

Student Services Program Review
EOPS
February 22, 2010

I. Background Information

Unit Description

The EOPS program was implemented by legislation passed by the California State Legislature in 1969 to address the lack of access of students who because of academic, social, and cultural barriers are historically underrepresented on college campuses. EOPS has existed on the Merritt College campus since 1974. The program has a successful history of providing “over and above” support services assisting EOPS students in meeting their academic, personal and career goals.

EOPS Mission Statement:

The EOPS program at Merritt College recognizes the need and accepts the responsibility for extending opportunities for higher education to culturally diverse and underrepresented students who have been historically hindered by language, social and economic barriers. EOPS is committed to ensuring access and support services to eligible students in order that they may participate in a wide spectrum of educational experiences designed to fulfill their academic needs, expand their human potential, and enrich the quality of their lives. The intent of the EOPS program is to support the students in their preparation for the challenges of an ever increasingly technological and multicultural society.

Description of EOPS Services:

EOPS provides support services that are “over and above” to low income, educationally disadvantaged and underrepresented students. These services include academic, personal, and career counseling, transfer information, UC and CSU application fee waivers, book voucher assistance, peer advising, tutoring, priority registration, and transportation assistance.

Components: (program standards)

Outreach, Orientation and Registration Services

- EOPS New Student Orientation
- Priority Registration is available to EOPS/CARE students for two days prior to registration for non-EOPS/CARE students.
- Recruitment – on and off campus; collaborate with other student services staff and programs to recruit new EOPS students, for example financial aid, MerrittWorks, Puente

Counseling and Advisement

- Student Educational Plan development

- Career/vocational information
- Transfer information/guidance
- Individual academic counseling
- Personal counseling
- Progress monitoring
- Testing/assessment interpretation for English and Math course placement
- Counseling 200A and Counseling 200B classes

Basic Skills Instruction and Tutoring

- Collaboration with basic skills instructors in Math and English
- Provide individual tutoring in Math

Transfer Services

- CSU and UC Application Fee Waivers
- EOP Nomination forms

Program goals

Note: The following 5 goals are quoted directly from the Education Code Title V Regulations, Article 8, Section, 69640.

1. To increase the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.
2. To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.
3. To increase the number and percentage of EOPS students who are successfully placed into career employment.
4. To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges.
5. To improve the delivery of programs and services to the disadvantaged.

How are above goals measured?

- Each semester, EOPS student demographics are reported through the MIS system to the State Chancellor's Office.
- Other CCCC reports: Annual EOPS Program Plan, Annual Year-End Report, Annual Book Expenditure Report
- EOPS also maintains an internal database to track the provision of program services to students and student outcome data.

Expected outcomes of above goals:

Due to program budget cuts, expect declines of all indicators; number of students served, number of students completing their educational goals, number of students transferring to four-year colleges.

II. Student Demographics

TABLE 2.

	2006-07	2007-08	2008-09
AGE GROUPS			
UNDER 16			
16-18	13	13	11
19-24	371	369	355
25-29	128	103	112
30-34	80	87	86
35-54	295	250	281
55-64			
65+			
TOTAL	887	822	845
GENDER			
MALE	220	207	214
FEMALE	664	613	585
UNKOWN	3	2	46
TOTAL	887	822	845
ETHNICITY			
ASIAN/PI	59	57	45
BLACK	605	549	500
FILIPINO	9	5	7
LATINO	117	128	78 (?)
NATIVE AMER.	9	9	18
WHITE	39	28	41
OTHER/MULTI	0	0	0
UNKNOWN	49	46	156 (?)
TOTAL	887	822	845
SPECIAL POPS			
EOPS/CARE			
CALWORKS			
DSPS			
MATRICULATED FIN AID RECPT			

Source of Data in table 2: CCC Chancellor's Office Data Mart

Note: ? in above table; numbers are not in line with previous years – reason not known

III. Student Performance and Feedback

TABLE 3.

	FALL 2007 (#/%)	FALL 2008 (#/%)	FALL 2009 (#/%)
Success	Data not available	Data not available	Data not available
Retention	77.2	79.3	“
TERM GPA			“
Probationary Status			“
Persistence FA TO SP	69.5	67.9	“

Student Accomplishments

	2006-07	2007-08	2008-09
No. Graduated	57	71	72
No. Transferred	18	34	19
No. AA degrees	77	99	74
No. AS degrees	18	34	15
No. Certificates	32	43	41
No. Honors	45 fall, 48 spring	39 fall	Not available

IV. Program Effectiveness

The EOPS program offers services to EOPS students which can mean the difference between academic success and failure. Through the EOPS staff and its use of EOPS resources, the program continues to effectively impact the academic and personal lives of our students. Our primary goal is to offer and extend new and innovative need-based services to our targeted student population enabling them to achieve their academic goals at Merritt College.

EOPS students were asked to participate in an end-of-term survey in May 2008. Sixty-three students completed the survey. Overall, our students expressed satisfaction with EOPS and CARE services. The book service was cited as the most helpful. Counseling, educational planning, and transfer assistance were also highly valued services by our students.

For 2010 EOPS will be administering the following Student Satisfaction Survey

Data will be collected at the end of each semester in order to provide direction for the next new semester.

STUDENT SATISFACTION SURVEY OF THE EOPS/CARE PROGRAM

Your input will help us to continually improve the quality of the support we provide you and other students.

1. Please indicate your level of agreement with the following statements about EOPS:

4. Strongly Agree
3. Agree
2. Disagree
1. Strongly Disagree
0. Not Applicable

- _____ The program is helpful with my concerns.
_____ The staff are prompt in responding to my needs.
_____ The number of staff is adequate to meet my needs.
_____ The staff promote student independence and responsibility.
_____ Appointments are available when I need them.
_____ Services that I need are provided in a timely fashion.
_____ Telephone calls are returned promptly.

2. How satisfied are you with the services EOPS Provides?

4. Very Satisfied
3. Satisfied
2. Dissatisfied
1. Very Dissatisfied
0. Not Applicable

- _____ Priority Registration
_____ Book Vouchers
_____ Tutoring
_____ Grants
_____ Food Vouchers
_____ Counseling Support
_____ Referral to other campus services
_____ Referral to community agencies
_____ Other: _____

3. Please rate the effectiveness of the following EOPS staff:

4. Excellent
3. Good
2. Fair
1. Poor
0. Not Observed

- _____ Counselors
_____ Coordinators
_____ Front Office Student Services Assistants
_____ Front Office Staff

4. Please indicate your level of agreement with the following statements about your EOPS Counseling experience –

4. Strongly Agree
3. Agree
2. Disagree
1. Strongly Disagree
0. Not Applicable

- _____ Counseling appointments are available when I need them.
- The EOPS Counselor...
- _____...understood my Academic needs.
_____...listened well and summarized my issues accurately.
_____...met my goal for the counseling appointment.
_____...gave accurate instructional and student services information.

5. How much do you agree with the following statements?

The EOPS Office staff...

- _____...are friendly and polite.
- _____...are respectful.
- _____...promptly addressed my need.
- _____...responded to my need.
- _____...communicated clearly.
- _____...provided accurate information.

- 4. Strongly Agree
- 3. Agree
- 2. Disagree
- 1. Strongly Disagree
- 0. Not Applicable

COMMENTS – Please be specific in your comments or suggestions. (Use additional paper, if required.) Your responses and any information you provide will be kept confidential and used only for the improvement of the EOPS program and the benefit of you and your fellow students.

May we contact you if we have questions about your responses or need more details? If so, print your name/student ID here: _____

Quantity of Services delivered

	2006-07	2007-08	2008-09
Students Served	887	822	845
Book Service – unduplicated student count	753	647	636
Counselor Appts.	Not available	2,103	1,968
Counselor Drop-ins	Not available	327	533
Bus EasyPass	n/a	410 students	n/a
Bus Tickets 10-ride	180 students	100 students	100 students

New Student Orientation	300 students fall 100 students spring	212 students fall 100 students spring	250 students fall 150 “ -spring
Counseling 200A & 200B (.5 units)	n/a	n/a	140 fall enrollment 114 spring “
Graduation Regalia	72	61	65 students
Tutoring Services			20 students
Priority Registration	166	150	100

V. Student Learning Outcomes

Student Learning Outcome #1 – 100% complete - EOPS students who follow the EOPS/CARE Mutual Responsibility Contact and meet with their counselor the required three times each semester were found to have higher G.P.A.s and a higher rate of course completion. Reminder of counseling appointments is printed out for students when the appointment is scheduled. Follow-up letters are also sent to students who miss their appointments to encourage them to reschedule.

Student Learning Outcome #2 - 100% complete - Effectiveness of New Student Orientation - New EOPS students were asked to complete 10 item pre-and post tests to assess the students’ knowledge about program services and the EOPS/CARE Mutual Responsibility contract requirements. Outcome: Total Pre and post tests administered: 145. Pre-test- students scored an average of 3 correct answers. Post-test (given after orientation) – students scored an average of 8 correct answers. Students scored 50% higher on the post test.

Student Learning Outcome #3 - 100% complete - EOPS students will become self-sufficient in the development, composition and revision of a student educational plan. Under guidance provided by an EOPS counselor, students were given copies of their SEP and instructed to complete the next two semesters and bring the updated plan to the 3rd counseling appointment. The counselor reviewed and signed off on the updated SEP. Forty percent of EOPS students successfully completed the assignment.

Student Learning Outcome #4 – In progress - Increase the percentage of EOPS/CARE students who successfully complete their chosen educational objective by 10%. Measures: End of term survey; numerical tracking of graduates, A.A./A.S. degrees, students transferring to 4-yr colleges.

Student Learning Outcome #5 – In progress - EOPS students will be able to identify five transfer resources. Measure: End of Term Survey

VI. Action Plan

For the 2009-10 academic year, the EOPS and CARE programs sustained a significant budget cut of 39.66% which severely impacts the number of EOPS students the program will be able to serve this year. It is also possible that there will be more budget cutting next year and even in future years. In line with the budget cut of 39.66%, the student cap (from 746 to 456 students), and book expenditure requirement (from \$171,689 to \$103,597) were also cut 39.66%. Staff cuts included one clerical assistant (25 hrs per week) and two part-time counselors (32 hours per week). It is a challenge to review the past scope of program activities and forecast what effects budget cuts will have on the program's mission, students, staff and services. EOPS did not accept applications for program admission for the spring 2010 semester. It is estimated that 100-150 potential new EOPS students did not receive services this spring.

Future needs of the program
2010-11 Academic Year

Staff – Clerical Assistant, Hourly; 2 Peer Advisors, 1 Peer Tutor
Equipment – Projector for orientations/presentations; one desktop computer
Supplies – Toner for copier and printers; other miscellaneous office supplies

Future goals of the program

1. EOPS staff is creating a webpage where faculty and staff may obtain information about the program and services. An instant messenger component will be added to correspond with faculty and staff. Outcome: Webpage is up. Instant messenger is now operational through the EOPS website.
2. Train staff on the usage of all technological equipment and software.
3. Provide ongoing training for staff on PROMT, PEOPLESOFT and other software. Ongoing evaluations to assess training needs of staff.
4. Restore staffing positions: part-time counseling positions, clerical support staff, peer advisors and math tutor.
5. Begin to address unmet need for program services on Merritt's campus by increasing the number of students served. However, this will depend on future funding. Due to funding cuts, EOPS will serve approximately 550 students this year, a decrease of 295 students served from 2008-09.

Strategies/actions taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.

1. Establish EOPS Full-time Director position.
2. Explore opportunities to increase district matching funds for EOPS staff positions.
3. Restore program components: Transfer, Basic Skills.
4. Collaborate with transfer center counselor/coordinator and basic skills instructors to develop and deliver "over and above" services to EOPS students.

5. The EOPS program will collaborate with the EOPS Advisory Board to develop and create internships, partnerships, service learning opportunities, mentoring and scholarships for EOPS students with corporations, government agencies and non-profit organizations.

Validation Team **Anthony Powell, Dean of Student Services/ Cynthia Alvarado, Student (ASMC rep)/ Cie Jae Allen, Counseling faculty Merritt/ Charles Cannady, Counseling Faculty Alameda.**

Summary of Findings

Part A. Accuracy and Thoroughness of Self-Study/Action Plan (program strengths, areas for improvement, data collection, projection of future trends/support). **Part B.** Validation Team Recommendations

EOPS is presently struggling with extreme fiscal challenges that have limited the services provided to students and according to the information provided to this validation team will continue to adversely impact program delivery in the future. The major strength of the program can be found in the fact that it provides support and access of students who because of academic, social, and cultural barriers are historically underrepresented on college campuses. The program also has strong coordination and counseling. However, the need for staff positions is a major weakness as is the lack of a full-time Directors position. The EOPS program has take the lead in Student Services with its development of an on-line component for communicating with their students as well as an advanced web-site interactive web-site. The program would benefit from more tutoring services (also impacted by fiscal limitations). Recently The EOPS unit lost a .25 position due to budget cuts. The unit has also been functioning well over its historic cap of 740 students, traditionally serving between 800 and 1000 students. The learning outcomes need to be addressed more thoroughly by the end of the fall 2010 semester. The validation team would also like to suggest that the included student satisfaction survey be implemented by the fall 2010 semester.