

**Los Angeles City College
Student Services
Program Review Online**

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I. Program Mission

Describe the purpose of the program

EOPS/CARE is a state-funded program designed to facilitate the success of the financially and educationally disadvantaged student. The program is a student support system that focuses on recruitment, matriculation, retention, and student success. Services provided by EOPS include registration assistance, EOPS specific mandatory orientations, academic counseling, book services, tutoring and transfer information. The CARE program is an extension of EOPS for single parents- heads of household receiving CalWORKS/TANF, and that have at least one child under the age of 14. The services provided are: transportation passes/parking permits, books and supplies and meal tickets.

II. Program Overview

a. Response To Demand

i. Location, days/hours:

Clausen Hall 111B
 Monday- Thursday 8:30am - 7pm
 Friday 8:30am - 4pm

ii. Services offered during last cycle (six years)

Service offered	On-going	Date Added	Date Deleted
Academic Counseling/ESL Counseling	Yes		
Personal Counseling	Yes		
Textbook Assistance	Yes		
Priority Registration	Yes		
Transfer Assistance	Yes		
Financial Assistance/Grants	Yes		
Personal and Career Development Workshops	Yes		
Tutoring	Yes		

iii. **Number participants served** *have grids show totals per term for both college and program w/out am/pm details*

SEE EXCEL SPREADSHEETS – Department (if applicable)

Given the data, describe the trends in Ethnicity, Age and Gender. What are the implications for your program?

The EOPS program is somewhat reflective of the community in which the college is located. The EOPS program population consisted of 2 major ethnic groups. Students that identify themselves as white which represent 37% and includes those students that identify as Armenian/Russian and 37% of students that identify themselves as being of Hispanic descent.

Since EOPS targets low-income, first generation, educationally disadvantaged college students, in servicing this population. Some of the underrepresented groups within the program are Asian and African-American. The data indicates that the EOPS program serviced 13% Asian and 10% African American.

Another group that is lacking representation are the males from all groups but especially those from the African-American, Asian and Hispanic groups. The number of males in EOPS is 35% versus the number of females at 65%. In the past years, a higher representation of more females than males participating in the program has emerged. This pattern is reflected in the overall data of the entire campus and has been a common theme in post secondary higher education. Outreach efforts are being implemented in order to attract more males to the campus, as well as into the program.

The program services a substantial amount of students that do not fit the “traditional” aged students. EOPS age demographic mirrors the general student body population. Within the EOPS program the average age was between 20-24, while the second highest age range was between 35-54. The campus and EOPS are both targeting the 18-21 year old age range. EOPS has made a concerted effort to recruitment more of this population and has made the recruitment from high schools a priority.

b. Student Achievements

SEE EXCEL SPREADSHEETS – SSPR Outcomes.xls

Given the data, describe the trends in Access, Success , and Persistence.

What are the implications for your program(s)?

The program overall has made slight improvements in all three areas, Access, Retention and Success as compared to the pervious years data. Although the increases were small, the increases bring validity to the efforts and the services that the program provides to students.

The program indicates a measurable difference in the percentage of students in the area of course completion and persistence. EOPS has a completion of 88% while the institution has a course completion of 85%. This difference can be attributed to the program requirements in conjunction with personal counseling and support. While the increase is notable it is still behind the 90% course completion rate of financial aid recipients. The program is making efforts to increase the number percentages of completion by implementing more intervention process to ensure student success.

The overall access or average unit-load of EOPS participants is higher than college total. The average unit load numbers mirrors the unit load of students receiving financial aid. It should be no coincidence that these numbers should be close if not identical due to the fact that students need to have completed a financial aid application and be eligible for services in that area in order to receive services from EOPS.

Again in the area success, which is measured via course completion with a grade of an A, B, C or CR, EOPS participants are higher than the college total. EOPS participants completed 67% of their coursework with an A, B, C or CR, while the general college population completion was 63%.

Overall the data indicates that the program is making head way to improve student success, retention and access.

III. External Validation

a. **Advisory Board**
 i. **Members Names, Representation**

Advisory Board Member Name	Company/Affiliation	Title	Meet once every...
Eric Peters	Los Angeles City College	Dean-ASO	Semester
Jeremy Villar	Los Angeles City College	Dean-Financial Aid	Semester
Randy Anderson	Los Angeles City College	Dean- DSPS	Semester
			Semester
			Semester
			Semester
			Semester
			Semester
			Semester
			Semester

ii. **Meetings** -- Provide the information requested for the Advisory Committee meetings held in the last two years.

Dates (mm/dd/yyyy)	No. of members attending

iii. **Recommendations** -- What have been the major recommendations resulting from your advisory board meetings? Of those recommendations, which have been acted upon, and what is your plan of action with regard to other recommendations

The advisor board was unable to meet this past year due to conflicting schedules which entail lead to limited involvement.

b. **Program Accreditation**

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies? Yes No

If your program does not need specialized accreditation, you can skip to the next section.

i. **Accreditation Status** -- What is the program's accreditation status?

N/A

ii. **Recommendations** Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

N/A

IV. Student Learning Outcomes

a. Program SLOs

CORE COMPETENCY	PROGRAM OBJECTIVE	OUTCOME (student will know and be able to do)	OPPORTUNITY (conditions under which student will demonstrate competence)	ASSESSMENT TOOL	RESULTS (Determine if goal has been achieved)	RECOMMENDATION (For improvement)
• Information Competency: Critical and Creative Thinking +	• Student will synthesize information to make forward progress and/ +	• Student will be able to read and understand their Student Educational +	• Students will participate in EOPS orientation and counseling +	• Students making forward progress and/or reach their educational +		
• Learners reflect upon academic, personal and professional +	• Student will improve study strategies to increase knowledge of +	• Student will be able to improve classroom performance +	• Students will participate in individualized tutoring and supplemental +	• Tutor evaluation form. Course grade improvements +		

b. Core Competencies Alignment – How do the department’s course and program SLOs address City’s Core Competencies?

Area 1
 Information Competency: Critical and Creative Thinking

- As a result of participating in the services delivery process, students will become independent users of services and resources.
- Learn to become self-advocates
- As a result of specialized counseling and participation in the service delivery process, students will be able:
 - o Demonstrate self-management through practices that promote physical, cognitive and emotional well-being.
 - o Successfully link with support services on the campus and in the community.
 - o Establish feasible personal and career goals along with viable educational plans in support of their life goals

Area 2
 Self Assessment and Growth

- Student will learn how to utilize college resources and learn how to successfully acclimate to college culture.
- Student will learn how to successfully attain their educational goals

- c. Assessment** - Describe what has been done in developing and conducting assessment of student learning outcomes. Describe any changes implemented as a result of your findings from the assessment of student learning outcomes.

The assessment of the SLO is still forthcoming. In the upcoming year(s) assessment will be completed.

VI. Program Effectiveness

a. Student Satisfaction Survey

[View Survey Results](#)

Discuss and analyze Student Satisfaction Survey results.

146 of the 3,679 EOPS students completed the student survey. 74% of the respondents expressed that they would "Use the services again" and 69% felt "The staff was courteous and helpful". Overall the respondents were pleased with the information that they received 64%.

When comparing the EOPS survey results with the campus wide student services results most areas of satisfaction and improvement were similar. The questions that respondents rated the highest in satisfaction in both questionnaires were " I will use the services again" 3.71 out of 4 in student service total and EOPS had 3.73 out of 4 for the same question.

Overall the student responses indicated that they were happy with the services that the office provided and that EOPS did a wonderful and complete job of assisting students with their questions and meet their educational goals.

b. Faculty/Staff Program Assessment Survey

Discuss and analyze Faculty/Staff Program Assessment Survey results.

On October 31, 2001, the EOP&S staff, faculty and student workers reviewed the results of the Faculty/Staff Survey. 11 of the 13 questions had a mean score of 3.6 or higher with a perfect score of 4.0 in "We provide an important service" and "I value the work that I do". The two questions with a slightly lower mean score was "I have been given adequate training (3.5)" and "We have adequate and appropriate equipment and supplies (3.4)"

When comparing the survey results of the EOP&S Faculty/Staff survey with the Campus Wide Faculty/Staff survey, EOP&S personnel expressed a higher degree of satisfaction in employee relations and office morale. Significant differences were reflected in questions "We have adequate and appropriate equipment and supplies" (EOP&S 3.4, Campus 2.9), "Employee concerns are handled appropriately" (EOP&S 3.8, Campus 3.3), "The office is clean and comfortable" (EOP&S 3.7, Campus 3.0) and "My immediate supervisor supports me in my work" (EOP&S 3.9 and Campus 3.6).

The open-ended questions reflected the staffs concerns for an office water cooler, more computers and other office equipment, a better air-conditioning system, in-house workshops for employees, new methods of issuing counseling appointments and promotion of the tutorial program.

VII. Program Outreach

a. What **standing committees** does your program maintain? What are their charges and membership?

b. What **intra-college collaboration** has your program been involved in during the past six years?

The EOPS/CARE office works very closely with the programs/offices listed below to provide maximum student support delivery services for our student participants.

*Assessment Center

*Financial Aid

*Job Placement Center

*Career Center

*Disabled Student Services

*Transfer Center

* Veterans Affairs

*Admissions and Records

*CalWORKs

*Math Lab

*Writing Center

- Working with the TRIO and Upward Bound programs for University and 4 year college campus tours



c. What has your program done since the last review to establish **connections** with schools, institutions, organizations, businesses, and corporations **in the community**?

- Collaborated with the campus Foundation
- Provided Outreach services to the local high schools

VIII. Professional Development

Mark all professional development activities engaged in by each member in your program since 2002.

Name and Status	Activities (mark all that apply)	Comments (Optional)
Sandy P. Counselor	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other- <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input checked="" type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	Financial Aid Appeals Committee
Bernadette S. Counselor	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other- <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input checked="" type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	Counseling Committee

Mark all professional development activities engaged in by each member in your program since 2002.

Name and Status	Activities (mark all that apply)	Comments (Optional)
<p>Jerry W. Counselor</p>	<p><input checked="" type="checkbox"/> Conferences</p> <p><input checked="" type="checkbox"/> Off-Campus Presentations</p> <p><input checked="" type="checkbox"/> Publications</p> <p><input type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> On-Campus Presentations</p> <p><input type="checkbox"/> Other- <i>Specify</i> _____</p> <p><input type="checkbox"/> <i>Professional Organization – Specify</i> _____</p> <p><input checked="" type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____</p>	<p>Degree Works Committee</p>
<p>Luisa C. Counselor</p>	<p><input checked="" type="checkbox"/> Conferences</p> <p><input checked="" type="checkbox"/> Off-Campus Presentations</p> <p><input checked="" type="checkbox"/> Publications</p> <p><input type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> On-Campus Presentations</p> <p><input type="checkbox"/> Other- <i>Specify</i> _____</p> <p><input type="checkbox"/> <i>Professional Organization – Specify</i> _____</p> <p><input type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____</p>	<p>Matriculation Committee</p>

Mark all professional development activities engaged in by each member in your program since 2002.

Name and Status	Activities (mark all that apply)	Comments (Optional)
<div style="border: 1px solid black; padding: 2px; width: fit-content;"> Roxy D. Counselor </div>	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other– <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>
<div style="border: 1px solid black; padding: 2px; width: fit-content;"> Joe Vidal IT </div>	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other– <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>

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Name and Status	Activities (mark all that apply)	Comments (Optional)
<div style="border: 1px solid black; background-color: yellow; padding: 2px;">Maria Li Accountant</div>	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other– <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	<div style="border: 1px solid black; background-color: yellow; height: 80px; width: 100%;"></div>
<div style="border: 1px solid black; background-color: yellow; height: 40px; width: 100%;"></div>	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other– <i>Specify</i> _____ <input type="checkbox"/> <i>Professional Organization – Specify</i> _____ <input type="checkbox"/> <i>Campus-Wide Committees – Specify</i> _____	<div style="border: 1px solid black; background-color: yellow; height: 80px; width: 100%;"></div>

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Name and Status	Activities (mark all that apply)	Comments (Optional)
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Are there areas of unmet professional development needs among faculty/staff in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

The area of unmet need is for the staff to work as a unit consistently. The staff will have a retreat that will address this issue.

iv. Projected retirements.

- Within the next 5 years it is projected that 2 counselors will retire

Are available faculty and classified staff adequate to support the program?

-The number of full time counselors is not adequate for the program to meet all the needs and completely fulfill the purpose of the program. Additional counselors could be used to strengthen the retention component of the program. Also, another classified person within the outreach and accounting area would be a tremendous help with workload and work flow.

c. Facilities

i. Is space currently assigned to program adequate to support the needs of the service area? Please explain.

The space that is assigned to program is not adequate for the program needs. Counselors and other personnel that require privacy to conduct confidential conversations are not at liberty to do so with the current space design. Also, the unit is spread throughout the first floor of a building and this limits team building and makes management a challenge.

ii. Does the program regularly utilize general campus facilities? Are they available and adequate?

The program does utilize general campus facilities for some of the program functions and events. These particular events are held outside in the main quad and various classrooms. The spaces are not always adequate and require that the program makes adjustments that can be disruptive to program flow and operation. The program as well as the campus needs more large meeting room space that is central and welcoming.

X. Planning and Budgeting

a. Past Planning Goals

Goal #	Goal Description (Brief)	Actions Taken	Outcomes

Past Program Goals

1. Increase the number and percent of traditional, 18-19 year olds, and male students participating in EOP&S by 2% over last year.

Actions Taken

- Implemented a follow up letter to high school students that applied to the college but never enrolled
- Developed a DVD to market EOP&S program in the feeder high schools.
- Partnered with General Counseling to host a High School Counselor's Open House
- Increased collaboration with the GEAR UP grant program.
- Established mini Day @ City.
- Expansion of the Summer Bridge program to 80 students.

Outcomes

- Increase in the desired area still being worked on and is a current goal for the upcoming cycle.

2. Increase the number and percent of students who successfully complete their chosen objectives by strengthening academic progress monitoring, counseling services and tutorial services.

Action Taken

- Collaborated with Title V to re-instate the SI program.
- Developed ESL Groups Counseling sessions
- Developed the STAR/PASS retention program
- Sent letter to student with inappropriate classes (not following their Educational Plan) to meet with a counselor. A hold was placed on their FA award and the next semester book service if they did not comply.

Outcomes

- Pilot star program was initiated and increasing the STAR/PASS program participation is an upcoming goal.

3. Advance the use of technology to document imaging, eligibility verification and counseling related activities to develop a more accessible "user friendly" expedient environment.

Action Taken

- Collaborated with Title V to purchase the ACTIONPLANIT software for electronic Educational Plan.

~~Purchased SAPS TRACK software to link EOP&S database to KIOSK~~



b. Service Area Planning Assumptions

In the space below, please list the planning assumptions that will guide your program during the next 6 year period. Include assumptions for at least the following areas:

- Expected demand
- Anticipated funding trends
- Anticipated pedagogical trends
- Anticipated technological trends
- Anticipated trends in student needs and/or demographics
- Relevant Advisory Group recommendations

Student needs and/or demographics--Expected demand

- As the EOPS program provides assistance with many of the basics needs of students. As the cost of textbooks and transportation rise in addition to limited resources at the campus level, many more students that once thought they were not in need or did not take the time to investigate the services will soon begin to see what options we can assist with.

Funding trends

- With the budget situation of the state having a very gloomy outcome for the next few year it appears that community college as well as other post-secondary education institutions are going to have to deal with a shortfall of funding from the state level. The state short fall will make local educational districts bear more of the load to make ends meets.

Pedagogical trends

- Being that "student centered" has been a main staple of student service division and is now emerging into all area of educational institutions, the objectives and practices of the EOPS program are parallel. As the EOPS program is founded on making student success paramount through assisting students from the beginning to end process of their education journey, it is most likely that the current and futures practice so the college will be inline with current and continuing EOPS practices.

Technological trends

- The EOPS program is making strides to accommodate the need to have

c. Self-Assessment of Challenges Facing Program

Please present the program's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

- Budget issues that originate from the state level that effect numerous local educational districts and campuses.
- District driven enrollment growth with the remaining college budget deficit and reduced course availability not being a viable combination.
- Current program facilities are too small, poorly designed and ventilated to accommodate current staff and disabled students.
- Lack of staffing in key departments: Admissions and Records, Outreach, Matriculation, General Counseling and Transfer center

d. New Planning Goals

In the spaces provided, describe service area’s planning goals for the next 6 years, explaining how they support the various college plans, including:

- Strategic Priorities of the College’s Strategic Plan: http://www.lacitycollege.edu/public/strategic_planning.htm#strategicplan
- Educational Master Plan: <http://www.lacitycollege.edu/public/EduMasterPlan.pdf>
- Technology Master Plan: http://www.lacitycollege.edu/resource/oac/IT_Plan_Draft03.pdf
- Facilities Master Plan
- Equity Plan: <http://moodle.lacitycollege.edu/mod/resource/view.php?inpopup=true&id=254>

Goal #	Goal Description (Brief)	Relation to College Strategic Plan and other Master Plans	Projected Measurable Outcomes

Goal 1
Goal Description
 • Increase the number and percentage of traditional students, 18-19 year old, and males students participating in EOPS by 2% over last year

Relation to College Strategic Plan and other Master Plans
 Strategic Plan Priority 4
 • 4.2 Design a comprehensive system that includes a widespread, early intervention strategy that focuses on student success skills.

Projected Measurable Outcomes
 • By comparing the number of traditional age students and male students participating in the EOPS program in the previous year to the current number of participants.

Goal 2
Goal Description
 • Increase the number and percent of EOPS students who successfully complete their chosen objectives by strengthening academic progress monitoring and tutorial services

Relation to College Strategic Plan and other Master Plans
 Strategic Plan Priority 4
 • 4.2 Design a comprehensive system that includes a widespread, early intervention strategy that focuses on student success skills.

Projected Measurable Outcomes
 • By comparing the number of EOPS students that graduate with an Associate of Arts degree and/or transfer to a four year university from the previous year.

Goal 3
Goal Description
 • Expand and strengthen partnerships with community organizations that provide services to CalWORKs /TANF recipients.

Relation to College Strategic Plan and other Master Plans

e. Proposed Action Plans and Special Projects

In the spaces provided, describe the specific action plans and special projects that will be undertaken during the next 6 years to achieve the goals described above. There should be at least one plan for each goal listed, and there may be more than one action plan for a goal. Plans and projects may include program development, establishment of new services, outreach and recruitment efforts, public/private partnerships, etc. Include estimated costs and projected time lines for implementation.

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

- 1) Increase on-campus high school visits.
- 2) Expand the number of high school students participating in the "Day at City" event.
- 3) Enhance promotion of concurrent enrollment in the feeder high schools.
- 4) Provide the Math and English assessment exam on high school campuses.
- 5) Expand the Summer Readiness program for incoming high school freshmen.

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text" value="2,500.00"/>
Other	<input type="text" value="8,800.00"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

- 1) Implement group counseling sessions designed to monitor student progress.
- 2) Incorporate progress monitoring in the ESL workshops.
- 3) Design tutorial brochure advertising individualized tutoring services.
- 4) Strengthen the PASS program(formally known as STAR).

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text" value="2,500.00"/>
Other	<input type="text" value="1,500.00"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

- 1) Develop an outreach plan targeting TANF recipients.
- 2) Identify community organizations that provide services to TANF recipients.
- 3) Increase community organizations visits.
- 4) Increase the number of community organizations represented in the CARE Advisory Board.
- 5) Design additional CARE promotional pieces.

Projected Timeline for implementation (be specific):

- Develop an outreach plan targeting TANF recipients.
- Identify comm. org. that provide serv. to TANF recipients.
- Incr. comm. org. visits.

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text" value="2,500.00"/>
Other	<input type="text" value="6,300.00"/>

Total Projected Cost

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text"/>
Other	<input type="text"/>

Total Projected Cost

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)

A & I/Facilities, Maintenance

Equipment

Supplies

Other

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: **Project Name:**

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text"/>
Other	<input type="text"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: Project Name:

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs:	<u>be specific, identify actual cost</u>	
Personnel (faculty, staff, unclassified, include applicable benefits)		<input type="text"/>
A & I/Facilities, Maintenance		<input type="text"/>
Equipment		<input type="text"/>
Supplies		<input type="text"/>
Other		<input type="text"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: Project Name:

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text"/>
Other	<input type="text"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: Project Name:

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text"/>
Other	<input type="text"/>

Total Projected Cost:

Proposed Action Plans/Projects

Specify service area planning goals, specify measurable outcomes that will be used to determine their achievement, describe specific actions to attain the goal, provide timeline and estimated costs. There must be at least one plan for each goal listed. (This page may be duplicated as needed.)

Project Rank: Project Name:

Addressing Goal(s) #:

Individuals Responsible:

Projected Outcomes:

How will the outcomes be measured?

Planned activities to accomplish Project:

Projected Timeline for implementation (be specific):

Projected costs: be specific, identify actual cost

Personnel (faculty, staff, unclassified, include applicable benefits)	<input type="text"/>
A & I/Facilities, Maintenance	<input type="text"/>
Equipment	<input type="text"/>
Supplies	<input type="text"/>
Other	<input type="text"/>

Total Projected Cost

XI. Final Summary

Have one of these summary tables for each discipline in a department.

Evaluate each aspect of the program by indicating the appropriate status.

Program Aspect	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Participants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age/Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment in Courses*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Offerings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area Outreach	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget & Expenditure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Past Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your program review, summarize:

a. Program Strengths - What is your program doing well?

Strength - One of the program's strength is that EOPS is one of a few on-campus entities that has and continues to monitor the student academic performance of all EOPS students every academic semester and to provide proactive solutions to academic concerns that may potentially prohibit a student from achieving their educational goal. Examples of proactive solutions include tutorial referrals, encouraging students to engage in serious conversations with instructors during office hours, withdrawing from courses prior to the withdrawal deadline, reviewing assessment test results and amending Student Educational Plans (SEP) to reflect a new major or course sequence to be taken by the student.

Strength - Prospective and current EOPS/CARE students come to the EOPS/CARE Office throughout the year because they learn of the "over, above and in addition to" direct academic, programming and financial support services provided by the EOPS/CARE staff. The four support services that are the most sought after by our student participants are:

(1) EOPS Book Vouchers; (2) Counseling; (3) Priority Registration and (4) EOPS Meal Ticket Grants;

Strength – The Summer Bridge Program was a success. We had 30 first time students attend the three day program. The EOPS counselor prepared these students to succeed in college by conducting a variety of skills i.e. career exploration, time management, college trips, financial aid, graduation requirements, academic regulations, study skills, internet resources and completed the Educational Study Plan.

b. Program Weaknesses – What areas can your program improve?

Area of Improvement - The office is in need of additional office space to expand services to students i.e. create a peer advising program, provide computers in order for students to complete their school assignments and perform other educationally related tasks. Need for more counseling staff to further develop the PASS retention program and assist with special initiatives. The area of unmet need is for the staff to work as a unit consistently. The staff will have a retreat that will address this issue.

C. Discuss anything else you would like to share about your program that has not been addressed.

A large, empty yellow rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to provide their response to the question above.

C. Dean's Review and Recommendations

Comprehensive Program Review 2008

I. Department Mission

Does the department's mission statement reflect the goals and activities of the department? Is it aligned with the college mission?

The mission is consistent with program goals and the campus mission.

II. Department Overview

Does the department's analysis of trends in student demographics and achievements accurately reflect the data? Have any issues been identified?

Yes, good analysis of data and enrollment trends. Issues identified related to recruitment and retention of males, and African-American students.

III. Vocational Programs

Does the department's analysis of labor market demand, advisory board activities and accreditation status (if applicable) reflect the data? Have any issues been identified and are they adequately addressed with appropriate action plans?

Advisory board not meeting but plans being made to reactivate the group. Plans include concerns about improving retention and graduation rates of EOPS students.

IV. Curriculum

Does the department's analysis of enrollment trends accurately reflect the data? Has adequate progress been made in developing and assessing student learning outcomes at the course and program level? Are Title V course outline updates current? Has adequate analysis of course scheduling been provided?

SLO's developed, assessment will begin 2008-09. Leadership changed several times in recent years so department has not begun the process. Currently examining the scheduling of workshops to increase participation.

V. Departmental Engagement



E. Student Services Council Review

