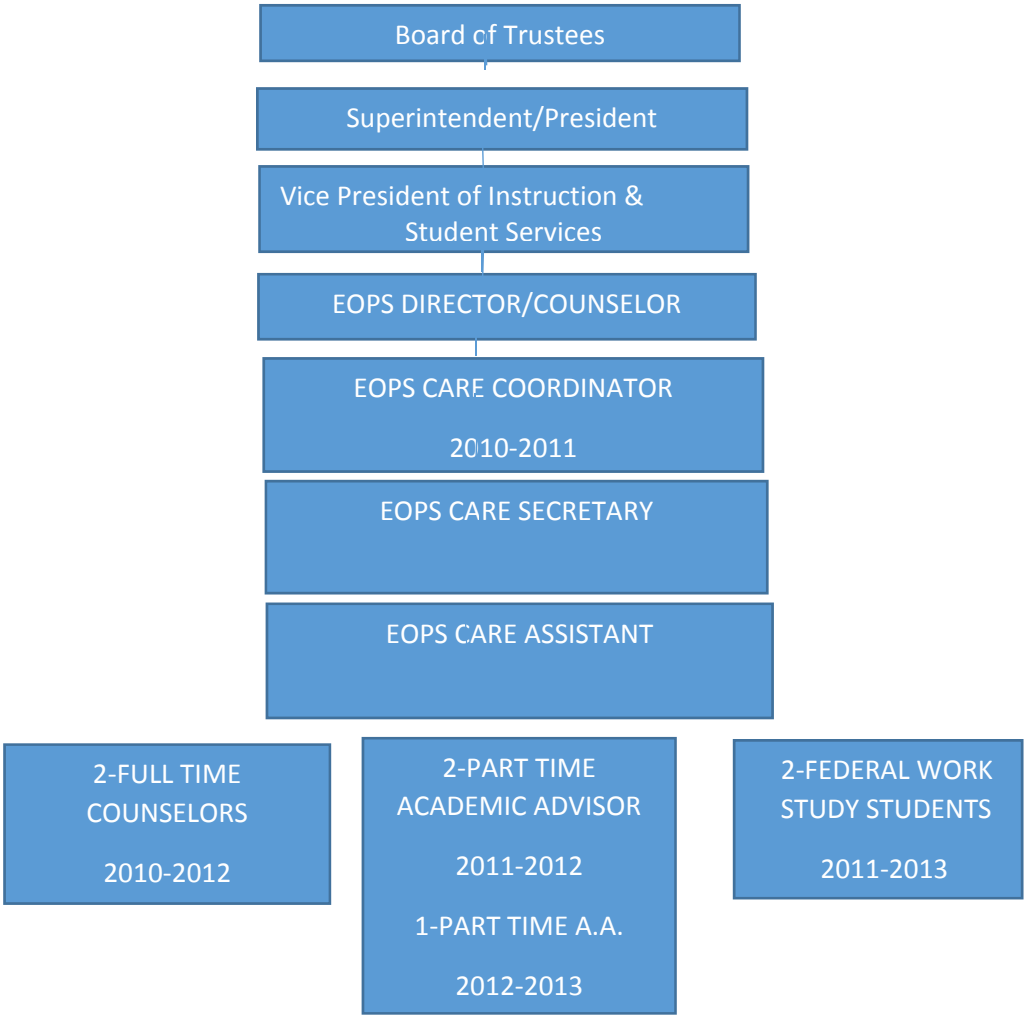
PALO VERDE COLLEGE
Extended Opportunities Programs and Services (EOPS)
PROGRAM REVIEW

Presented: Fall 2014

PALO VERDE COLLEGE
ONE COLLEGE DRIVE

EOPS/CARE
Organizational Chart



- **EOPS CARE COORDINATOR 2010-2011**
- **HIRED 2 FULL TIME COUNSELORS 2010-2012**
- **2 PART-TIME ACADEMIC ADVISORS 2011-2012**
- **1 PART TIME ACADEMIC ADVISOR 2012-2013**
- **2 FEDERAL WORK STUDY STUDENTS 2011-2013**

Extended Opportunities Programs and Services
Cooperative Agencies Resources for Education
(EOPS/C.A.R.E.)

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

Extended Opportunity Programs and Services (EOPS) was established as a result of Assembly Bill 164 being passed by the California Legislature in 1969 to fight poverty. The goal of EOPS at Palo Verde College is to encourage students who are affected by language, social, and economic challenges. EOPS offers Counseling, Priority Registration, EOPS orientation, Financial Assistance, Book Services, Career Information, Community Service Referrals, assistance in transferring to four-year Universities, Scholarship Assistance, Interpreting Services, Education Planning, Tutoring and Survival kits. Under the EOPS umbrella students who qualify are able to benefit from one added resource that is offered through our CARE program.

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS is directly aligned with the college's mission, whereby the program promotes Palo Verde College is a California community college that provides an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning and community development. It is our goal to motivate those whom the program serves by enabling them to be more effective and decisive with their career choices. Our goal is to create better futures for our students and our communities.

c. Describe, in qualitative and quantitative terms, the population served by the program.

From Fall 2010 thru Spring 2013, a total of 1,901 EOPS students were served by the program according to a data entry program, ACCESS. All students were low income, academically and educationally disadvantaged. EOPS has been an instrumental role in its delivery of its services to advise, register, and develop an educational plan for all students including the inmate population.

EOPS students served from Fall 2010 – Spring 2013

The Main campus	Blythe, Ca.
Needles	Needles, Ca.
Chuckwalla Valley State Prison (CVSP)	Blythe, Ca.
Ironwood State Prison (ISP)	Blythe, Ca.

Fall 2010	112 ISP	6 CVSP	41 NEEDLES	229 MAIN CAMP	TOTAL 388
SPRING 2011	82 ISP	7 CVSP	33 NEEDLES	172 MAIN CAMP	TOTAL 294
FALL 2011	89 ISP	1 CVSP	28 NEEDLES	224 MAIN CAMP	TOTAL 342
SPRING 2012	66 ISP	0 CVSP	33 NEEDLES	196 MAIN CAMP	TOTAL 295
FALL 2012	48 ISP	0 CVSP	22 NEEDLES	229 MAIN CAMP	TOTAL 299
SPRING 2013	50 ISP	0 CVSP	20 NEEDLES	213 MAIN CAMP	TOTAL 283

Among the group being served are of single head of household parents who make up a population of 113 students receiving CARE services from Fall-2010, thru Spring 2013. Students who at the time of acceptance into Cooperative Agencies Resources for Education, CARE, are recipients of Temporary Assistance for Needy Families Program, TANF and CalWorks. Through CARE, eligible EOPS students receive supplemental educational support services, such as counseling, advisement, workshops, peer support, and networking activities. In addition, grants and allowances for child care, transportation, books, and supplies are made available.

2. **Accomplishments in Achieving Goals Outlined in the Previous Program Review.**

   a. **Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.**

Goal 1: The program could achieve student learning outcomes by increasing the retention of EOPS and Basic Skills students. EOPS hired two student workers to assist students with tutoring. EOPS Counselors also met with students more than three times per semester to monitor progress. Students were able to drop-in to meet with an EOPS Counselor when experiencing academic or personal problems.

Goal 2: Increase EOPS student counseling hours/contact time. EOPS Academic Counselor and EOPS Counselor extended their meeting times from 30 minutes to an hour to better serve the student. Referrals were made to other Student Services departments or community agencies according to need.

Goal 3: Provide an explanation to the EOPS Advisory (May) committee on how previous analysis compare to current related reports (Advisory Report 2009). A report was delivered in the May Advisory Meeting by the EOPS Director/Counselor regarding the 70 unit waiver for nursing students. If a certificate requires more than 70 unit limit, VN traditional or Fast Track students should be entitled to receive an extension of services beyond the unit limit for EOPS. There was also a C.A.R.E. update provided by C.A.R.E. Coordinator discussing the Adopt–A-Child. It was stated that 75 children of C.A.R.E./CalWORKs parents in Needles and on main campus received gifts for Christmas. It was also stated that C.A.R.E. attended a conference that was held in April at Kellogg West, in Pomona California. Cheryl Fong, C.A.R.E. Coordinator from Chancellor's office attended and was very proud of all of the C.A.R.E. students. Workshops offered were CA. Crime fight, Self Defense, and Empowering Parents.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Goal 1: EOPS hired an assistant to the EOPS program. EOPS regulations requires that each student meet with an Advisor or Counselor at least three times per semester. From Fall 2010 thru Spring of 2013, EOPS assisted 2,593 students. Since hiring a clerical assistant, EOPS has been able to update and maintain records and files on a daily basis.

Goal 2: EOPS Counselors and EOPS Academic Advisors extended their appointments from 30 minutes to an hour. By extending their meeting time it allowed the student to resolve their issues such as tutoring, Mental Health, review of education plan, transfer information, referrals to other departments or agencies, or just simply to vent.

Goal 3: 2009 Advisory Meeting was updated regarding the unit waiver for the Vocational Nursing program, 70 unit limit with EOPS. Advisory Meeting was also updated with the C.A.R.E. conference and workshops that students attended.

c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes,

including measures employed to evaluate program effectiveness in achieving such outcomes.

EOPS presented eight Student Learning Outcomes. EOPS/CARE used a pre-test/post-test to collect data at the beginning of Fall 2010 thru Spring 2013. The pre-test was administered at the beginning of the semester while the post-test was provided at the end of the semester during student's 3rd contact. Post-tests outcomes were reviewed by EOPS Director/Counselor. If students had any questions regarding Post-test, an EOPS Counselor or Academic Advisor met with student to clarify any misunderstandings. SLO'S are continuously being modified for a more efficient report.

Semester	Pre-test (# of students participated)	Post test (# of students participated)	Outcomes
Fall 2010- Spring 2011	400	289	Students who did not answer the question correctly met with an advisor for clarification.
Fall 2011-Spring 2012	481	5	
Fall 2012- Spring 2013	484	265	

3. New Goals

Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.

The following goals will be worked on as soon as possible to have results in the next year program review report.

Goal 1: Purchase 15 to 20 Tablets with WI-FI. By purchasing these tablets, it will allow walk-ins to register without an appointment. An Academic Advisor or Counselor can register an array of students during registration. Tablets will also be used when students meet with EOPS Counselors during Priority Registration.

Goal 2: Hire a part-time Outreach Academic Advisor. The Adviser will travel to Needle's and State Prisons. This will allow EOPS students to ask questions during the semester, and not have to wait until EOPS meets with them during their contacts.

Goal 3: Have the Pre and Post SLO on Survey Monkey. This will allow EOPS to have a more accurate report regarding the outcomes of the SLO'S.

4. Personnel Summary

a. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.

See organizational chart located on page 1.

EOPS Director/Counselor-EOPS Director directly manages and/or coordinates the daily operation of the programs and services offered, and to supervise and/or coordinate the staff assigned to perform EOPS activities.

EOPS CARE Secretary- is responsible for recruitment of EOPS and CARE eligible students and responsible for the filing of all necessary paperwork pertaining to the EOPS/CARE program.

EOPS part-time Academic Adviser-Academic Adviser provides EOPS services to inmate and on campus students. EOPS services such as counseling, developing educational plans and transfer requirements.

EOPS part-time Clerical Assistant- Provides general and specific clerical support to the EOPS secretary and the EOPS Department.

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

The EOPS program was developed to assist students by going over and above, which includes buying books and offering other services such as bus passes. EOPS had no choice but to reduce staff in Fall of 2012 to increase the amount on the book grants and to purchase bus passes. But we are now seeing that there is a need for a Part-time Outreach Transfer EOPS Academic Advisor. Students need more time with an Academic Advisor regarding transfer to research their school of interest once they meet their education goal with Palo Verde College.

c. Describe organizational changes that will improve program performance,

provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

By hiring an EOPS Transfer Academic Advisor position it will provide EOPS students with additional assistance regarding research on correspondence Degrees for students at ISP and CVSP and research for on-campus and Needle's students. It will also allow the Academic Advisor to meet with our offsite students and provide adequate information regarding transfer and other concerns that they may have. The chart bellows demonstrates the number of students seen 3 times per semester offsite. (**Counseling has reduced to 1 full time EOPS Counselor and 1 part time Academic Advisor)**

TERM	ISP Headcount	CVSP Headcount	Needles Headcount	Main Campus Headcount	Total # of EOPS Students	# of FT Counselors	# of Academic Advisors/PT Counselors
Fall 2010	111	6	41	229	387	2	3
SPRING 2011	82	7	33	172	294	2	2
FALL 2011	89	1	28	224	342	0	1
SPRING 2012	66	0	33	196	295	0	1
FALL 2012	48	0	22	229	299	0	2
SPRING 2013	50	0	20	213	283	0	3
FALL 2014	70	49	13	225	357	1	1
SPRING 2015	70	47	19	196	332	1	1

5. **Staff Development**

   a. **Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

The EOPS Director /Counselor attends various meeting regarding Region IV meetings that are held every semester. EOPS staff also attends various campus,

and off campus professional development activities such as EOPS Statewide Conference, Career Day, Flex Day, Institute Day, UCR Counselors Conference, Mental Health training, and EOPS/CARE Conference as well as other professional development events which include meeting on student-learning outcomes. Student learning outcomes is Pre-test/Post-test to collect data from the student regarding their expectations of EOPS, and in turn what EOPS expects of the student in order to exit a semester successfully.

BELOW ARE 7 SLO QUESTIONS THAT WERE PROVIDED TO EACH EOPS STUDENT

How many counseling contacts are required for the Spring and Fall semesters?

How many units are you registered for?

Are you required to complete all units you are enrolled in?

Can EOPS only assist you with 6 consecutive semesters?

Are you responsible for notifying EOPS of any changes in name, phone, or e-mail address?

Do you need to qualify for a Board of Governor's Fee Waiver (BOGW) to apply for EOPS?

How many times per semester must you meet with EOPS?

b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.

The staff has been diligent, by scheduling trainings via Polycom communication as well as attending local in-services such as those offered by the Department of Mental Health and the Employment Development Department.

6. Facilities and Equipment

a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.

A classroom with 10 to 15 desk computers, 10-15 tablets with software to print, a projector monitor, and a printer to be used in the ASG room that will allow general and EOPS students to complete their registration during

registration and Priority Registration. This will also help the program register multiple students at the same time, whereas before, a Counselor could only meet with a total of 8 students per day.

b. Is available dedicated space adequate to support the program? Explain.

EOPS will need to share a cubicle to house the part time Outreach Transfer Counselor.

c. Is available equipment adequate to support the program?

Tablets are much needed to assist students with Priority Registration. This will also help the program register multiple students at the same time. A software will also be needed so that students can print their schedule and transcripts from Tablet.

d. Describe plan for future changes in support facilities or equipment.

When funds become available, EOPS will purchase 15 to 20 Tablets, software needed for printing from Tablets, and a Part-Time Transfer Academic Counselor.

7. Financial Resources

a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures.

2010-2011	Salaries	Benefits	Supplies	Contracts	Capital	Student Outgo	TOTAL
EOPS	$241,327.80	$ 95,964.86	$ 2,480.52	$ 14,127.19	$ 1,863.93	$ 85,441.07	$ 441,205.37
							$ -
	$241,327.80	**$ 95,964.86**	**$ 2,480.52**	**$ 14,127.19**	**$ 1,863.93**	**$ 85,441.07**	**$ 441,205.37**

2011-2012	Salaries	Benefits	Supplies	Contracts	Capital	Student Outgo	TOTAL
EOPS	$192,980.74	$ 76,665.58	$ 6,287.73	$ 13,844.75	$ -	$ 145,051.20	$ 434,830.00
							$ -
	$192,980.74	**$ 76,665.58**	**$ 6,287.73**	**$ 13,844.75**	**$ -**	**$ 145,051.20**	**$ 434,830.00**

2012-13	Salaries	Benefits	Supplies	Contracts	Capital	Student Outgo	TOTAL
EOPS	$128,929.00	$ 49,389.86	$ 31,809.41	$ 40,979.83	$ 6,812.60	$ 168,184.42	$ 426,105.12
	$128,929.00	**$ 49,389.86**	**$ 31,809.41**	**$ 40,979.83**	**$ 6,812.60**	**$ 168,184.42**	**$ 426,105.12**

The influx in the student-outgoing amount is due to the increase in the allotted

Book Grant amount awarded to students from a total of $80.00 to $350.00 over the course of the years shown in the above chart. EOPS reduced the amount of staff to increase the amount of book grants for each EOPS student being economic challenged. All EOPS students are required to register in 12 units with the exception of the DSPS students. Bus passes are also part of the EOPS services.

b. Describe plans for future budget changes

We do not anticipate future budget changes at this time. If you notice, EOPS budget is regularly the same every fiscal year.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- EOPS has increased its enrollment of students and book grants.
- EOPS assists and serves underserved populations affected by language, social, and economic handicaps.
- EOPS assists students with making a successful completion at a two-year program and transferring to a four-year university.
- EOPS encourages the enrollment and retention of students who have unfavorable factors such as low success with prior educational experiences.

b. List and comment on the major weakness of the program.

- EOPS lacks an additional counseling to serve off site locations more efficiently.
- Tablets for student registration
- Software for Tablets to be able to print.

c. List recommendations for improving and correcting identified weaknesses.

By having additional counseling we can accurately serve our off site students as previously stated. According to Education Code 56240, colleges receiving EOPS funds shall provide assistance to all EOPS eligible students to transfer to a four-year institution. Purchasing Tablets will assist students while registering during priority registrations.