Comprehensive Program Review Report

Program Review - EOP&S

Prepared by: Adrian Beltran - EOPS/CARE Director

What are the strengths of your area?: - First time EOPS students are persisting at a higher rate than non-EOPS first time students. First time EOPS students persisted at 72% compared to 60% for non-EOPS first time students from fall 2016 to fall 2017.

- EOPS students successfully completed courses at 77% in the fall 2016 and 76% in the spring 2017 semester.

- EOPS students attained a total of 155 combined certificates and degrees (48 certificates and 107 degrees) during the 2016-17 academic year.

- CARE students successfully completed courses at 78% during the fall 2016 semester.

- CARE students successfully completed courses at 73% during the spring 2017 semester.

What improvements are needed?: - After reviewing and analyzing the data we continue to believe that the usage of the EOPS Early Alert form is a vital component of the EOPS program and the success of our students. Our EOPS first-time persistence rate has continued to increase as well as the successful course completion rate. Through the continued use of the EOPS Early Alert form we are able to monitor how students are doing in their classes mid-way through the semester before the drop date. If a student is in need of resources we refer them to the appropriate services on/off campus so that they can get the help they need. By continuing to be proactive and monitor a students progress we believe we can maintain and/or increase our EOPS student persistence, successful course completion rate and the total number of certificates and degrees attained.

Describe any external opportunities or challenges.: - One of our challenges continues to be the fact that not all instructors automatically submit an EOPS Early Alert form for our EOPS students. We have an electronic early alert system that is built into Banner Web, but not all instructors have bought into the early alert system yet. Most instructors will complete the paper version of the EOPS Early Alert when asked by a student. However, the paper version is not the most efficient method to use when you are trying to monitor over 950 students a semester.

- The second challenge is trying to ensure that our EOPS students keep their scheduled appointments and/or that we have sufficient walk-ins and appointments every semester. Per Title V, every EOPS student must complete at minimum a total of three required contacts (two counselor and one paraprofessional) each semester to remain eligible in the program. Therefore, we must continue to teach our EOPS students how to be responsible and that there are consequences when they don’t keep their appointments. Because of the Title V mandate that requires EOPS students to complete three required contacts we may want to look at hiring another adjunct counselor to meet the student demand for walk-ins and counseling appointments.

Overall SAO Achievement:

Changes Based on SAO Achievement:

Outcome cycle evaluation: Yes, we were able to complete our outcome evaluation cycle during the 2016-17 academic year. Our only concern is that some of our SAO’s cannot be completed until the beginning of the following academic year after census. Therefore, that causes a little delay for us to be able to complete our outcome evaluation cycle early. However, overall we are very pleased with the continued increase in our rates and our overall outcome evaluation cycle!

Action: EOPS/CARE Enrollment Growth

With the enrollment growth in both the EOPS and CARE programs we are serving more unduplicated EOPS/CARE students. In order to serve our students in a timely manner we must be able to process their EOPS application quickly. This will require us to work with Computer Services to be able to gather our information electronically rather than having to print out Banner screens manually.

Status: New Action

10/19/2017

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Program Review - EOP&S

**Implementation Timeline:** 2015 - 2016  
**Start Date:** 08/17/2015  
**Completion Date:** 07/31/2016

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Adrian Beltran - EOPS/CARE Director and Computer Services Staff  
**Rationale (With supporting data):** If we continue to grow our EOPS/CARE enrollment we need to ensure that our students can get their EOPS application processed in a timely manner so that they can start receiving our services. We will work with Computer Services to create a report that will provide us with all of the information from Banner that we normally print out manually. Since the information already exist in Banner we believe it is feasible to have a report created that will assist us in speeding up the eligibility screening process.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** No  
**Mandate Explanation:**

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**Link Actions to District Objectives**

<table>
<thead>
<tr>
<th>District Objectives: 2015-2018</th>
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<tbody>
<tr>
<td><strong>District Objectives - 1.1 - Increase overall enrollment by 1.75% annually</strong></td>
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**Action: EOPS Early Alerts**

Continue the usage of the hard copy EOPS Early Alert form (progress reports) to better monitor EOPS student persistence and EOPS/CARE student successful course completion rates.

**Status:** Continued Action  
**Implementation Timeline:** 2015 - 2016  
**Start Date:** 08/17/2015  
**Completion Date:** 05/19/2016

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Adrian Beltran - EOPS/CARE Director  
**Rationale (With supporting data):** EOPS Early Alerts (progress reports) allow EOPS/CARE Counselors and EOPS/CARE Paraprofessionals to monitor EOPS/CARE student progress in all of their courses. In addition, EOPS Early Alerts allow our EOPS Counselors and Paraprofessionals to intervene and provide appropriate referrals to on campus resources (COS Tutorial Center, Math Lab, Writing Center, Access and Ability Center, etc.).

**Priority:** High  
**Safety Issue:** No  
**External Mandate:** Yes  
**Mandate Explanation:** EOPS Early Alerts will ensure that the EOPS/CARE program is in compliance with Title V mandates, which require that EOPS/CARE students meet with an EOPS/CARE Counselor and/or Paraprofessional to discuss their current academic progress during their second required visit of each academic semester.

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<thead>
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<tr>
<td><strong>District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.</strong></td>
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<tr>
<td><strong>District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.</strong></td>
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