The Student Affairs Program Review Narrative Report

1. COLLEGE: *Laney College*

Discipline, Department or Program: <u>Extended Opportunity Programs & Services (EOPS)</u>

Date: <u>*10-31-12*</u> **(Due by November 13, 2012)**

Members of the Student Affairs Program Review Team: <u>Sandra McGee, Mildred Lewis, Rae Hendriksz, Lynne Williams</u>

2. BACKGROUND INFORMATION

A. Describe the Unit (Program or Service Area)
1. The History of the Unit
2. The Purpose(s) and Need(s) Assessed
3. Current Components of the Unit
4. Unique Aspects of the Unit (Program or Service Area)

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 Laney 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.

B. Provide your program/service area goals and how they are measured in light of the college's priorities and goals.

1. To increase the number and percentage of students enrolled in community colleges that 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 the community colleges.

5. To improve the delivery of programs and services to the disadvantaged.

6. For students to understand the matriculation process, learn what academic goals can be reached at Laney College, learn what academic and student support services are available

   1. How do you know that the program is meeting its goals?
   2. What are the indicators that measure your present goals?
   3. What are the expected results of these indicators?

Our program goals are measured through reports submitted to the State Chancellor's Office as well as data obtained through the District's Institutional website and EOPS internal database. MIS data is required to be submitted thirty days after the end of each semester which reports the number of students served in the EOPS program. Other state reports include the Annual EOPS Program Plan, Annual Year-End Report and Book Expenditure Report. The EOPS internal database (SARS) tracks the provision of program services to students (number of counseling appointments, book vouchers, etc.) and other student outcome data.

The expected results of these indicators are that EOPS students benefit from the academic and social support that EOPS provides, therefore EOPS students succeed at high rates towards the completion of their educational goals at the college.

See Attachment A for the overview of the Strategic Priorities and Goals of Laney College.

C. Student Demographics of Those Using the Program/Services

1. Describe the students you serve. Who are they?

	FYE 10	FYE 11	FYE 12
Total Students Served	980	765	760

Gender

	FYE 10	FYE 11	FYE 12
Female	659	535	528
Male	269	181	175
Unknown	52	49	57

Age

	FYE 10	FYE 11	FYE 12
1 - < 18	6	3	2
18 & 19	99	65	66
20 to 24	275	219	194
25 to 29	134	113	117
30 to 34	101	90	102
35 to 39	106	80	78
40 to 49	148	102	114
50 +	111	93	87

Ethnicity

	FYE 10	FYE 11	FYE 12
African-American	345	348	298
American Indian/Alaskan Native	4	0	0
Asian	373	252	277
Filipino	2	2	1
Hispanic	52	60	58
Pacific Islander	2	1	2
Two or More Races	0	9	13
Unknown/Non-Respondent	179	77	97
White Non-Hispanic	23	16	14

Source: CCCCO's Datamart, downloaded on 11.9.12

The following link, http://web.peralta.edu/indev/research-data/documents/ will take you to data that you may find helpful as you study the overall efforts and impact of your unit.

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3. STUDENT PERFORMANCE AND FEEDBACK

A.   How do students who receive services perform?
EOPS students have a greater number of persistence and retention.
The retention rate is 76% for 2011 and the persistence rate is 48% for 2011.

B.   How do their counterparts who do not receive services perform?
College-wide student's retention rate is 76% and the persistence rate is 48% for 2011.

C.   What do students have to say about student services?

The Community College Survey of Student Engagement (*CCSSE*) is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. Only collegewide results are available at this website.

In2007, the EOPS Program Specialist, Rae Hendriksz, created a student survey, which had the staff administer the survey asking EOPS students **"What is the Best EOPS Student Service?"** The findings were as follows:
- 30% of the surveys indicated that the best EOPS service was the bookvoucher
- 19% said that the EOPS Counseling was the best the EOPS service
- 17% said that EOPS Peer-Advisor was the best EOPS service

D. Have you used statewide or national assessment instruments to assess your program?
No.

4.   SERVICE AREA OUTCOMES:

A. What steps has the department taken to incorporate service area outcomes (SAOs) in your department?
In the Spring 2012 semester, Mildred Lewis, Coordinator of the Laney CARE program developed SLO's, asking EOPS students, if they understood how their Educational Plans (Ed Plan),assisted them with making successful steps, as a resource, toward completing their major goals.

B. **What steps has the department taken to assess the service area outcomes (SAOs) in your department?**
The current status of SLO's, developed statements and surveys which calibrated the findings of those surveys. The SLO's guided our reflection towards developing a unit and programproficiency, which was based on those findings; statements & measurements. Our findings are an ongoing inquiry process for our program to reflect how we engage students and where the improvements are needed.

C. **How are the SAOs mapped to the college's Institutional Learning Outcomes? If you haven't done so already, what is the plan ?***(See Attachment B for copy of the Laney College Institutional Learning Outcomes, ILOs, and Attachment C, The Service Area Outcomes Task stream Update*
The Laneyassessment committee adopted five ILOs. We have not officially completed the SAO's but will integrate and map out the ILOs and the SLOs, tracked in task steam.

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5. PROGRAM EFFECTIVENESS

(How do you know that your program/service area is effective?)
Please See 3 C above.

   A. Describe the interdepartmental or inter-program or campus level collaboration
The packet of information, retention and completion rate for the past three years demonstrates our collaboration with other student programs.

B. Describe the quantity (frequency of use) of programs and services delivered (student use of services and student engagement)

 EOPS students are expected to follow the EOPS/CARE Mutual Responsibility, which the student signs, once accepted into EOPS. The student must contact and meet with their EOPS counselor the required two times each semester. A Reminder of their counseling appointments is printed out for students when the appointment is scheduled. Also, the students are required to meet with their EOPS student peer-counselor three times per semester, turn in a progress report signed by their instructors,

and complete at least 12 units each semester. The student is also given a book voucher at the beginning of each semester or a supply grant if the student is in a vocational program.

Components: (Program Standards)

- Orientation, to program rubrics (as outlined in the Mutual Responsibility Contract)
- Academic, career and personal counseling, AA/AS degree, certificate & transfer advisement, career counseling, academic and vocational planning, personal counseling
- Peer Advisor staff, student to student support
- Transfer, contact with college and university representatives, campus visits and application assistance
- Financial Assistance, book service, vocational grants, work study, and child care resources and referrals
- Career/Personal Development, career information, career exploration classes, learning skills classes

6.RESOURCES - Describe the Current Resources of the Unit

A. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
EOPS has a full time Coordinator/Counselor, a 30% Interim Director, a 20% Program Specialist, a full-time Secretary, two full-time Counselors and one part-time counselor

B.Describe your current use of facilities and equipment.
Currently, we need additional office space due to the CalWORKs Coordinator recently moving into the EOPS Coordinator's office and the CalWORKs Counselor utilizing one of our EOPS counseling offices, which ismuch needed space for our part-time EOPS counselors, who will be hired in the Spring 2013 semester.

C. Are the human and physical resources, including equipment and location, adequate for all the services offered by your department (or program)?
We could benefit greatly from additional office space to maximize the collaborative efforts between the daily functions and operations of EOPS and the CalWORKs
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D. What are your key staffing and facilities needs for the next three years?
We would like to fill the vacant staff assistant position, create a data entry assistant position and bring on two full-time counselors.

E. Why?
The EOPS staff assistant recently retired and covered most of the data entry work that is necessary for EOPS to maintain accurate tracking of our more then 700 students each semester. We also, are currently short on providing sufficientcounseling hours to serve all of our students. Many students cannot make counseling appointments, once the counselor's appointments are filled.

F. If your department experienced a reduction in resources, describe the impact of that reduction on the overall quality of your unit and the College?

The EOPS funding has been reduced due to budget cuts at the State Chancellor's Office and based on Title 5 it is required by the State Chancellor's Office that in order for any give college to have an EOPS unit at their campus, that each College make a "monetary district contribution" to EOPS. If we continue having budget cuts, we would have to consider staff layoffs, which would essential begin to dismantle the quality of services Laney's EOPS program offers to our disenfranchised students.

G. How does the department plan to sustain the quality services offered through your department in the current environment of reduced resources?

The services to our students would be severely reduced and would jeopardize the EOPS program due to the fact that according to Title 5, there are mandatory guidelines that must be followed, adhered to and supported by Laney College.

H. What does the department recommend that the college do to maintain quality programs and services?

EOPS would recommend that the college continue to make it's mandatory financial contribution to EOPS, which is set by the State Chancellor's office, support the EOPS Coordinator and the CalWORKs Coordinator to have separate offices, instead of sharing an office, as it is currently. It is unproductive and unprofessional for both parties to have no confidential workspace or a professional environment, in which to function all of the necessary duties, responsibilities and managerial operations, as leaders for each of these very important student service programs.

Each college has a minimum district contribution requirement, which has remained atthe same level since 2009-10. For Laney College, the district contribution is $110,104. In general, the district contribution from each college will be a pro-rated figure determined by the Chancellor's Office because the actual contribution must address the supportive needs of the EOPS program, the number of students being served, and be in compliance with the Chancellor's office, mandates, policies and guidelines. In addition, the district cannot start having EOPS or CARE funds pay for the salaries/benefits it has been covering up to now. To do so would be considered supplanting, which is strictly prohibited by the California Education Code.

Please provide any other recommendations and priorities. *(Use the appropriate request forms within Attachment D.)*

7.   ACTION PLAN; Please add anything that you think is important to our unit.

    A. What are the future needs of the program?
       Continued Funding from the State, as well as the required district contribution from the College.

    B. Describe the future goals and methods of assessment of the program, including Service Area Outcomes.

    C. What are the strategies and actions to be taken by the department over the next three years to strengthen the program and meet the strategic goals of the program and the College?

    D. Identify the resources needed by the department in order to address issues resulting from the program review.

Additional EOPS Counselors, more student success workshops and additional office space.

Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Student Affairs Program Review at the beginning of the academic year or the semester in which the Student Affairs Program Review will occur. The schedule will include a timeline and deadlines for completion.

2. The Division Dean, in conjunction with the Department Chair or Program Coordinatorwill assemble the Student Affairs Program Review Team.

3. The Student Affairs Program Review Team will review and analyze the Core Data Elements.

4. The Student Affairs Program Review Team will complete the Student Affairs Program Review Narrative Report.

5. The Student Affairs Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Executive Vice President of Student Learning at the College.

6. The Student Affairs Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings. In addition, all units shall share recommendations and priorities with comparable units at the other Peralta Colleges as part of ensuring a more rigorous and effective response to the learning and support needs of the students.

7. The Student Affairs Program Review Team will develop an action plan based upon the recommendations and priorities from the Student Affairs Program Review that feeds directly into the College's integrated planning process.

8. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Student Affairs Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees .