1. Program-Department Name

EOPS/CARE

2. Program-Department Mission Statement

The mission of EOPS/CARE is to provide opportunities and support necessary for each student to undertake and complete his/her education at Santiago Canyon College.

3. Student Learning Outcome(s)

1. 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.

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

4. Methods

a. With criteria for each outcome:
   For each SLO, one assessment was developed by EOPS/CARE faculty and staff.
   **SLO 1:** A seven question survey was administered to students who attended the EOPS/CARE new student orientation. The seven question survey was administered in the fall 08. In spring 09, a six question survey was implemented which replaced the fall 08 survey.
   **SLO 2:** Was distributed to students who were and or near completed their stated educational goals.

b. Add limitation, if applicable:
   SLO 1: Not all students who attended the EOPS/CARE new student orientation were given the assessment due to time constraints and or lack of completion.
   SLO 2: Not all students who were near and or completed their stated educational goal for spring 09 were given the assessment.

a. **Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process).**
   
The EOPS/CARE faculty developed the assessment tool. The EOPS/CARE staff took responsibility and leadership to distribute and collect the assessments.

b. **Outline the timeline for implementation:**
   
The assessment process was implemented during the fall 08 and spring 09 semesters on August 13, 2008, August 20, 2008 and February 5, 2009.

c. **Identify who will be evaluated:**
   
   For SLO#1: Students who were admitted into the EOPS program during spring 2009.

   For SLO#2: Identified EOPS/CARE students who petitioned for May 2009 graduation.

d. **Identify other programs who are assisting with the evaluation:**
   
   N/A

e. **Identify who is the intended user of the data that will be collected:**
   
The EOPS/CARE Program will use the data results to evaluate program goals and objectives as it relates to the stated SLO’s

6. Results

a. **Summarize the results for each outcome:**

   **SLO1: Fall 08:** A seven–question survey was developed and administered to 50 students. Most students were able to answer correctly five out of the seven questions asked. Students had difficulty answering questions in terms of EOPS eligibility and the minimum English course requirement for the associate degree requirement. About two-third of students were able to list the educational options available at SCC. 98% of students were able to correctly answer the number of units needed for an associate degree after attending the new EOPS/CARE student orientation responded; 86% of students were able to list the Golden Four courses needed for CSU transfer; 94% of students were able to name the minimum English class required for transfer and 86% were able to determine which classes were CSU transferrable.

   The following is a detail response of the seven-question survey:
Santiago Canyon College
EOP&S SLO Orientation Assessment
November 2008

As part of the student learning outcomes assessment of Extended Opportunity Program and Services (EOP&S), a seven-question survey was developed and administered to students attending the EOP&S/CARE Orientation and Advisement session. As a result of attending these orientations, students will be able to select their coursework based on their placement tests, identify EOP&S support services available to them and understand the academic options available at SCC. A total of 50 assessments were collected.

Summary of Findings:
After attending the orientation, most respondents were able to correctly answer five out of the seven questions asked. Respondents had the most difficulty answering questions about EOP&S eligibility and the associate degree English requirement.

- Respondents listed school supplies (62%), book voucher (46%), counseling (44%), college information (40%) and financial aid (34%) as services provided by EOP&S.
- Most respondents (84%) had difficulty indicating how long they can remain eligible for EOP&S services.
- About two-thirds (64%) of respondents were able to list the educational options available at SCC.
- When asked specifically if they know how many units are needed for an associate degree, 98% of the respondents answered correctly.
- Most respondents (86%) were able to list the Golden Four courses needed for CSU transfer.
- 94% of the respondents were able to name the minimum English class required for transfer.
- Most respondents (86%) were able to determine which classes are CSU transferable.
Detailed Responses: (Correct answers are in parenthesis. Numbers in parenthesis indicate the number of respondents who share similar answer)

1. Please, list three services that EOP&S/CARE provides students. (Counseling, priority registration, summer program, book services, early scheduling, transfer assistance, and financial aid)

<table>
<thead>
<tr>
<th>Service</th>
<th>Percent</th>
<th>N=50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>44%</td>
<td>22</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>34%</td>
<td>17</td>
</tr>
<tr>
<td>School Supplies</td>
<td>62%</td>
<td>31</td>
</tr>
<tr>
<td>College Information</td>
<td>40%</td>
<td>20</td>
</tr>
<tr>
<td>Book Voucher</td>
<td>46%</td>
<td>23</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>18%</td>
<td>9</td>
</tr>
<tr>
<td>Support</td>
<td>8%</td>
<td>4</td>
</tr>
</tbody>
</table>

2. How long can you remain eligible for EOPS/CARE services? (6 semesters or 70 units whichever comes first)
   - 6 semesters (9)
   - 6 semesters or 60 units completed (9)
   - 6 semesters or 70 units (8)
   - Up to two semesters and 70 units (5)
   - Under 30 units (2 years) (4)
   - 3 years (4)
   - Until you finish your associate degree and transfer (3)
   - As long as you stay in school doing a good job (2)
   - Be a full time student (2)
   - As long as you stay but you must abide by contract
   - Being a full time student and having 12 units maintain a 2.0 GPA (3 years)
   - As long as students maintain good grades and GPA

3. Please list the educational options at SCC. (Plan A, Plan B and Plan C)
   - AA degree, Plan A, B, C, certificate (32)
   - Vocational or AA and then transfer to UC or CSU (8)
   - Counseling, prepared classes for a career, majors
   - reading, math, English
   - Master, associate, bachelors, doctorate degrees

4. How many units do you need for an associate degree? (60 units)
   - 60 units (49)
   - 35 units

5. Please list the Golden Four courses needed to transfer to a CSU. (English, Math, Critical Thinking and Communication)
   - Math, Communication, English, Critical Thinking (43)
   - Math, English, Critical Thinking (5)
   - Missing 1-2 of the courses (2)

6. What English class do you need to transfer? (English 101)
   - English 101 (47)
   - Any above 100, over 100, English 060 or 116 (3)

7. How would you determine which classes are CSU transferable? (Courses numbered 100 and above)
   - 100 above courses (43)
   - Without an "N" in front of the course, by looking in the SCC catalog or planner (3)
SLO1: spring 2009: A six question survey was implemented and distributed to 52 students. 33 students (63%) completed the survey. Out of the array of support services that EOPS/CARE provides students were able to identify counseling and book voucher as the top two services and priority registration, transfer and financial aid were tied as the third support services. Overall, students were able to identify more than 3 services provided to them by EOPS/CARE.

88% percent of students were able to clearly identify EOPS eligibility limitation in the program, 93% percent of students were able to identify at least one of the educational options at SCC. 57% of students knew the numbers of units needed for an associate degree and 49% knew the minimum English course required for an associate degree and 82% were clear about meeting with a counselor three times per semester to be in compliance with the program.

The following is a detail summary of the responses:

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
<th>N=52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>65%</td>
<td>33</td>
</tr>
<tr>
<td>Book Voucher</td>
<td>60%</td>
<td>31</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>35%</td>
<td>18</td>
</tr>
<tr>
<td>Transfer</td>
<td>30%</td>
<td>15</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>10%</td>
<td>5</td>
</tr>
</tbody>
</table>

SLO2: A four-question survey was distributed to students who had reached over 55 units of degree applicable courses, petitioned to graduate, applied for transfer and or reached their EOPS eligibility limitation.

Fall 2008: 21 students completed the survey and students reported that counseling (72%), book vouchers (67%) and priority registration (65%) as the most beneficial services that assisted them to reach their stated educational goal. 53% of students reported tutoring as the most recommended services by counselors, followed by MASH (39%) and transfer center (20%). Most students reported that they had submitted the appropriate form to SCC, Admissions and Records for their graduation petition and finally 63% applied to CSU, Fullerton, 24% to CSU, Long Beach, 10% to CSU, San Bernardino, the other universities that students reported they were transferring to were Chapman University, UC Berkeley, UC Irvine, UC Santa Barbara, San Diego State and University of Phoenix.

Spring 2009: Out of the 37 students that reached over 55 units of degree applicable courses, petitioned to graduated, applied for transfer and or reached their EOPS eligibility limitation, 54% completed a four survey. Students reported that counseling (65%), book services (60%) and priority registration (35%) as the most beneficial services that assisted them to reach their stated educational goals. 35% of students reported the math center as the most recommended services by counselor followed by the transfer center (30%) and financial aid (10%). Most students reported that they had submitted the appropriate form to SCC, Admissions and Records for their graduation petition and finally 55% applied to CSU Fullerton, 30% applied to CSU Long Beach and 25% applied to Cal Poly Pomona. Other universities students applied to were UC Berkeley, UCLA, UCSD, UCI, USC and Chapman.
b. **Summarize the process to verify/validate the results:**
The assessments for fall 2008 were collected and tallied by EOPS staff and then the compiled assessments were sent to the Research Department to verify and validate the results. The assessment for spring 2009 were tallied, compiled and verified by the EOPS staff. As of June 29, 2009 we are waiting for the research department to provide validity of the results submitted.

7. **Decisions and Recommendations**
   a. **Summarize the decisions/recommendations made for each outcome:**
      It was decided that the assessments to measure the EOPS/CARE SLOs were going to be the same for the 09-10 academic year.

   b. **Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions:**
      All EOPS/CARE staff

   c. **Summarize the suggestions for improving the assessment process (including improvement of outcome, evaluation methods, criteria, etc.):**
      The improvements needed are that the EOPS/CARE staff distribute, collect and tally the assessment in a timely manner.

   d. **Identify when each outcome will be evaluated again (if the outcome is to be retained):**
      09-10 academic year.

   e. **Identify those responsible for implementing recommended changes:**
      The EOPS/CARE staff.