

# FULLERTON COLLEGE

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EXCELLENCE.

## Student Services

### 2012-2013 Self-Study

#### Two-Year Program Review Template

#### Extended Opportunity Programs and Services (EOPS)

#### Cooperative Agencies and Resources for Education (CARE)

#### Student Services

### Statement of Collaboration

The department/officestaff listed below collaborated in an open and forthright dialogue to prepare this Self-Study. Statements included herein accurately reflect the conclusions and opinions of the department/officestaff.

### Participants in the review

- Bob Miranda- Committee Chair
- Antionese Cotton- Committee Member
- Ginny Sanchez- Committee Member
- Andre Strong-Committee Member
- Susan Vincent-Committee Member
- Claudia Mojica Stone-Committee Member
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### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate)the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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## **1.0 Mission and Goals**

Mission, Vision, Core Values and College Goals drive all college activities. Describe how your department/office supports each of these.

### **EOPS/CARE Mission:**

The Extended Opportunity Program and Services Office (EOPS) is a state-funded program that provides over and above services 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 Fullerton College. EOPS abides by State and Federal regulations as delineated in Title V and Education Code, Article 8 Sections 69640-69656 Implementing Guidelines. The EOPS Office identifies those students affected by language, social, financial, educational and economic disadvantages. The goal of EOPS is 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.

The CARE program, which stands for Cooperative Agencies and Resources for Education, is a supplemental component, which works under the umbrella of EOPS. CARE aims to provide support services and activities for the single, head of household student with at least one child under the age of 14 years, 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 hence EOPS students. It is important to keep this information in mind as the content of this review is analyzed.

The EOPS/CARE office supports the Fullerton College Mission, Core Values and Goals as demonstrated below:

<b><u>Fullerton College Mission:</u></b> We prepare students to be successful learners.	<b><u>How EOPS Supports:</u></b> The EOPS Department prepares students to be successful learners through comprehensive recruitment and matriculation methods including: outreach, assessment, extensively detailed orientation, academic counseling, priority registration, and labor intensive follow-up practices.  <b><u>How CARE Supports:</u></b> The CARE program is focused on student preparation to learn. Each CARE student attends a mini-conference orientation where they receive updates from CARE/EOPS, CalWORKs and Financial Aid. During the course of this conference students are provided with school supplies such as binders, scantrons, paper and pens.
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**Fullerton College Vision:**

Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and life-long appreciation for the power of learning.

**How EOPS Supports:**

The EOPS Department promotes student inquiry and intellectual curiosity through our Annual College Prep Conference that targets potential Fullerton College EOPS students to increase the awareness of college attendance and the successful outcomes and benefits of obtaining a college education and/or training.

The EOPS Department consistently provides staff trainings and conference attendance to remain updated on changes or additions to guidelines and regulations that pertain to the operations of program effectiveness.

The EOPS Department offers Counseling Courses including, Counseling 050, 101, 135, 151, & STSV 299.

**How CARE Supports:**

CARE is dedicated to the personal growth of its students. Every new CARE student must enroll in the Counseling 101 course taught by the CARE counselor. This course uses the On Course text by Skip Downing. The text breaks down the personal and life skills needed to succeed in college and in life. This course introduces students to the various student services on campus. During the course, students will visit the Career Center, Transfer/Cadena Center, Computer Labs and the FC Library. Along with tours of these facilities, students also receive detailed presentations from the various divisions including Financial Aid and the FC Health Center.

**Fullerton College Core Values**

We respect and value diversity of our entire community. We value tradition and innovation. We support the involvement of all in the decision-making process. We expect everyone to continue growing and learning. We believe in the power of the individual and the strength of the group. We expect everyone to display behavior in accordance with personal integrity and high ethical standards. We accept our responsibility for the betterment of the world around us. We value and promote the well being of our campus community.

**How EOPS Supports:**

The EOPS Department has a diverse staff to address the needs of its diverse population.

EOPS recognizes and supports the significance of student potential through peer counseling, academic counseling, course and workshop offerings, financial aid assistance, and tutoring.

The EOPS Department collaborates with several campus departments (A&R, DSS, CalWORKs, Financial Aid, Assessment Center, Tutoring Center, and the Cadena Transfer Center).

**How CARE Supports:**

CARE is a diverse program serving students from a variety of cultures. CARE is constantly improving services provided to students. The CARE team meets, discusses and plans the content of upcoming activities and events. Most decisions are made inclusively, with support from the entire team.

Collaborative meetings with the FC CalWORKs program happens on a monthly basis with the mutual goal of planning CARE related programs and special events.

**Fullerton College Goals:**

Fullerton College will promote student success. Fullerton College will reduce the achievement gap. Fullerton College will strengthen connections with the community.

**How EOPS Supports:**

The EOPS Department collaborates within Orange County inclusive of 13 feeder high schools, EOPS Advisory Committee Members, and local establishments. We work hard to strengthen and develop partnerships within the community.

Outreach and recruitment services are provided to increase the number of potential EOPS eligible students who enroll at Fullerton College.

EOPS has a comprehensive recruitment plan in place and actively recruits through:

- the annual EOPS College Prep Conference that includes 13 feeder high schools to Fullerton College.
- provide EOPS instructional courses offered during the summer terms.
- Actively maintain EOPS waitlist
- Representation throughout the Orange County community.

EOPS targets the low-income, educationally disadvantaged student and deliberate attempts are made to reach out to the student/adult populations that meet these criteria:

- First generation college students
- Academically underprepared students
- High school dropouts
- Limited English speaking populations
- Income standards as set by the California Governor's office.

The EOPS staff conducts extensive follow-up to students identified through recruitment. Given the educationally disadvantaged nature of the EOPS student, follow-up is labor intensive and requires as many as 4 contacts to completely matriculate the student into Fullerton College.

**How CARE Supports:**

The CARE program recruits from local High School Teen Parent Programs. Each Spring we host an outreach event for students graduating from these programs to inform them about our program services and about their options after High School graduation. At this time we have a panel of current students that participate in this outreach event by sharing their personal stories, and informing students about the long-term benefits of attending college.

The CARE program collaborates with representatives from the local community to

	make up the CARE Advisory Committee, which further supports the needs of this specific student population.
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## **2.0 Department/office Description/Data & Trends Analysis**

2.1 Describe the purpose, components, and staffing of this office/unit.

### **EOPS:**

To provide a better understanding of the Extended Opportunity Programs and Services (EOPS), it is necessary to first understand what EOPS is, and why it was created. The Extended Opportunity Programs and Services (EOPS) office was established by legislation, passed by the California State Legislature in 1969. This legislation aimed to address the lack of access of students who due to academic, social and cultural barriers, had been historically underrepresented on college campuses.

EOPS has existed on the Fullerton College campus since 1969. The EOPS office identifies those students affected by language, social, economic and academic disadvantages through a careful screening process. The aim of this program is to increase the number of eligible EOPS students achieving their educational objectives and goals, including but not limited to obtaining job skills, occupational certificates, associate degrees, or transferring to four-year universities. The program has a successful history of providing comprehensive/holistic counseling and additional support services known as “over and above services” that assist each EOPS student to achieve their stated academic, personal and career goals as delineated in Title V and Education Code, Article 8 Sections 69640-69656 Implementing Guidelines. In addition, it is one of the last surviving civil rights programs in California’s higher education system.

The legal criteria for eligibility of students is as follows: student must be educationally disadvantaged by one of five determiners: (1) matriculation test scores at least one level lower than meets the college’s AA degree; (2) neither high school graduate or completed GED; (3) graduated from high school but less than a 2.5 GPA on 4.0 scale; (4) previously enrolled in remedial classes in high school or college; (5) special admissions as approved by the program and the California Education Code. Services included As mentioned, EOPS provides support services that are “over and above” to low income, educationally disadvantaged and traditionally underrepresented students. These services include academic, personal, and career counseling, transfer information, Financial Aid assistance, outreach and assistance, UC and CSU application fee waivers, Book awards, peer advising, tutoring, priority registration, and workshops. To note, Fullerton College’s EOPS program has long been considered a “State Model” program. Many other EOPS programs in the state of California have modeled their program activities and services after ours.

### **CARE:**

CARE was established by the State of California in 1982 as a supplemental component of EOPS. CARE provides support services and activities for the single, head of household student, who is also utilizing CalWORKs/TANF funds and income assistance. CARE is designed to promote self-sufficiency through education and training. This is a Title V mandated program established to provide additional support services to EOPS students who are CalWORKs dependent, single heads of household as they acquire the education, training and marketable skills needed to transition from CalWORKs dependency to

employment and eventual self-sufficiency. CARE is the first state-funded and only statewide program of its kind in the entire nation.

When appropriately funded, services provided to qualified students may include additional financial aid support for books, transportation, educational supplies, academic counseling, coursework, and any other identified student needs including nutritional. The Fullerton College CARE program serves students from three different counties (Los Angeles, Orange and Riverside) which can add to the challenges our students encounter. At Fullerton College, CARE is staffed by a counselor coordinator, a specialist, and an administrative support person, none of whom devote full time hours to the program.

It is the philosophy of the CARE Program that regardless of their socio-economic status or personal circumstances, a CARE student is entitled to the same quality of education and "college experience" as any other general population student. The program is based on the belief that higher education and training is the *true* path to realizing family self-sufficiency and supports student-led families in achieving their academic, personal, and career goals. We also believe that the self-sufficiency of families is an important achievement in community.

#### **EOPS Components:**

- EOPS Staff
  - Part-time Director
  - Student Services Administrative Assistant II
  - One full-time Program/Outreach Coordinator
  - Five full-time Student Services Specialists
  - Three full-time Academic Counselors
  - One full-time Administrative Assistant I
  - Two Work-Study student hourlies
  - Two adult hourlies (depending on budget)
- Outreach, Orientation and Registration Services
  - EOPS New Student Orientation
  - Outreach to 13 feeder high schools
  - Community based outreach
  - Manage and update EOPS website to provide current and prospective students information about our services
  - Priority Registration which is available to EOPS/CARE students
  - Recruitment of students both on and off campus. This requires collaboration with other student services divisions, for example Financial Aid, TAP, Puente, CalWORKS and Admissions and Records
- Counseling and Advising
  - Student Education Plan Development
  - Career and vocational information
  - Transfer information and guidance
  - Individual academic counseling
  - Personal counseling
  - Academic planning, and academic monitoring

- Counseling 50: College Orientation, Counseling 101: The College Experience, Counseling 135: Intro to Leadership Development, Counseling 151: Career/Life Planning, Counseling 199: Counseling/Guidance: Independent Study
- Case Management
  - Document EOPS student requirements
  - Develop and produce the EOPS/CARE newsletter
  - Use of Social Media tools like Twitter, Facebook and Skype to communicate with students
- Basic Skills Instruction and Tutoring
  - Collaboration with basic skills instructors in Math and English
  - Solicit progress reports from Math and English instructors every semester
  - Partner with Tutoring and Writing Center to provide individual tutoring for a wide array of subjects
  - Monitor academic progress to ensure students remain in “good” academic standing
  - Work with Adult Education Centers like Wilshire Center to assure students know about transitional college services available.
- Financial Aid Services
  - FAFSA completion, corrections and troubleshooting assistance
  - Book Service Awards
  - CARE grants
  - Financial aid counseling appointments for financial aid appeals
  - Monitoring of Pell Lifetime Eligibility Used (LEU) for EOPS students
  - Monitoring of Financial Aid SAP status
  - Loan rehabilitation assistance for students who have defaulted on student loans
- Transfer Services
  - CSU and UC Application Fee Waivers
  - EOP application letters and recommendation letters
  - Special transfer counseling appointments
  - Special transfer one-on-one application appointments

#### **CARE Components:**

- Orientation and Registration Services
  - CARE Mini-Conference Student Orientation each semester
  - Outreach to three High School Parent Programs in Fullerton and Anaheim
  - High School Outreach Breakfast for single parent High School graduates
- Counseling and Advising
  - Individual academic counseling with CARE Counselor
  - Personal counseling with CARE counselor or CARE Specialist
  - Academic planning and monitoring
  - Counseling 101: The College Experience is a required course for all new CARE students
- Case Management



- Monthly meetings required to receive services
- Community Referrals
- Financial Aid Services
  - CARE Book Award
  - CARE Grant
  - CARE transportation grants (bus passes, parking permits and gas cards)
  - CARE nutritional grants (gift cards to Sodexo for food on campus)
  - School Supplies including backpacks
  - CARE Auto Repair grant (up to \$100 per student as needed) once per year maximum

2.2 Staffing – complete the table below: Two tables will be provided. One depicting information about EOPS program staffing, and one with specific information about CARE staffing.

EOPS CURRENT STAFF				
Please list each position by classification in the department/program	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
<b>Managers</b>				
Dean, Student Support Services/EOPS Director	100%	12	General	1
EOPS Manager (VACANT)	100%	12	50% General 50% Categorical	(VACANT)
<b>Classified</b>				
EOPS Program Coordinator	100%	12	General	1
Administrative Assistant II	100%	12	General	1
Administrative Assistant I	100%	12	Categorical	1
Student Services Specialist	100%	12	Categorical	1
Student Services Specialist	100%	12	Categorical	1
Student Services Specialist	100%	12	Categorical	1
Student Services Specialist	100%	12	Backfill	1
Student Services Specialist	100%	12	50% General 50% Categorical	1
Student Services Specialist	100%	12	Categorical	(VACANT)
Student Services Specialist	100%	12	Categorical	(VACANT)
Clerical Assistant I (VACANT)	100%	12	Categorical	(VACANT)
<b>Hourly - Adult</b>				
Adult Hourly 1 (2)	50%	6	Categorical	1
<b>Academic Counselors</b>				
Academic Counselor 1	100%	12	50% General 50% Categorical	1
Academic Counselor 2	100%	12	Categorical	1

Academic Counselor 3	100%	12	Categorical (90% EOPS 10% CARE)	1
Professional Experts				
<b>Total FTE</b>				<b>13</b>

<b>CARE CURRENT STAFF</b>				
Please list each position by classification in the department/program	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
<b>Managers</b>				
EOPS/CARE Manager (VACANT) (see above)	100%	12	50% General 50% Categorical	(VACANT)
<b>Classified</b>				
Administrative Support (see above)	20% of work week 100% Sal. EOPS	12 months	Categorical	1
Student Services Specialist (see above)	100%	12	Categorical	1
<b>Faculty (full-time)</b>				
Counselor/Coordinator (see above)	50% of work week 10% sal. CARE/ 90% Sal. EOPS	11 months	Categorical	1
<b>Faculty (Adjunct)</b>				
Hourly - Adult				
Hourly - Student				
Professional Experts				

### 2.3 Other Resources:

<b>OTHER RESOURCES - EOPS</b>				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
<b>Independent Contractors</b>				
College Prep Speaker	Motivational Speaker	4	\$400.00	Categorical

College Prep DJ	Musical Entertainment	4	\$500.00	Categorical
Campus Catering (Sodexo)	Food Services	10	\$3500.00	Categorical
FJUHD, AHSD,	Bus Transportation Services	6	\$4000.00	Categorical
Crowne Plaza Hotel	Recognition Ceremony	6	\$4600.00	Categorical
SARS Software	SARS Annual Licensing	n/a	\$1010.00	Categorical
Konica Minolta	Xerox Machine Contracts	Unlimited	\$2800.00	Categorical
Volunteers				
Interns				
Intern 1	Case management, referrals to various social service agencies, creating a resource manual to include child care, and department event assistance.	5-10 Per week	\$0	N/A
Intern 2	Outreach, Peer Advising, Dissemination of campus matriculation policies.	5-10 Per week	\$0	N/A
Intern 3	Counseling Internship, learning counseling process & procedures	24 per week	\$0	N/A
Totals Hours & Costs		<b>64-84</b>	<b>\$16,810</b>	
			<b>Total FTE</b>	<b>13</b>

OTHER RESOURCES - CARE				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Adopt and Angel volunteers	Set-up and assigned other duties	10students x 4 hours	0	0
High School Outreach	Speaking to students	4 students X 1 hour		
Advisory Committee	Speaking about program to committee	1 student X 2 hours		
CARE Alumni	Speaking about their road to success at Student Success Luncheon	4 students X 1.5 hours		

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this department/office.

Since the last program review in 2008, EOPS has suffered a 30% loss of staff. This includes the loss of one full time EOPS Manager, one full-time Academic Counselor, one full-time Clerical Assistant I, and two full-time Student Services Specialist positions. This has been a significant loss for EOPS. We are mandated by Title V to serve a set number of students and to provide certain established services. We have had to make many adjustments in our program to continue serving close to the same number of students we had before we suffered staff losses. We have cut services to students, like Counselor directed workshops, we no longer offer online workshops, or courses, and it has become increasingly difficult for students to schedule appointments to meet with both their counselors and their specialists. We also have a need for adjunct counselors that can offer counseling appointments during evening hours. Students in programs like Cosmetology and Police Academy have rigorous schedules, and sometimes it is difficult for these students to schedule appointments before 5:00 PM.

The CARE Program is staffed by one nearly full time specialist, with oversight from a counselor/coordinator and partial administrative support from our program administrative assistant. Both counselor/coordinator and administrative support are 50% or less. Overall, program leadership is shared between counselor/coordinator and EOPS Program Director. Before 2009, the program was supervised by an EOPS program manager which helped provide continuity and stability to the program. This position was not replaced when the manager moved on to another job. All current staff is working less than full time on the program, which concentrates focus on maintaining the high level of program effectiveness, while sacrificing attention to any program improvements. Returning to prior level of staffing would improve overall success of the program.

2.5 How many students are served? How has this number changed since the last review?

**EOPS:**

The following table depicts information about the total “Unduplicated” count of students serviced within each stated academic year. The term “Unduplicated” means that no student was counted more than once during each semester. This method allows us to identify an accurate count of the amount of students serviced during the course of one academic year.

2008 - 2009	1,365 Students (Unduplicated)
2009 - 2010	1,033 Students (Unduplicated)
2010 - 2011	1,202 Students (Unduplicated)
2011 - 2012	1,269 Students (Unduplicated)

The academic year with the lowest unduplicated count is the term of 2009-2010. In the Fall of 2009, our program suffered devastating budget cuts that lead to the elimination of five full-time positions. It was not known how the reduction of staff would affect the program and more importantly the students we serviced. In order to address this change in our staff, we made the painful decision of not accepting any new applicants for the Spring 2010 academic year. In spite of this, we still serviced 1,033 students that academic year.

**CARE:**

2008 - 2009	113 students
2009 - 2010	117 students
2010 - 2011	110 students
2011 - 2012	88 students

CARE Program student counts have remained somewhat consistent until just this last year. Changes to the Welfare to Work legislation as well as to financial aid calculations have severely impacted our population. These students rely on the financial aid to pay for basic living expenses, and many were disqualified based on prior work, sometimes dating back ten years. The Welfare to Work Program has steadily become less generous causing many students to seek work rather than retraining.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this department/office?

**EOPS Program:**

EOPS/CARE has faced significant changes since our last Program Review in 2008, including losses in the number of staff members (Section 2.4). In the mean time, due to our nation's economic downturn and "The Great Recession", the number of students meeting EOPS criteria has been increasing each subsequent year. Most recently the passing of two particular pieces of legislation has resulted in increased interest in EOPS. The California Dream Act became law in 2011 via the passage of two Assembly Bills, AB130 and AB131. AB131 is the part of this legislation that will have the greatest impact on EOPS. AB131 allows students who meet AB540 criteria to apply for state-funded financial aid such as the community college BOGG/Fee Waiver. This is important because one of the qualifying factors for EOPS is that students meet the income guidelines as established by the California State Governor's Office. In addition, this legislation also establishes that students who have a filed AB540 affidavit with their College's Admissions and Records Office may be eligible for EOPS/CARE services. This means that we now have an entirely new population of potential EOPS students, with a very unique set of needs.

In anticipation of addressing the needs of our AB540 community, our department has been busy getting ready for the Spring 2013 application period. In order to inform students who may benefit from EOPS services, our staff has been proactive in their efforts to share this information with the schools and local community agencies we partner with. In addition, EOPS has shared this information with on-campus clubs in hopes to get important updates out to our Fullerton College students. In order to continue to effectively serve our AB540 students, EOPS is making sure that our staff and faculty is informed about the California Dream Act. One way we are doing this, is by making sure that we collaborate with FC's Financial Aid office for the purpose of understanding the dates associated with the BOGG/Fee Waiver application. According to FC's Financial Aid Office, it is believed that there may be approximately 752 new students applying for services under the California Dream Act.

It may be accurately stated that as a department, we have risen to the challenges presented to us over the years. For example, in the Fall of 2008, we adopted a new population of students into our program. This change came about when the California Community Colleges State Chancellor's Office enacted the "Foster Youth Success Initiative" which required every California Community College to identify one

Foster Youth Liaison within the campus community. Prior to Fall of 2008, Fullerton College's Cadena Cultural Center housed the Guardian Scholars program which assisted former Foster Youth students with identifying on-campus and community resources that would be beneficial to these students. Due to the limited staff and the overwhelming number of former Foster Youth, it was decided by the Vice President of Student Services Office to have the Guardian Scholars Program housed in the EOPS program. The adoption of the Guardian Scholars Program created a larger caseload for the Student Services Specialist who volunteered to take on the diverse needs of this population of students. In order to keep up with changing laws affecting this population, the Specialist that works with Former Foster Youth requires additional training each year. It should be noted that the Guardian Scholars program did not come with any additional categorical or general funds. The Student Services Specialist assigned to work with this student population has implemented creative and innovative methods of accessing necessary resources for this very needy population that must frequently address challenges pertaining to housing, transportation, financial, personal, academic, and mental health issues. We know that many students deal with similar issues, but the difference here is, that in the case of Former Foster Youth, most of them don't have families to turn to when these challenges come up. It can be a very lonely experience at times. However, these students are resilient and keep striving for success. This is all part of the "over and above" attitude EOPS utilizes to serve its students.

**CARE Program:**

The loss of the CARE Program Manager was a huge loss, and it is one that cannot be emphasized enough. This position remains vacant, and a counselor/coordinator for CARE was not appointed until three years after the previous manager departed. During this time the program has continued to function and serve students with a very high level of effectiveness while the opportunities for reflection and program improvements waned.

**2.7 A. What methods are used to evaluate the department/office's effectiveness to the population that interacts with this department/office?**

The EOPS/CARE department has a strong interest in ensuring that the needs of its student population are met and strives on accountability methods to the State, campus, and as a department in general. In the past, the EOPS department has taken steps to ensure compliance and student satisfaction. First, EOPS department surveys were used throughout the course of 2011 to determine student satisfaction levels within the EOPS Department. The students had the opportunity to rate EOPS services in four categorical areas including: Academic Counseling/Peer Counseling, Tutoring, Financial Aid Assistance, and EOPS Office Support Staff.

One of the primary goals of EOPS is to promote graduation and transfer to four year colleges and universities. One way to depict how well EOPS achieves these goals is to compare students in Accountability Reporting for Community Colleges cohorts by EOPS status. This data indicates that EOPS students have a higher graduation rate and slightly lower transfer rate and Student Progress and Achievement Rate (SPAR).

SPAR was calculated by dividing the unduplicated headcount of students in the cohort who have achieved a degree or certificate, transferred to a four year university or became "transfer directed" or "transfer prepared". This method, provided by a professional expert, allowed us to identify the the outcome to the SLO associated with this component.

The series of graphs provided in the "Results" section at the end of this report depict information about the effectiveness of the EOPS/CARE program. Compiling and evaluating this data was one of the responsibilities our EOPS/CARE manager provided. With the loss of this position, and dwindling funds, we no longer have an individual dedicated to compiling and evaluating this data. Instead we have come to rely on the information gathered by Institutional Research in the form of our own SLO's that include measurements for the success in educating our population as well as indicating where improvement may be needed. EOPS/CARE students have been evaluated for persistence and retention in the years since our last program review.

We were fortunate enough to have funds available to contract a professional consultant to help gather and interpret the following data. This is the reason that this information ends with Spring 2010. Unfortunately this researcher did not break out the CARE data for these years. Reports from the district office were requested in July of 2011. The district was not able to comply with this request due to their workload. The CARE Counselor/Coordinator has compiled the results listed. Outcomes for retention have been detailed to maximize accuracy. The success rate is skewed, due to incomplete data regarding units attempted and completed for each term. These outcomes reflect only information regarding student GPA's for the semesters reported.

B. What do the results of the above methods of evaluation indicate about the effectiveness of the department/office?

The results of the above methods of evaluation would indicate that EOPS is successful in effectively assisting, and retaining students. In addition, the chart from Spring of 2010 shows that EOPS has a slightly higher retention and success rate when compared to the general college population. This is statistically significant because students coming in to the EOPS program have many associated risk factors, including, economic and social disadvantages.

C. How have the results of this analysis been used to make improvements to services provided by this department/office?

It can be deduced by the data presented that students participating in the EOPS/CARE program will successfully complete their educational and personal goals and their objectives. Year after year, our data demonstrates strong statistics that our methods of evaluation are representing the effectiveness of the department's goals of retention and student success.

2.8 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your department/office.

EOPS and CARE are driven by Federal and State regulations. This is why the recent wave of legislative changes affecting Title IV Financial Aid, have also had a strong impact on the way that EOPS conducts students visits. On July 1, 2011, FC's Financial Aid office had to make major revisions to the campus' Satisfactory Academic Progress (SAP) policy. In order to comply with these changes, our counselors, specialists and front office staff all participated in information sessions about how these changes would impact our students.

Changes to SAP brought about a need for our EOPS specialists and counselors to be trained on the methodology of assisting students on financial aid “Disqualification” submit an appeal, and associated supporting documentation, which in most cases constituted of an updated Student Education Plan (SEP). Fortunately, our campus’ Financial Aid office has a delineated procedure in place that students not meeting SAP criteria can follow to appeal for their financial aid. This policy outlines the necessary steps a student not meeting SAP needs to follow in order to complete their appeal. However, in the case of most new policies there is a certain amount of anxiety related to adopting new processes. This is what our counselors and specialists were busy addressing with students affected by these changes. We serve low income students and in situations where a student’s finances may be lost, anxiety among our student population is amplified. The positive outcome to these changes is that now FC’s EOPS department has a method and a procedure outlined to meet the needs of students on Financial Aid “Disqualification”.

Another factor affecting EOPS was Assembly Bill 12 (AB12), better known as, “California Fostering Connections”. This Bill was passed in Fall of 2010. Now keep in mind that EOPS has been serving Former Foster Youth since 2008 and since this time we have successfully established relationships with community agencies, and county offices, primarily in the Orange and Los Angeles County areas. This change in legislation drastically changed foster care, by optionally extending foster care until the age of 21 and most directly improving education stability which took effect in Spring 2012. The direct impact on California Community Colleges is that it gave Foster Youth priority registration.

The process and procedures in assisting Foster Youth are shared between EOPS, Financial Aid and Admissions and Records. Financial Aid provides a list of Former Foster Youth that are eligible to receive the Chafee Grant (only Former Foster Youth are eligible for this grant up to the age of 22) and EOPS is given that list weekly so that every Former Foster Student can be identified in Banner for registration purposes. Once all the students are coded in Banner, the Student Services Specialist in EOPS notifies Admissions and Records so that a report can be run and in the event that a student is identified as a Former Foster Youth after the registration dates have been emailed out to students. Once this is completed, Admissions and Records sends a message out to the student to provide documentation, usually in the form of a “Ward of the Court Letter”, which provides information about the dates that a student was a part of the Foster Care System.

Lastly, the most recent legislation signed by Governor Brown is Assembly Bill (AB) 131 that will be enacted beginning January 1, 2013 is the endorsement of the California Dream Act of 2011. This law now allows California higher education institutions to assist California high school graduates who are exempt from paying nonresident tuition under the terms of California Education Code section 68130.5 [i.e., Assembly Bill 540 (Firebaugh, Statutes of 2001, Chapter 814)] to apply for and receive state financial assistance and to participate in state administered student aid programs for which they are eligible. AB 131 authorizes the California Community Colleges, California State University and University of California to establish procedures and forms that enable persons who are exempt from paying nonresident tuition under AB 540 to apply for and if determined to be eligible, participate in all student aid programs administered by those segments to the full extent permitted by federal law. This includes the BOG Fee Waiver, EOPS, CARE and CalWORKs programs; all these programs collaborate to serve the EOPS/CARE population. California Dream Act students are eligible to participate in these programs for terms beginning on or after January 1, 2013, if they meet application deadlines and meet all other program eligibility requirements. Eligible students may receive services. California Dream Act



students can receive financial aid awards from EOPS, CARE and community college CalWORKs only if the number of financial aid awards to California residents is not reduced. Although this law will not go into effect until January 1, 2013, the EOPS program has already noticed that our campus' AB540 community has a vested interest in EOPS. This will be the first time in the history of the program that AB540 students will be able to apply for EOPS/CARE services. EOPS is working closely with the FC Admissions & Records and Financial Aid offices to prepare for the large number of approximately 1,400 students that are on the waitlist for Spring 2013.

Since the last Program Review Self- Study, the EOPS program has seen an increase in student interest and eligibility for the program. However, due to the student cap that the State Chancellors Office sets each year and the increased budget cuts, the program has not been able to grow in the population size that it can service. In conclusion, AB131 will add more demand on the EOPS/CARE Counselors, Student Services Specialist and Administrative Staff during the application intake periods due to the already large number of applications that the program has historically received.

CARE has also transitioned, and made adjustments due to legislative changes in the Welfare to Work laws that govern social services. The TANF Reauthorization of 2008, introduced stricter requirements for Work Participation Rates (WPR) for CARE students. The passage of AB "4x4" legislation additionally altered our landscape, by essentially denying supportive services to families with young children due to a massive budget cut directly impacting TANF. Without supportive services, the most important of which is childcare subsidies, very few single parents have the means to seek education and training. Our program has seen some adjustments in student numbers due to these factors and the "Great Recession".

Adding to the current challenges of our CARE population, the Welfare to Work laws will once again change effective January of 2013. The California Department of Social Services (CDSS) will allow for a more flexible approach to Welfare-to-Work. Some advocates believe this change will encourage more single parents to attend community college. It is important to note that this is the third major change to this program in the last four years. These constant changes have caused confusion to both providers and students and have lead to interruptions in participation that we have noted at the student level.

The second significant disruption to CARE students occurred with the new Financial Aid guidelines, and the much more stringent requirements to maintain Satisfactory Academic Progress. Financial Aid for CARE students is a lifeline which often is used for basic living expenses for their families. Increasing the required unit completion from 67% previously to 75% during the last two years, has eliminated this support often resulting in students returning to the workforce rather than retraining for higher wage jobs. The CARE staff has been focused on informing students, and adjusting educational plans to encourage unit completion and acceptable GPA's so that these students can continue their academic preparation. However, our numbers have dropped in the last year, primarily due to these two legislative changes.

## 2.9 Provide any other data that is relevant to your self-study.

Each semester, EOPS student demographics are reported through the California Community College State Chancellor's office. EOPS in collaboration with the North Orange County Community College

District compiles a Management Information System (MIS) report which is designated to provide the following:

- Accountability and outcome information
- Data integration
- Consolidated data collection
- The ability to provide longitudinal tracking

In addition to the MIS reports, EOPS and CARE also provides other accountability reports to the California Community College Chancellor's Office (CCCCO). These reports include:

- An Annual EOPS Program Plan
- EOPS Annual Year-End Report
- Annual Book Expenditure Report
- CARE Annual Expenditures Report (which is done two times during each fiscal year)
- EOPS/CARE BSA internal audit reports
- CARE Annual Year-End Report

In addition to these reports to outside agencies, EOPS also maintains the following internal databases:

- Database to track the provisions of program services to Student outcome data
- Audit safe procedure for BSA processes
- EOPS/CARE BSA expense reports
- EOPS/CARE BSA internal audit reports
- Appointment tracking data used to measure student follow through and completion of requirements.

### **Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

2.10 Based on your analysis in 2.1 through 2.9, what are the strengths of your department/office?

Fullerton College's EOPS program offers services to students that can determine the prospect of academic failure or academic success. We, at EOPS have been working on building, growing and fine tuning our successful methodologies since the inception of our program in 1969. Through a holistic approach to student services and close collaboration with on-campus and community organizations, EOPS along with our talented faculty and staff continues to positively and effectively impact the academic and personal lives of its students by providing innovative need-based services.

As previously explained, the CARE program augments the services provided by EOPS. CARE students are often the most vulnerable to social and academic difficulties. We counter these challenges by offering increased financial assistance and extensive case management to students participating in CARE. In addition to this, we have created strong networking relationships with local community and social service agencies to provide students with housing resources, nutritional services and child care referrals for students who live well below the poverty level. Our collaboration with the CalWORKs program on campus has provided students with a seamless approach to the changing rules within the Welfare to Work program. Through these collective and collaborative efforts we are able to assist students achieve their stated personal and academic goals.

Our primary strengths are that through our structured and collective efforts we have shown success in reducing the achievement gap by:

- Providing educational opportunities to traditionally underrepresented students
- Providing a diverse faculty and staff that encourages and celebrates diversity
- Providing book purchase funds
- Providing book lending services through our "Lending Library"
- Through collaboration with other departments and community agencies our staff and faculty are well informed about issues and policies affecting our students.
- We teach student accountability that leads to academic success, methods include:
  - Mentoring
  - Progress reports
  - Workshops
  - Appointment reminders
  - Time management strategies
  - Encourage students to find and seek out resources that evolve in to knowledge of acquiring additional resources upon transfer.

2.11 Based on your analysis in 2.1 through 2.9, what are the weaknesses of your Program?

Weaknesses of EOPS would include the following:

- In need of better facilities to increase security to staff, faculty and students.
- In need of more course offerings, in particular courses targeted to our CARE population that includes information about social service resources.
- Loss of funding that has caused EOPS to decrease its staff and curtail certain services to students.
- In need of implementing an exit interview to acquire more specific information about students' plans after EOPS.

2.12 Based on your analysis in 2.1 through 2.9, what opportunities exist for your Program?

Keeping in mind the economic details of our present time, there is still an opportunity for EOPS to grow. We know there is a need for EOPS to exist on our campus community. This is evident each and every semester by the over one-thousand students on our program's waiting list, and by students' proactive measures in voicing their need and want of EOPS. For example, we have had EOPS/CARE students visit our board members during Board Meetings and share the details of their academic experience, highlighting EOPS/CARE as key components of their success. Growth for EOPS comes down to the level of support that we receive by our campus' staff, faculty and administrative leaders. We know we need to work and think outside the box and we have done this. In Spring of 2010, in response to a 40% reduction in funds, we suffered a staff loss of 30%. In order to continue to accommodate the needs of the students we were serving and in attempt to allow our department time to adjust to the changes, we made the decision to only serve 801 students that semester. This detail may be seen in the graphical representations provided in section 2.7.

That semester, we were busy meeting and trying to come up with methods of automating some of our processes so that we could serve more students in the following semesters. We cut course offerings, Specialists cut back on some of their projects, including activities such as online workshops, counselor

offered academic workshops, "Stress Free Zone" which was a series of events offered to help students during finals, the EOPS newsletter, Faculty Recognition Event and various other activities, including allowing students to satisfy one of their required Specialists visits via online methods like SKYPE or e-mail. We have rolled with the punches and continue offering impeccable top notch services to our EOPS community.

We are still working on fine tuning and working on making things better so that in an innovative and creative fashion, we can meet the needs of our students. Currently, we are trying to find time to work on updating our online EOPS application to help streamline our intake process. We are also researching a self-appointment scheduling software that will allow us to focus our front desk's efforts on other tasks and we are looking at implementing a document scanning system that will allow us to lessen our paper and printing costs. Lastly, we are also looking in to free grant writing courses so that we may look at other funding resources.

We will continue to do our best to provide our valuable services. We will persist in our collaborative efforts with our EOPS and CARE advisory committee members and develop stronger partnerships, service learning opportunities, mentoring and additional scholarship resources for our EOPS students. We will work to have our mission, visions and goals be clearly understood and supported by local governing agencies, non-profits, and our own campus community.

#### 2.13 Based on your analysis in 2.1 through 2.9, what challenges exist for your Program?

Over the last few years we have seen an increase of students needing and qualifying for EOPS services. However, due to budgetary cuts and restrictions, we have lessened the amount of students that we can serve each semester. Our challenges are vast and the budgetary concerns along with decreased funding are at the epicenter of all of our concerns. We have set up a variety of collaborations on our campus to help address some of our department's challenges. One such collaboration was with our Fullerton College library.

Whenever EOPS has additional book award funds left at the end of the academic year, we spend these funds on books that are most typically used by our students. Due to not having the room to house the books in our book lending library, the FC library agreed to help us with the endeavor of allowing students to check out books. We would send the books to the library and they would catalog and allow students to check them out for the duration of a full semester. We also set up reference books that students could check out. However, the challenge here is that books expire and new editions are frequently adopted.

It became difficult for the library to help us with the book lending library as it became difficult for us keeping the library stocked with current editions of books. We have since moved the lending library in to the EOPS office and a great many of our books come from student donations. We still use leftover Book Award funds to purchase books for this library at the end of every semester, but those funds continue to dwindle down smaller and smaller each year, thereby greatly decreasing our purchase power.

In addition to these challenges, we also continue to face the closing of course section offerings. Recent legislative changes affecting Federal Title IV Financial Aid, has impacted the nature of appointments

with students. As a result, this has led to an increased demand for counseling appointments and consequently decreasing the number of appointments available for academic planning. These recent legislative changes, like those affecting SAP, have increased the number of students that are on academic probation and on Financial Aid Disqualification status. These changes have led to limits on counseling availability and increased time spent on keeping students, faculty and staff informed about the abrupt changes to financial aid in the last two years.

Changes to campus based policies have created some additional challenges to the EOPS intake processes. The Assessment Center's Testing process has changed and no longer offers special days reserved just for EOPS students. This has led to our outreach staff having to spend additional time advising students and partnering agencies on the new processes for obtaining an assessment appointment. These changes have created frustration among those students with language disadvantages and have required additional time on behalf of EOPS to explain and/or interpret these changes. Unfortunately, there is a shortage of bilingual staff members to address the needs of our ESL population on our campus.

Another challenge that has affected EOPS was the loss of the position of Clerical Assistant. The position of the Clerical Assistant entails, overseeing the functions of the front desk operations, under the direction of the Administrative Assistant 1. They are to work from the front desk, along with the hourlies/work-study students. The specific tasks of the Clerical Assistant are to make appointments, answer telephone calls, assist with data entry in Banner, maintain master schedule templates in SARS, assist staff with administrative needs and assign front desk student workers to projects and filing as needed. Without the Clerical Assistant position, the Administrative Assistant 1 has taken on the role and tasks of both positions, to be carried out by 1 individual.

The position of the Administrative Assistant 1, originally, was to maintain and report on the CARE program budget to the State Chancellor's Office, generate MIS data to the State Chancellor's office, organize and facilitate the entire book lending library program, organize and take minutes at the CARE Advisory Committee meetings, produce and maintain the EOPS/CARE Master List, oversee Clerical Assistant and hourlies/work-study students, interview and produce work schedules for hourlies/work-study students, research student data through the use of various methods, maintain EOPS/CARE student data through Banner, run reports in ARGOS, update Clerical Assistant and front desk hourlies/work-study students with changing processes and important dates, assign special projects to the front desk. With the lack of the Clerical Assistant position and constantly struggling to train new reliable student assistants each semester, the fluid functionality of the front desk has landed entirely in the lap of the Administrative Assistant 1. The EOPS budget cannot sustain hiring front desk hourlies to help fill the gap of the Clerical Assistant and only a couple of work-study students, on the average, are assigned to our program, so we are forced to take what we can get. We are not able to interview from a slew of candidates and sometimes, just "taking what we can get" does not work out when it comes to reliable student employees.

Currently, the Administrative Assistant 1 is overburdened and in need of another full-time front desk assistant. The important and vital tasks of the Administrative Assistant I cannot fully be attended to when most other aspects of the day to day operations rely on that same person.

### **3.0 Evaluation of Processes used by Department/Office or Services**

3.1 Describe any ongoing or systematic method used to evaluate the efficacy of processes used by your department/office.

EOPS has an established system of evaluation which includes the following steps:

1. EOPS and CARE must submit a Program Plan explaining how the program will use funds in the coming year.
2. Compile a report at the end of each academic year and submit this report to the state. This report explains how we used funds to meet our stated goals.
3. To assure compliance to Title 5 and EOPS program regulations EOPS and CARE are audited each year by our community college district to assure fiscal compliance along with state regulations that govern the program.
4. In order to monitor and respond to trends and changes within the population we service, we rely on the district's institutional research office to measure student success and retention. We take this data, and measure it against our campus' non-EOPS student population. This outcome is significant because traditionally students coming in to college with educational and economic disadvantages have a lower rate of achieving academic goals. However, what we have found through these statistical comparisons is that our EOPS students are achieving their academic goals at the same, or in some cases, higher rates than non-EOPS students. This information is depicted in the graphs provided in section 2.7 of this report.

3.2 Provide example(s) of how this self-analysis has led to continuous quality improvement.

EOPS uses statistical information gathered from our district's institutional research for planning outreach strategies and to determine the number of students that we may recruit during each intake period, which takes place once per semester (twice per academic year). We also use internal methods of surveying students. One such tool is what we call "Customer Satisfaction Surveys". These surveys are made available to our students and students submit them anonymously. Information gathered from these surveys include feedback about appointment wait times and how satisfied students are with the appointments they have. These stated methods of acquiring information allow us to change and fine tune current methods of providing services the more than 1200 students we service per academic year. In addition, this approach also allows for us to see deficits in the nature of the services we provide and allows us to develop new approaches to serving and communicating with our EOPS students.

## **4.0 Service Area Outcomes (SAO)/ Student Learning Outcomes (SLO) Assessment**

4.1 List your SAOs and complete the expandable table below.

4.2 Assessment: Complete the expandable table below

In order to provide a clear depiction of our SLO's and to clearly depict the summary of data and results related to each SAO/SLO, we merged the tables in sections (4.1) and (4.2).

SAO's:

	Service Area Outcomes (SAOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The Fullerton College students on the EOPS Waiting List will receive an EOPS e-mail informing them to visit the EOPS Department for the Intake/Application process.	October 2010 (For Spring 2011 semester)	January 2011	January 2011	3
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results
The intended outcome is that 100% of the students on the EOPS waiting list will receive the e-mail and apply to the EOPS program.		The EOPS e-mail will be deemed successful if the EOPS intake process completion numbers are met before the first week of the new semester.		The results were successful. Students applied early and completed the intake process prior to the first week of the new semester.	We will continue using e-mail as an effective tool to communicate with wait listed students.

	Service Area Outcomes (SAOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
2.	EOPS/CARE will increase the number of students who complete their required 2 counseling appointments, and 2 specialist appointments each semester by providing phone and e-mail reminders. The system will also be used to contact students who have missed their appointment, reminding them that they can call the office to reschedule.	Ongoing	Will be analyzed at the end of Fall, 2012. Data collected at the end of this semester will be compared to data collected before the appointment reminder system was established.	Future use	None at this time.

Intended Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
The number of EOPS/CARE students completing the required visits will increase. Students will be reminded the evening before their scheduled appointment with the intent of helping student keep their set appointment.	Reports collected from our SARS appointment system.	N/A	Results will be used to evaluate the effectiveness of this SAO.

#### SLO's:

	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Students who attend EOPS NSOs will learn successful matriculation practices, including information about EOPS requirements, and available school wide resources.	Fall 2008-Spring 2012	End of Fall and Spring Semester from Fall 2008 through Spring 2012	This data was reviewed in the summer of 2009 to see how we can better improve the New Student Orientation process so that the program can closed prior the start of the semester.	This SLO has been through 4 fiscal years and been through 4 cycles and is ongoing.
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results
The intended outcome is that students will learn and successfully participate in EOPS.		The EOPS Intake Committee meets twice a semester (beginning and end of the intake process) to review the Intake process ( which NSO is a key competent)0.		<b>Fall 2008</b> - 24 NSO's resulted in 569 students matriculating into EOPS.	Also the result of orientating the New EOPS students into the program allows our program to submit the MIS report by the deadline to the state. Reaching the target number of unduplicated students prior to the start of the semester is key in creating the office master list of students to the Student Services Specialist that are assigned a caseload of 200-300 students.  The master list is used to track students' program requirements, automatic referral list to the Tutoring Center & Writing Center so students can receive services, email student progress report s to English, Math and Reading instructor. Another very important reason for this master list is to run reports on student academic
		During the meeting at the end of Spring 2010, it was decided that in order to try and meet our target number of unduplicated student the program would schedule all New Student Orientations prior to the EOPS Priority Registration date for the semester that we are actively recruiting.		<b>Spring 2009</b> - 13 NSO's resulted in 216 students matriculating into EOPS.	
		The adjustment in the scheduling of NSO's guaranteed the New EOPS Student full-time status which is required by Title V.		<b>Fall 2009</b> - 8 NSO's resulted in 313 students matriculating into EOPS.	
				<b>Spring 2010</b> - 3 NSO's resulted in 350 students matriculating into EOPS.	
				<b>Fall 2010</b> - 24 NSO's resulted in 335 students matriculating into EOPS.	



		<p><b>Spring 2011</b> - 7 NSO's resulted in 236 students matriculating into EOPS.</p> <p><b>Fall 2011</b> - 15 NSO's resulted in 444 students matriculating into EOPS.</p> <p><b>Spring 2012</b> - 8 NSO's resulted in 245 students matriculating into EOPS.</p>	<p>progress and probation and 70 unit/6 semester review which is Title V mandate. The mast list is vital to tracking our students' progress in the program, retention and success.</p>
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	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
2.	Students will learn about the EOPS program. Students will also learn how to fill out a Fullerton College Application and about the matriculation process on our campus. Students will learn about the various educational paths available to them, and about the different financial aid resources available.	January 10, 2008, January 8, 2009, January 7, 2010, January 13, 2011, January 12, 2012	January 10, 2008, January 8, 2009, January 7, 2010, January 13, 2011, January 12, 2012	Data used to plan and implement the following years. January 2009 – January 2012	5 Cycles.
	Intended Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results	
	Approximately 300 students from 13 feeder High Schools will attend the “College Preparation Event” hosted by EOPS. Students will gain a better understanding of the necessary steps to become enrolled at Fullerton College. This will include learning about the application process,	Workshops will be available on a variety of topics including EOPS “Get Smart”, “Step Ahead”. Students will be surveyed, and surveys will be collected at the end of the event. In addition, a log will be maintained of the number of attendees.	Upon review of surveys we have found that the students’ comments are overwhelmingly positive. And, during the Spring semester, when we offer our Counseling 50 classes, there is always a need for additional spaces in the courses due to a great amount of student interest.	EOPS will continue to offer outreach and recruitment, an annual High School student conference, and counseling 50 classes to assist students with the matriculation, financial aid, orientation, and academic/vocational counseling and advising	

assessment, and about the various college majors, degrees and certificates. Students will acquire information about the FAFSA and the BOGG Fee Waiver. Students will also receive information about Special Counseling 50 courses available through EOPS, and will be provided with information about "Get Smart and Step Ahead". During the course of this event, students will also receive a walking tour of the campus.			process in order to provide and promote access, retention and high transfer levels. We use our survey results each semester to continue to develop our Step Ahead content to the needs of the students that we service.
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	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
3.	Students will learn how to complete the FAFSA independently by working 1-1 with an EOPS Specialist.	Ongoing	Spring 2008 – Spring 2012	Ongoing	Ongoing
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results
Students will demonstrate knowledge of the FAFSA application process, including creating and using a PIN, knowing the correct site to begin the application; <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> , students will be able to utilize the IRS Data Retrieval Tool (DRT), and students will know how to pull necessary information from their W2 and 1040 tax forms.		1-1 general assistance for FAFSA completion and troubleshooting will be provided to students. Students will be taught how to navigate the FAFSA website, and create and/or recover FAFSA PIN numbers. Students will also be introduced to the IRS website for the purpose of understanding how to access necessary information like IRS and W2 transcripts. Once students have 1-1 assistance with the entire application process, they will know how to complete the FAFSA application on their own the next time.		<p>Number of students who had their FAFSA and/or other Financial Aid documentation transmitted electronically:</p> <p>Spring 2008: 667</p> <p>Fall 2008 – Spring 2009: 1,073</p> <p>Fall 2009 – Spring 2010: 531</p> <p>Fall 2010 – Spring 2011: 629</p> <p>Fall 2011 – Spring 2012: 487</p>	Results indicate that providing 1-1 FAFSA assistance is a valuable resource for students.

	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
4.	Students receiving EOPS outreach services at our 13 feeder High Schools, the School of Continuing Education, and local community organizations will receive 1-1 and group assistance with applying to Fullerton College and EOPS.	2008 - 2012	June	EOPS will continue offering early outreach and in-reach individually and workshops/College Fairs and the College Preparation Conference to assist students with application process to gain knowledge on how to access and take advantage of student services assistance here at Fullerton College.	Over 10 cycles
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results
By meeting with EOPS representatives students will learn about important deadlines, and steps to becoming a matriculated Fullerton College, and EOPS student.		High School Seniors that take advantage of EOPS representatives on their campus will become matriculated Fullerton College and EOPS students.		The data indicated that students who met with EOPS representatives at the high school had an easier time completing the process of becoming a matriculated Fullerton College student.	Results will be used to assist EOPS program staff in determining efficient outreach practices.

	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
5.	Students will be able to advance their math concepts, build critical reading skills, and advance in writing and grammar skills by	From school year 2008-2012	From school year 2008-2012	Ongoing	This is an ongoing cycle for every semester

participating in tutoring.			
Intended Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Seventy-five percent of the tutored EOPS/CARE eligible students who meet regularly with an assigned tutor are expected to complete the respective semester with a combined GPA of 2.0 or earn course credit.	Students will be able to develop good study habits and become independent learners.	<p><b><u>Fall 2008-Spring 2009</u></b>            New and continuing EOPS/CARE students attended tutoring. Checked all <b>488</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA  <i>Fall 2008: 374</i> received 2.0 or above GPA.</p> <p>Checked all <b>449</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.  <i>Spring 2009: 388</i> received a 2.0 GPA or above</p> <p><b><u>Fall 2009-Spring 2010</u></b>            New and continuing EOPS/CARE students attended tutoring.            Checked all <b>517</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.  <i>Fall 2009: 438</i> received a 2.0 GPA or above  <b>No new</b> students this semester only continuing EOPS/CARE students attended tutoring.</p> <p>Checked all <b>218</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.  <i>Spring 2010: 192</i> received a 2.0 GPA or above and <b>26</b> were below a 2.20 GPA</p> <p><b><u>Fall 2010-Spring 2011</u></b>            New and continuing EOPS/CARE students attended tutoring.            Checked all <b>344</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.  <i>Fall 2010: 304</i> received a 2.0 GPA or above</p> <p>New and continuing EOPS/CARE students attended tutoring.            Checked all <b>358</b> students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.  <i>Spring 2011: 317</i> received a 2.0 GPA or above</p>	The use of the results is to determine the success of each student by accessing the tutoring center to be able to advance their math concepts, build critical reading skills and advance in writing and grammar skills. In addition, this helps to justify the expenditure that is used for the Tutoring Center to assist students to achieve" student success" through the use of the Tutoring Center provided by EOPS.

**Fall 2011-Spring 2012**

New and continuing EOPS/CARE students attended tutoring.

Checked all **723** students who completed tutoring for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.

*Fall 2011:* **304** received 2.0 or above GPA

New and continuing EOPS/CARE students attended tutoring.

Checked all **378** students for GPA through Banner and more than 75% of the students received a 2.0 or above GPA.

*Spring 2012:* 325 received a 2.0 GPA or above

**CARE SLOs:**

	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
6.	CARE students will learn to complete program requirements in order to meet eligibility for continuous CARE services, by attending the CARE mini-conference.	November 2011	Data was collected during the fall and spring Mini-Conference via a student questionnaire.	Surveys indicated that approximately 95% of all students surveyed answered program questions accurately and students indicated that the meals, speakers and information were valuable.	
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results

Seventy percent of CARE eligible students who attend the mini conference will be able to identify program services and requirements.	Survey	Please see sample of survey which will appear following the stated SLOs.	Results will determine students knowledge on CARE services, program requirements including gas and meal cards, grants and appointment requirements.
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	Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
7.	Teen Parent high school students will attend the single parent outreach CARE event in the spring and learn the Admission, Financial Aid, CalWORKs and EOPS procedures.	April –Day of the event.	May	Ongoing	Once-Every Spring Semester
Intended Outcome		Means of Assessment & Criteria for Success		Summary of Data Collected	Use of Results
Eighty percent of high school teen parents who participate in the event will be able to identify and utilize Admissions, Financial Aid Services, and EOPS/CARE services.		Evaluation Survey		Please see the following.	Results will determine the information and knowledge prospect EOPS/CARE students gain in financial aid, admissions, and student services making their transition from high school to

the  
community  
college an  
easier  
process.

CARE administers the following questionnaire to high school students attending the Teen-Parent Spring Outreach event. This questionnaire is used in order to provide direction for the following semester's workshop content. Following is a sample of the questionnaire, along with tables representing the generated information from the last four years this event took place.

### **CARE/EOPS Teen Parent Outreach SLO**

1. A high school graduate education will earn you which income? Answer: 25,000-30.000

2009	2010	2011	2012
100% correct	100% correct	100% correct	91% correct

2. In Orange County the average cost of rent payment is? Answer: \$1,415

2009	2010	2011	2012
100% correct	49% correct	92% correct	Omitted from survey.

3. If you receive grant money through financial aid award will you have to pay it back? Answer: No

2009	2010	2011	2012
100% correct	100% correct	100% correct	100% correct

4. Can you apply for financial aid on line? Answer: Yes

2009	2010	2011	2012
95% Correct	100% correct	92% correct	97% correct

5. The priority application deadline for financial aid lands on what month? Answer: March

2009	2010	2011	2012
100% correct	68% correct	100% correct	88% correct

6. Do you have to be receiving cash aid in order to be eligible for CARE? Answer: Yes

2009	2010	2011	2012
60% correct	34% correct	66% correct	17% correct

7. The information I received during this event helped me improve my views on higher education?

2009	2010	2011	2012
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95% Strongly Agreed	68% Strongly agreed	92% Strongly Agreed	85% Strongly Agreed
5% Agreed	32% Agreed	8% Agreed	15% Agreed

The following survey is used by our CARE program during the CARE Mini-conference. This conference is five hours long and it is offered the week before each semester begins, or each academic year. Topics covered include CARE Program requirements, Financial Aid information, grant requirements and deadlines, campus resources, and an introduction to the CalWORKs staff and the program. This report is used for the purpose of developing future CARE Mini-Conferences, and to gage the level of the students' understanding of topics presented.

### CARE Mini-Conference SLO Survey Results

1. How many contacts/appointments do you need to have with your SSS every semester? Answer: 2

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 97% correct Spring 98% correct	Fall 74% correct Spring 80% correct	Fall 85% correct Spring 91% correct	Fall 91% correct Spring 96% correct

2. How many appointments do you need to have with the academic counselor? Answer: 2

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 97% correct Spring 98% correct	Fall 91% correct Spring 83% correct	Fall 95% correct Spring 93% correct	Fall 91% correct Spring 100% correct

3. How many units do you need to be enrolled in to receive a full CARE grant? Answer: 12

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 100% correct Spring 100% correct	Fall 100% correct Spring 100% correct	Fall 98% correct Spring 93% correct	Fall 100% correct Spring 96% correct

4. What is the total amount of monies that you will receive through your book award services for the semester? Answer: \$175

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 97% correct Spring 88% correct	Fall 91% correct Spring 88% correct	Fall 66% correct Spring 70% correct	Fall 71% correct Spring 79% correct

5. How many hours of tutoring must new CARE/EOPS students complete as part of their mutual responsibility contract? Answer: 3

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 100% correct Spring 100% correct	Fall 96% correct Spring 93% correct	Fall 90% correct Spring 98 % correct	Fall 100% correct Spring 96% correct



6. When will you be completing the EOPS book award session? Answer: No Longer Applicable

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 82% correct Spring 69% correct.	Fall-Spring question was removed.	Fall-Spring question was removed.	Fall-Spring question was removed.

7. How often do you have to renew your CARE paperwork? Answer: Annually

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 97% correct Spring 100%	Fall 100% correct Spring 95%	Fall 98% correct Spring 93 % correct	Fall 97% correct Spring 96% correct

8. If you did not complete the BSA book award session in the Spring for your EOPS book grant do you still receive the CARE book grant? Answer: No Longer Applicable

Fall 2008-Spring 2009	Fall 2009-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012
Fall 87% correct Spring 90% correct	Fall-Spring question was removed.	Fall-Spring question was removed.	Fall-Spring question was removed.

4.3 How has assessment of program SLOs led to improvements in services provided to students by this program?

To begin, Student Learning Outcomes (SLO's) are necessary because they provide specific statements about what students will know, learn and be able to demonstrate once they have partaken in a program or activity. Developing and then evaluating the effectiveness of SLO's has helped our department understand how to better facilitate student learning. In addition, SLO's have provided us with valuable feedback about whether or not the services offered are providing the intended outcomes. SLO's provide us with answers to questions such as, "Are we teaching students the skills we want them to learn?", "Will these lessons enable students to better understand where they can go to learn particular knowledge, skills and values?" and "Are students learning the skills we are trying to teach them"?.

For instance, EOPS requires all new students to attend three hours of tutoring in the Tutoring or Writing Center. Continuing EOPS students have the option of completing three hours of tutoring or a workshop of their choice. We have established a system of collaboration between the EOPS office and the Tutoring and Writing Centers. The specialist in our office that works with the Tutoring and Writing Centers provides a report showing the number of hours students have completed in the Tutoring and Writing Centers. We have found that the measurement tool that we provide to see the outcome result of our Tutoring SLO is that the attendance validates that our students are learning how to access students services and take advantage of leaning skills acquired from Tutoring. In addition, student retention rates are raised using tutoring to assist students to achieve success in core courses such as Math and English.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

We know that explicit evidence from data driven evaluation is crucial. We also know that we must give particular acknowledgement to the fact that in the last few years this type of assessment has become the standard in demonstrating if a school and/or program is meeting Federal and State accountability expectations. Our SLOs provide us with meaningful evidence that has allowed us to easily adapt and continue supporting evolving student needs and interests. Having established learning objectives that are measurable provides our staff and faculty with a valuable means for sharing insights and creating processes linking these various and diverse insights with continuous measures for program improvement.

#### 4.5 What challenges remain to make your program SAOs/SLOs more effective?

One of the most valuable insights derived from the assessment of our SLO's include gaining a better understanding of how recent staff losses have impacted the tracking and evaluation of data for the dual purpose of representing what has and is working, and for accommodating the changing needs of the student population we service.

Through this systemic process of evaluating our programs and our services, we have noted that one of the biggest challenges EOPS/CARE faces is the loss of staff that we suffered. Most notably, the loss of the EOPS/CARE manager has resulted in a decreased sense of program stability. In total, our program lost five full-time positions, and all of the Adjunct Counseling hours were cut. Losing our Manager also meant that we lost the individual in our department that collected, evaluated, and interpreted statistical findings for us. The ability to provide statistical representations of the success of our efforts is a key characteristic in painting a visual of how good, and how valuable this program is to both students and our campus.

In order to make our program SAOs/SLOs more effective, we need to continue collecting and evaluating data relevant to the measurement of our SAO's and SLO's. In order to do this we need the continued support of our District Institutional Research. We tried contacting the Institutional Research department, and we were told on various occasions that because of their workload, our request for data could not be accommodated. It must be stated that we believe our campus's Institutional Research team wanted to help, but the necessary resources were not available. This in turn put added pressure on our department to come up with a way of providing numerical representation of our successes. We used what we had available in our department, and did the best we could.

We also learned that some of our SLO's need to be updated so that the information we gather from their evaluation will be more in-line with what our Program Review Self-Study requires.

#### 4.6 Describe how the program's SAOs are linked to the college's goals.

The EOPS/CARE SAO's are linked to the college's goals in the way that as a program we go over and above to promote student success. We recruit the at-risk, first-generation student that may not ordinarily consider attending college an option and we matriculate them through orientation, retain them with counseling, peer advising, academic monitoring and workshops, and assist them in attaining their vocational, personal and transfer goals. By these measures we reduce the achievement gap.

Demographical characteristics of our student population include being low income, educationally disadvantaged (established by assessment scores and high school transcripts), and starting college with

a limited English background. Once students are matriculated into EOPS/CARE their chances of achieving their goals greatly increases. It can be seen in the graphs provided in section 2.7, that after entering into EOPS/CARE, our students successfully graduate and transfer at the level of, or higher than that of the general college population.

We diligently work to strengthen connections within the surrounding community and with our 13 feeder high schools because we understand the importance of reaching out to perspective Fullerton College students. EOPS/CARE has a team of dedicated outreach staff that physically goes out to Title 1 high schools, Teen Parent Programs, and various other community organizations and community events to promote Fullerton College and EOPS/CARE. Through presentations, college fairs, and workshops we create an impression of truly being a college of and for the community. In addition we have the College Preparation Conference, which is an annual event during which we host 300 high school students from our feeder schools. The purpose of this event is to introduce perspective students to the college experience. There is an old saying that says, "We don't crave what we have not tasted". Through this event, we seek to give students a "taste" of what college is all about, and inform them about the positive ways in which this educational experience will impact their lives. For many of these students, this event creates an opportunity to step on to a college campus for the first time. Many of our students are first generation college students, are low income, and may come from immigrant backgrounds. The experience of stepping on to a college campus, and hearing people tell them that they belong on a college campus is a powerful and in many cases, a life altering experience.

#### 4.7 Describe how the program's SLOs support the achievement of the institution level SLO's.

EOPS/CARE SLOs support the achievement of the institution level SLO's by assisting Fullerton College EOPS/CARE students to complete Certificate Programs and/or Associated of Arts and Science degrees. This is achieved by employing our programs' various skills and resources, and in this manner helping students successfully complete their stated goals, thereby EOPS/CARE students contribute to Fullerton College ISLO's (Institutional Student Learning Outcomes).

Through the support students receive from EOPS and CARE they are able to develop the skills, knowledge, attitude, and ability to complete the transfer and Associate degree at Fullerton College and move on to four year colleges, universities, or back in to the work force. EOPS and CARE students have proven to be prepared in all of the aspects of the four areas of ISLO's at Fullerton College. These four areas of ISLO's are (1) Communication, (2) Critical Thinking and Information Competency, (3) Global Awareness, and (4) Personal Responsibility and (5) Professional Development. EOPS and CARE students are guided by our academic counselors, student services specialist, and our support staff on how to successfully navigate their way through Fullerton College and attain their Associate of Arts, Associate of Science, and Transfer to the California State University, University of California, Private Universities or out of State Universities.

## 5.0 Evaluation of Progress Toward Previous Goals

### 5.1 List the goals from your last self-study/program review.

- A. EOPS will work on pulling an Argos report on all borderline probation students as early as possible and will offer special advising appointments and workshops along with tutoring in attempt to increase retention and persistence.
- B. EOPS will work collaboratively with the Writing and Tutoring centers to track student progress to help persistence, retention and to positively affect the successes of our EOPS students.
- C. EOPS outreach will work closer with Fullerton College non-credit ESL/ELL by inviting students partaking in these courses to attend the annual EOPS College Prep Conference

5.2 Describe the level of success achieved in the goals listed above.

**Goal A:**

In the spring of 2008, the Manager and an assigned Specialist, began to work on a new project that would target our borderline students who had a GPA between 2.0-2.2. The goal for this assignment was to put in place a temporary "prevention process" to monitor the students on borderline status. The manager and the assigned specialist worked on a referral form to provide for the staff when they would meet with the students. During our initial meeting with the EOPS staff, we presented the prevention process and EOPS staff agreed to start the process by Fall 2008. The manager and the assigned specialist introduced the referral form and after the staff reviewed and edit it, the referral form was created and named, "EOPS Student Success Level 1 Referral". The form was to be used by a Counselor or Specialist as they met with the student who was on borderline status.

The referral form consisted of two sections. The first section was to identify the factors that were causing the student to be on borderline status. Once the factors were identified, the second section was for the staff member to provide and recommend additional support services such as:

- 1. Attend three hours of tutoring per semester.
- 2. Submit student success progress reports.
- 3. Attend student success workshop and/or other recommended workshop.
- 4. Complete a recommend counseling class.

In addition, in order for us to closely monitor these students, we asked the student to come in for an additional specialist or counselor appointment to follow up on their progress and recommendation by either the specialist or staff.

The process was in place and ready for us to test it out in Fall 2008. A report was exported in Fall 2008 to begin our temporary new process. However, the report was not accurately reporting on just borderline students. The report was identifying all students who were on Borderline Status (GPA at 2.0), Academic Probation, Progress Probation including Academic and Progress Dismissal. The assigned specialist reported her findings to the Manager and it was concluded that we would post pone the process until further notice. Also, during this time frame, we had just merged into a new reporting system, "Argos" and we learned that there were many glitches and variables that were not able to identify our students who were just on Borderline status. Therefore, we proceeded to place this method on hold and continue to focus on our Academic and Progress Probation students.

We have not revisited this process due to time constraints. However, we have placed another course of action such as: providing a Student Success Workshop which focuses on how to get and stay off of

Academic and Progress Probation and Borderline status. These workshops are conducted by our EOPS counselors and we promote it for students who are between a 2.0-2.2 GPA, Academic and/or Progress Probation. So far about 75% of our students are successfully achieving a higher than 2.0 GPA and many are off Academic and Progress Probation the following semester.

**Goal B:**

The EOPS program works collaboratively with the Tutoring Center to provide one on one tutoring for our EOPS students. One of the requirements for EOPS students is that they spend at least three hours at the Tutoring Center per semester. We require this service because EOPS believes that students need such services to succeed in reaching their education goals. Continuing students can choose to attend a workshop in lieu of tutoring, but new EOPS/CARE students must complete three hours of tutoring during the course of their first semester with EOPS/CARE.

In fall 2008, the Director of the Writing Center, the EOPS Manager and the Tutoring Specialist discussed the possibility of maybe adding “over and above” services at the Writing Center. We felt that the Writing center would be very beneficial and resourceful to “add” as part of the required tutoring since many students expressed that the Writing Center was very useful with their English classes. The problem was that we had no funding to pay the additional hours through the Writing Center. However, the Director, was able to provide this service with the condition that when we did have funding available, we would be responsible for paying the additional hours. Currently, due to the budget constraints we have not been able to provide funding for the Writing Center. Luckily, the Director continues to allow our students to receive two additional 30 minute appointments per week through her source of funding. Semester after semester, we have recognized that these two forms of support services have been very beneficial, useful and successful in our student’s progress. The Tutoring and Writing Center provides us with end of semester reports to assist us in tracking the new and continuing student’s usage at both of these centers. In the following graph please note the total usage of tutoring per semester:

<b>Yearly semesters</b>	<b>Tutoring Center- <i>tutoring in multiple subjects either in group or one on one tutoring</i></b>	<b>Writing center- <i>one on one tutoring</i></b>	<b>Total usage of both centers</b>
<b>Fall 2008</b>	262	634	896
<b>Spring 2009</b>	346	633	979
<b>Fall 2009</b>	397	711	1108
<b>Spring 2010</b>	267	568	835
<b>Fall 2010</b>	365	374	739
<b>Spring 2011</b>	392	560	952
<b>Fall 2011</b>	416	617	1033
<b>Spring 2012</b>	449	560	1009

The  
results  
of this

effective collaboration with the Writing Center have optimized student success just like we have with the Tutoring Center. Our goal was to keep track and work collaboratively with the Writing Center and we have achieved this goal.

5.3 In cases where the resources were allocated towards, goals, evaluate the efficacy of that spending.

The EOPS Department has not allocated resources towards these goals.

## 6.0 Goals

Using the table below, list the short and long term goals (a minimum of two for each) for your program. These goals should follow logically from the information provided in the self-study. Use a separate table for each additional goal.

### 6.1 Short-term Goals (for this two-year cycle)

SHORT TERM - GOAL #1	
Identify Goal:	Provide effective leadership and coordination of the implementation, evaluation and completion of the program objectives for the EOPS department including the administration of the CARE program.
Describe the plan to achieve the Goal (Action-Plan):	<p>This position would be contingent upon funding in the ways listed below:</p> <ul style="list-style-type: none"> <li>• Employ a full-time EOPS Manager.</li> <li>• An increase in the State Allocation Funding of approximately \$50,000 will allow the hire of a Full-Time EOPS Manager. Traditionally, the EOPS Manager position is paid 50% EOPS Categorical Funds and 50% District Funds.</li> <li>• Grant Writing education and training would be implemented among the current EOPS Director, Faculty and Staff. <ul style="list-style-type: none"> <li>○ A grant would be designed and/or</li> <li>○ The Fullerton College EOPS Department would apply for grants currently available.</li> </ul> </li> </ul>
What <i>Measurable Outcomes</i> anticipated for this goal?	<ul style="list-style-type: none"> <li>• Enhance EOPS projects and events: <ul style="list-style-type: none"> <li>○ Development and production of effective public relations materials and staff training materials.</li> <li>○ Ensures that EOPS applicants have access to eligibility reviews and appeals according to Title 5 regulations.</li> </ul> </li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	None

SHORT TERM - GOAL #2	
Identify Goal:	Increase the amount of available academic counseling appointments, and reinstate evening and Saturday appointment availability. Offer additional Counseling 50 courses, and offer online counseling courses.
Describe the plan to achieve the Goal (Action-Plan):	<p>This goal would be contingent upon funding in the ways listed below:</p> <ul style="list-style-type: none"> <li>• Hire a full time counselor.</li> <li>• An increase in the state allocation funding of approximately \$90,000 will allow the hire of a full-time EOPS counselor.</li> <li>• Grant writing education and training would be implemented among the current EOPS Director, Faculty and Staff. <ul style="list-style-type: none"> <li>○ A grant would be designed and/or</li> <li>○ The Fullerton College EOPS Department would apply for grants currently available.</li> </ul> </li> </ul>
What <i>Measurable Outcomes</i> anticipated for this goal?	<ul style="list-style-type: none"> <li>• An additional 2,470 academic counseling appointments would be available to address financial aid SAP and other academic issues affecting EOPS students.</li> <li>• Students will be able to schedule all required appointments.</li> <li>• Funds would not have to be expended for Counseling overload (overtime).</li> <li>• Students will be able to see their academic counselor prior to registration.</li> <li>• An increase of in-person and online counseling courses and/or workshops would be made available for students.</li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	NONE

SHORT TERM - GOAL #3	
Identify Goal:	To provide stable and reliable support for our busy EOPS front desk.
Describe the plan to achieve the Goal (Action-Plan):	<p>This goal would be contingent upon funding in the ways listed below.</p> <ul style="list-style-type: none"> <li>• An increase in the State allocation funding of approximately \$40,000 will allow the hire of a full-time</li> </ul>

	<p>EOPS Clerical Assistant I.</p> <ul style="list-style-type: none"> <li>• Grant writing education and training would be implemented among the current EOPS Director, Faculty and Staff. <ul style="list-style-type: none"> <li>○ A grant would be designed and/or</li> <li>○ The Fullerton College EOPS Department would apply for grants currently available.</li> </ul> </li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	Increase the amount of students that may be assisted over the phone. Student Services Specialist will spend less time assisting with front desk needs.
What specific aspects of this goal can be accomplished without additional financial resources?	NONE

SHORT TERM - GOAL #4	
Identify Goal:	Fullerton College EOPS Department would like to develop a data retrieval and analysis process that is more in line with the scope and content of the EOPS Program Review.
Describe the plan to achieve the Goal (Action-Plan):	<p>The plan would entail the following steps:</p> <ul style="list-style-type: none"> <li>• Ensure that the current EOPS data being collected is consistently accurate, and collected at the end of every semester.</li> <li>• Format and/or redesign the EOPS Exit Interview Survey that EOPS previously used to track students plans after exiting from EOPS. <ul style="list-style-type: none"> <li>○ Include information on how the student determined "access" to the EOPS program.</li> <li>○ Include information/questions to inquire if a student's goals changed (extended/decreased) due to the student's participation in the EOPS program.</li> </ul> </li> <li>• Designate a staff member to generate reports and complete them on a semester to semester basis.</li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	<p>The data would be presented to:</p> <ul style="list-style-type: none"> <li>• Measure the success</li> <li>• Identify program improvements needed. <ul style="list-style-type: none"> <li>○ Make necessary program adjustments.</li> </ul> </li> <li>• Measure the students that "return" to the Fullerton</li> </ul>



	College EOPS program.
What specific aspects of this goal can be accomplished without additional financial resources?	The financial aspect of this goal is unknown at this time. This is the first year that the Fullerton College EOPS Program will attempt to retrieve this data individually. We can anticipate that a small amount of funding may be necessary to compensate a staff member for the purpose of compiling statistical data and from this deriving reports and trend analysis.

SHORT TERM - GOAL #5	
Identify Goal:	Fullerton College EOPS wants to expand the EOPS Book Lending Library to better serve EOPS students.
Describe the plan to achieve the Goal (Action-Plan):	<p>The plan would include the following processes:</p> <ul style="list-style-type: none"> <li>• Advertise/begin an instructor drive with the purpose of seeking book donations from instructors. <ul style="list-style-type: none"> <li>◦ Advertise through Faculty Senate.</li> </ul> </li> <li>• Purchase new material and re-establish the setup/collaboration with the Fullerton College Library.</li> <li>• Hire or assign a student/adult hourly to staff the EOPS Book Lending Library.</li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	<ul style="list-style-type: none"> <li>• Students will be able to keep and succeed in their courses because they have been provided the necessary textbook(s).</li> <li>• EOPS will continue to meet the Book Expenditure Requirement (set by state) each fiscal year.</li> <li>• This will promote the goals, mission and vision of the EOPS program.</li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	<ul style="list-style-type: none"> <li>• The Advertisement/Instructor Drive.</li> </ul>

## 6.2 Long-term Goals (three to six year cycle)

LONG TERM - GOAL #1	
Identify Goal:	Increase the availability of counseling appointments, with special emphasis in providing evening and Saturday counseling appointments. Open additional Counseling 50 and Counseling 101 courses.
Describe the plan to achieve the Goal (Action-Plan):	<p>This position would be contingent upon funding in the ways listed below:</p> <ul style="list-style-type: none"> <li>• An increase in the State Allocation Funding of</li> </ul>

	<p>approximately \$50,000.</p> <ul style="list-style-type: none"> <li>• Hire part-time adjunct counselors.</li> <li>• Grant writing education and training would be implemented among the current EOPS Director, Faculty and staff. <ul style="list-style-type: none"> <li>○ A grant would be designed and/or</li> <li>○ Fullerton College EOPS would apply for grants currently available.</li> </ul> </li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	<ul style="list-style-type: none"> <li>• There will be an additional 1,818 counseling appointments available.</li> <li>• EOPS would increase in the availability of student workshops including in-person and online workshops.</li> <li>• The EOPS program will be able to offer more 1 hour student appointments, which are required of new students in order to create a 6 Semester Education Plan (SEP). Additional Academic Probation, Financial Aid, and 70 unit/6 semester appointments would be made available.</li> <li>• EOPS could re-introduce the availability of evening and weekend appointments.</li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	None

LONG TERM - GOAL #2	
Identify Goal:	<p>To provide additional outreach services noted by increased presence at Title 1 High Schools. Help High School students transition to Fullerton College by providing matriculation services. Provide college readiness services to more "at risk" students. Restore community outreach activities to increase EOPS/CARE awareness. Even out Student Services Specialists caseloads and ease the overload of projects EOPS specialists are currently performing.</p>
Describe the plan to achieve the Goal (Action-Plan):	<p>This goal would be contingent upon funding in the ways listed below:</p> <ul style="list-style-type: none"> <li>• Hire two full-time EOPS Student Services Specialist.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ An increase in the State Allocation Funding of approximately \$60,000 will allow the hire of a Full-Time EOPS Student Services Specialist.</li> <li>▪ Grant Writing education and training would be implemented among the current EOPS Director, Faculty, and staff. <ul style="list-style-type: none"> <li>○ A Grant would be designed <u>and/or</u></li> <li>○ The Fullerton College EOPS Department would apply for grants currently available.</li> </ul> </li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	<ul style="list-style-type: none"> <li>▪ Increased effective outreach and recruitment services.</li> <li>▪ Ability to serve more students (150-250 caseload)</li> <li>▪ Increased student retention</li> <li>▪ Increased one-on-one time for students</li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	NONE

LONG TERM - GOAL #3	
Identify Goal:	Provide students with the option of completing academic and life skills workshops online.
Describe the plan to achieve the Goal (Action-Plan):	<p>The plan would include:</p> <ul style="list-style-type: none"> <li>• Purchase an online licensing agreement for the production of online workshops and course material.</li> <li>▪ The research of different vendors and a comparison of the services that can be provided with a consideration of cost.</li> <li>▪ Complete the purchase</li> <li>▪ Staff training</li> <li>▪ Develop the online workshops, orientations, and course materials</li> </ul>
What <i>Measurable Outcome</i> is anticipated for this goal?	<ul style="list-style-type: none"> <li>▪ Increased student access</li> <li>▪ Increase student understanding of online technologies.</li> <li>▪ Student service efficiency</li> <li>▪ Expedites priority registration since students will be matriculated quicker</li> <li>▪ Efficient accountability &amp; tracking.</li> </ul>
What specific aspects of this goal can be accomplished without additional financial	NONE

resources?	
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LONG TERM - GOAL #4	
Identify Goal:	Save money on paper and file costs, and increase the efficiency of data storage. Free up storage space and practice better FERPA compliance standards by storing information electronically.
Describe the plan to achieve the Goal (Action-Plan):	<p>This plan would entail:</p> <ul style="list-style-type: none"> <li>▪ Implement a paperless records and EOPS Application</li> <li>▪ The re-design/ conversion of all paper documents to electronic documents.</li> <li>▪ Secure and back-up of current data</li> <li>▪ Consistent/Reliable staff to scan documentation</li> <li>▪ Staff Training</li> <li>▪ Research Cost/Purchase Ipads (with warranty) for all staff and a scanning licensing agreement.</li> </ul>
What Measurable Outcome is anticipated for this goal?	<ul style="list-style-type: none"> <li>▪ More office space would be created with the lack of file cabinets.</li> <li>▪ An increase of student privacy and confidentiality</li> <li>▪ Savings of funds by not purchasing as much paper.</li> <li>▪ Hourly staff would not have to pull files</li> <li>▪ Decrease in loss/missing/misplaced files</li> </ul>
What specific aspects of this goal can be accomplished without additional financial resources?	NONE

## 7.0 Requests for Resources

Complete a new table for each goal listed in 6.0 that would require additional financial resources. These requests for resources must follow logically from the information provided in this self-study.

### 7.1

Short Term Goal <input checked="" type="checkbox"/> Long Term Goal <input type="checkbox"/>		
GOAL NUMBER #1		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$50,000	State Allocation Funding or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		

Computer Software		
Training		
Other		
Total Requested Amount	\$50,000	

Describe how this resource request supports your ability to achieve your stated goal:

- **The Fullerton College EOPS/CARE Department will be able to employ a Full-Time EOPS Manager**

What measurable program outcome(s) does the resource request address?

- **Effective Leadership and coordination of the implementation, evaluation, and completion of the program objectives for the EOPS Department; including the administration of the CARE program.**
- **Effective supervision of the following operations:**
  - Development and production of all public relations materials and staff training materials.
  - Department Projects and Events.
  - Ensures the conducting of eligibility reviews/appeals of EOPS applicants according to Title V regulations.
  - Ensures continued compliance with Title V regulations.
  - Provisions of orientation and the early registration activities including priority registration.
  - Assigned personnel and completes evaluations.
  - Develops and Monitors the EOPS Department Budget and Expenditures.

Short Term Goal <input checked="" type="checkbox"/> Long Term Goal <input type="checkbox"/>		
<b>GOAL NUMBER #2</b>		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel	\$90,000	State Allocation Funding or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$90,000	

Describe how this resource request supports your ability to achieve your stated goal:

- **The Fullerton College EOPS Department will be able to employ a Full-Time EOPS Academic Counselor**

What measurable program outcome(s) does the resource request address?

- **An additional 2,470 academic counseling appointments would be available to address financial aid and other issues affecting the academics of EOPS students.**
- **Students will be able to schedule appointments that are required.**

- Funds would not have to be expended for Counseling overload (overtime).
- Students will be able to see their academic counselor prior to registration.
- An increase of counseling courses and/or workshops could be available for students.

Short Term Goal <input checked="" type="checkbox"/> Long Term Goal <input type="checkbox"/>		
<b>GOAL NUMBER #3</b>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$40,000	State Allocation Funding or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$40,000	
Describe how this resource request supports your ability to achieve your stated goal:		
<ul style="list-style-type: none"> <li>▪ The Fullerton College EOPS Department will be able to employ a Full-Time EOPS Clerical Assistant I.</li> </ul>		
What measurable program outcome(s) does the resource request address?		
<ul style="list-style-type: none"> <li>▪ Intake and Front Desk Reception Efficiency</li> </ul>		

Short Term Goal <input checked="" type="checkbox"/> Long Term Goal <input type="checkbox"/>		
<b>GOAL NUMBER #4</b>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$15,000	State Allocation Funds
Facilities		
Equipment	\$2,000	State Allocation Funds
Supplies		
Computer Hardware		
Computer Software	\$2,000	State Allocation Funds
Training	\$1,000	State Allocation Funds
Other		
Total Requested Amount	\$20,000	
Describe how this resource request supports your ability to achieve your stated goal:		
<ul style="list-style-type: none"> <li>▪ The Fullerton College EOPS Department will be able to develop and establish consistent data retrieval and analysis.</li> </ul>		
What measurable program outcome(s) does the resource request address?		
<p>The data would be presented to:</p> <ul style="list-style-type: none"> <li>▪ Measure the success</li> <li>▪ Identify program improvements needed <ul style="list-style-type: none"> <li>○ Make necessary program adjustments</li> <li>○ Measure the students that "return" to the Fullerton College EOPS</li> </ul> </li> </ul>		

Program.

7.2

Short Term Goal <input type="checkbox"/> Long Term Goal <input checked="" type="checkbox"/>		
<b>GOAL NUMBER #1</b>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$50,000	State Allocation Funds and/or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,000	
Describe how this resource request supports your ability to achieve your stated goal:		
<ul style="list-style-type: none"> <li>The Fullerton College EOPS Department will be able to employ Part-Time Adjunct Counselors.</li> </ul>		
What measurable program outcome(s) does the resource request address?		
<ul style="list-style-type: none"> <li>There will be 1,818 counseling appointments available</li> <li>Offer an increase of student workshops</li> <li>Offer an increase of counseling courses.</li> <li>The EOPS Program will be able to offer more 1-Hour student appointments for Probation, Financial Aid, 70-unit, etc.</li> <li>The availability of appointments on the evening and weekends.</li> </ul>		

Short Term Goal <input type="checkbox"/> Long Term Goal <input checked="" type="checkbox"/>		
<b>GOAL NUMBER #2</b>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$60,000	State Allocation Funds and/or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$60,000	
Describe how this resource request supports your ability to achieve your stated goal:		
<ul style="list-style-type: none"> <li>The Fullerton College EOPS Department will be able to employ a Full-Time Student Services Specialist.</li> </ul>		
What measurable program outcome(s) does the resource request address?		
<ul style="list-style-type: none"> <li>Increased effective outreach and recruitment services.</li> <li>Ability to serve more students (150-250 caseload)</li> <li>Increased student retention</li> <li>Increased one-on-one time for students</li> </ul>		

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Short Term Goal <input type="checkbox"/> Long Term Goal <input checked="" type="checkbox"/>		
<b>GOAL NUMBER #3</b>		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel	\$60,000	State Allocation Funds and/or Grant Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$60,000	
Describe how this resource request supports your ability to achieve your stated goal: <ul style="list-style-type: none"> <li>▪ The Fullerton College EOPS Department will be able to employ a Full-Time Student Services Specialist.</li> </ul>		
What measurable program outcome(s) does the resource request address? <ul style="list-style-type: none"> <li>▪ Ability to offer career and resume building workshops</li> <li>▪ EOPS Event Planning             <ul style="list-style-type: none"> <li>○ EOPS Student and Faculty Recognition Ceremony</li> </ul> </li> <li>▪ Ability to staff the Data Retrieval and Analysis duties/position.</li> <li>▪ Ability to serve more students (250-300 caseload)</li> </ul>		

Short Term Goal <input type="checkbox"/> Long Term Goal <input checked="" type="checkbox"/>		
<b>GOAL NUMBER #4</b>		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$4500.00	State Allocation Funds
Training		
Other		
Total Requested Amount	\$4500.00	
Describe how this resource request supports your ability to achieve your stated goal: <ul style="list-style-type: none"> <li>▪ The Fullerton College EOPS Department will be able to purchase online licensing agreement for the production of online workshops and course material.</li> </ul>		
What measurable program outcome(s) does the resource request address? <ul style="list-style-type: none"> <li>▪ Increased student access</li> <li>▪ Increase student understanding of online technologies.</li> <li>▪ Student service efficiency.</li> <li>▪ Expedites priority registration since students will be matriculated quicker.</li> <li>▪ Efficient accountability &amp; tracking.</li> </ul>		



Short Term Goal <input type="checkbox"/> Long Term Goal <input checked="" type="checkbox"/>		
GOAL NUMBER #4		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$9000.00	State Allocation Funds
Facilities		
Equipment	\$14,000	State Allocation Funds
Supplies		
Computer Hardware	\$4000	State Allocation Funds
Computer Software	\$3000	State Allocation Funds
Training		
Other		
Total Requested Amount	\$30,000	
Describe how this resource request supports your ability to achieve your stated goal:		
<ul style="list-style-type: none"> <li>▪ The Fullerton College EOPS Department will be able to implement a Paperless Records and Applications Office/Approach.</li> </ul>		
What measurable program outcome(s) does the resource request address?		
<ul style="list-style-type: none"> <li>▪ More office space would be created with the lack of file cabinets.</li> <li>▪ An increase of student privacy and confidentiality</li> <li>▪ Savings of funds by not purchasing as much paper.</li> <li>▪ Hourly staff would not have to pull files</li> <li>▪ Decrease in loss/missing/misplaced files</li> </ul>		

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The 2012 Program Review of Extended Opportunity Programs and Services (EOPS) provides a detailed picture of a well-organized program. Our mission is to provide “over and above” services and in this manner help educationally and economically disadvantaged students to be successful in their educational endeavors. We have provided information using both quantitative and qualitative data to depict our successes.

We are one of the few entities on-campus that has and continues to monitor and support the academic performance of all EOPS students every academic semester. As a program we provide proactive solutions to academic, financial, social and personal challenges that may potentially prohibit a student from achieving their

stated educational goals. Methods we employ include tutoring, counseling, financial aid and encouraging students to learn about the various Federal, State and local policies that may impact their matriculation.

Current EOPS students visit the EOPS office throughout the year to make sure that they meet program requirements every semester. Usually after one semester, most students learn the value of the “over, above, and in addition to” counseling and support services provided by the EOPS staff. The four support services that are sought after by both perspective and continuing students include; Counseling, Priority Registration and the EOPS and CARE Book Service Awards.

The EOPS office has felt the tremendous impact of reduced funding and resources. As an office we have and continue to try and maintain the functionality of the office operations with a 30% shortage of staff and resources. We were one of the State Categorical programs that have continuously experienced budget cuts since the fall of 2008. This is an unfortunate scenario since we are in a time where more students are in need of our services, and in the last few years we have had to reduce the number of students we serve due to budgetary restrictions, reductions, and staff losses. Sadly, we have had to close our doors to many needy students.

Our students have bared the loss of resources, and have expressed a need for more counseling and specialist appointments. A student meeting with their counselors and specialist is a primary component in the success equation of EOPS. Not having access to the information students need means possibly not having access to information about changing campus policies, obtaining letters of recommendation for scholarships and transfer, updating their educational plans and resources for addressing life challenges, and economic difficulties. These challenges may potentially hinder a student’s ability to conceptualize the college matriculation process thereby limiting student success.

In addition to the details of our tasks, EOPS is a program that celebrates and embraces diversity. The extent of our diversity can be seen in both the make-up of our students and our staff. We serve students from a multitude of cultural backgrounds, and believe that in order to appreciate cultural differences we must first learn to understand and accept individual differences. Traditionally and historically EOPS has been at the center of our campus’ activities, including Kinder Kaminata, Dia de los Muertos, Chinese New Year, Kwanzaa, College Sponsored College fairs, and Club Rush. We promote student inquiry and intellectual curiosity through the various events we host throughout the year. As a program we are dedicated to the personal growth and development of our students. We have a successful history of providing a comprehensive and holistic counseling and student support services program. As we have shown, we are well structured and have developed clever program components to secure the success of our program and in turn, our students. EOPS has established audit safe procedures that are measurable, and we have implemented excellent legal compliance practices. Through this self study we found that in order to provide better, more clearly represented data, we would have to change some of our SLO’s so that information about their effectiveness is more easily acquired.

The statistics and data presented within the content of this report show that EOPS students have a higher persistence, a higher completion rate of transferable course work, and a higher rate of transfer to four year colleges and universities as compared to similar populations of students who are not receiving EOPS services.

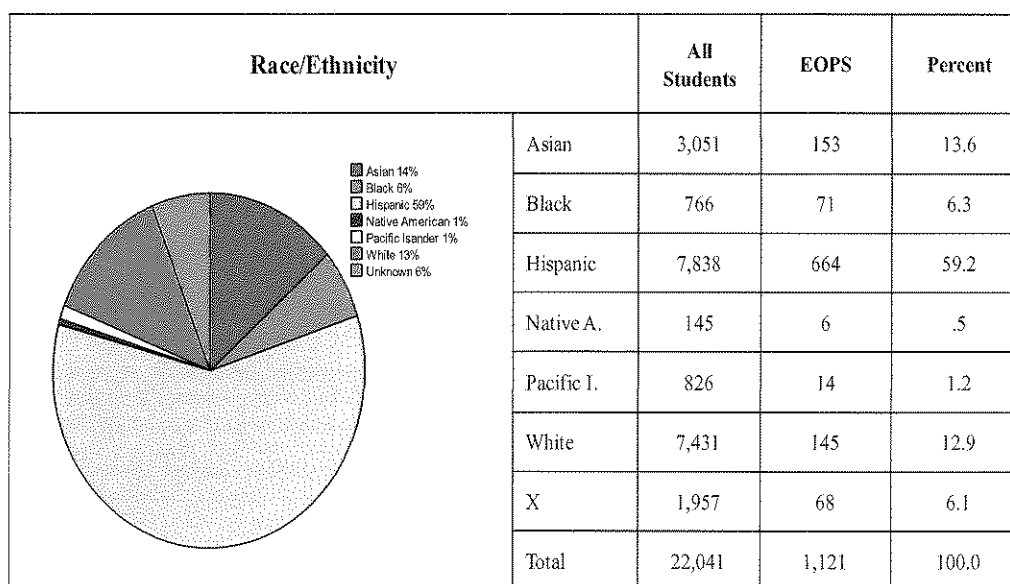
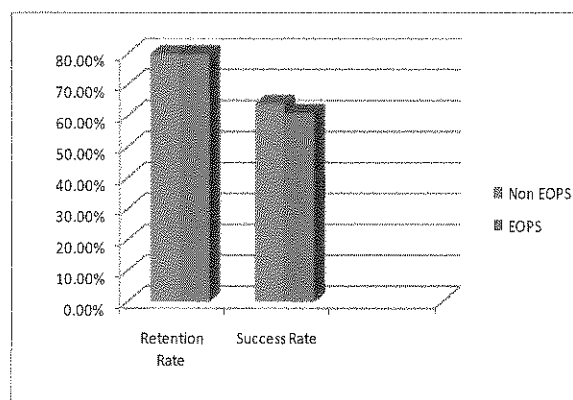
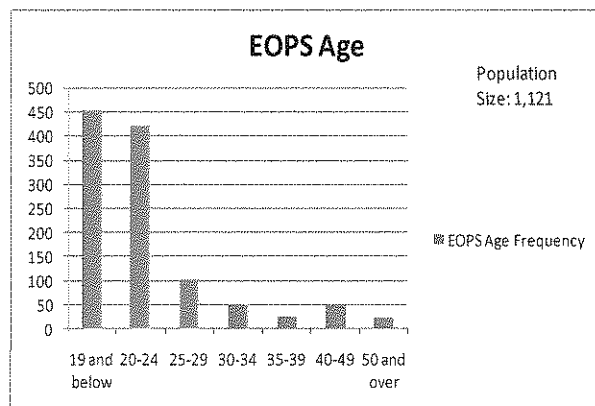
The EOPS staff, faculty and administrators will continue to focus on improving the success rate for all areas reported in this Program Review. As a program we will focus our services and our attentions to reaching out to

current and prospective EOPS students. All the while, maintaining compliance with the ever changing and complex Federal and state legislation.

# RESULTS SECTION

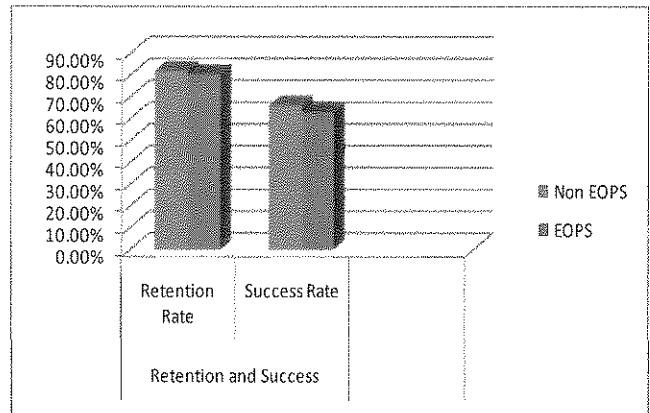
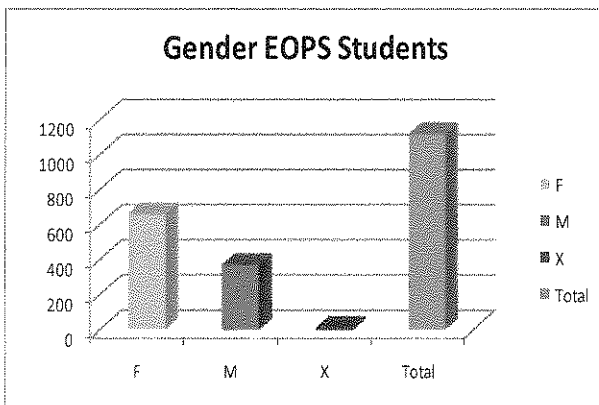
## Fall 2008 Results

Enrollment, Retention & Success						
Fall 2008	Group	Enr	Ret	Succ	RetRate	SuccRate
	NonEOPS	63,088	50,724	40,197	80.40%	63.70%
	EOPS	4,650	3,715	2,828	79.90%	60.80%
	Total	67,738	54,439	43,025	80.40%	63.50%



# Spring 2009 Results

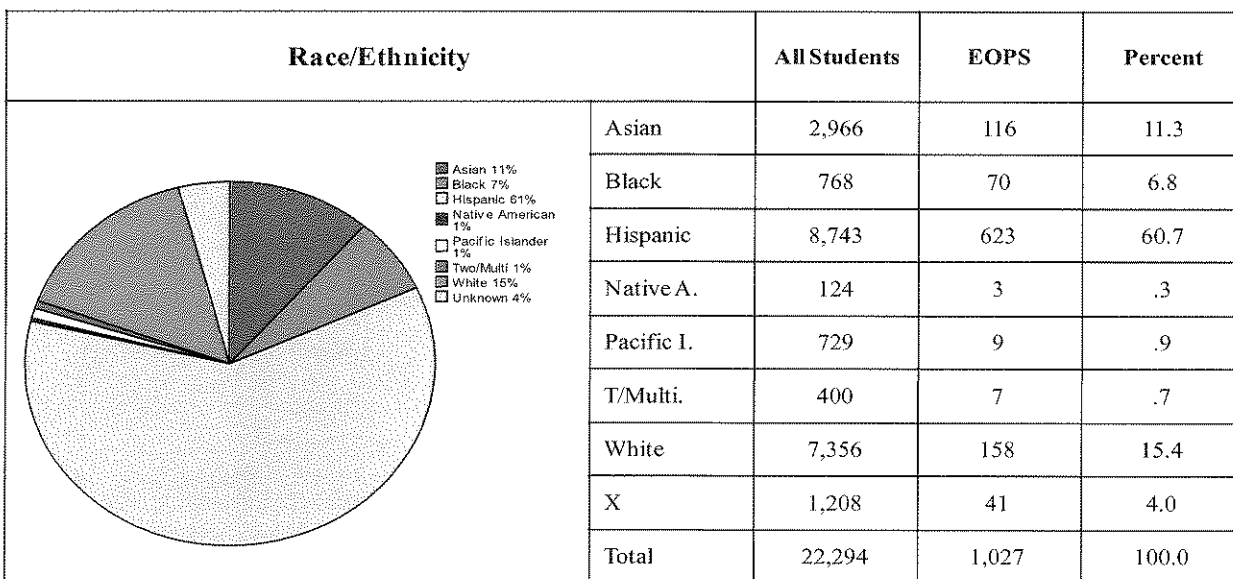
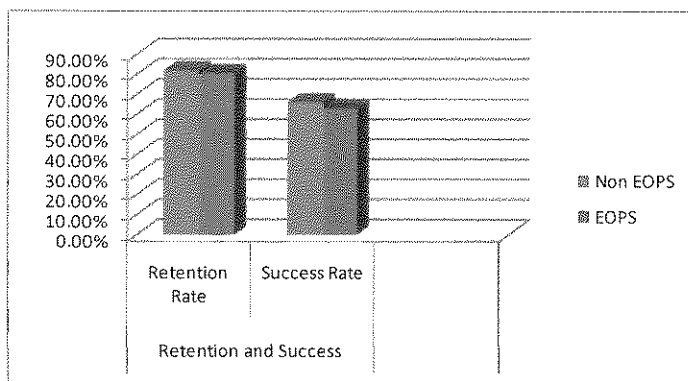
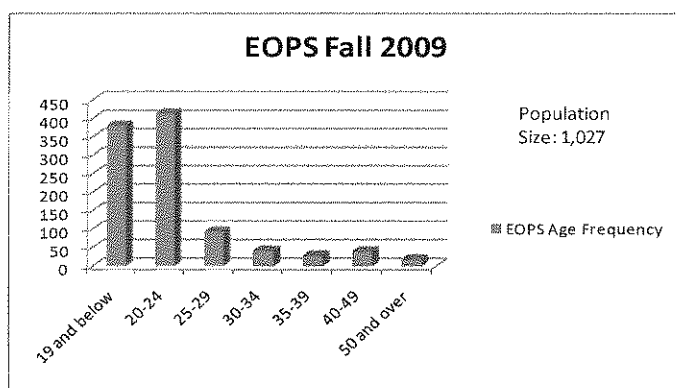
Spring 2009	Group	Enr	Ret	Succ	RetRate	SuccRate
	NonEOPS	62,537	49,997	39,880	80%	64%
	TAP	2,754	2,212	1,810	80%	66%
	EOPS	4,467	3,578	2,809	80%	63%



Race/Ethnicity		All Students	EOPS	Percent
	Asian	2,938	142	13.5
	Black	732	75	7.1
	Hispanic	7,561	603	57.4
	Native A.	160	5	.5
	Pacific I.	749	14	1.3
	White	7,037	150	14.3
	X	1,926	61	5.8
	Total	21,103	1,050	100.0

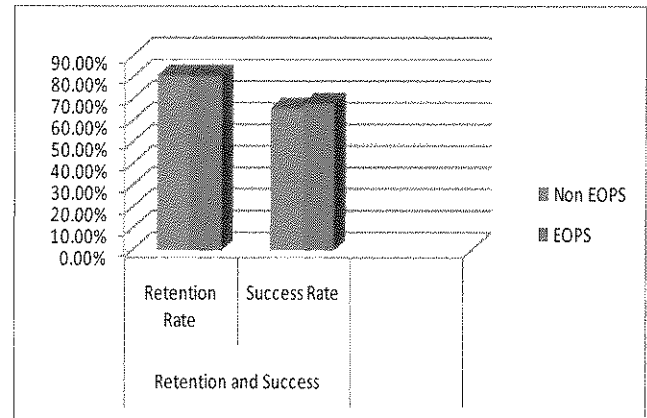
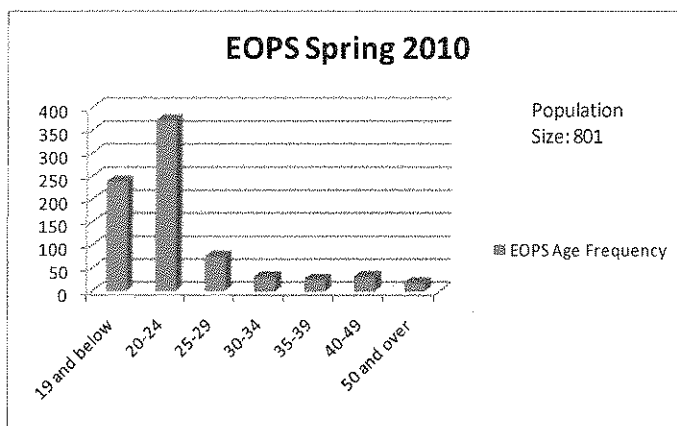
# Fall 2009 Results

	Group	Enr	Ret	Succ	RetRate	SuccRate
Fall 2009	NonEOPS	63,423	52,108	42,039	82%	66%
	TAP	2,814	2,325	1,914	83%	68%
	EOPS	4,170	3,367	2,638	81%	63%



# Spring 2010 Results

Spring 2010	Group	Enr	Ret	Succ	RetRate	SuccRate
	NonEOPS	64,987	52,589	42,765	81%	66%
	TAP	2,750	2,252	1,879	82%	68%
	EOPS	3,361	2,718	2,281	81%	68%



Race/Ethnicity		All Students	EOPS	Percent
	Asian	3,065	95	11.9
	Black	786	46	5.7
	Hispanic	8,930	480	59.9
	Native A.	116	3	0.4
	Pacific I.	728	6	0.7
	T/Multi.	395	5	0.6
	White	7,350	132	16.5
	X	1,159	34	4.2
	Total	22,529	801	100.0

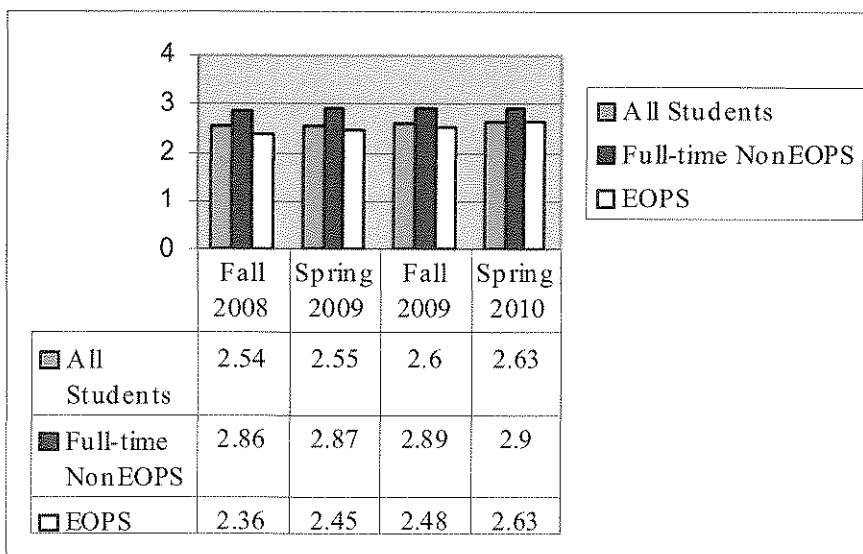
Fall 2008	FC Enrollment	Grade Point Average
All Students	22,014	2.54
Full-time NonEOPS	7,575	2.86
EOPS	1,121	2.36

Spring 2009	FC Enrollment	Grade Point Average
All Students	21,103	2.55
Full-time NonEOPS	7,193	2.87
EOPS	1,050	2.45

Fall 2009	FC Enrollment	Grade Point Average
All Students	22,294	2.6
Full-time NonEOPS	7,649	2.89
EOPS	1,027	2.48

Spring 2010	FC Enrollment	Grade Point Average
All Students	22,529	2.63
Full-time NonEOPS	7,719	2.9
EOPS	801	2.63

GPA Information used to develop Chart below.



Group	Total	Degrees	Transfer	SPAR	Graduation Rate	Transfer Rate	SPAR
NonEOPS	16,853	3,046	5,675	8,657	20%	38%	58%
EOPS	1,690	493	596	958	29%	35%	57%



## CARE Program Results: Success and Retention based on GPA.

Term	Enrollment	Retention	Success	Retention Rate	Success Rate	Tran/Grad
Fall 2008	87	73	61*	83%	69%	N/A
Spring 2009	97	58	76*	60%	76%	N/A
Fall 2009	99	82	67*	82%	68%	3
Spring 2010	100	67	69*	67%	69%	9
Fall 2010	84	70	67*	83%	77%	1
Spring 2011	97	63	76	65%	78%	10
Fall 2011	70	62	60	88%	86%	0
Spring 2012	75	N/A	56	N/A	74%	8

*\*as measured by GPA only*

Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page



*I concur with the findings contained in this Program Review.*



*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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