

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Michele Lebleu-Burns, Truly Hunter, George Robles	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	650, and the number is trending up.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	EOPS serves Economically and Academically disadvantaged students who are Also California residents.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	EOPS and CARE at De Anza College are committed to assisting students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic and economic challenges. We are dedicated to working as partners with our students to ensure their college experience will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	The EOPS program assures the quality of program services by ensuring compliance with Title V, EOPS regulations and state mandates as outlined in the California Education code. In addition, the EOPS program staff periodically conducts student surveys to obtain feedback from students about the services offered by the program (please see attached surveys). The	Please address part 1 of Accreditation Standard II.B.1 -The institution assures the quality of student support services

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	information gathered by the surveys is used to make changes/adjustments to program services.	
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	The EOPS program enhances the achievement of the mission by providing high quality comprehensive support services to a diverse student population who meet program eligibility requirements. The program supports students' learning by ensuring that students are aware of program requirements, campus procedures and means and methods for achieving personal and academic success. Knowledge in these areas is imparted via the EOPS orientation, counseling and advising appointments and workshops on various topics.	Please address part 2 of Accreditation Standard II.B.1 -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
PART 3 -	Accreditation Standard II.B.3	Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	The EOPS program is a California state funded program designed to provide access and support to disadvantaged students in the California College System. To establish eligibility to participate in the EOPS Program, students must meet the following requirements: <ul style="list-style-type: none"> • California resident • Enrolled in at least 12 units (limited exemptions for students with a verified disability) • Have completed fewer than 105 quarter or 70 semester degree applicable units • Financially disadvantaged according to the following: <ul style="list-style-type: none"> ○ Receiving TANF, SSI or General Assistance; <u>OR</u> ○ Eligible for the Board of Governors Fee Waiver (BOG-B). • Educationally disadvantaged as defined by state guidelines 	Accreditation Standard II.B.3.a - The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.

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	<p>The CARE Program is a component of EOPS that provides additional support and is designed for program participants with dependent minor children. In order to be able to participate in the CARE Program, EOPS students must meet the following eligibility requirements:</p> <ul style="list-style-type: none"> • Must meet all EOPS eligibility requirements • Be at least 18 years old • Have at least one dependent child under the age of 14 • Be a single parent and the head of household as determined by the California Department of Social Services • Be receiving Temporary Assistance for Needy Families (TANF) benefits 	
<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>Every student enrolled in EOPS/CARE must review and sign a Mutual Responsibility Contract, which outlines the rights and responsibilities of each participant in the program. This document includes information about the program requirements students must meet to remain in good standing and eligible for EOPS/CARE programs and services. Requiring students to complete this document reinforces the expectations the program has of all students who participate in the program.</p>	<p>Accreditation Standard II.B.3.b - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p>EOPS provides and maintains comprehensive and intrusive advising and counseling services to all program participants. Services in this area include academic advising, career planning, transfer planning, personal counseling and referral to on and off-campus resources. Counseling faculty use a rubric to evaluate and review the accuracy of the documentation and advising information in the student files. Based review using the rubric (see attached) the counseling component of the programs develops strategies for improving the accuracy of the information in the files.</p>	<p>Accreditation Standard II.B.3.c - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p>3d) In what ways and to what extent does the program design and maintain practices and</p>	<p>Open, friendly environment for students from diverse cultures and backgrounds including AB 540 students. We also distribute</p>	<p>Accreditation Standard II.B.3.d - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation</p>

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services that support and enhance student understanding and appreciation of diversity?	campus cupboard applications and post fliers of all activities. In addition we use “safe” zone stickers/flyers, to indicate that our office is a safe space for LGBTQ students.	of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Program staff works actively to recruit EOPS eligible students (low income, academically disadvantaged and typically first generation college students) on and off campus. All EOPS students are selected based on meeting program eligibility requirements. EOPS has been very proactive with the Student Success Support Program (SSSP) process in providing input on the impact of newly established SSSP policy on EOPS students.	Accreditation Standard II.B.3.e - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	EOPS program files are stored in locked file cabinets and care is taken to ensure the protection of electronic data by using requiring secure passwords to gain access to student records.	Accreditation Standard II.B.3.f - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	Staffing	
4a) Have there been any significant staffing changes since the last CPR in 2008-09?	Over the last few years, the budget reductions have had a very major impact on community colleges campus statewide and EOPS in particular in the 2009-2010 academic year EOPS had a 40% reduction in its state allocation. Fortunately, the campus provided backfill for two positions but EOPS still lost two full-time positions (the CARE Program Coordinator and counseling position)	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.
4b) Are there any significant staffing changes that will be needed over the next five years?	EOPS could definitely benefit from a full-time counseling position to ensure that adequate counseling appointments are available to meet student demand and EOPS program minimum standards (at least two counseling/advising appointments per student per quarter).	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)

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PART 5 -	Facilities	
5a) Have there been any significant facility changes since the last CPR in 2008-09?	The EOPS program gave up one full time faculty office so that the HEFAS AB540 resource center could have operating space.	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)
5b) Are there any significant facility changes that will be needed over the next five years?	EOPS lacks adequate space to set up a computer and printing area for program participants. This is extremely helpful because printing assignments elsewhere on campus can be cost prohibitive for low income students.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 6 -	Equipment	
6a) Have there been any significant equipment changes since the last CPR in 2008-09?	The purchase of one laptop for staff use and one computer for the main EOPS office for student use.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant equipment changes that will be needed over the next five years?	EOPS need a document scanner to scan documents into student electronic record systems. We would also like to pilot an iPad project for a small cohort of EOPS students.	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)
PART 7 -	Operational Costs	
7a) Have there been any significant operational cost changes since the last CPR in 2008-09?	During the 2009-2010 fiscal year, EOPS Programs statewide received a 40% budget reduction. If it were not for the support of De Anza's senior administration and SSPBT, the reductions would have had a devastating impact on program operations and services. Currently the EOPS program has no "B" budget of its own.	Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)

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<p>7b) Are there any significant operational cost changes that will be needed over the next five years?</p>	<p>In the 2014-15 fiscal year the State Chancellor's Office will provide a 23% partial restoration of EOPS funds.</p>	<p>Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 8 - Organizational Alignment</p>		
<p>8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?</p>	<p>After the budget reductions of 2009-2010, the CARE Coordinator position was eliminated. Consequently, the EOPS Associate Coordinator absorbed the duties and day-to-day operations of the CARE program.</p> <p>The EOPS program also added an Assistant Director position in the 2008-2009 academic year to comply with State EOPS regulations.</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past five years.</p>
<p>8b) Are there any significant organizational alignment changes that will be needed over the next five years?</p>	<p>Unknown</p>	<p>Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 9 - Regulations/Laws/Policies</p>		
<p>9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?</p>	<ul style="list-style-type: none"> • Relaxation of EOPS Mandates regarding staffing, allowable expenses and waiver of program requirements • Changes in eligibility requirements for Priority registration • California Dream Act for AB540 students • Impact of Student Success Support Programs (SSSP) on funding and college policies 	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>

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<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>Changes to campus policies as a result of SSSP will affect EOPS students in how they register and how we provide counseling and advising services. Changes to EOPS regulations will also now allow us to provided services to students prior to the start of the term and count those contacts towards the students' required number for the term.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 10 -</p>	<p>Professional Development</p>	
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Each year EOPS staff members attend the EOPS statewide technical training to receive updates to state regulations and information. Staff members also attend the annual EOPS conference to exchange ideas and learn effective practices to serve EOPS students. Two EOPS employees completed FELI training in August 2013.</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>Program staff technical updates (i.e. database management, spreadsheets, scheduling).</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 11 -</p>	<p>Curriculum, Student Success, and Equity</p>	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>
<p>11a) Have there been any significant curriculum since the last CPR in 2008-09?</p>	<p>Not Applicable</p>	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>
<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>Not Applicable</p>	<p>Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>

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<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the 60% requirement been met or exceeded?</p>	<p>Not Applicable</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p>11d) What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>Not Applicable</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap</p>
<p>PART 12 -</p>	<p>Other</p>	
<p>12a) Have there been any other significant program changes since the last CPR in 2008-09?</p>	<p>EOPS is committed to taking on one counseling intern per academic year, to expand counseling availability and provide training to future EOPS counselors.</p>	<p>Please explain any other significant program changes that have occurred over the past five years.</p>
<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>In the next five years, EOPS will experience the retirement of three key members of the staff (one counselors, one academic advisor and one classified supervisor).</p>	<p>Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 13 -</p>	<p>Student Success and Support Programs (3SP)</p>	

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<p>13a) How will the new 3SP orientation requirements affect the program over the next five years?</p>	<p>No Significant change. EOPS will ensure that each new student to the college and program complete the college's orientation prior to completing the EOPS orientation.</p>	<p>Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13b) How will the new 3SP assessment requirements affect the program over the next five years?</p>	<p>No significant change. Currently students accepted into the EOPS program have completed the college's assessment process.</p>	<p>Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13c) How will the new 3SP student education planning requirements affect the program over the next five years?</p>	<p>The student educational planning requirements will have no impact on the manner in which EOPS students complete their educational plans because EOPS state regulations currently require each program participant to have a multi-year academic plan. Since the implementation of Degree Works, EOPS counselors and advisors have entered educational plans into Degree Works and locked them. Currently the program is working to ensure that every Continuing EOPS student has a locked plan on file in Degree Works.</p>	<p>Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>PART 14 -</p>	<p style="text-align: center;">Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	<p>Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p>14a) What are the current/active program outcome statements?</p>	<p>#1. Students will demonstrate and understand EOPS program participation requirements, policies, and procedures.</p> <p>#2. Students will identify and demonstrate essential skills necessary to accomplish their academic goals</p> <p>#3. Students will be able to use knowledge and skills to manage financial resources effectively</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>

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<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>Three Student Learning Outcomes have been assessed since 200-09; numbers 1, 2 and 3.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>#1. A high percentage (80%) of program participants completed All program requirement compared to their understanding of program requirements. Enhancements: revised survey, reviewed and revised New Student Orientation, handout with program requirements #2 New program participants completed Student Success Toolkit during EOPS Orientation. The following skills were identified: time management, reading skills, & writing skill. Enhancements: Provided time management workshop, met with Skills Coordinator for resources. #3 Financial Management Survey was administered to 100 randomly to program participants. Enhancements: Revised survey for clarity. Use Survey Monkey.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14d) What are the program outcome assessment plans for the next five years?</p>	<p>Outcome #1 will be revised for clarity deleting “understanding”. New Outcome #4 will be EOPS students will be able to identify and apply skills necessary to be a successful college student EOPS students will be surveyed and tracked for spring 2014 to provide data about the level of unpreparedness in terms of texts and supplies of students taking Basic Skills classes.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p>Part 15 -</p>	<p>CPR SUMMARY</p>	<p>Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14.</p>
<p>15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>EOPS survived a severe state economic crisis that lasted several years. We hope to now start restoring the program budget, staffing and services so that we can serve a larger number of students.</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p>Part 16 -</p>	<p>DIVISIONAL PERSPECTIVE</p>	<p>Applicable to Divisions that have multiple programs that are writing CPRs</p>
<p>16a) Name of the Division and the names of the programs.</p>	<p><u>Student Development Division</u></p> <ul style="list-style-type: none"> • Extended Opportunities Programs and Services • College Life (DASB and ICC, Student ID, Eco Pass, Flea Market) 	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>

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	<ul style="list-style-type: none"> • Health Services (HE&W, Psych. Svcs., Clinical Svcs.) • Student Judicial Affairs • HEART (Harm Evaluation Assessment Reduction Team) • Americans with Disabilities Act (ADA)/504 Compliance • Unlawful Harassment and Discrimination Coordination 	
<p>16b) Who wrote the Divisional Perspective?</p>	<p>Michele LeBleu-Burns</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p>16c) Summarize the CPRs written by the programs of the Division.</p>	<p>The comprehensive program reviews for the Student Development Division indicate that the numbers of students being served within the division is steadily increasing. In some cases the increase has been dramatic since the 2008-2009 academic year and is expected continue to increase over the next five years. This will mean that additional staffing, program facilities and funding will be needed to meet the needs of a growing and ever changing population of students who will come to the college with very diverse and complex social, educational, psychological and financial needs. Staff will also need continued staff development and training to remain current in their fields to ensure they are equipped with the appropriate skills and effective practices to support student success.</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>