

STUDENT SERVICES AND ACADEMIC SUPPORT PROGRAMS PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Press the tab key to get from one entry to the next. For questions that require a typed answer, begin typing in the box. The box will expand as needed.

A. INTRODUCTORY QUESTIONS:

1. Program name: ***Extended Opportunity Programs & Services (EOPS)***

2. Person(s) completing the questionnaire: Irene Serna

3. Date of completion: November 26, 2007

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals?

The Extended Opportunities Programs and Services (EOPS) is a state-mandated program charged with the mission of identifying those students affected by language, social, and economic hardships, to increase the number of eligible EOPS students served, and to support those students to achieve their educational goals. The primary mission of EOPS is implemented by five service areas: (1) outreach and recruitment of low-income and educationally disadvantaged students; (2) Counseling and Advisement; (3) Transfer and Career Employment Services; (4) Orientations and Registration Assistance; (5) to increase the number of EOPS/CARE students who successfully complete their educational objective.

The EOPS program supports the college's overall mission and strategic goals including, College Strategic Goal (2): Diversity and Inclusion, states, "we will foster an increasingly diverse and inclusive learning community". EOPS conducts outreach to ethnically diverse, low-income and educational disadvantaged students. Secondly, the program supports the strategic goal: decreasing systemic financial, geographic, academic, physical, personal and cultural barriers to make the campus more accessible and inviting. The EOPS program increases the ethnic diversity of students at West Valley College and their persistence, retention and successful transfer to a four-year university.

6. In one paragraph, what significant events have affected or impacted the program in the last three years?

The continued VTA bus line and indirect routes to West Valley College affect EOPS enrollment of students from the ESUH district. Without a direct line to WVC, the time factor impedes student's interest in WVC.

The Board of Governor' increase in BOGW eligibility has increased the number of applicants to EOPS. EOPS funding is for a maximum of 311 students. Each semester we receive more applicants than we can accept, which is disheartens those who have to wait until the following semester.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):
 - a) What significant trends are revealed in the data?
 - b) What factors might contribute to any program differences compared to college-wide demographics? See attachment.
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

2. *Student Demographics:*

Ethnicity Review of EOPS Population vs. West Valley College:

As it relates to gender, female students average the five-semester study period (sp04-sp06) an average of 65% enrollment in the WVC EOPS program. This differs by 5% margin over the college's enrollment report for the past 4 years. Enrollment by gender for the college has stayed constant. Men are about 40% of the population vs. females enrolling at a consistent 60% (Paris 2006). This statistical information is relevant to the need to recruit male students to the program for purposes of parity. However, it must be noted that the college's overall enrollment patterns for gender are similar to the EOPS pattern of gender enrollment.

As it relates to ethnicity, problems arose in the comparisons between the college tracking of ethnicity and the EOPS tracking of ethnicity. Foremost, the college does not track the "Mexican" or Mexican ethnicity. The college groups all people of Hispanic background under the "Hispanic" ethnicity category. EOPS looks at three categories of ethnicity: 1) Hispanic 2) Mexican 3) Other Hispanic. This may be attributed to the need of specific ethnic categories for state mandated reports to the EOPS Chancellors Office in Sacramento. For purposes of this report, we will group all 3 EOPS groups under the "Hispanic" category used by WVC. This will aid the comparison between WVC and EOPS for the semesters reviewed. It is important to note the if the populations the 3 categories associated with being Hispanic are grouped, there is an almost consistent enrollment average of 28% in comparison to the colleges overall 15% Hispanic enrollment average for the last 4 years (Paris 2006). In addition, the overall self-identified EOPS population of Mexican students has grown from .38 in the sp04 to 1.32 percent of the enrolled population in the sp06.

Next, the WVC's "White" category in the ethnicity report is matched with the EOPS category of "White Non-Hispanic. These two categories are meant to capture people that self-identify of European American decent or white. However, EOPS is experiencing an influx of Persian students that have been traditionally classified by the US census as "white" students. Although it is unclear as to how this new Persian population of self identified white students has affected the college, it has in the last five semesters as data reveals created an increase white population in the EOPS program.

Other populations were reviewed but the following is an overall comparison of the main groups as they relate to the college's enrollment numbers vs. EOPS enrollment.

EOPS and WVC averages over the last 3 years for ethnicity enrollment:

Ethnicity	WVC	EOPS
White	59.40%	40.0 %
Hispanic	15.06%	28.0 %
African American	03.40%	09.09%
Asian	19.50%	15.66%
Filipino	02.20%	01.97%
American Indian	00.78%	02.39%

Overall, the EOPS program reflects, percentage based a higher enrollment of the ethnic groups that were statistically identified. However, the college still maintains greater enrollment of the Asian populations as identified in this data.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

EOPS students complete a three page, 25 questions survey at the end of each semester. The key areas are staffing, access, counseling services and direct aid such as grants, book voucher and other financial services. The staff results are reviewed by staff to determine program effectiveness, and need for improvement. The outcomes continue to good to excellent in all areas. The one area of improvement is the book service amount and direct aid. Clearly, the number of students served and the state allocations for grants and books limit this.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Primarily the socioeconomic populations that are EOPS eligible are low-income and educationally disadvantaged, In addition to public transportation and the time factor to arrive to WVC deters more students from surrounding areas to travel to our campus.

5. Do any of the data discussed, or other factors (e.g. integration of technology; college, district, or state expectation or mandates) suggest a need for increasing or decreasing program staff?

Staff is currently sufficient to provide the comprehensive services to the EOPS student population.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

Section C: Learning Outcomes

The EOPS director has attended a training session on SLO's. The staff and faculty of the program are planning to assess how to develop workable instruments to measure student-learning outcomes. The staff has discussed pre-post surveys for student participating in the Summer Institute, EOPS orientations, campus tours to four-year universities and other services. Staff requires further development in this area.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What initiatives has the program implemented in the last year to meet the needs of its student population?

In the summer of 2007, the EOPS Summer Institute served 25 students. The program outreach staff recruits students with high potential, but due to personal, socioeconomic and other barriers have not performed to their highest potential. The purposed of the summer institute is to engage students in a self-assessment mode and to empower them to self-actualize to their fullest potential as college students. The data for prior programs indicates that doing better academically than their persistence rate is higher as compared to EOPS non-summer institute students.

The program director investigated and implemented a change in the book service procedure. Currently, students receive a debit card (Student Plus Card) with a maximum dollar amount for required texts only. Barnes and Noble headquarter office deals with the card purchase and accounting. This has decreased the staff time preparing paper vouchers, and the accounting and monitoring is less time consuming. Students appreciate the change and rate this new procedure as good to excellent.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.
*The EOPS program is an excellent service to increase low-income and educationally disadvantaged student enrollment at West Valley College. The data reveals that the counseling case management approach is having a positive impact on student success.
 The staff is committed to continuous program improvement to enhance services to the EOPS student population.*

2. Program Strengths:

First, the strength of the program is the excellent staffing. There is sufficient staff to provide the "over and above" services mandated by the state. Secondly, counselors use a case-management style in providing counseling services. Counselors holistic approach in counseling address all issues that an EOPS student may experience as a college student. EOPS students come from low-income communities, thus are often inexperienced with the college culture and requirements. Students are often dealing with financial hardships and personal issues, thus counselor work closely with them to complete financial aid application. Counselors develop a six-semester educational plan for all students and monitor their academic progress. At the point, a student is ready to declare intent to transfer counselors assist them with appropriate course selection to accomplish their transfer plans within a specific timeframe.

The Summer Institute continues to be a major strength in giving student an early opportunity to prepare for the preceding Fall semester. In summer of 2007, EOPS served 25 students, of which at least 33% percent came from the Eastside Union High School District (ESUHD).

The fact that EOPS receives state categorical funding on an annual basis allows the program to support the campus with diversity enrollment, support services and direct aid to students. EOPS supports the College's mission by increasing access and diversity to the campus.

3. Program Challenges:

The EOPS program at West Valley College serves a local community that is primarily a middle-class and affluent. The high school population is projected to decrease in the primary service area. Thus, we are recruiting in the Eastside Union School District, which serves a primarily low-income community. The High School counselor at some target ESUH district schools report that 60% percent of the graduating seniors are non-college bound. Therefore, this is a huge opportunity for WVC to attract those non-college bound students to our campus. Unfortunately, the distance of WVC from the Eastside area continues to be a challenge for many of the residents who rely on public transportation. Last year, we began to explore the idea of a campus shuttle to serve key locations in the Eastside to provide direct transportation. At this time, there is some hope that the VTA in discussion with the College President may change a bus line to stop at a closer location to our campus.

The enrollment from key schools in the Eastside continues to increase because of our outreach efforts. This fall, we enrolled 16 students from James Lick High School. The EOPS recruiter took a lead role in working with the high school counselors to sponsor a college information day at James Lick. Several faculty and staff led workshops about college, and the Vice-President addressed the over 75 students in attendance. These types of activities will continue as a major program goal.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The program actions and goals are as follows: (1) outreach to the ESUH district, (2) continue to enhance EOPS services to create a supportive service for students, (3) Streamline the systems and barriers experience in applying and participating in EOPS, (4) Staff multi-cultural and diversity training, and communication skills, (5) Promote and work with campus instructional departments and students services to integrate EOPS student needs.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Program staff members continue to assess program activities each semester and make changes as appropriate. In December and June a two-day, planning retreat is conducted to develop or changes services to address the current needs of the EOPS population.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

This is an on-going process that EOPS completes regardless of resources.

H. RESOURCE REQUESTS 2006-2007

1. What resources are required to maintain the program and what additional resources would be required to improve, expand or accomplish the stated actions and objectives?

Complete the following table:

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE: 3.0 includes EOPS Director and two counselors

Director and one FT counselor funded by campus funds.

Associate faculty FTE:

Classified Staff FTE: 4.0 **Categorical funds only.**

Classified Hourly (in dollars): \$45,000 (2PT) hourly counselors to backfill for current FT vacancies.

Administrative Staff FTE:

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

Staff Development (brief narrative description):

Other:

2. What have you been able to accomplish as a result of the resources obtained?

Not applicable, no additional resources received from campus.

I. 2007- 2007 RESOURCE REQUEST

EOPS is conducting a pilot Supplemental Instruction activity with the ESL/Lab department. The Early Alert system identified 12 ESL students who needed additional academic support. The ESL Chair and Lab coordinator met mid-semester and discussed piloting Supplemental instruction for EOPS students. We are documenting the developed of the SI effort, students participation and qualitative and quantative data to assess the outcomes. At this time, we are considering Winter semester services as well.

The SI is being provided by the lab coordinator and other ESL faculty, which is being compensated by EOPS funds.

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Request for college support: Co-fund 50% of program staffing cost. Possible resource funding: Basic Skills Initiative