

**SANTIAGO CANYON COLLEGE  
STUDENT SERVICES**

**PROGRAM REVIEW  
2009-2012**

**DEPARTMENT/PROGRAM:  
EOPS/CARE**

# I. SIGNATURE PAGE

Department/Program:  
EOPS

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**Dr. Nena Baldizon-Rios**  
Counselor/Director of EOPS/CARE/CalWORKs

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**Date**

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**Ruth Babeshoff, Dean**  
Counseling & Student Support Services

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**Date**

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**Dr. John Hernandez**  
Vice-President of Student Services

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**Date**

## II. EXECUTIVE SUMMARY

### Program Review Summary Report

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

**Department:** EOPS

**Date:** 6/7/12

**Briefly describe and explain what is working well in your department.**

Santiago Canyon College EOPS/CARE program recruits and retains first generation low-income students and assists those students to achieve their educational goals and objectives, including, but not limited to, obtaining job skills, occupational certificates, associate degrees, and transferring to a four-year institution. Since the inception of the EOPS/CARE program the focus has been to provide comprehensive resources and services. Through the offering of individualized and holistic counseling, orientation to college, community resources, book services, priority registration, assistance with FAFSA, transfer assistance, referral to other college services, and CARE services for single parents, the EOPS/CARE program successfully empowers EOPS/CARE students to accomplish their academic goals.

**Briefly describe and explain what is not working well or needs attention in your department.**

In 2009-2010 the California State budget cuts decimated the EOPS/CARE program budget. The EOPS/CARE program was hit with a forty percent budget reduction. As a result, the program drastically reduced the number of students served and offerings of book vouchers. Many eligible EOPS/CARE students were denied entrance into the program due to the limited resources.

**List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.**

**Facilities:**

The EOPS/CARE program is in need of adequate spacing to effectively serve EOPS/CARE students and CalWORKs students. The current space and accommodations houses three student services programs: EOPS, CARE, and CalWORKs. Expected date: 2014

**Technology:**

Currently the EOPS/CARE program is in need of printers and computers for student usage. Despite the budget reductions, every effort is made to keep up-to-date with technological needs. Expected date: 2012

**Personnel:**

Once the EOPS/CARE program budget is restored, the goal is to re-organize various positions. Expected date: 2014

**Summarize any other findings from your program review and planning process that you would like to share with the college community.**

2009-2012

➤ **October 2009 is declared EOPS Month by State Senate Concurrent Resolution # 34:**

*“Resolved by the Senate of the State of California, the Assembly thereof concurring, That the Legislature hereby expresses its congratulations and appreciation to the California Community Colleges Extended Opportunity Program and Services, for its historic and continued success in realizing the intent of the landmark legislation, and the vision of the California Master Plan for Higher Education, in attaining educational equity goals and objectives...”*

➤ 893 EOPS and 36 CARE students have been served

➤ 60 EOPS/CARE students have participated in the SCC commencement ceremony and have transferred to: CSU San Bernardino, CSU Fullerton, Chapman University, CSU Long Beach, Sacramento State, Chico State, UCI, UC Berkley, UCLA, Cal Poly Pomona, and CSU Monterey Bay.

- EOPS student, *Jose A. Lazo*, was honored with the Dean Strenger award in 2012.
- 6 EOPS students received EOPS scholarships for \$250 each.
- EOPS students have participated in cultural activities: Museum of Tolerance and The Getty Center.
- EOPS/CARE continues to celebrate the Annual Holiday event which is supported through donations from the SCC Foundation, ASB, Faculty, Staff and Administrators, and local businesses.
- Workshop in conjunction with Transfer Center: “CSU Transfer Application Workshops”.
- Academic and Life Skills workshops are offered each semester to students, by EOPS faculty, SCC faculty/staff and Community Agencies such as the Mariposa Women’s Center and Consumer Credit. Some of the workshops offered: CSU Transfer Application Workshop, The Myth and Reality of Transferring to UCLA, Stress/Anxiety Management, Relationships, Parenting & Job Skills, Boundaries/Assertiveness, Effective Communication, Balancing Personal Finances, Setting/Attaining Goals, and Supermarket Survivals.
- Continue to provide comprehensive services and resources to successfully transition students to achieve their education/life goals.
- 122 students have participated in the Summer Success Program.
- The 2009 RSCCD Research Department *Pathways of Student Persistence and Performance* study reported that “SCC/EOPS recipients continue to persist at higher rates than the general student population of first-time freshmen. The persistence rate to a second semester for EOPS first-time freshmen was 91%; 32 percentage points above the SCC general student body .....persistence rates are similar to those in prior years.”
- 34 EOPS students received SCC scholarships.

### III. PROGRAM DESCRIPTION

#### a. Vision and Mission

##### Vision:

The EOPS/CARE program is committed to providing comprehensive, holistic and effective academic, career, and personal counseling to each student as they pursue their educational goals. EOPS/CARE strives to provide an environment where students will grow intellectually and personally while obtaining knowledge and academic skills to be successful in their pursuit of their educational goals at SCC.

(Revised 6/11/12)

##### Mission:

EOPS/CARE recruits and retains first generation low-income students by providing comprehensive/holistic counseling and additional support services to assist each student complete their stated educational goals at SCC.

(Revised 5/7/12)

#### b. Overview of Services-Functions

EOPS/CARE is a state funded program under SB 164 which operates following Title V Education Code, Article 8 Sections 69640-69656 Implementing Guidelines. The intent of the Legislature is that colleges identify students affected by language, social and economic disadvantages and to assist these students to achieve their educational objectives and goals including but not limited to, obtaining job skills, occupational certificates, or associate degree and transferring to four-year institutions. (Ed. Code Article 8 section 69640).

SCC began to offer EOPS/CARE services in 1997 under the auspice of Santa Ana College and in 2000 received its first allocation. The program has grown steadily since 1997 from serving 83 students to serving 450 in 08-09. Due to the current budget reductions the EOPS program is currently serving 255 students in 11-12. The following is a list of services provided to EOPS students at SCC for the 2011-2012 academic year. All services and functions provided by the EOPS/CARE program are followed in the spirit of Title V Implementing Guidelines.

1. Comprehensive and holistic academic, personal, and career counseling: EOPS/CARE provides each student with effective holistic counseling which is the delivery of comprehensive individualized and efficient academic, personal and career counseling, as well as referral and access to other student support services that enhance students' persistence and retention rate.

Section 56236 Title V Implementing Guidelines on counseling and advisement state that colleges "shall provide counseling and advisement to EOPS eligible students of at least three contact sessions per term for each student as follows":

(A) A contact session which combines interview and other interpretation of assessment results to prepare a student's educational plan, and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

(B) An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be

needed to enhance student success.

(C) A term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting the student's needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS Program or the college. Students in the program are aware of their obligation to meet with a counselor three times per semester, through their Mutual Responsibility Contract

2. Each college receiving EOPS funds shall provide access services (Title V, Section 56232) to identify EOPS eligible students and facilitate their enrollment in the college. Access services shall include at minimum:

(A) Outreach and recruitment to increase the number of potential EOPS eligible students who enroll at the college.

(B) Orientation to familiarize EOPS eligible students with: the location and function of college and EOPS programs and services; the college catalog, application, and registration process, with emphasis on academic and grading standards, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four-year institutions.

(C) Registration assistance for priority enrollment pursuant to Section 58108.

SCC has designated a High School and Outreach Community Specialist to offer outreach services to local feeder high schools, community and other high schools upon request. In conjunction with the Outreach Department at SCC, specialized outreach services are provided to potential EOPS students, their parents and the community at large.

Presentations are done in a bilingual format and include information regarding higher education, college application, EOPS application, eligibility, acceptance procedures, and information regarding the EOPS Summer Success Program. EOPS participates in the college Outreach Early Decision Program, where high school students complete the matriculation process and once a potential EOPS student is identified through the Early Decision Program, the student attends a specialized EOPS orientation.

Priority registration for continuing students is offered on a semester basis through the Early Scheduling Program. The Early Scheduling Program is offered to EOPS students who are in compliance with meeting with their counselor, have an updated education plan and on-time submission of their academic progress report. Early Scheduling is a Pre-Priority Registration Activity. Students attend a two-hour specialized EOPS continuing student orientation regarding procedures and date for priority registration for the upcoming semester.

3. Summer Success Program: The Summer Success Program is offered every year to potential recent high school graduates via the Outreach and Early Decision Program. Students enroll in 4 units of college coursework: Counseling 101 a 3 unit course, designed to promote academic, and career success by exploring student development from an educational, sociological, psychological and physiological perspective. Students explore higher education opportunities, potential career interest and focus on educational planning.

Counseling 111 a 1 unit Learning Skills development course, examines the application of educational/psychological principles in the development of effective learning skills for college courses. Topics also include identifying diversities of culture influences, learning styles, time management, textbook study/comprehension, note-taking, research preparation and testing. In addition, students experience firsthand student support services by visiting the Tutoring Center, MASH, Writing Center, Library and the Academic Success Center. Students also visit between 3-4 local universities.

Summer 2012 due to budget constraints, the EOPS Summer Success Program was reduced from 4 units to 1 unit.

4. Book Voucher: in 09-10: 313 book vouchers were distributed in the amount of \$200, 10-11:356 book vouchers were distributed in the amount of \$150, 11-12:416 book vouchers were distributed in the amount of \$150.  
Currently, the book voucher services have been reduced by 50% due to budget reductions.
5. Academic Retention Support Services: every semester students are offered 4 different academic workshops. These workshops were designed for students who are on Academic Contract due to their GPA falling below a 2.00 or students struggling academically.
6. Priority Registration: EOPS students receive priority registration each semester per Title V section 58108. Students must be in compliance with their EOPS mutual responsibility contract in order to be eligible for priority registration.
7. Mid-term progress check: a retention activity to ensure students are academically succeeding is through the Progress Report. At the eight week of each semester students are mailed a midterm progress report form which they must take to their professors to obtain their current grade. Since fall 09, the progress report has been e-mailed and mailed to all students.  
Students must turn in their progress report in between weeks 8-10 of each semester. During weeks 9-10 walk-in counseling appointments are offered for students who are not succeeding academically.
8. Additional Services: Lend out text books and calculators, pay for students' student services fee, one-on-one financial aid assistance, transfer application waivers, purchasing of cap & gown.
9. Newsletter: e-mailed each semester
10. Academic supplies: flash drives, pencils, pens, erasers, rulers, binders, scantrons, notebooks, paper, sharpener, whiteout, highlighter, lead, 3 hole punchers, pencil pouches, backpacks, mini-staplers, dictionary, post-it, student planners, note pads, index cards, glue stick, and more.
11. Birthday cards mailed to each student on a monthly basis.
12. CARE Services: EOPS single parents who are receiving cash aid are eligible for CARE. CARE services include additional counseling, child care grant, transportation (budget permitting)

**c. Funding Source Statement**

**A. RSCCD General Funds –**

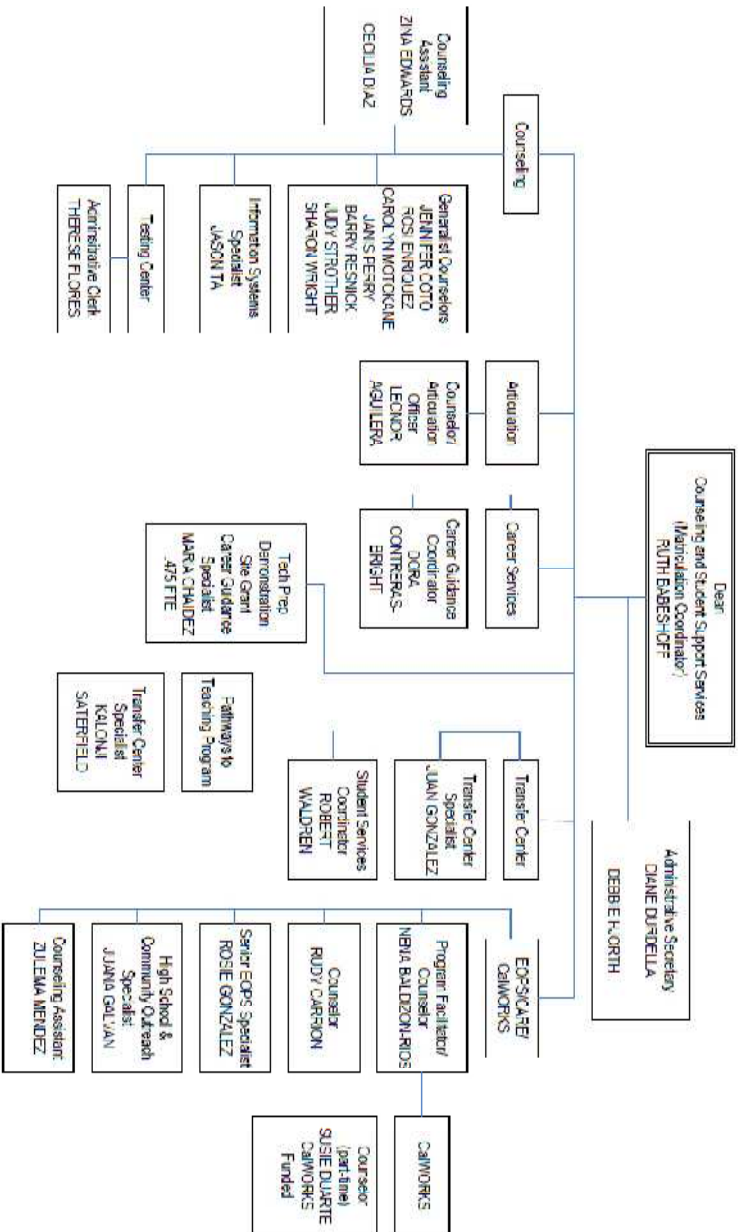
1. 1: Full-time contract faculty: 100 % district general funds
2. 1: Full time High School and Community Outreach Specialist: 91% district general funds

**B. EOPS/CARE Categorical Funds –**

1. 1: EOPS Specialist 100% EOPS funded
- 1: EOPS Counseling Assistant: 100 % EOPS funded
- 1: EOPS High School and Community Outreach Specialist: 9% EOPS funded
2. 1: Part-time CARE counselor: 50% EOPS and 50% CARE funded
3. 1-2: Student Assistant: 100 % EOPS funded



Santiago Canyon College  
**STUDENT SERVICES**  
**COUNSELING AND STUDENT SUPPORT SERVICES**  
562/317





## V. SUMMARY OF PROGRESS

### a. Key Accomplishments

#### 09-10

- 303 EOPS and 11 CARE students served
- 40 EOPS eligible recent high school graduates participated in the EOPS Summer Success Program a five week program where students earn 4 units of college coursework.
- **October 2009 is declared EOPS Month by State Senate Concurrent Resolution # 34:**

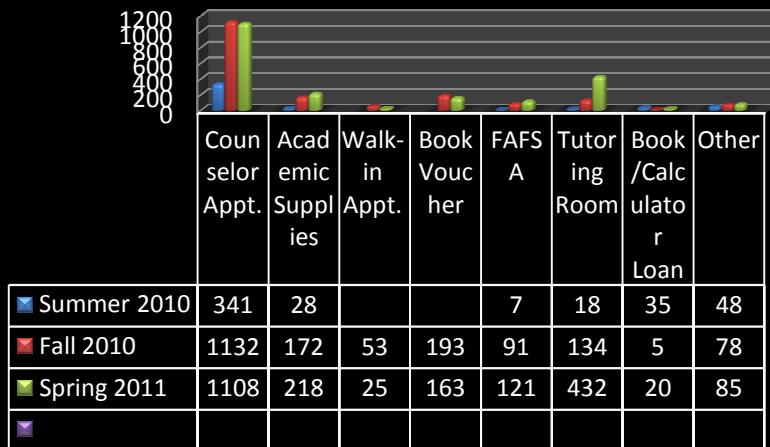
“Resolved by the Senate of the State of California, the Assembly thereof concurring, That the Legislature hereby expresses its congratulations and appreciation to the California Community Colleges Extended Opportunity Program and Services, for its historic and continued success in realizing the intent of the landmark legislation, and the vision of the California Master Plan for Higher Education, in attaining educational equity goals and objectives...”
- EOPS Club was created
- 19 EOPS/CARE students participated in the SCC commencement ceremony
- Celebrated the 12<sup>th</sup> annual EOPS/CARE Holiday celebration a celebration supported through donations from the SCC Foundation, ASB, Faculty, Staff and Administrators, and local businesses.
- Cap and gowns were given to students that graduated and transferred.
- EOPS offered 2 scholarships for \$250 each.
- EOPS receive the following services on a semester-to-semester basis:
  - Comprehensive and holistic academic, personal, and career counseling
  - Academic and retention support services

- Priority registration
- Book assistance
- Transfer assistance
- EOPS students successfully accomplished their educational goals and objectives despite facing educational, personal, and financial challenges. Some notable accomplishments include:
  - 2 students awarded the Dean Strenger Award
  - 4 students received the RSCCD Board Scholar Recognition Award
  - 3 students were Valedictorian finalists
  - EOPS students held responsible student leadership positions such as ASG Vice President of Programming, Senator, Club President, Forensics Team, Honors Program and many more positions and activities throughout SCC
  - EOPS students transfer to UC Berkeley, UC San Diego, Chapman University, CSU Fullerton, Long Beach and others
- The 2009 RSCCD Research Department *Pathways of Student Persistence and Performance* study reported that “SCC/EOPS recipients continue to persist at higher rates than the general student population of first-time freshmen. The persistence rate to a second semester for EOPS first-time freshmen was 91%; 32 percentage points above the SCC general student body .....persistence rates are similar to those in prior years.”

## 10-11

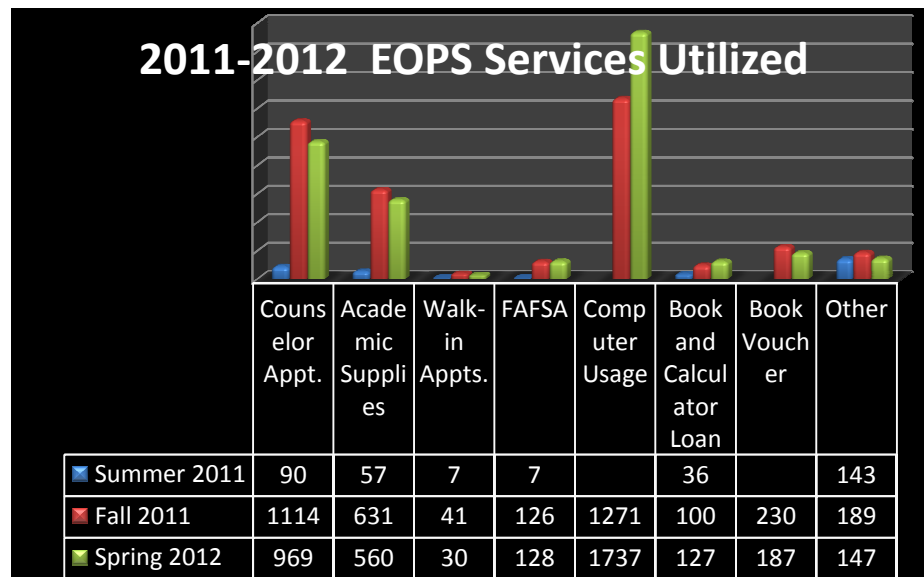
- 290 EOPS and 10 CARE students served.
- Workshops offered: “GPA – what it means/how to compute it and Academic probation”, “How to effectively talk with your instructors during office hours”, and “How to choose courses for next semester”.
- 42 EOPS eligible high school graduated participated in the EOPS Summer Success Program, a five week program where students earn 4 units of college coursework.
- Celebrated the 13<sup>th</sup> annual EOPS/CARE Holiday celebration a celebration supported through donations from the SCC Foundation, ASB, Faculty, Staff and Administrators, and local businesses.
- EOPS Club participated in: Fall Fest, Spring Fest, Halloween Dance, Movie Night, UCLA’s 4<sup>th</sup> Annual Immigrant Youth Empowerment Conference, Chocolate and Bake Fundraiser.
- 18 students participated in commencement and graduated spring 2011.
- 7 students received SCC Scholarships.
- EOPS offered 2 scholarships for \$250 each.
- EOPS students receive the following services on a semester-to-semester basis:
  - Comprehensive and holistic academic, personal, and career counseling
  - Academic and retention support services
  - Priority registration
  - Book assistance
  - Transfer assistance

## 2010-2011 EOPS Services Student's Utilized



### 11-12

- 300 EOPS students and 15 CARE students served.
- 23 EOPS/CARE students participated in commencement.
- Celebrated the 14<sup>th</sup> annual EOPS/CARE Holiday celebration a celebration supported through donations from the SCC Foundation, ASB, Faculty, Staff and Administrators, and local businesses.
- UCLA Representative presented to EOPS/CARE students: “The Myth and Reality of Transferring to UCLA”.
- Workshop in conjunction with Transfer Center: “CSU Transfer Application Workshops”.
- Scholarship Program 2012 Recipients (8 EOPS students were awarded \$250-1,500).
- 40 students completed the 2011 EOPS Summer Success Program.
- Provided joint EOPS and CalWORKs sponsored workshops: Consumer Credit Workshops and Mariposa Women’s Center: Stress/Anxiety Management, Relationships, Parenting & Job Skills, Boundaries/Assertiveness, Effective Communication, Balancing Personal Finances, Setting/Attaining Goals, Supermarket Survivals.
- 2 EOPS scholarships were offered for at \$250 each.
- Held an EOPS Faculty Staff Development and created a faculty training manual.
- An EOPS student, *Jose A. Lazo*, was honored with the Dean Strenger Award.
- Development of online orientation.
- EOPS students receive the following services on a semester-to-semester basis:
  - Comprehensive and holistic academic, personal, and career counseling
  - Academic and retention support services
  - Priority registration
  - Book assistance
  - Transfer assistance



**b. Challenges**

The 40% in budget reduction has negatively impacted growth and services rendered to students. The most significant loss has been in book services from \$ 121,290 in 2008 to \$64,439 for 2011-2012.

## VI. DATA ANALYSIS SECTION

**a. SLO Data set #1 for 09-10**

**a. Data**

As a result of participating in the EOPS/CARE program, students will successfully complete their educational goals and objectives of completing a certificate, an associate degree, and/or transfer to a university.

**(Revised 11/30/09)**

**b. Description of Data**

An assessment was developed by EOPS/CARE faculty and staff. The assessment was distributed to students who petitioned to graduate, completed over 55 units of degree applicable courses and or reached their EOPS eligibility limitations (6 semesters or 70 units of college coursework).

**c. Data Analysis Summary**

Out of 47 who were eligible to complete the assessment, 14 completed the assessment. The five questionnaire survey yielded the following:

- 11 students were able to clearly identify their educational goals
- 10 students stated that they completed their stated educational goals
- 10 students completed a Liberal Arts degree
- 1 student completed a Business Information degree
- 1 student completed a Physics/Math degree
- 1 student completed a Chemistry degree
- 1 student completed a Biology degree
- 2 students completed a Psychology degree
- 2 students will transfer to Cal Poly Pomona
- 1 student will transfer to UC Irvine
- 8 student will transfer to CSU Fullerton
- 1 student will transfer to CSU Long Beach

- 1 student will transfer to UCLA
- 1 student will transfer to UC Berkeley
- 1 student will transfer to UC San Diego
- 1 student will transfer to UC Santa Barbara
- 1 student will transfer to Chapman University
- 10 students were accepted to the university they applied to
- 1 student was not accepted to transfer
- 3 students are waiting for a response from the universities applied to

**d. Findings/Conclusion/Recommendations**

It was decided that the assessments to measure the EOPS/CARE SLOs were going to be the same for the 10-11 academic year. In addition, it was decided to add the 08-09 SLO: *As a result of attending an EOPS/CARE Orientation and Advisement session, students will be able to select their coursework based on placement test, identify EOPS support services available to them, and understand the academic options available at SCC.*

In addition, the EOPS/CARE program further analyzed program goals and standards via the data compiled from the EOPS/CARE *End of Term/ Exit Survey*; as a result, the RSCCD Research Department completed an analysis report at the end of fall 2009 and spring 2010. The reports yield that all respondents found all of the services offered by EOPS/CARE to be beneficial, especially the book vouchers, priority registration and email messages received from EOPS. The main difficulties respondents faced each semester were managing their time and struggling with their math classes. Detail accounts of the findings listed above and of additional findings of each report are available at the EOPS/CARE office.

**b. SLO Data set #2 for 10-11**

**a. Data**

**SLO #1 Data:** As a result of attending an EOPS/CARE Orientation and Advisement session, students will be able to select their English/ACE and Math based on their placement test results, identify EOPS support services available to them, and understand the academic options available at SCC.

**(Revised 9/30/10)**

**SLO#2 Data:** As a result of participating in the EOPS/CARE program, students will successfully complete their educational goal of completing a certificate, an associate degree, and/or transfer to a university.

**(Revised 6/30/11)**

**b. Description of Data**

**SLO#1:** Students determined eligible for EOPS/CARE during fall 2010 and spring 2011 attended a 2-hour orientation that previewed general college information, as well as an introduction to the EOPS program and services offered.

**SLO#2:** Identified EOPS/CARE students who petitioned for June 2011 graduation, completed over 55 units and or reached EOPS eligibility limitation and were sent a survey to determine their educational goal attainment.

**c. Data Analysis Summary**

**SLO#1: Assessed Fall 2010:**

**Fall:** Respondents were asked to list three of many services provided by the EOPS/CARE program. Book vouchers and books on loan services were identified by most (91%) respondents. Half of the respondents noted the various counseling

(academic, personal and career) services provided. About one-third identified school supplies, priority registration and assistance with financial aid applications. The following were also listed by the respondents but at a much lower percentage rate:

- 11% CARE services
- 10% Bus Passes
- 9% Transfer Assistance
- 6% Student Services Fee
- 6% Grants (when budget allows)
- 3% Scholarship information
- 3% Gas cards
- 1% Calculators on loan
- 0% Letters of Recommendation
- 0% Community resources referrals
- 73% of the respondents knew the time limit they were eligible for EOPS/CARE.
- 81% of the respondents were able to identify the various educational options available at SCC
- 70% of the respondents knew that students needed a minimum of 60 units to obtain an associate degree
- 91% of the respondents knew that they needed to successfully complete English 101 to fulfill the English composition requirement for an AA/AS
- 97% of the respondents understood their responsibility of scheduling at least three appointments per semester with a counselor
- 23 out of 26 (88%) successfully understood their matriculation placement results for their English/ACE courses
- 19 of the 26 (73%) successfully understood their matriculation placements results as it pertained to their math course enrollment
- In terms of services offered by EOPS, 94% were able to list more than three services offered to them and a % listed: counseling, book services and academic supplies as their top priorities
- In terms of academic/educational options offered at SCC, 50% listed certificates, 46% listed transferred and 53% listed AA degrees.
- 83% of students learned the minimum number of units needed for an AA degree.
- 70% of students identified English 101 as the minimum English needed for an AA degree.

**SLO #2: Assessed Spring 2011:**

At the end of Spring 2011 semester, a survey was sent out to the 42 EOPS students who completed 55+ units, graduated with their AA/AS degree, received their certificate, transferred to the university, and/or reached the end of their EOPS eligibility. Twenty-eight students responded and their feedback is as follows:

- 93% of the respondents completed their educational goals. The other 2% of the respondents still needed to complete additional units and/or encounter financial difficulties keeping them from attaining their education.
- While participating in the EOPS/CARE program, respondents stated their educational goals to be as such:
  - 75% wanted to transfer to a California State University and complete an associate degree



- 18% wanted to complete an associate degree only
- 7% wanted to transfer to a University of California and complete an associate degree
- Of the 28 student who completed the survey, 18% (n=5) received an AA/AS degree and/or certificates at SCC. These respondents received multiple degrees and certificates:
  - Seven AA/AS degrees attained:
    - 4 in liberal arts
    - 1 in biological science
    - 1 in chemistry
    - 1 in history
  - Five CSU/IGETC certification requests:
    - 4 for CSU General Education Breadth
    - 1 IGETC General Education Breadth
- Of the 23 respondents whose goals were to transfer stated that they submitted an admissions application to the following institutions:
  - 57% CSU, Fullerton
  - 13% CSU, Long Beach
  - 13% Cal Poly Pomona
  - 9% UC, Berkeley
  - 4% UC, Santa Barbara
  - 4% UC, Los Angeles

**d. Findings/Conclusion/Recommendations**

**SLO #1:**

It was evident that students understood the services offered and placement results. However, 50 % of students did not clearly understand and/or answered incorrectly the educational options offered at SCC. Therefore, it was decided to enhance and be more detailed in explaining the educational options offered at SCC and revise SLO#1.

**SLO #2:**

It was found that over 90% of students had completed their stated educational goals and objectives. It was decided that the assessments to measure the EOPS/CARE SLOs were going to be the same for the 11-12 academic year. SLO#1 and SLO#2 assessment were slightly revised. The SLO assessment procedural improvements include EOPS/CARE staff distributes, collect and tallies the assessments in a timely manner.

In addition, the EOPS/CARE program further analyzed program goals and standards via data compiled from the EOPS/CARE *End of Term/ Exit Survey* and *The Perception of Effectiveness Counseling Services Survey*. As a result, the RSCCD Research department completed an analysis report for each survey yielding some of the following findings:

- All respondents found all services offered by EOPS/CARE to be beneficial.
- More than half of the respondents listed an educational goal of obtaining an associate degree and more than one-third listed the goal of transferring to a four-year university.

- Some respondents stated that they experienced challenges with financial and personal/family relationships, making it difficult to reach their educational goal.
- Overall, most respondents (93%) stated that they were satisfied with the counseling time allotted for each appointment to discuss academic, career and personal issues as they related to their academic success.
- More than 80% stated that they were comfortable in speaking with their counselors on the various issues, and that the counselors verified their contact information.

Detail accounts of the findings listed above and of additional findings of each report are available at the EOPS/CARE office.

c. **SLO Data set#3 for 11-12**

a. **Data**

**SLO# 1:** As a result of attending the EOPS/CARE orientation, participants will understand their responsibilities as EOPS/CARE students, learn about the EOPS/CARE support services offered to them and learn about the academic options available at Santiago Canyon College.

**(Revised 6/9/11)**

**SLO#2:** As a result of participating in the EOPS/CARE program, students will successfully complete their educational goal of completing a certificate, an associate degree, and/or transfer to a university.

**(Revised 6/10/11)**

b. **Description of Data**

**SLO#1:** Students that were determined eligible for EOPS/CARE during fall 2011 and spring 2012 attend a 2-hour orientation that previewed general college information, as well as an introduction to the EOP&S program and numerous services.

**SLO#2:** Identified EOPS/CARE students who petitioned for May 2012 graduation, completed over 55 units and or reached EOPS eligibility limitation and were sent a survey to determine their educational goal attainment.

c. **Data Analysis Summary**

**SLO#1:**

- Over 95% of the respondents know that participants are required to meet with an EOPS counselor three times each semester and need to see a counselor prior to dropping a course.
- Eighty percent of the respondents understand that priority registration is for students who completed an Early Scheduling session at the end of the semester.
- Many (87%) of the respondents know that students are eligible to transfer and earn a liberal arts associate degree by completing Plan B or Plan C with 60 units and a 2.0 GPA.
- More than half of the respondents (61%) are able to list the educational options offered at SCC (obtain an associate degree, obtain a certificate, and/or transfer to 4-year universities). An additional 33% were able to name 2 of the 3 options offered.

**SLO#2:**

- 91% of the respondents completed their educational goals. The other 9% of the respondents still needed to complete additional units, encounter financial difficulties keeping them from attaining their educational goal, or had not received a response from the universities they petition admissions.
- While participating in the EOPS/CARE program, respondents stated their educational goals to be:
  - 65% wanted to transfer to a California State University and complete an associate degree
  - 15% wanted to transfer to a University of California and complete an associate degree
  - 12% wanted to complete a certificate program and an associate degree
  - 9% wanted to complete an associate degree only
- Of the 21 respondents whose goals were to transfer, many submitted an admission application to multiple universities:
  - 100% submitted to CSU Fullerton
  - 38% submitted to CSU Long Beach
  - 10% each submitted to each of the following: San Diego State University and CSU Dominguez Hills
  - 5% each submitted to each of the following: CSU Monterey Bay, Chico State, UC Irvine, UC San Diego, and/or UC Santa Cruz

**d. Findings/Conclusions/Recommendations****SLO #1:**

It was evident that students are aware of the support services offered through the EOPS/CARE program; students are aware of the academic options available at Santiago Canyon College; and understand their responsibilities as EOPS/CARE students to the program.

**SLO# 2:**

It was found that over 90% of students had completed their stated educational goals and objectives. It was decided that the assessments to measure the EOPS/CARE SLOs were going to be the same for the 12-13 academic year.

In addition, the EOPS/CARE program further analyzed program goals and standards via data compiled from the EOPS/CARE *End of Term/ Exit Survey* and *The Perception of Effectiveness Counseling Services Survey*. As a result, the RSCCD Research department completed an analysis report for each survey yielding some of the following findings:

- All respondents found all services offered by EOPS/CARE to be beneficial.
- Two-thirds (68%) have an educational goal of transferring to the four-year universities with nearly half of the respondents having designated an interest in the area of science and technology.
- Some respondents stated that they experienced challenges with financial and personal/family relationships, making it difficult to reach their educational goal.
- Overall, most respondents (94%) stated that they were satisfied with the counseling time allotted for each appointment to discuss academic, career and personal issues as they related to their academic success.

- More than 92% stated that they were comfortable in speaking with their counselors on the various issues, and that the counselors verified their contact information.

Detail accounts of the findings listed above and of additional findings of each report are available at the EOPS/CARE office.

## **VII. FUTURE DIRECTION & ANTICIPATED CHALLENGES (INCLUDING FUNDING, PERSONNEL, FACILITIES, AND TECHNOLOGY)**

### **Funding:**

The SCC EOPS& CARE programs are funded by the California Community College State Chancellor's Office through yearly allocation based on numbers of unduplicated students served yearly. EOPS/CARE annual allocation was reduced 40% in 2009 and has remained reduced since. The California State budget cuts decimated the EOPS/CARE program; as a result, the program drastically reduced the number of students served and offerings of book vouchers. Many eligible EOPS/CARE students were denied entrance into the program due to the limited resources.

### **Facilities:**

The EOPS/CARE program is in need of adequate spacing to effectively serve EOPS/CARE students and CalWORKs students. The current space and accommodations houses three student services programs: EOPS, CARE, and CalWORKs. Expected date: 2014

### **Technology:**

Currently the EOPS/CARE program is in need of printers and computers for student usage. Despite the budget reductions, every effort is made to keep up-to-date with technological needs. Expected date: 2012

### **Personnel:**

Once the EOPS/CARE program budget is restored, the goal is to re-organize various positions. Expected date: 2014

## **APPENDIX A:** **RSCCD BOARD GOALS WITH DEPARTMENT GOALS**

### **Appendix A**

Your department should consider the RSCCD Board Goals when it sets goals. A list of the 2012-2013 RSCCD Board goals is included as an appendix. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	EOPS Mission and Vision
2. Prepare students for success in their academic, career and personal life endeavors by providing access to education and services that foster student retention and program completion.	EOPS provides holistic and comprehensive counseling to each student as they pursue their educational goals.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	EOPS is in the planning stages of offering online orientation. EOPS counseling faculty have the option of

	submitting counseling notes via technology.
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development, and other resource development activities.	EOPS has been able to secure funds from faculty staff, public, and foundation to aid EOPS students for additional books and provide single parents with a Holiday celebration.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	Yearly staff development and weekly meetings are held to maintain positive working environment.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	
8. Assess the educational needs of the communities we serve, and enhance awareness of the district and its through outreach and advocacy among community constituencies and to local, state, and national leaders.	EOPS has an High School and Outreach Specialist that works in conjunction with SCC Outreach enhancing the community knowledge of education through outreach.

How does the department evaluate progress toward the program's goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?

Through the various analysis of surveys and SLO assessment results provide with the assistance of RSCCD Research Department.

**APPENDIX B:**  
**DEPARTMENTAL PLANNING PORTFOLIO (DPPS) FOR**  
**2009-2012**

