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**Dept SS - (SD) Extended Opportunity Program and Services**



**2018-19 Annual Program Review Update Submitted By:**

Michele LeBleu-Burns

**SS Program Review Reporting Year:** 2018-19

**SS 1a) Program Name:** Extended Opportunities Programs and Services

**SS 1b) Name(s) of the author(s) of this report:** Michele LeBleu-Burns, Truly Hunter, George Robles

**SS 1c) Number students served annually & trend increasing, even, decreasing:** EOPS served 836 EOPS students and 2 CARE students during the 2017-18 academic year. These numbers are unduplicated. The trend for the number of students the program is serving is not consistent. In 2016-17, the program served 951 EOPS Students, but in 2018-19 to date the program has served 700 EOPS students and 4 Care Students. The lack of consistency in student participants is in large part due to the cost of living in the bay area which is prompting many low- income students to attend other local community colleges nearer to their homes. This significant drop is also tied to the reduction in overall enrollment for De Anza College.

**SS 1d) Who are the typical students served by this program?**

: The EOPS program is a California state funded program designed to provide access and support to disadvantaged students in the California Community College System.

To establish eligibility to participate in the EOPS Program, students must meet the following requirements:

- California resident
- Enrolled in at least 12 units (limited exemptions for students with a verified disability)
- Have completed fewer than 105 quarter or 70 semester degree applicable units
- Financially disadvantaged according to the following:
  - o Receiving TANF, SSI or General Assistance; OR
  - o Eligible for the Board of Governors Fee Waiver BOG-B).
- Educationally disadvantaged as defined by state guidelines

The CARE Program is a component of EOPS that provides additional support and is designed for program participants with dependent minor children. In order to be able to participate in the CARE Program, EOPS students must meet the following eligibility requirements:

- Must meet all EOPS eligibility requirements
- Be at least 18 years old
- Have at least one dependent child under the age of 14
- Be a single parent and the head of household as determined by the California Department of Social Services
- Be receiving Temporary Assistance for Needy Families (TANF) benefits

**SS 2a) What is the program Mission Statement?:** EOPS and CARE at De Anza College are committed to assisting students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic and economic challenges. We are dedicated to working as partners with our students to ensure their college experience will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.

**SS 2b) In what ways and to what extent does program assure the quality of its services to students?:** EOPS conducts student surveys annually and administers program exit surveys to graduating and transferring EOPS students to ascertain which services were most beneficial to students and to seek suggestions for program improvement.

**SS 2c) In what ways and to what extent does program support College Mission statement?:** De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. In line with the the college's mission. EOPS provides comprehensive support services which supports students in their academic journey so that they can successfully complete their academic and personal goals.

**SS 3a) In what ways and to what extent does the program assure equitable access for all students?:** EOPS accepts students based upon state eligibility requirements as outlined in Title

5. This criteria encompasses students from many diverse backgrounds

**SS 3b) State ways and extent that program encourages personal and civic responsibility.:** Every student enrolled in EOPS/CARE must review and sign a Mutual Responsibility Contract, which outlines the rights and responsibilities of each participant in the program. This document includes information about the program requirements students must meet to remain in good standing and eligible for EOPS/CARE programs and services. Requiring students to complete this document reinforces the expectations the program has of all students who participate in the program and promotes the principles of personal responsibility.

**SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising:** EOPS provides and maintains comprehensive and intrusive advising and counseling

and maintains comprehensive and inclusive advising and counseling services to all program participants. Services in this area include academic advising, career planning, transfer planning, personal counseling and referral to on and off campus resources. Counseling faculty use a rubric to evaluate and review the accuracy of the documentation and advising information in the student files. The EOPS Assistant Director/Lead Counselor reviews the files of the EOPS counselors and advisors and provides feedback. Based review using the rubric, the counseling component of the program develops strategies for improving the accuracy of the information in the files and provided to students during counseling appointments.

**SS 3d) State ways & extent program support/enhances**

**student understanding & appreciation of diversity:** The EOPS program staff is comprised of a very diverse group of individuals.

Members of the staff have received training in various areas related to equity, diversity and inclusion and incorporate this training, along with their own personal lived experiences, in their interactions with students. Our team is deeply committed to providing access and support to students from every background.

**SS 3e) State ways & extent program regularly evaluates admissions & placement practices:** Not Applicable

**SS 3f) State ways & extent program maintain student records securely & confidentially?:** EOPS program files are stored in locked file cabinets and care is taken to ensure the protection of electronic data by using requiring secure passwords to gain access to student records.

**SS 4a) Have there been any significant staffing changes**

**since the last APRU?:** Over the past few years, EOPS has utilized counseling interns to provide additional support to program participants. Unfortunately, we were not able to host interns this academic year due to the drastic staffing changes that will occur by the end of the academic year. Additional grant funded staff was also added to support the EOPS scholars program. There is also currently still one vacant staff position - an Administrative Assistant I, which we anticipate will be filled by the end of the Spring 2019 term.

**SS 4b) Are there any significant staffing changes that will be needed?:** The program will need an additional Full-time counseling position to replace the general fund position eliminated during the budget crisis several years ago.

**SS 5a) Have there been any significant facility changes since the last APRU?:** EOPS was able to reclaim office space that originally belonged to EOPS and was previously given to HEFAS.

**SS 5b) Are there any significant facility changes that will be needed over the next five years?:** Additional space for counseling and advising faculty and staff as well as designated space for student study groups and tutoring is sorely needed and the need for space will only increase. Replacement/upgrades to outdated office furniture in some EOPS employee work spaces are also needed and long overdue.

**SS 6a) Have there been any significant equipment changes**

**SS 6a) Have there been any significant equipment changes since the last APRU?:** None

**SS 6b) Are there any significant equipment changes that will be needed over the next year?:** Unknown

**SS 7a) Have there been any significant operational cost changes since the last APRU?:** None

**SS 7b) Will any significant operational cost changes be needed over the next year? :** The EOPS program will maintain the current staffing structure over the next academic year (2019-20). Eventually, the college will need to find a funding solution to pay for a full-time EOPS Director, which in accordance with Title 5, must be funded by the college.

**SS 8a) Have there been any significant organizational alignment changes since the last APRU?:** None

**SS 8b) Are there significant organizational alignment changes that will be needed over the next year:** The EOPS Assistant Director, EOPS Supervisor and EOPS Services Coordinator positions will all need to be filled.

**SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?:** None

**SS 9b) State significant changes in regulations/laws/policies affecting program over next year.:** Unknown

**SS 10a) State any significant professional development activities for the program since last APRU.:** Conference and training attendance by EOPS and CARE staff:

- Annual CCCEOPSA fall conference
- Ensuring Transfer Success
- Classified Staff Employee retreat
- EOPS Training Sessions by Chancellor's Office
- Partners in Learning (De Anza College)
- Annual NCORE conference

**SS 10b) State any significant professional development needs for the program for the next year.:** Same as above (Item 10a) on an annual basis

**SS 11a) Have there been any significant curriculum since the last APRU?:** Not Applicable

**SS 11b) State any significant curriculum issues that will affect the program over the next year.:** Not Applicable

**SS 11c) State the aggregate student success rate in the instructional portions of the program?:** Not Applicable

**SS 11d) State gap of student success rates with targeted groups.:** One of EOPS' student equity goals is to narrow the equity gap between De Anza's identified target populations (African American, Filipino and Latino/a students) and non-targeted student population(s) enrolled in EOPS and in the general campus. In the 2017-18 Academic year, the success rates for the students from the targeted populations

who were enrolled in the EOPS program had success rates that were an average of 5 percent higher than the overall campus average and 7% higher for targeted populations (African American, Filipino, and Latino students) who were not enrolled in EOPS. In addition, the equity gap between White students and targeted populations for all campus was an average of 11% whereas in EOPS it was 7%.

**SS 12a) Have there been any other significant program changes since the last APRU?:** None

**SS 2b) Are there any other significant issues that will affect the program over the next year?:** At the End of this academic year the EOPS Supervisor, EOPS Assistant Director and EOPS Services Coordinator will retire. This will mean the loss of significant program historical knowledge and expertise.

**SS 13a) What are the current/active program outcome statements?:** Outcome #1

Students will demonstrate and understand EOPS program participation requirements, policies, and procedures (revised 2.23.10) (Active)

Outcome #2

Students will identify and demonstrate essential skills necessary to accomplish their academic goals (Revised 5/17/10) (Active)

**SS 13b) How many SSLO/SLO statements have been assessed since the last APRU?:** Outcome #1: Students will

demonstrate and understand EOPS program participation requirements, policies, and procedures. Outcome #1 was assessed during Summer 2019 EOPS Orientations.

**SS 13c) Summarize the outcomes assessment findings and resulting program enhancements since last APR:** EOPS/CARE

Student Survey was administered to new EOPS students on August 29 during the New EOPS Student Orientation. There were 77 students that attended and completed the survey at the end of the orientation. Survey consisted 8 questions students were to response to. 1. 91% answered question correctly. 2. 79% answered question correctly, 3. 71% answered question correctly. 4. 72% answered question correctly. 5. 50% answered question correctly. 5. 51% answered question correctly. 7. 77% answered question correctly. 8. 89% answered question correctly

**SS 13d) What are the program outcome assessment plans for the next year?:** The EOPS program will conduct SLO surveys

during each New EOPS Orientation and at the conclusion of each academic year. We will also continue to conduct exit surveys to gather feedback from EOPS students who graduate and transfer.

**SS 14) Analysis of the program from last APRU, now, and anticipate over next year.:** The demand for EOPS and the

personalized support the program provides has increased significantly. Even after the statewide reduction in EOPS funding, the program has continued to serve students and achieve impressive success,

graduation and transfer rates, in large part due to the support from the college's administration and the backfilling of positions during the budget crisis to keep the staff intact. The student's success rates can be attributed to intrusive advising services, financial support, priority registration, peer advising, transfer assistance/services and personal and academic development workshops. On average, between 18% and 22% of EOPS students transfer and/or graduate each year. The funding of an additional full-time counselor would allow the program to provide services to more students and help fulfill the steadily increasing demand from EOPS-eligible De Anza College students not currently being served by the program. By the end of the 2018-19 academic years there will be three retirements (Assistant Director, EOPS Supervisor and EOPS Services Coordinator) which will require the replacement of staff and training for those individuals to ensure they are able to meet the high standards and expectations the program has in place. In addition, the current Dean, who also serves as half time EOPS Director will assume the role of the Dean of Counseling in addition to her current duties. This will cause the program to be out of compliance with Title 5 due to the requirement to have a full time director or a waiver. With such a heavy workload, there is no way the Dean will be able to spend any time fulfilling the role of EOPS Director, even on a part time basis.

**SS 15a) Name of the Division and the names of the programs.:** Student Development Division

- Extended Opportunities Programs and Services
- College Life (DASB and ICC, Student ID, Eco Pass, Flea Market
- Health Services (HE&W, Psych. Svcs., Clinical Svcs.)
- Student Judicial Affairs
- HEART (Harm Evaluation Assessment Reduction Team)
- Americans with Disabilities Act (ADA)/504 Compliance
- Unlawful Harassment and Discrimination Coordination

**SS 15b) Who wrote the Divisional Perspective?:** Michele Lebleu-Burns, Dean of Student Development

**SS 15c) Summarize the CPRs written by the programs of the Division.:** The Student Development Division, which is comprised of Extended Opportunities Programs and Services, the Office of College Life, Health Services, Student Judicial Affairs and ADA/504. Has continued to grow over the past several years as program areas have been added or developed to address the educational, social, learning and development needs of a diverse student population, by cultivating strategic partnerships with other student services and instructional departments/divisions, faculty, staff and administrators. Due to the length of tenure of the division employees, changes in the form of employee retirements will be a challenge over the next several years. In addition, declining enrollment has and will potentially have a continued negative effect on department revenues. This is specifically true for College Life, which relies on student body card sales and Flea Market revenues to support clubs and student government and the many campus programs funded by the student body senate including

student tutoring, athletics, Vasconcellos Institute for Democracy in Action (VIDA) and the Honors Program to name a few. Health Services, which includes Clinical Health Services, Health Education and Wellness and Psychological Services have also seen declining revenues from the health fee as a result of the decrease of enrollment college-wide. Despite these challenges, the division has consistently provided high quality, student centered services to De Anza College Students.