



# Strategic Initiative Section Report

**EOPS:**

**Date: 05/16/2016**

- Program Review Non-instructional Cycle F 2015 EOPS

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## EOPS

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 EOPS

##### 1.0

**Mission, Vision, Core Values and College Goals** drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

**Mission:**

**We prepare students to be successful learners.**

Students are prepared to be successful learners by participating in the EOPS Program components which include:

1. Outreach to High Schools. EOPS has relationships with each of the 13 local feeder high schools. Representatives from our Program visit these sites each month to educate graduating seniors, and those younger, in the value of post-secondary education and training for life fulfillment and happiness. Students are assisted with applying to the college and understanding the documentation required for a successful start at the college.
2. Extensive Orientation to Fullerton College and EOPS. Students are required to complete an on-line college orientation before they are eligible for the EOPS Program. In addition, they must also complete an online EOPS Orientation covering program requirements. They must take the assessment at the end of the online orientation and pass all areas before being a participant of EOPS. Afterwards, the student meets with an EOPS counselor to sign a Mutual Responsibility Contract and to develop a first semester educational plan. This meeting will also include a discussion of Math and English placements, including multiple measures, to ensure proper student placement.
3. Developing a long-term educational plan. Each new EOPS student is required to meet with an EOPS counselor during the first term to create an individualized, sequential, multi-term education plan from which they are able to navigate toward the successful completion of their educational goals. These plans are adjusted as needed over the course of the student's studies on campus to accommodate: change of major, personal and family crises, and any other significant development which would challenge the student's progress.
4. Developing an understanding of college level academic skills required for success in coursework. EOPS Programs provide workshops tailored to meet the special educational needs of EOPS students including study skills, habits of mind, coping mechanisms, time-management, and money management for college. During Fall 2015, we held a workshop to inform students about the Study Abroad Program.

1. Tutoring Services: EOPS offers tutoring services both in small groups and in a highly

individualized manner through the campus tutoring center. In fact, it is required for new EOPS students to participate in 3 hours of tutoring to remain eligible for the program. EOPS may provide tutoring for a more extensive time period than general college services. The Program also refers students to the services and workshops offered by the Writing Center, Math Lab and the Academic Skills Center.

2. **Academic Progress Monitoring:** EOPS monitors the academic progress of each student to ensure that they receive timely intervention and appropriate supportive services to successfully complete classes and educational goals. At the eighth week of the term, each student must turn in an academic progress report signed by each one of their instructors to remain eligible for the EOPS Program and its services.

3. **EOPS Textbook Services Program:** Students are provided grants or vouchers each term so their required textbooks are available to them in time for the first class meeting; some colleges provide a textbook rental program as well. EOPS also maintains an extensive library of college textbooks which are available to check-out for the entire semester. Many students have all of their textbook expenses covered by using both services.

8. **Creating enhanced awareness of students' "best fit" toward majors and careers** that are more closely matched to their related interests, values, aptitudes, and learning styles. EOPS Counselors develop long-term relationships and understandings with their students which help these students to make appropriate career choices.

9. **Teaching and modeling skills that are required for on and off campus leadership.** EOPS offers two clubs: the Honors Club, and the Latino Leadership Club, which encourage students to develop leadership skills. Students learn how to work well within a team, to understand cross-cultural differences, problem solve, make decisions, and understand the concept of emotional intelligence.

1. **Specialized Transition Services:** University of California and California State University undergraduate admissions application fees are waived for EOPS students to enhance their ability to transfer to UC or CSU campuses. EOPS offers multiple workshops regarding transfer applications, which assists students in completing these often difficult processes.

11. **Focusing on the needs of our special populations and their specific challenges.** The department offers specialized counseling that focuses on the needs of unique populations including:

a. DSS (for students with disabilities)

b. CARE (for single parents receiving cash aid)

c. Foster Youth (students that have been wards of the court, or in the foster care system)

12. **Coursework offered to support student success.** EOPS counselors teach a variety of counseling classes with a focus on the at-risk students we serve.

13. **The CARE Program encourages successful learning with additional support and financial services designed specifically for single-head-of-household students receiving cash aid for themselves and/or their children.** CARE students are EOPS students and as such receive EOPS services as well as CARE's additional support.

## **Vision**

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

The California Community College system has as one of its purposes to "recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit from that education regardless of economic, social and educational status." (Education Code: Section 69640-69656) EOPS was created to fill this need. Our students arrive on campus in varying states of readiness, and we meet them at their appropriate level. In order to be eligible for the program, our students are usually low-income, and have a varying degree of academic disadvantages as outlined in Title 5 section 56220: Eligibility Criteria. Often these students are first-generation college students. We begin with

these students to identify and facilitate an understanding of the unique culture of higher education at the community college level. During our counseling and specialist appointments we build community, and provide comprehensive support to address the multiple needs of these students. Topics often discussed include self-awareness, awareness of higher education, the development of academic survival skills, the intricacies of financial aid, and the ability to handle family and personal crises without completely stopping out of college. The experience of community is created through the many workshops and clubs we sponsor. This foundational knowledge is then applied by the students to build awareness of majors and careers, understand the processes required to graduate and transfer, understand their own unique strengths and weakness for the purpose of self-improvement, and understand their own history with attention paid to overcoming barriers to academic and career success. The individual personal awareness that is gained by students from their contact to our program promotes their life-long success, motivation, and appreciation for learning.

As a part of EOPS, the CARE Program is also dedicated to the academic and personal growth of its single-parent students. CARE students are uniquely challenged because they are parents as well as students and workers. Every new CARE student is strongly encouraged to 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. Topics covered include personal responsibility, self-motivation, self-management, interdependence, and life-long learning. This course also introduces students to the various student services and resources on campus. The Program also sponsors numerous workshops and special events which foster community and friendship for these students.

**Core Values:**

We respect and value diversity of our entire community.

EOPS students are among the most diverse population on campus. It is our great joy and honor to serve students who have arrived from all over the world. These students enter Fullerton College from a wide range of personal, cultural and economic circumstances. Our staff promotes the acceptance and appreciation of others as students learn about their peers' unique circumstances and points of view. This personal and first-hand knowledge of others results in a broadening of ethnic and racial perspectives where students are taught how to develop positive attitudes in this diverse world. Strategies to effectively manage life-changing situations are discussed in the context of personal obstacles thus promoting life skills and tolerance of diverse ideas in school, community and the world of work. The diversity that exists in our office staff further promotes the knowledge of a variety of ethnicities.

We value tradition and innovation.

EOPS was created during the turmoil that was the civil rights movement during the 1960's. With the advent of the Civil Rights Act of 1964, both overt and covert discrimination came under the law. This was the most comprehensive attempt to equalize human rights since the Civil War. Extended Opportunity Programs and Services was formally set in motion in July of 1969, with the enactment of SB 164 by Senator Alquist (urgency legislation).

That first year EOPS was funded with slightly less than \$2.8 M at 46 campuses and served approximately 14,000 students. Early in the process, it became apparent that this group of students had much potential. But they had been overlooked historically and had much need for additional supportive services and instructional assistance to facilitate success and make an effective transition. Recruitment efforts began early to identify targeted groups, assessment of student needs for remediation, development of specialized instructional components, tutorial programs, summer bridge programs, counseling services, peer advisors and specialized services that meet the needs of these unique students in nontraditional ways, to facilitate their move into four-year institutions and meaningful employment.

Many activities originated by EOPS programs statewide are now institutionalized in colleges;

clear evidence that EOPS is a role model worthy of emulating. For instance, the first Transfer Center originated in an EOPS program, with the overriding efforts to provide students with exposure to various transfer institutions. Most colleges in the state now include a Transfer Center as part of their core of student services. Likewise, tutorial assistance programs began in EOPS with the recognition that underprepared and disadvantaged EOPS students could benefit dramatically from tutoring and learning assistance programs. Today, virtually all community colleges in California have tutoring programs. The recently mandated statewide SSSP has modeled EOPS with component activities in assessment, orientation, admissions, outreach, counseling, and program evaluation. In addition, the goal of Equity and funding to community college also emulates the values and goals of EOPS by providing resources and services to close the achievement gaps. We, in EOPS, are proud of our contribution to the colleges we belong to and the students we have served.

We continue our tradition of providing services and support to California's disadvantaged population in ways that enhance and expand existing services provided by the college "...over, and above, and in addition to...". Our program has been able to expand services to students and has developed unique collaborative learning components, provided books and supplies for students, assisted students with child care funds, extensive and comprehensive counseling that enhances retention and transition, assisted students with transportation costs, provided emergency loans and financial aid assistance and developed special classes to bridge the gap for students in transition.

We support the involvement of all in the decision-making process. The entire EOPS staff meet regularly to discuss and consider issues in serving current students, improvements to the program, and any new services and/or events that may be developed. Counselors meet regularly to evaluate the effectiveness of serving students and to adjust course offerings as necessary to meet the changing student needs.

As a program, student feedback and participation are highly valued and utilized in our decision-making process. We include our adjunct counselors in these processes as a way to stay informed about the EOPS programs in other colleges. Counselors seek input from students regarding their counseling and other educational needs which is then shared and discussed amongst the EOPS department. This information is also shared with appropriate campus committees so plans can be put into place.

We expect everyone to continue growing and learning. EOPS is dedicated not only to the success of their students but also to the development and success of their workers. Every year the California Community College EOPS Association sponsors a statewide conference to inform and energize the faculty and staff who work in EOPS. During this conference workshops in best practices, and updates on important state legislation which affects EOPS students are communicated to the group. In this way, we all grow, learn and advocate for EOPS students. In addition, other staff development activities on and off campus are strongly encouraged.

We believe in the power of the individual and the strength of the group. The EOPS staff work together to develop and coordinate improved practices to ensure that students in our programs receive all services that are intentionally incorporated into our program. For example, one staff member promoted the idea of a campus in-reach event aimed at recruiting students already on campus who had not been able to enter our program when they started at Fullerton College. The idea was presented, the staff brain-stormed ideas, and many members of the staff participated and enriched the event. In this example the individual's vision and power were brought to life with the support and strength of the group.

We expect everyone to display behavior in accordance with personal integrity and high ethical

standards.

Integrity and ethical standards are at the core of the discipline of counseling and they are very important to our department. We strive to maintain appropriate relationships within our department and with the campus community. Students are held accountable for program requirements and must follow the standard code of conduct for all.

We accept our responsibility for the betterment of the world around us.

EOPS in general is motivated by our sense of service to our students, our campus, and to our local and state communities. We are dedicated to our role of facilitating student success and assisting students in the realization of their goals and dreams. The program services and requirements have at their core the intention of preparing our students to succeed in college and contribute to our community as active, educated citizens and successful members of the workforce.

We value and promote the well-being of our campus community.

EOPS promotes the knowledge of resources on campus where students can receive personal, academic, and vocational assistance as well as knowledge of opportunities that are available regarding volunteer work, internships, and employment options. For our new students, three hours of campus tutoring are mandatory. We changed this requirement a few years ago, when we discovered that many of our students did not know where the tutoring center was.

In our counseling and specialist appointments we describe and encourage students to utilize the Library, the Transfer Center, the Career Center, the Workforce Center, the Academic Skills Center and the Health Center. Special programs are also encouraged which include the STEM, Honors, Study-Abroad, and Service-Learning programs. In addition, participation in campus activities such as Dia de Los Muertos, Kindercaminata and Student Government earns workshop credit for program requirements.

EOPS staff and counselors bring a student success centered perspective to instruction that is vital to the wellbeing of our campus community through participation on the Faculty Senate, the Curriculum Committee, the Program Review Committee, the SSSP Implementation Committee, the Student Equity Committee, the Student Learning Outcomes and Assessment Committee and others, as well as faculty hiring committees in and outside of the Counseling Department for campus positions and for leadership positions at the campus and district level.

### **Fullerton College Goals:**

Fullerton College will promote student success.

Objective 1: Address the needs of under-prepared students.

Objective 2: Increase course retention and success.

Objective 3: Increase the number of degrees and certificates awarded.

Objective 4: Increase the number of transfers.

Objective 5: Increase the number of student's participation in STEM activities

Objective 6: Increase the persistence rate of students.

EOPS was specifically established to improve the student access to and success in California Community Colleges. By design of eligible criteria, most of our students are identified as under-prepared. The program components have been put in place following best practices as described by Tinto and Pascarelli.

In 2012, the CCCEOPSA contracted with the RP Group to conduct a study of the effectiveness of the EOPS program in serving disadvantaged students. A cohort of over 64,000 EOPS participants was selected from 60 participating college districts representing 97 colleges and tracked over a three-year period. This cohort was compared with over 642,000 students who did not participate in the EOPS program during the studied time period. The outcomes selected for comparison between EOPS and non-EOPS students included:

– One-year retention

- Two-year retention
- Earned degree or certificate within 3 years
- Transfer English success within 3 years
- Transfer math success within 3 years
- Number of transferable units completed within 3 years
- 60 or more transferable units completed within 3 years
- Transferred to a four-year institution within 3 years

Using the method of propensity score (PSM), (which uses statistical techniques to select a group of students from the non-participant group that is similar to EOPS participants on a set of available background variables) the adjusted outcomes between EOPS and non-EOPS students showed:

- One-year retention for EOPS students was higher (89% vs. 85%) o
- Two-year retention for EOPS students was higher (75% vs. 69%) o
- Transfer English completion for EOPS students was higher (40% vs. 39%) o
- Transfer math completion for EOPS students was higher (23% vs. 20%) o
- EOPS students completed more transferable units (28.2 vs. 25.4) o
- Degree and certificate completion for EOPS student was higher (11% vs. 8%) o
- EOPS students were more likely to complete 60 or more transferable units with a grade point average of 2.0 or more (12.3% vs. 9.6%) o
- Transfer rates for EOPS were lower overall (5.8% vs. 6.3%) but EOPS students were more likely to transfer to a CSU or UC .

While all these differences were statistically significant, some of the differences were small from a programmatic perspective. EOPS is dedicated to supporting both our identified students as well as a larger selection of Fullerton College students which supports this goal.

Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of English language learners.

Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.

Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.

Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.

Objective 5: Increase the number of students from under-represented groups participation in STEM activities

As stated before, EOPS is a program specifically directed to serve underrepresented populations on campus. The EOPS Statewide Student Characteristics for the Academic Year 2012-13 include:

Ethnicity:

African American 12.80%

Hispanic 45.88%

American Indian/Alaskan Native 0.73%

Pacific Islander 0.48%

Asian 13.57%

White non-Hispanic 19.59%

Filipino 0.95%

Two or More Races 2.62%

Gender:

Female 62.83%

Male 36.31%

Age:

Age 24 or younger 63.88%

Ages 25 to 34 16.35%

Age 35 and older 19.78%

EOPS is consistently working at reducing the achievement gap by providing over and above

services to eligible students. In fact, during the spring 2015 EOPS application process, the Director of EOPS made a decision to allow the eligibility criteria in Title 5 section 56220 item number 5.2 (underrepresented group as defined by campus equity goals) be used to determine academic disadvantage for program eligibility. This was a purposeful decision to ensure that underrepresented students had access to EOPS without any other identified academic criteria. However, the mandates regarding financial need must also be met. This item was not previously used at Fullerton College to determine eligibility, but we will now identify eligible students based on the findings within the Fullerton College Student Equity Plan. This will inevitably increase the number of underrepresented students being served by our program.

Fullerton College will strengthen connections with the community.

Objective 1: Strengthen our contacts with Alumni.

Objective 2: Strengthen partnerships with local feeder high schools and universities.

Objective 3: Strengthen partnerships with local business and industry.

Objective 4: Increase funding capabilities of the college.

Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.

The EOPS Outreach team does a great job getting collaborating and interacting with our 13 feeder high schools. We attend their campuses on a weekly basis, participate in their events and provide transportation for their students to attend our annual EOPS College Prep event. In addition, our Outreach team and other EOPS staff regularly go out in the community and build partnerships, such as: ACCESS: (locations in Anaheim, Fullerton, La Habra, Buena Park, Santa Ana), Gilbert School of Continuing Education East and West, NOCCCD SCE and Wilshire Adult Education Center, FRISTERS Yorba Linda, La Sierra Independent Study, La Palma Park Check In Center for Homeless, Western Center for Law and Poverty, Faith Deliverance Apostolic Church and others. There are many EOPS Alumni that do internships with us, speak to our students at events, conduct workshops, volunteer and provide valuable feedback to our department. Moreover, EOPS has an EOPS Advisory Committee and a CARE Advisory committee, both of which have members on campus and off campus and have developed strong ties to the community. For example, the EOPS Advisory Committee consists of the EOPS Director, 2 EOPS classified staff, 1 EOPS counselor, 1 CalWORKs counselor, FC ESL faculty, Director of the Transfer Center, 2 EOPS admissions staff from Cal State Fullerton, a career technician from La Habra high school, a current FC student and a community member. ...The CARE Advisory Committee consists of the EOPS Director, 4 EOPS classified staff, 1 CARE counselor, 1 CalWORKs counselor, 1 counselor from Anaheim Fullerton Family Resource Center, the President and Executive Director of Fristers, a FC adjunct counselor, a current student and a Social Services Supervisor.

## PR Section 4.1 - 4.2

### Program Review Non-instructional Cycle F 2015 EOPS

#### 4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	<b>Service Area Outcomes (SAO) / Student Learning Outcomes</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>

	(SLO)				
1.	EOPS will provide effective outreach to potential students thereby increasing annually the number of students served.	TBDspring 2016	TBDfall 2016	TBD	0
2.	EOPS will provide an effective on-line program orientation to eligible students so that they will understand and complete program requirements.	spring 2016TBD	Beginning Spring 2016fall 2016	TBD	0
3.	EOPS will provide its students with effective retention strategies to improve student success.	spring 2016	fall 2016	TBD	0
4.	EOPS will provide effective support services via the Tutoring Center on campus to improve student success.	spring 2016TBD	Beginning spring 2016fall 2016	TBD	0

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Increase number of eligible students to the EOPs program by conversion of paper application to online 24/7 application to the Program.	EOPS will increase students served over the next several years	TBD – Data will be collected from Banner database.	To evaluate the impact of outreach practices of the online application and apply adjustments as needed.
2. Improve retention of students in EOPS program by improving student understanding of Program requirements.	Students will complete an assessment at the end of the online orientation. Students must answer %100 of questions accurately to enter the program	EOPS will collect and review student end-of-semester drops to compare numbers of students not complying to program requirements to prior semesters	To evaluate effectiveness of new online orientation.
3. Improve rates of students successfully completing Math and other Basic Skills courses.	Student academic outcomes will be improve in math and basic skills courses.		To determine if individualized tutoring is beneficial

**Student Learning Outcomes Assessment for the Student Services Division of Fullerton College**

<b>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Students both on and off campus will be aware of the EOPS Program at Fullerton College, and will access the services provided through use of the online application.	Numbers of students served by EOPS will increase.	TBD	To determine effectiveness of online application to influence increased numbers of students to enter the EOPS Program
2. Students will know	Students will	TBD	It will be evident that

and successfully complete EOPS Program requirements so that they qualify for the Book Award, and are able to continue in the program	successfully complete the online orientation assessment with a score of 100%. This score is required for entrance into the program		students are attending their counselor and specialists appointments when appointments are recorded on SARS.
3. EOPS students will learn about educated about "next step" strategies for substandard grades, such as tutoring, study skills and other items leading to course retention and success.	Students will select specific strategies to implement to improve course grades for substandard APR's	TBD	APR intervention strategies and subsequent student success in coursework (grades, completion, etc...) will be analyzed for efficacy, including but not limited to tracking the increase in students receiving positive remarks as the program continues
4. Students will be able to advance their math concepts, build critical reading skills, and advance in writing and grammar skills.	100% 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.	TBD	The use of the results 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.
5. CARE students will learn to complete program requirements in order to meet eligibility of continuous CARE services, including but not limited to advising, workshops, grants, school supplies gas, bus passes, parking permits and	SurveyStudents will have completed all requirements in order to remain eligible for the next semester. Surveys will also be given to assess knowledge.		Results will determine students' knowledge on CARE services, program requirements including gas and meal cards, grants and appointment requirements.

meal cards.			
<p><b>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</b></p>			

**Intended Outcomes Means of Assessment & Criteria for Success Summary of Data Collected Use of Results**

1. Students both on and off campus will be aware of the EOPS Program at Fullerton College, and will access the services provided through use of the online application.

Numbers of students served by EOPS will increase. TBD To determine effectiveness of online application to influence increased numbers of students to enter the EOPS Program 2. Students will know and successfully complete EOPS Program requirements so that they qualify for the Book Award, and are able to continue in the program

Students will successfully complete the online orientation assessment with a score of 100%. This score is required for entrance into the program TBD It will be evident that students are attending their counselor and specialists appointments when appointments are recorded on SARS. 3. EOPS students will learn about educated about “next step” strategies for substandard grades, such as tutoring, study skills and other items leading to course retention and success. Students will select specific strategies to implement to improve course grades for substandard APR’s TBD APR intervention strategies and subsequent student success in coursework (grades, completion, etc...) will be analyzed for efficacy, including but not limited to tracking the increase in students receiving positive remarks as the program continues 4. Students will be able to advance their math concepts, build critical reading skills, and advance in writing and grammar skills. 100% 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. TBD The use of the results 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. 5. CARE students will learn to complete program requirements in order to meet eligibility of continuous CARE services, including but not limited to advising, workshops, grants, school supplies gas, bus passes, parking permits and meal cards. SurveyStudents will have completed all requirements in order to remain eligible for the next semester. Surveys will also be given to assess knowledge. Results will determine students’ knowledge on CARE services, program requirements including gas and meal cards, grants and appointment requirements.

**PR Section 4.3 - 4.6**

**Program Review Non-instructional Cycle F 2015 EOPS**

**4.3 - 4.6**

1.3How has assessment of program SAOs 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?" We have recently designed and developed online services to accommodate student schedules. The online application for the program was instituted in sSpring 2015, and the online EOPS Orientation was started this last summer. We will evaluate student access and retention to see if these efforts have improved outcomes for our students.

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 student services and take advantage of learning 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 the evolving needs and interests of our students. 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?

Rework-----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 Campus and District Institutional Research Team(s). 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. As a result of a newly hired campus Director of Institutional Research and support staff hired to meet the needs and demands of data collection and analysis, we feel that this challenge will be resolved during the next Program Review cycle.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.  
(See <http://programreview.fullcoll.edu/>)

The EOPS/CARE SAO's are linked to the college's goals because our program is dedicated to promoting student success. We recruit the at-risk, first-generation college students 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 and are linked to supporting the college goals.

Demographical characteristics of our student population include being low income, educationally disadvantaged (established by assessment scores and high school transcripts criteria outlined in Title 5 section 56220), and often starting college with a limited English background. Once students are matriculated into EOPS/CARE, their chances of achieving their goals greatly increases.

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 and wise 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 an immigrant background. 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 SAOs/SLOs support the achievement of the institution level SLOs.

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 as we guide and support , and in this manner helping students to successfully completes their stated goals. As students complete their goals, they are adding to the overall student success rates of the college. ,As a result, 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 specialists, 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. Many times these students, after transferring and graduating from their transfer programs, return to volunteer, intern and work for the EOPS program. They are often in service related career fields or donate their time and efforts to service related programs. This demonstrates Global Awareness, Personal Responsibility and Professional Development.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

In the past, surveys were the only method of data collection besides MIS data that is reported to the state. Currently FYSI is using evaluations for workshop, FYSI Mini Conference and Outreach Events. However, staff and faculty have been attending eLumin training and will be using this software system to add and track data elements related to EOPS and CARE students. Surveys may be continue to be used but will need to be restructured to elicit more meaningful information. Moreover, we will have the support of our campus Institutional Research team to get much of our data analyzed. .

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Results are not yet available, though previous methods were ineffective. as FYSI is currently in the first program review cycle.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Assessment of the results are not yet available, but these results will be used to determine which services are doing what they propose to do and which services need to be restructured to become more effective. as FYSI is currently in the first program review cycle.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 EOPS

#### Action Plans

*SAPs* for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan	EOPS New Student On-line Orientation

Name: (formerly called short-term goal)	
List College goal/objective the plan meets:	Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS students will have greater access to the New Student Orientation (NSO) which is a program requirement, by having it available online. To complete the NSO and be served by EOPS, each student will have to submit the correct answers on the Exam at the end of the NSO. After completing the NSO, all students will be prepared to successfully comply with the EOPS Program requirements. The first semester of the online NSO is being implemented in spring 2016. Data will be collected at the end of the spring 2016 term by an EOPS Student Service Specialist and the EOPS Administrative Assistant I by coding the new students who participated in NSO and comparing to these same students records of program compliance at the end of term. This process of data comparison will be continuous and will be conducted at the end of each fall and spring terms.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Data will compare the participation and submission of the NSO with the same students' EOPS Program compliance rates, which will then be used to determine efficacy of the online New Student Orientation.
What specific aspects of this SAP can be accomplished without additional financial resources?	All of it.

<b>STRATEGIC ACTION PLAN # 2</b>	
Strategic Action Plan Name: (formerly called short-term goal)	One- on-one tutoring services
List College goal/objective the plan meets:	Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 6: Increase the persistence rate of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The EOPS Program will provide its students with one-on-one tutoring to provide regular consistent tutoring support to address the needs of EOPS students. During each fall and spring semester, students who express concern about their understanding of coursework and demonstrate a lack of success in current coursework will be referred by the counselor or specialist to the FC tutoring center to receive one-

	<p>on-one tutoring. This one-on-one tutoring will begin in spring 2016 and will be ongoing each subsequent semester. The tutoring center will locate tutors in the subject requested and establish a regular weekly tutoring appointment for the student. Afterwards, an assigned EOPS Student Services Specialist will compare the participation rates of students in one-on-one tutoring and the successful completion (C or better) in the corresponding coursework.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>By comparing data of students receiving one-on-one tutoring services to their course completion and success rates, EOPS will have a better understanding if the over and above tutoring will increase students persistence in the class by better preparing these under-prepared students.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>EOPS categorical dollars and Student Equity dollars will be used to provide one-on-one tutoring to EOPS Students.</p>

<b>STRATEGIC ACTION PLAN # 3</b>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>New use of an educational qualifier allowed under Title 5, section 56220, 6.5.2, (not previously used at FC EOPS) to determine student eligibility in EOPS.</p>
<p>List College goal/objective the plan meets:</p>	<p>Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>During fall 2015, the EOPS Program Director will begin using the educational qualifier in Title 5, section 56220, 6.5.2, which states "Student is a member of an under-represented group as targeted by the district/college Equity goals," when accepting students into the EOPS Program. This qualifier was not previously used in accepting students into the program and will therefore give access to male Hispanic, African American and Asian students, who may have not been accepted previously without using this qualifier. This will increase retention, persistence and success rates of male Hispanic, African American and Asian students (who have been identified in the Student Equity Plan).</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Data will be collected on the number of students accepted into EOPS, only using the educational qualifier of 6.5.2 and then compare retention rates for these students. We are anticipating an increase retention rate for Hispanic and African American students as stated in Objective 2 under goal 2 by providing counseling, tutoring and other support services to these students through their acceptance in EOPS.</p>
<p>What specific aspects of this SAP can be</p>	<p>Funding is already secured.</p>

accomplished without additional financial resources?	

<b>STRATEGIC ACTION PLAN # 4</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Increasing the numbers of students served by EOPS.
List College goal/objective the plan meets:	College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Director will accept more students into the EOPS Program thereby increasing the number of students served in EOPS by 20% over two years. Since EOPS served 1179 students in 2013-2014, a 20% increase would be to serve 1414 students by 2016-2017. The increase will begin in 2014-2015 while reaching the goal by 2016-2017.
What <i>Measurable Outcome</i> is anticipated for this SAP?	As more underrepresented and underprepared students are given access to participate in the EOPS program, it will increase the overall student success rates of these students and of the college. As indicated in section 1 of this document (RP Group, 2012), EOPS students have higher retention, completion and graduation rates than non-EOPS students (both groups are similar in disadvantage). Therefore, by increasing the number of students being accepted into EOPS, the success rates will also be increased.
What specific aspects of this SAP can be accomplished without additional financial resources?	Increasing students served by EOPS will lead to an increase in staffing (a full time counselor and a classified EOPS coordinator) and a need for more office space to accommodate increase in students and staffing. The increased staffing can be paid with EOPS categorical dollars. However, the reconfiguration of office space cannot be paid with EOPS funds.

<b>STRATEGIC ACTION PLAN # 5</b>	
Strategic Action Plan	Additional Counseling Staff to support ongoing and improved EOPS

<p>Name: (formerly called short-term goal)</p>	<p>services to under-prepared students.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students.</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>EOPS will increase the size of the counseling staff to add one full time EOPS counselor. We have been increasing our total number of students served, and will need additional counseling hours to meet the counseling mandates for these students as well as to enhance services to them as we improve and augment our program. Title 5 mandates require that EOPS Students have 3 counseling appointments per semester, including: 1 initial appointment (Student Education Plan, intake, monitor, discuss major, referrals), 1 intervention app (Academic Progress Report), and 1 end-of-semester appointment (grade checks, transfer forms, applications, recommendations, priority reg prep, referrals, SEP plans). Each appointment is 1 hour long. If a counselor works an 8 hour day, without breaks, meetings, etc...this means that 8 students can be seen. With 1414 students, we will need a minimum of 4,242 available appointments each semester. Adding a full time counselor will help us meet this mandate.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Meet the state mandates of counseling requirements and provide needed counseling services to underrepresented students on campus, thus increasing EOPS student success rates and the FC success rates.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>With the restoration of EOPS funds in the 16-17 academic year, EOPS Categorical dollars can pay for an additional counselor.</p>

<p style="text-align: center;"><b>STRATEGIC ACTION PLAN # 6</b></p>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>Develop a new-student fall semester welcome to acclimate students to their new academic environment.</p>

List College goal/objective the plan meets:	College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS will plan during the spring and summer of 2016 a new-student “welcome to FC” event, which will be held during the week before school starts (end of August 2016). During this event, students will receive workshops on the differences between HS and college, schools supplies, tours of the campus with their specific classrooms pointed out, ID cards, parking permits, and lunch. The duties for this activity will be performed by EOPS staff and faculty.
What <i>Measurable Outcome</i> is anticipated for this SAP?	By providing information and tools through this activity, students will be better prepared first time entry to college. A survey will be given to assess efficacy.
What specific aspects of this SAP can be accomplished without additional financial resources?	EOPS categorical and Student Equity funds can cover all costs.

**STRATEGIC ACTION PLAN # 7**

Strategic Action Plan Name: (formerly called short-term goal)	Hire one additional Classified Staff to support ongoing and improved EOPS services to under-prepared students.
List College goal/objective the plan meets:	College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS will increase the size of the classified staff to add one full time EOPS office coordinator. We have been increasing our total number of students served as well as adding additional components to EOPS, such as online application, online orientation, new SAP’s, Academic Progress Reports, one-on-one tutoring, new workshops and activities, student supplies, and others, so an additional staff is necessary to meet the needs of the program and of the students. The increase in students and these new components bring about new duties for staff and faculty. Having a coordinator to manage the daily goings on, will improve program efficiency, which also affects the tools and resources students are given to assist them in their goals and ultimate success.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Provide needed staffing to the EOPS Program which serves underrepresented students on campus, thus increasing EOPS student success rates and the FC success rates.

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What specific aspects of this SAP can be accomplished without additional financial resources?	With the restoration of EOPS funds in the 16-17 academic year, EOPS hopes to use categorical dollars to pay for this position, but may need some additional funding from the general fund.