Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Extended Opportunity Programs and Services

Program Code: 6430 - E O P & S NON-INSTRUCTIONAL

Review Type: Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Extended Opportunity Programs and Services is funded to make college a viable option for students who historically have not considered higher education. Our state mandated services are to be "above and beyond and in addition to" those offered by the college to the general student population. The mission of our program directly relates to the college's overall mission "to improve the lives of underrepresented individuals in our surrounding communities, by providing equal access to college via our program's recruiting, orienting, counseling and other financial and supportive services to enhance the learning outcomes of our eligible diverse student participants" Our program evaluates its effectiveness in meeting the college mission by development and improvement of student learning outcomes measuring for increased self esteem, responsibility and overall self empowerment as evidenced by improvement in identified skills and decision making towards successful outcomes.

Review Team Response

PROGRAM DATA
Enrollment
Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
### Retention Rate by Day, Evening, Online, Arranged

![Retention Rate Graph](image)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

EXTERNAL REGULATIONS

Organization:
Last Review:
Recommendations:
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation:
Next Review:

Organization: California Community Colleges State Chancellors Office, Division of Student Services/Department of Extended Opportunity Programs and Services(EOPS)/Cooperative Agencies and Resources for Education (CARE).
Last Review: 02/22/2008
Recommendations: 1. Given the effectiveness of our EOPS Summer Readiness Program the team recommended
that we work closely with our IT and IR departments to further assess student success beyond the first year. 2. They also recommended that we explore recruitment strategies to increase student enrollment into the Summer Readiness Program

Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: Yes. 1. With the development of our Math Learning Community as part of the SRP students are now tracked throughout their time at Chaffey. 2. Recruitment was never a problem it was funding. Since the last program review our budget has been severely cut by the state and we are not in a position at this time, to increase enrollments.
Next Review: 02/22/2014

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

EOPS serves approximately 1500 students annually (duplicated count) our program services facilitate access to learning by providing in depth counseling, and educational planning to assist students in identifying their classes. Students are required to meet with an EOPS counselor at minimum three times per term in order to overview progress and provide students with a space to become more thoroughly familiarized with their college experience. Each student is additionally required to register and complete and GUID-2 Essentials of Student Success within their first year at college as an opportunity to transition into the rigors of higher education. The skills learned in the GUID-2 class promotes learning by teaching students college survival skills enhancing their abilities to study effectively, to take notes efficiently, to manage their time wisely and generally to acclimatize to college life.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>
Counseling sessions are comprised of Start-term appointments, Mid-term appointments and End-term appointments throughout each semester.

<table>
<thead>
<tr>
<th>Mandatory Guidance classes for EOPS students</th>
<th>Orientation to College/Essentials for Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS New Student Orientations</td>
<td>Provide overview of college resources and specific information related to participation in EOPS.</td>
</tr>
</tbody>
</table>

| 3472 | 3766 | 3135 | SLO |
| 270  | 299  | 301  | AUO |
| 476  | 597  | 487  | AUO |

Additional information:
EOPS has worked closely with Institutional Researching in developing, utilizing and further refining Student Learning Outcome measurement tools. These tools have assisted in gauging and refining service provision to our students. Procedures are as follows: Student Perceptions surveys, are distributed to all EOPS students during their Start-term and End-term counseling appointments each semester. Counselors additionally complete a counseling assessment tool with continuing EOPS students at Start-term and End-term appointments; this tool tracks a series of behavioral indicative of progress towards their academic goals. Both the counseling assessment and students perceptions SLO form aims to measure increases in independence, self-esteem and personal/academic responsibility.

EOPS staff and faculty communicated and met regularly with a Institutional Research representative throughout the year, specifically at Flex Department meetings, various arranged times to review statistics and refine tools of assessment in order to improve overall service to students. EOPS counselors effectively provide students access to learning by using referrals to other services such as the Success Centers, Financial Aid, Transfer Center, Global Career Center, Student Activities, where they can access supportive information that contributes to sustained learning.

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

EOPS provided indepth counseling a minimum of 3 times per semesters for each student participant. Math Workshops were offered for students in order to develop math skills necessary for successful learning. Tuesday’s with Amy was a support service offered to EOPS students. Self-selected students received counseling support through groups sessions held on a bi-weekly schedule, focusing on exploring graduation and transfer options.

EOPS began the development of a new cohort for the collaborative program with the Department of Corrections at California Institution for Women in Chino. Students selected to participate were provided with the opportunity to begin classes leading toward an Associates Degree in Liberal Arts and Sciences. EOPS provided outreach/recruitment to potentially new EOPS students at local feeder high schools to participate in a Summer
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS Counseling Apprentices</td>
<td>Graduate counseling students provided additional workshops and small group sessions for EOPS students encountering academic and personal challenges.</td>
<td>200</td>
<td>AUO</td>
</tr>
<tr>
<td>Math Workshops</td>
<td>Spring 2010 Math Workshops-working with EOPS students with deficiencies in basic skills to ensure development of required abilities to complete needed math courses for graduation.</td>
<td></td>
<td>AUO</td>
</tr>
<tr>
<td>Tuesdays with Amy</td>
<td>Self-selected students received counseling support through group sessions held on a bi-weekly schedule. Focusing on exploring graduation and transfer options as well as building confidence.</td>
<td>23  15  36</td>
<td>AUO</td>
</tr>
<tr>
<td>Development of new cohort for CIW program</td>
<td>Identified potential students for new CIW cohort through application assessment, orientations and course educational planning and registration for Fall.</td>
<td></td>
<td>AUO</td>
</tr>
<tr>
<td>Outreach/recruitment</td>
<td>Outreach/recruitment of new EOPS students at local feeder high schools to participate in Summer Readiness Program. This program prepares them for the rigors of college life.</td>
<td>608  890  1270</td>
<td>AUO</td>
</tr>
<tr>
<td>EOPS Counseling</td>
<td>Counselors meet with each EOPS student a minimum of 3 times per semester.</td>
<td>803  1002  806</td>
<td>SLO</td>
</tr>
</tbody>
</table>

**Additional information:**
AUO #1 Summer Readiness Program Recruitment - In response to the committee recommendations for 2008-2009 regarding EOPS outreach and recruitment for our Summer Readiness Program, that recommended we identify measuring tools. Assessment tools were utilized to keep track of number of schools and student contacts during the outreach process. Should supportive documentation be needed, such can be made available to the PSR committee. AOU #2 Collaborative Partnership with CIW Preparation for cohort 4 was interrupted due to budget and program cuts at CIW and most of the year was spent having numbers of students apply and assess in order to
determine eligibility for Fall 2010. The committee has recommended as a means of assessment to identify tools used to measure outcome citing the example of completed registration forms or sign in sheets. Should supportive documentation be needed, such will be made available to the PSR committee.

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

EOPS provides a variety of specialized services that emphasize transfer, completion, utilization of campus resources and ultimate future success. The following services are provided in order to promote student engagement and realization of goal completion: Academic and personal counseling available throughout the year. Graduation and certificate checks. Assistance with university research, applications and referrals to helpful tools for further exploration such as ASSIST.ORG, CSUMENTOR, UCOP.EDU. Counselors and staff provide relevant referrals to campus supportive services. Counselors continuously compose letters of recommendation on students behalf for both university admission and scholarship consideration. Graduating/transferring EOPS students are provided with the opportunity to participate in a celebratory luncheon coordinated by EOPS staff. Crucial EOPS student documentation is also imaged to a paperless system in order to monitor and maintain accurate student records.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write letters of Recommendation</td>
<td>Counselors compile and write letters of recommendation for students seeking admission into universities throughout the academic year.</td>
<td>60 80 90</td>
<td>AUO</td>
</tr>
<tr>
<td>Personal &amp; Academic Counseling</td>
<td>EOPS provides ongoing counseling (at minimum 3 times a semester) to ensure that students persist through educational journey while at Chaffey College.</td>
<td>5670 6217 4945</td>
<td>SLO</td>
</tr>
<tr>
<td>Referrals to Campus Supportive Services:</td>
<td>Counselors and staff provide referrals to the following supportive services which contribute to students overall success: Transfer Center, Student Success Centers, Global Career Center, Health Services, ASCC, Financial Aid.</td>
<td>800 950 750</td>
<td>SLO</td>
</tr>
</tbody>
</table>
Summer Readiness Program
Promotes future success of incoming high school seniors.

Coordination of Annual Celebratory Graduation Luncheon
EOPS provides an annual graduation/transfer luncheon for all eligible EOPS students and guests to acknowledge their academic success.

Graduation Checks:
Counselors review coursework and complete graduation paperwork to facilitate students applying for graduation/transfer. Students are advised to submit completed paperwork for final transcript evaluation and authorization for graduation by the Transcript evaluators.

Document Imaging
Initiated Fall 2009-Imaging all student records into paper-less system (ImageNow).

Certificate checks
Counselors review coursework and complete certificate paperwork to facilitate students applying for certificates. Students are advised to submit completed paperwork for final transcript evaluation and authorization for certificate by the Transcript evaluators.

Additional information:
EOPS Summer Readiness Program Promotes future success of incoming high school seniors though availability of transitional classes, specifically Guid-2, Guid-3 and a Math learning community/workshop. The progress of participating students is tracked throughout their experience in EOPS in order to monitor goal attainment.

Review Team Response
Program promotes and supports student transfer.

VISIONARY IMPROVEMENT PLAN (VIP)
Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
• Realistic
• Time-bound

All plans should improve or expand student learning.

Year Three Goal:
The following plans are aspirational goals for EOPS sought to be realized within the near future: Continuing to enhance modes of communication with current and prospective EOPS students in order to support awareness of resources and independent research. The development of this resource will provide students with access to information more efficiently. Specifically enhanced modes of communication will consist of website development, multimedia expansion through Facebook and Twitter accounts, building upon student email registry and on-going distribution of program newsletter. A secondary goal is to further refine our current Student Learning Outcomes tool in order to more accurately measure the effectiveness of the program's impact on student lives. Thirdly, the expansion of supportive counseling services with assistance of counseling apprentices will contribute to availability of increased supportive services such as workshops, mentoring and peer advisor training.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Webpage Development: work closely with Ben Bull (Marketing webmaster) in training identified staff members who will assume responsibility for independent webpage development and on-going maintenance. Refine Student Learning Outcomes tool: Work closely with Institutional Research in exploring necessary adjustments to current SLO instrument, including potential use of the "Hope" Scale. Expansion of Supportive Counseling Resources: Explore usage of counseling apprentices to enhance student access to workshops and mentoring in order to contribute to student skills development.

Webpage Development: Assessment strategy utilized will be measured through student surveys and usage of webpage. Refine Student Learning Outcomes: Will be measured by statistical analysis of results. Expansion of Supportive Counseling Resources: Measured by number of workshops offered to students and attended by students. Development of a training manual for EOPS Peers Advisors that would enhance services provided to students.

Year 2 Steps to Success (activities) and VIP Assessment:
Webpage Development: Set-in-place layout and content for website to include interactive features for students related to EOPS, such as, success stories, history of program and on-line application. Refine Student Learning Outcomes: Apply necessary changes to SLO forms and survey's. Examine effectiveness of measuring hope as an EOPS learning outcome. Expansion of Supportive Counseling Resources: Re-initiate usage of apprentices in EOPS counseling services.

EOPS will gauge the results of assessment strategies utilized within first year (website usage, SLO results, and...
apprentice workshop availability) and work closely with Institutional Research to assess impact of such on student success/retention rates.

**Review Team Response**
Goals are clear, concise, and attainable.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
</table>

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**
Student learning outcomes are enhanced by the professional development that our program staff engages in annually in the following ways: Counselors remain current in their discipline and knowledge of transfer requirements, contribute to the overall campus climate of learning for our students by committee participation and collaborative relationships developed and nurtured with other departments and programs. Counselors and staff also remain updated with changes in policy and procedures coming out of Sacramento to ensure program compliance with mandated aspects of a state funded program.

**Discuss departmental engagement on campus in connection to student learning.**

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Hiring Committees</td>
<td>Transfer Center Advisory Committee</td>
<td>Regular attendance at All Counselor Meetings</td>
</tr>
<tr>
<td>Enrollment and Success Management Committee</td>
<td>Basic Skills Committee</td>
<td>Outcomes and Assessment Committee</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
Remaining an active and connected participant of the college environment is critical to the overall professional service provided to students, for it prompts awareness and subsequent growth. Campus engagement contributes to the vitality of not only the EOPS program, but more importantly to the service we provide to students in encouraging all to thrive within their college experience.

Given the data how has your program been impacted?
EOPS Counselors have worked in the program for a combined 55 years. Classified staff have worked a combined 34 years, totaling 89 years of service to our college and the students. Having a dedicated staff with this number of years in EOPS gives the program and our students extensive experience to call on and guarantees consistent and grounded service while maintaining program compliance, in-depth understanding of Title 5 regulations and meeting the unique needs our student population.

Does your program anticipate retirements within the next 3 years?
NO

Review Team Response
Good level of campus involvement.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
The majority of our budget is state funded through the Chancellors Office in Sacramento. Annual funding over the past 3 years:
2007-2008 $1,037,604 (EOPS) $134,295 (CARE) 2008-2009 $1,065,319 (EOPS) $129,949 (CARE) 2009-2010 $642,833 (EOPS) $76,804 (CARE)

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Counselor
Hiring Criteria:

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.

Year 2:
Counselor

Hiring Criteria:

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.

Year 3:
Counselor

Hiring Criteria:

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.

STAFF

Year 1
Counseling Apprentice(s) to meet program needs in enhancing available services by providing informational workshops and student mentoring.

Year 2
Classified Program Assistant F/T to meet recruitment and department needs. Counseling Apprentice(s) to meet program needs in enhancing available services by providing informational workshops and student mentoring.

Year 3
Counseling Apprentice(s) to meet program needs in enhancing available services by providing informational workshops and student mentoring.

EQUIPMENT

Year 1
Year 2

Year 3

TECHNOLOGY

Year 1
Laptop computer to replace obsolete model for recruitment activities. LCD Monitor for student viewing in displaying resourceful information taking place throughout campus. Monitor will maximize use of new office space in order to promote essential resources within program and throughout campus (ChaffeyVision).

Year 2
Laptop computer to replace obsolete model for recruitment activities. LCD Monitor for student viewing in displaying resourceful information taking place throughout campus. Monitor will maximize use of new office space in order to promote essential resources within program and throughout campus (ChaffeyVision).

Year 3
Laptop computer to replace obsolete model for recruitment activities. LCD Monitor for student viewing in displaying resourceful information taking place throughout campus. Monitor will maximize use of new office space in order to promote essential resources within program and throughout campus (ChaffeyVision).

SOFTWARE

Year 1
Adobe Dreamweaver - webdesign software necessary for website expansion and development.

Year 2
Adobe Photoshop - digital imaging software necessary for enhancing images set to display on website.

Year 3
Image Now Scanner - Additional scanner dedicated to meeting the scanning needs of the program, would assist in scanning records and information more efficiently.

OTHER

Year 1
Classified Staff Computer Application Training Opportunities - professional development opportunities for classified staff to build knowledge of software applications (such as Excel, Access, etc.) that is essential in building necessary databases structured to provide more in depth services to students.

Year 2

Year 3

Review Team Response
Review Team Response
Resource requests are clear and support measurable goals. Information and analysis is useful in planning and meeting institutional goals.