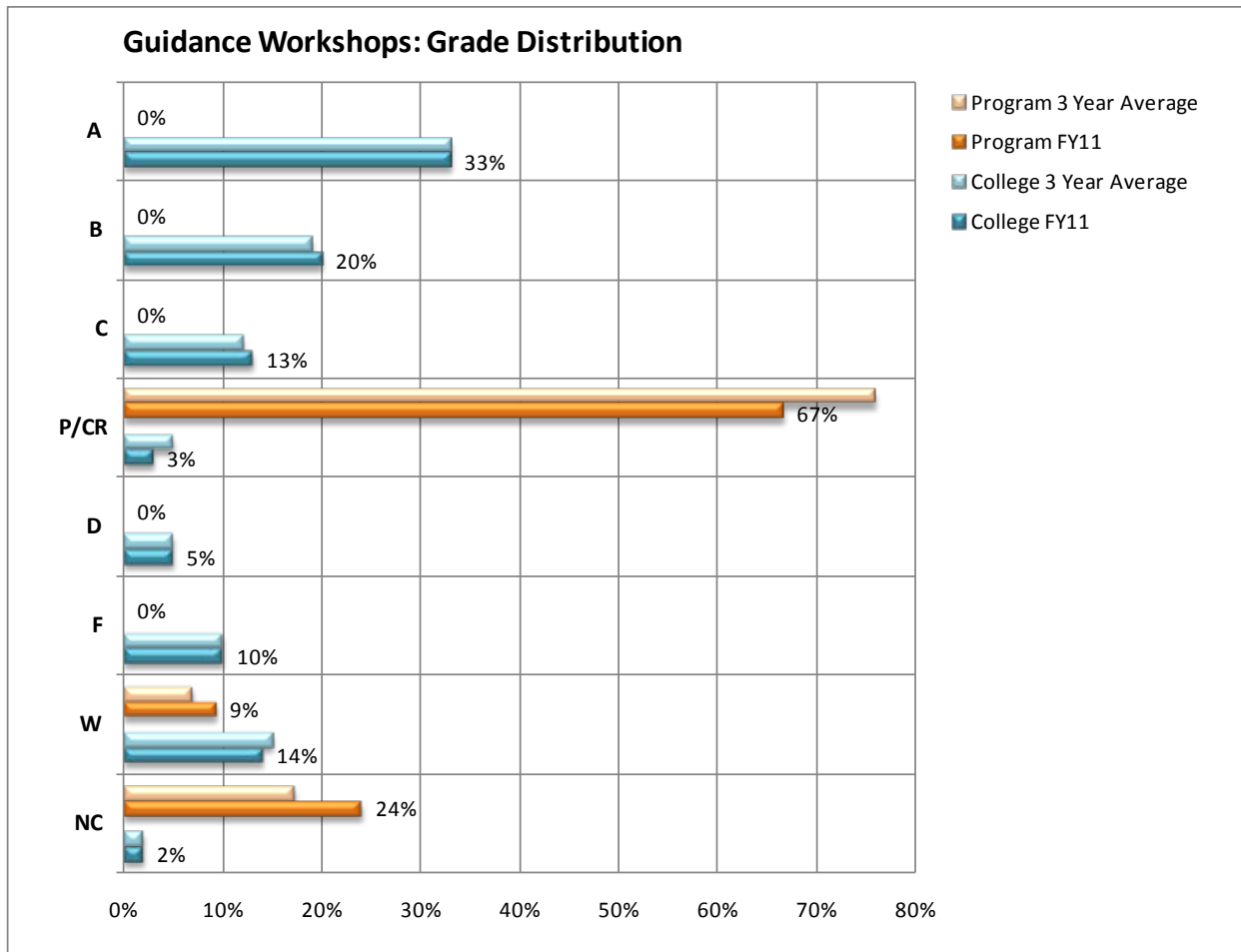**EOPS GW courses are not reflected in this Retention and Success Rate chart**.

Guidance Workshops: Retention and Success Rates
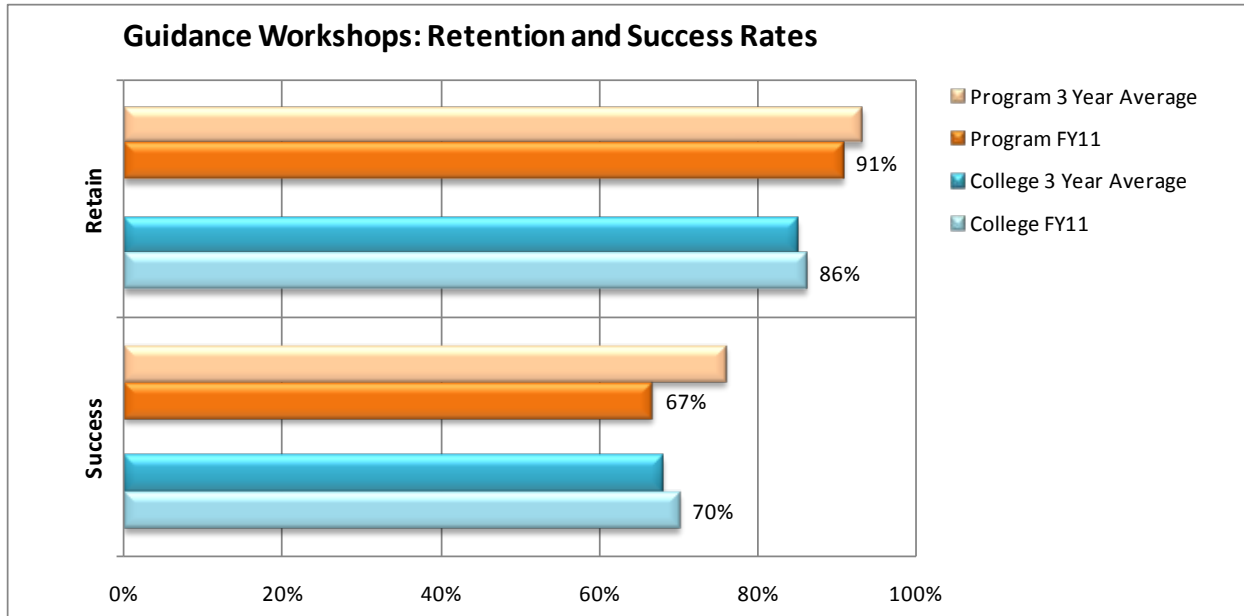
E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Guidance Workshops: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Values
A	0%, 33%
B	0%, 20%
C	0%, 13%
P/CR	67%, 3%
D	0%, 5%
F	0%, 10%
W	9%, 14%
NC	24%, 2%

EOPS GW data is not included in the Grade Distribution Chart.

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.
The Student Success Detail Report does not include EOPS GW course information.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The Retention and Success Rates chart above does not include EOPS GW courses. The EOPS GW course information pulled by EOPS from census/enrollment data indicated that success rates for the EOPS GW courses averaged 80%. The retention rates for the EOPS GW courses averaged 91.50%.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees are offered by EOPS.

F2: Interpretation of the Program Completion Information

Not applicable to EOPS. EOPS does not award certificates.

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Guidance Workshops:

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GW	FY08	442	253	34	40	4	17	11	63	532	331	1	26
GW	FY09	443	212	45	37	7	20	13	59	527	307	2	26
GW	FY10	389	180	23	50	8	10	10	49	453	262	4	25
GW	3 Year Avg	425	215	34	42	6	16	11	57	504	300	2	26
GW	FY11	294	149	16	24	3	8	10	20	342	180	2	24
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GW	FY08												
GW	FY09												
GW	FY10	54%	25%	3%	7%	1%	1%	1%	7%	63%	36%	1%	25
GW	3 Year Avg	53%	27%	4%	5%	1%	2%	1%	7%	63%	37%	0%	26
GW	FY11	56%	28%	3%	5%	1%	2%	2%	4%	65%	34%	0%	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

This table shows the program and college percentage of census enrollments for each demographic category.

The Student Demographic Summary Table does not include EOPS GW courses. The following information was pulled from college census/enrollment data.

Student Demographics by Subject, Year, Term, Course *Ventura College Program Review*

Course Title Hispanic White Asian Af Am Pac I Filipino Nat Am Other Female Male Other Avg Age
GW Course Detail for Summer, 2007 Fiscal Year = FY08 Term Code = 200705
GWV02X Orientation Workshop: EO 122 15 4 4 1 1 2 9 101 57 0 25
GW Course Detail for Fall, 2007 Fiscal Year = FY08 Term Code = 200707
GWV02X Orientation Workshop: EO 115 23 3 6 0 2 5 12 119 47 0 25
GW Course Detail for Spring, 2008 Fiscal Year = FY08 Term Code = 200803
GWV02X Orientation Workshop: EO 45 10 2 6 0 0 2 3 37 31 0 29
GW Course Detail for Summer, 2008 Fiscal Year = FY09 Term Code = 200805
GWV02X Orientation Workshop: EO 108 21 3 7 1 2 2 6 98 51 1 25
GW Course Detail for Fall, 2008 Fiscal Year = FY09 Term Code = 200807
GWV02X Orientation Workshop: EO 105 23 4 9 0 2 2 7 98 54 0 26
GW Course Detail for Spring, 2009 Fiscal Year = FY09 Term Code = 200903
GWV02X Orientation Workshop: EO 56 14 3 5 1 1 1 3 50 34 0 28
GW Course Detail for Summer, 2009 Fiscal Year = FY10 Term Code = 200905
GWV02T Transfer Success 5 13 0 1 0 0 1 1 11 10 0 28
GWV02X Orientation Workshop: EO 95 17 3 11 2 0 3 3 84 48 2 25
GW Course Detail for Fall, 2009 Fiscal Year = FY10 Term Code = 200907
GWV02X Orientation Workshop: EO 154 26 2 14 1 0 3 11 138 73 0 24
Student Demographics by Subject, Year, Term, Course *Ventura College Program Review*
Course Title Hispanic White Asian Af Am Pac I Filipino Nat Am Other Female Male Other Avg Age
GW Course Detail for Spring, 2010 Fiscal Year = FY10 Term Code = 201003

GWV02X Orientation Workshop: EO 24 3 1 1 0 1 0 2 22 10 0 27
GW Course Detail for Summer, 2010 Fiscal Year = FY11 Term Code = 201005
GWV02X Orientation Workshop: EO 43 11 1 1 0 1 1 5 42 20 1 23
GW Course Detail for Fall, 2010 Fiscal Year = FY11 Term Code = 201007
GWV02X Orientation Workshop: EO 55 2 2 6 0 1 0 2 50 18 0 23
GW Course Detail for Spring, 2011 Fiscal Year = FY11 Term Code = 201103
GWV02X Orientation Workshop: EO 54 7 2 2 0 1 2 3 46 24 1 24
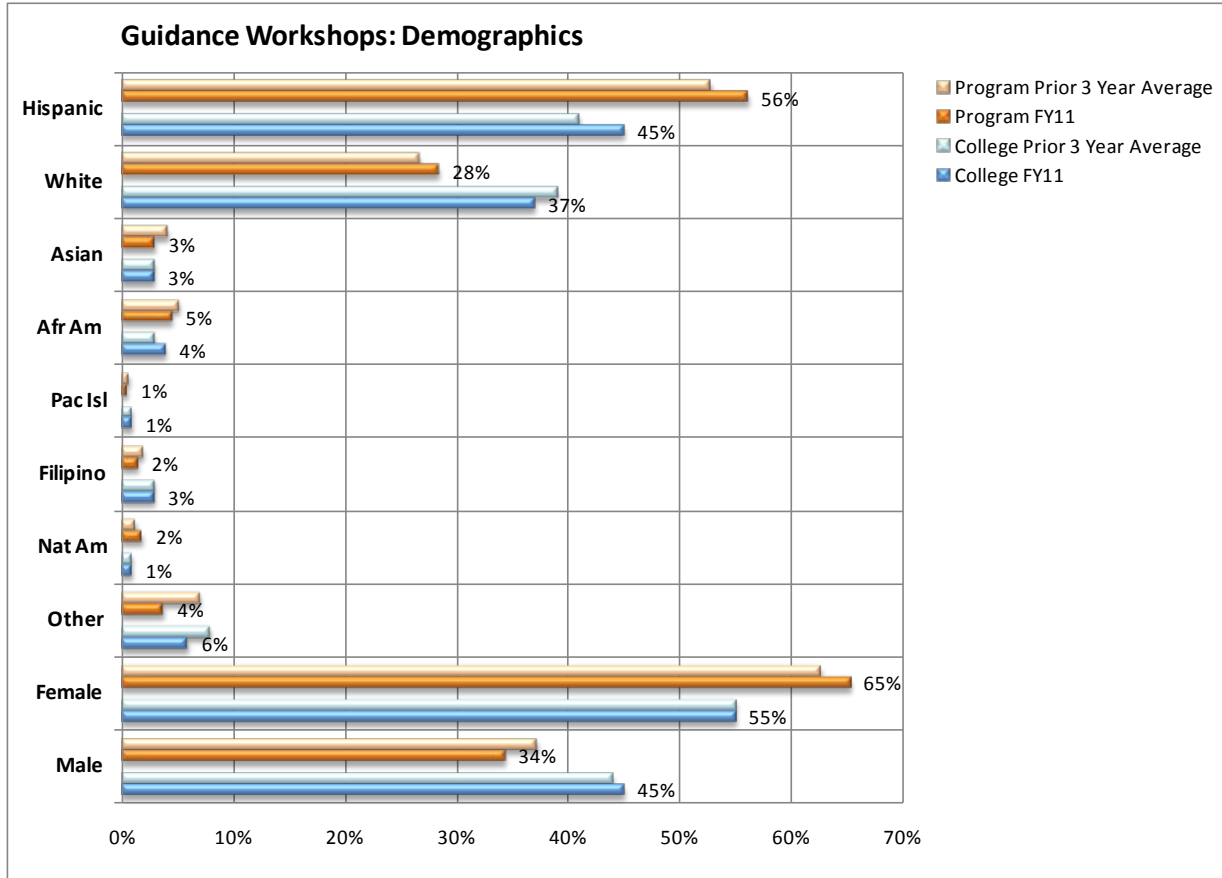
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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.
EOPS GW course demographic data is not reflected in this chart.

GW:

Guidance Workshops: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Values
Hispanic	56%, 45%
White	28%, 37%
Asian	3%, 3%
Afr Am	5%, 4%
Pac Isl	1%, 1%
Filipino	2%, 3%
Nat Am	2%, 1%
Other	4%, 6%
Female	65%, 55%
Male	34%, 45%

X-axis: 0% 10% 20% 30% 40% 50% 60% 70%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic and gender distribution has remained constant over the past three years. The Hispanic female represents the largest percentage with age averaging in the mid twenties.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
EOPS/CARE students will demonstrate mastery of key college and program requirements.	Students will be tested on key college and program requirements. 80% of the students enrolled in GW2Q will achieve mastery.
Operating Information	
Students will be tested during the next course offering which is contingent on funding.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
EOPS students identify and describe resources available on the campus.	Students will take a campus tour of the college student services and will be later quizzed on their basic knowledge on those service areas. 70% or more will perform at a C level or higher.
Operating Information	
80% of the students quizzed performed at a C level or higher.	
Analysis – Assessment	
EOPS staff will assess course delivery to determine improvements for a higher percentage of student performance.	

Program-Level Student Learning Outcome 3	Performance Indicators
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).	After a lecture describing the UC and CSU Universities, EOPS students will be quizzed on their knowledge of the two systems.
Operating Information	
80% or more of students will perform at B level or higher	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators

EOPS/CARE students will identify strategies that can be utilized in the classroom to promote academic success.	Students will be quizzed on five different strategies that can be utilized in the classroom to promote academic success.
Operating Information	
80% or more of students will perform at B level or higher.	
Analysis – Assessment	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the previous year. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 10% or more.
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the previous year. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 10% or more.
Operating Information	
Analysis – Assessment	

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the previous year. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 10% or more.

Operating Information

Analysis – Assessment

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the previous year. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 10% or more.

Operating Information

Analysis – Assessment

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district based on general college funding.	The program will exceed the efficiency goal of 525 set by the district by 1%.

Operating Information

Analysis – Assessment

5. Findings

Finding 1:
The curriculum is current and meeting the needs of the students. Retention and success rates exceed those of the college. The courses do not generate FTES because they are EOPS categorically funded. The EOPS GW Orientation course is required for EOPS eligible students. With the categorical fund reduction, these courses need to be funded with general funds.

Finding 2

Finding 3

Finding 4

6. Initiatives

Initiative: Fund EOPS orientation courses with general funds.

Initiative ID: EOPS05

Links to Finding 1:   The EOPS courses are successful in meeting the needs of the students and program. The EOPS GW Orientation course is required for EOPS eligible students. With the categorical fund reduction, these courses need to be funded with general funds.

Benefits: Students will continue to receive the EOPS orientation.

Request for Resources: GW instructional funding-

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.)	

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Initiative

Initiative ID

Links to Finding 2

Benefits

Request for Resources

Funding Sources
Please check one or more of the following 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	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

(EOPS) Program Review Spreadsheet

Line Number	Division Code	Program	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	Resource Category	Estimated Cost
1	35	EOPS	1				EOPS 01	Provide more student access to faculty and staff on and off campus	1 FTEF Bilingual Counselor	1	110,000
2	35	EOPS	2				EOPS 02	To improve point of contact and contact information	Bilingual Clerical Asst. I	2	56,356
3	35	EOPS	6				EOPS 01	Provide more student access to faculty and staff on and off campus	Bilingual Hourly Certificated Student Personnel Worker	1	20,000
4	35	EOPS	4				EOPS 03	To improve the information technology for data and information gathering for required college and EOPS reporting.	New information technology system	0	
5	35	EOPS	5				EOPS 04	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	7,000
6	35	EOPS	3				EOPS 05	Fund EOPS courses with general funds.	Instructional	1	1,000
7											
8											
9											
10											

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

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

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

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

6D: Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.
    R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
    H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
    M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
    L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
6E: 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 following priority levels.

    R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
    H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
    M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
    L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: 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 form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.

7A: Appeals:

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

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.

PROGRAM REVIEW 2011

APPEAL FORM
(Due to Office of Institutional Effectiveness by November 4)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives, 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)   Paula S. Munoz, EOPS

Date: November 3, 2011

Category for appeal: ___X__ Faculty

___X__ Personnel – Other

___X__ Equipment- Computer

___X__ Equipment – Other

___X__ Facilities

___X__ Operating Budget

_____ Program Discontinuance

___X__ Other (Please specify) Process Review/Minority Report

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

EOPS has concerns about the process and ultimately the Student Services Division (SSD) rankings for the following reasons:

On September 29, 2011 EOPS emailed the SSD Dean asking if a SS Division meeting for program review priorities had been scheduled yet.
On September 30, 2011 we received a reply from the Dean that the meeting would be October 12 from 12 noon to 3 p.m.
EOPS received a copy of the September 29 SSD email on September 30 from the SSD Dean. She stated that she was sorry that she left us out in the September 29 email.
This last email had gone out from the SSD Dean on September 29 to the SSD. EOPS was not included in this email. This email contained some procedural ideas from the Dean for the scheduled October 12 meeting. The email stated that it had been explained at the College Planning Council meeting that "all of our program reviews are good enough to submit". That instead of everyone reading the program reviews, it might be good for one program to read another's program review and critique it. The SSD asked for feedback and who would attend the October 12 meeting.

In response to the September 29 email from the SSD Dean, EOPS emailed the SSD Dean attempting to clarify what had been stated at the College Planning Council (CPC) meetings. EOPS stated that it's understanding was that each Division would meet to prioritize and complete the initiative spreadsheets by October 14 and that the CPC had voted that within each division, one rep, from each program would have one vote on the prioritization of the initiatives and completion of the initiative spreadsheet. EOPS also stated that there would not be time to critique program reviews and there was a need to come together to prioritize and that the program reviews would have to be read ahead of time with reps coming to meeting prepared to prioritize. EOPS also asked if someone from the division had a better idea as to how we could better prepare for the Oct. 12 meeting. Lastly, EOPS also asked what system or process would we be using at the Oct. 12 meeting.

The SSD responded that late afternoon of September 30 that she would discuss with her "executive team" on Monday (Oct 3). EOPS is still not clear who the "executive team" is.

There was no further communication except for the forwarding of a program initiative spreadsheet by VP Keebler.

EOPS learned after the fact that the process was finalized at a scheduled October 10 Student Success Meeting. We had not received an agenda so were not aware that this process would be discussed there. We did not have an EOPS rep in attendance since most of the EOPS staff was in attendance at a statewide EOPS conference in San Diego and our remaining staff, an EOPS Counselor was scheduled with student appointments. Our understanding from others in attendance at that Oct 10 SSC meeting was that the process had already been developed by what appears to be the "executive team". EOPS still does not know what the "executive team" is.

At the October 12 SSD meeting, program department representatives were given up to 10 minutes to present their initiatives. Program reviews were not reviewed by the division departments. Presentations did not include the tying of SLO's or SOU's to initiatives. Some department reps took up the 10 minutes, some barely 2 minutes.

The initiatives were tabulated by the SSD Dean and another unit rep. Rankings were disclosed, time was cut short and no real discussion followed. Meeting ended. EOPS presented six initiatives. The five initiatives that requested college financial resources received a low ranking.

The SSD is made up of classified units and faculty. There are more classified unit programs that outnumber faculty which may result in an unfair initiative priority process.

A document that the SSD Dean planned to present to CPC for program review the week of October 24 was shared with the Counseling Department. This document was presented at this department's October 18 meeting. It lists only the department initiatives that were marked high. We believe that this SSD document should have been shared with all SSD departments. We also believe that all the rankings should be presented to the CPC.

CPC had indicated that this process would be collaborative and we did not find our SSD process to be collaborative. Other divisions during their CPC presentations stated that their division meetings had been collaborative and informative, with program information sharing and back and forth.

During this program review process, EOPS attempted to be an active participant on the CPC and learn the CPC parameters. When the time came, it applied the CPC parameters and sought to be involved in the SSD discussion as outlined in the established CPC parameters. EOPS submitted a comprehensive program review for consideration as a result.

EOPS believes the SSD process created and implemented by the Dean was not based on openness, equity and fairness (as per the reasons stated above). From the onset, the process was not transparent nor was it inclusive.

At this point EOPS has lost faith in the process and is not interested in submitting an appeal for your consideration of our initiatives. Therefore, EOPS submits this appeal/minority opinion for the CPC record.

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

Please note above statement.

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.