

**Program Review for
Extended Opportunity Program and Services
(EOPS)**

**Cooperative Agencies Resources for
Education (CARE)**

**California Work Opportunity and
Responsibility for Kids (CalWORKs)**

**Submitted
12/20/06**

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Program Review Team Members and Approvals

Program Review Team Chair:

O. Yvonne Powell, Ed.D.
Assistant Dean of Student Services

Program Review Team Members:

Teresa Camacho, Sr. Administrative Assistant

Lori Parra, EOPS Specialist

Juanita Baltierra, Counselor

Maryam Afshari, Counseling Office Assistant

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Spring 2006	Contact Program Review Chair for orientation
Spring 2006	Form Program Review Team
Fall 2006	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2006	Solicit input from faculty and students
12/19/06	Determine if additional research is needed
10/2006	Contact College Research Analyst if necessary
12/19/06	Write Program Review report
12/20/06	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section 1: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The mission of Saddleback College's EOPS program is to provide students who are economically and educationally disadvantaged with the counseling and support necessary to successfully reach their academic, career, and personal goals.

B. Historical Background and Unique Characteristics of the Program

General Program Overview

Three programs are served within the department that is usually referred to as the EOPS department, Extended Opportunity Program and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunities and Responsibilities for Kids (CalWORKs). These programs all serve students who are economically and educationally disadvantaged.

EOPS was established by the Legislature in 1968 (SB164, Alquist). It is one of three major programs established in 1969 that reflected a new legislative commitment to provide opportunities and services, along with financial aid programs that went beyond traditional college approaches. This new approach included seeking innovative ways of providing academic support to low-income and educationally disadvantaged students. EOPS has grown from serving 13,000 students in 46 community colleges with a budget of \$2.8 million at its inception, to operating in 110 colleges (effective Fall 2006) with a budget of more than \$50 million for over 85,000 students. Support services and financial assistance provided by the program were developed to provide services "over and above" what was available to students who did not meet both of these requirements.

It was later identified that there was a portion of this population that faced even greater challenges than the general EOPS population. The CARE program of the California Community Colleges was established by Assembly Bill 3103 (Chapter 1029, Statutes of 1982, Hughes) to provide educational support services to Extended Opportunity Programs and Services (EOPS) students who are welfare-dependent single parents. CARE recipients are at least 18 years old and single heads of household, recipients of CalWORKs for either themselves or at least one child under the age of 14 years old, and be enrolled full-time upon admission to the program. The goal of the program is to break the cycle of dependency on the welfare system. These programs were started on campuses upon application. The EOPS and CARE programs are closely related. All CARE students are also EOPS students.

The regulations of the two programs compliment each other. Students in both EOPS and CARE are required to attend college on a full-time basis (12 units per semester) and are required to have three counseling contacts per semester. They are required to have academic plans with an identified goal that they wished to achieve. The student can have a wide range of goals from earning a certificate, degree and/or transfer. Both programs help students who do not have an adequate educational background to increase their educational potential and to navigate the college system.

The EOPS and CARE programs provide students counseling and financial assistance. These services are provided elsewhere on the campus, but again, EOPS and CARE are supposed to provide services that are “over and above” those that are provided elsewhere, such as those in General Counseling and Financial Aid.

The third program, CalWORKs, began in 1998. This program is similar to the CARE program but it has greater limitations. The program is an out-growth of the changes in the Federal public social service system, or welfare reform. The individuals in both CalWORKs and CARE receive Temporary Aid to Needy Families (TANF), the program that was previously known as Aid to Families with Dependent Children (AFDC). CalWORKs students, unlike CARE students, do not have to meet the requirements of EOPS and are not required to attend school full-time basis. CalWORKs students do not have the same mandatory counseling contact requirements.

There are several other differences in the CalWORKs program. CalWORKs students are not required to be single parents. Many of these students are married and in some cases both adult family members are attending school. The parent or parents must receive TANF funds and have at least one child who has a child care need. CARE students do not have to receive TANF funds for themselves but at least one person in the family must receive assistance. The students who receive CalWORKs have a requirement of 32 hours of work related activities which can include education. When the CalWORKs program began, students were only allowed to attend educational programs for twelve months. A CalWORKs student’s educational goal was developed with the consent of or by the Social Service Agency.

The twelve month limitation of the CalWORKs program was subsequently lifted but the program continues to have greater limitations on it than those of the CARE program. Students are expected to work toward a certificate only and must supplement their education with additional work or other approved activities.

The funding sources also differ. Students who receive EOPS and CARE receive funds for their educational expenses from the college program. CalWORKs students get funds for books and child care from the local Social Service Agency.

The primary goal of the CalWORKs program is to get persons who receive TANF funds into a work setting, but not necessarily to break the cycle of welfare. CalWorks recipients are now eligible for sixty months of TANF funding in a lifetime.

The reporting requirements for CalWORKs are very different from those of the CARE program. The students are required to complete monthly reports that account for all of their time during the reporting period. These reports include time in class, study time, work or work study time, absences, and academic progress. The counselors in the program assist the students with this report in addition to providing academic counseling.

Saddleback College Overview

Saddleback College has a very unique history where it relates to the EOPS program. This history was gained from Pete Espinosa, the first EOPS director and others who were around during the initial years of the program. Although most of the EOPS programs around the state began around 1969 the program at Saddleback College did not begin until 1975. Saddleback College was the very last college in the state that was in existence in 1969 to start Financial Aid, EOPS and CARE programs. Once Financial Aid was started, the director, Mary Long, wrote the EOPS program. Dr. Espinosa began his work as a classified director of the program in 1977. The initial budget of the program was \$21,000 of which, \$16,000 was the director's salary. In 1977 the program began with 41 students who met the program guidelines of being from families that were low income and who had an educational disadvantage.

Bob Jacobson, the former Dean of Counseling, was instrumental in changing the EOPS director's position to that of a certificated counselor in approximately 1980 or 81. The state mandated District contributions to the program in approximately 1982 or in the sixth year of the program. Also during the 1980s, there was an anti-discrimination law suit that changed EOPS as well as other areas of the college. Around this time, Chancellor Lombardi redeveloped the funding for EOPS and other programs and college staff. The EOPS change included the full funding of the director, who was still Pete Espinosa. Other changes that occurred because of that suit was the full funding of the gender equity director, Ms Jerilyn Chuman, and the full time funding of a faculty position for Lee Haggerty, who, prior to this time was employed as a tutor.

Many of the long term staff feel that the establishment and maintenance of the programs for persons who are educationally and economically challenged has always been neglected and short-changed. Many of the challenges faced during the early years of the program continue today in one form or another. Audrey Yamagata-Noji, one of the earlier directors wrote a letter in 1989 expressing the need for a full time director in order to help the program grow. This call for a full time director continues to this date. The consistency of leadership and the adequacy of staff, both certificated and classified, continue to present a challenge to the running of the EOPS program.

Despite the many challenges facing this program, the EOPS program has continued to serve the students it was designed to serve. A program review was completed at the end of 1998-99; 22 years after the program began. EOPS served 376 participants during that year. The current enrollment of EOPS students for the 2006-2007 year is 328 but this constitutes an unduplicated number for only half of the school year. The cap for the program ending June 30, 2007 is 403 students. At this time, spring 2007, the unduplicated count for the year is 363, forty short of the cap. The program is under orders to grow to 500 by fall 2007 which is a 65% growth over the current number.

The enrollment of students in EOPS in this program is always impacted by the state and local economy of Orange County. The Saddleback College EOPS program has shown growth only in the years when the local economy was challenged by issues such as the early to mid-nineties, corporate restructuring forced many people out of work; the aerospace industry began massive layoffs; small mom and pop businesses closed due to their inability to compete with corporate

giants; the movie industry suffered revenue losses; housing foreclosures; sales tax revenues tumbled; and other economic issues that effected the total area. Higher enrollment numbers also reflected a tight labor market.

EOPS regulations require that students be low-income and enrolled full-time in college. The high cost of living in Orange County requires that many members of the family maintain employment and that effects the demand of a full load of coursework puts a tremendous strain on these students who are working. Additionally, students who work in order to contribute to their family's economic survival are often ineligible for EOPS because they raise the family income and then are unable to meet the income eligibility.

An EOPS regulation gives students a time limitation for eligibility of 70 units completed towards an Associate's Degree or six consecutive semesters of enrollment in the program. Therefore, files are reviewed at the completion of each year and students who have reached their limit of eligibility in the program may no longer receive services. Those students who have transferred or are no longer enrolled in the College also have an impact on the EOPS count. Students who have high unit majors for either a degree or transfer are able to continue in EOPS beyond the 70 unit or six consecutive semesters. This major must be identified when the student starts the program and does not mean a student can change their major when they are the program limits. A high unit major must be identified early during the college student's college career.

Due to the above-mentioned factors, the Program begins each fall semester with a significant drop in student numbers from the previous year, and, therefore must actively recruit new participants. Outreach efforts by the EOPS Outreach Specialist have identified students who are eligible for the program but many of these students do not access the EOPS system because they feel the need to work instead. Additionally, many of the students who are deemed educationally and economically disadvantaged in the area are not eligible for the EOPS program due to EOPS guidelines requiring California residency.

The EOPS staff assists students in completion of the financial aid application. EOPS was previously the only office at the college that offers students individual appointments for assistance in completing the financial aid application. The EOPS staff is experienced and knowledgeable of the financial aid process and is able to simplify and explain procedures to EOPS students. Most of the assistance with financial aid applications is now done in groups with the students following along on the computer and completing the application in workshops. This change was made to alleviate the time constraints on the EOPS staff and to aid the students in developing the independence they will need in the future, especially if they are planning to transfer. The completion of the forms by the students instead of the staff also removes the requirement of the staff identify themselves as the completers of the forms.

The Saddleback College CARE program was instituted in the spring of 1994 and enrolled 18 participants and the program reached its peak in 1997-98 with 43 students. The 1997-1998 year saw a drop in numbers with the changes in the welfare regulations that began in 1998. California Welfare Reform, known as the Welfare-to-Work program, is having a major impact on the CARE students. The numbers of CARE participants have steadily decreased since that time.

Effective January 1, 1998, a parent or caretaker relative may be eligible for cash aid under the CalWORKs program for a total of 60 months (five years) over the course of a lifetime. (Prior to the reform, welfare recipients received cash aid until their youngest child turned eighteen.) After 60 cumulative months, adults will be ineligible for assistance and a family's grant will be reduced by the amount of the adult's portion of the grant. There are, however, some exemptions to the 60 months limitation such as those individuals with a disability that impairs their ability to work.

CalWORKs students are required to meet a work requirement while pursuing their educational goals. The work experience needs to be directly related to the student's educational program. Classroom instruction and employment must total 32 hours per week. Limits were placed on the CalWORKs student's educational goal. They were required to complete their education within 18 to 24 months.

At Saddleback College, the development and implementation of the CalWORKs plan was a collaborative effort on the part of the Counseling and Special Services Division and instructional divisions. Representatives from the College's EOPS and CARE, CalWORKs, Job Placement, Career Center, Financial Aid and the Re-entry Center meet on a weekly basis to discuss CalWORKs students' progress in pursuing their educational goals and in meeting their work obligations.

The program funds were reduced during the 2001 school year and the program, as it was known at Saddleback College, was completely revamped. The CalWORKs program came under the auspices of EOPS area in 2002. Initially the addition of a new program did not prompt many changes in staffing. Two counselors were identified to work with the CalWORKs but they primarily verified the student's eligibility and met to collect monthly time sheets from the students. Over the last year three additional counselors were trained to work with the CalWORKs students and one of the original counselors has retired. Funding for the CalWORKs program does not have the stable history as do the EOPS and CARE programs.

Current efforts are under way to increase the coordination between Saddleback College and the Orange County Department of Social Services on behalf of the students who are served by both programs. A good rapport has been established between the two entities. A meeting was held with the local Social Service Agency Office in Laguna Hills on August 28, 2006. A collaborative group was established with the administrative division of the Social Service Agency in Santa Ana and two meetings were held to identify strategies to address the new TANF Reauthorization that began this year. The new TANF guidelines have resulted in another drop in CalWORKs and CARE students that is comparable to the drop that occurred when Welfare Reform was initially started. The Region 8 EOPS Directors and Coordinators are planning three workshops to address TANF Reauthorization for student early in spring 2007.

C. Progress since the Last Program Review

The last program review was completed by Sharon Nussenbaum during the 1998-1999 school year. The format used did not resemble the current format in any way. The primary assessment was of staff and the programs at that time. Two programs were served and reported upon at the

time of the last review, EOPS and CARE. The CalWORKs population was added to the students currently served by the department. Areas of comparison that are possible between the two reports include the number of students served, the demographics of the students, and the student outcomes.

The number of students served by EOPS and CARE reached a peak of 462 students during the 1996-1997 school year and then began a decline. During the last five school years the numbers have peaked in 2001-2002 with 467; 2002-2003 with 487 (the highest population since the program began); 2003-2004 with 453; 2004-2005 with 463; and 2005-2006 with 441. A partial count is available for the fall of 2006 of 320. The probable causes for lowering of the numbers of participants in the last two school years are due to greater monitoring for adherence to the program regulations and changes in the TANF regulations.

The CalWORKs numbers have also declined in the last few years. Between 2000 and 2006 there was a 14.7% decrease in student participation in CalWORKs statewide. The decrease in numbers was due partially to a change in the funding of the program and the uncertainty of the program. The budget cuts made in the program limited the support given to the students and which resulted in the decrease in numbers. Across the state, further drops in numbers were seen in the last year. At Saddleback College the current number of students served during the fall of 2006 is 33. During the 2005-2006 year 42 students were served. When the program was first annexed to the EOPS program the numbers reflected large numbers served. Some of this data were later determined inaccurate. The numbers reported were 129 for 2002-2003, 85 for 2003-2004, 60 for 2004-2005, and 57 for 2005-2006. Again, the numbers in the program have decreased steadily throughout the last five years.

The demographics of the program have stayed fairly consistent with predominant groups served being White, Non-Hispanic and Hispanic. During the last five years the demographics of these two groups have gotten closer in numbers. The African American and Asian population follows these two groups. Although their numbers lag far below the others, they reflect the overall population.

The comparisons of student outcomes were more closely monitored at the time of the last report. During the last four years the staffing pattern and lack of consistent management have caused an inadequacy of data. A system of tracking was developed and the exit interview was revised and restarted in order to better track this data.

Section II: Review Report

Current Strengths, Opportunities and Challenges

Strengths:

The strengths of the program include the stability of the funding of the EOPS and CARE programs and the knowledgeable faculty and classified staff. Most of the staff members have experience with at least two of the programs served in the department. They are willing to learn new ideas and methods of serving the students. The faculty and staff work well together in the

program. The staff maintains up to date knowledge of the program and guidelines. They are also dedicated to meeting the needs of the students.

The funding of for the EOPS and CARE programs has continued for thirty-six and twenty-four years respectively. The overall stability of the full time staff persons is strength of the program. Several members of the support staff and the one full time counselor are persons who have worked in the program since its inception. Another strength of the program is that, although the EOPS/CARE program is categorical, the funding source is stable. There was a recent threat to the funding of the program where there was a cut or a proposed cut, but these funds were restored.

Opportunities:

The EOPS program has the ability to grow in numbers and improve program outcomes with the proper level of supervision and consistent counseling services to the students. The EOPS program has proven success rates when the program adheres to the state guidelines. The students served by this program have special challenges beyond those of most other students. When there is adequate counseling and the students adhere to the guidelines that mandate the number of contacts per semester and the types of contacts, students have shown great success. With the current mandate to grow, EOPS and CARE, especially, can add to the overall population of Saddleback College, since all of the students, except those with special exemptions, are required to be full time students.

A new program was begun during the spring semester of 2006 that provides another opportunity for the students in the EOPS/CARE/CalWORKs programs. The program is a mentor program that was modeled after one run in the program before. The program was improved to include mentors both on the campus and in the community. The Saddleback College faculty can earn up to 15 hours of flex time to participate in this program. The students who participate can request a mentor who works in the profession they are majoring in or a mentor who has some other attribute that the student may need or want to learn more about. During spring 06 semester there were 33 mentors and 24 mentees. As of this spring 2007 there are 33 mentors and 35 mentees. The mentors have remained consistent. Of the mentors, eight are full time faculty members, ten are part time faculty members, nine are Saddleback College staff, two members of the Board of Trustees and six are business persons from the community.

This mentor program provides an avenue to improve the retention of students. Some of the mentors were EOPS students in the past and they have had the same struggles that the current students are having. They are able to share how they have made it to the place they are in at this time. Although other mentors may not have the EOPS background, they can share some of the important information the students should know about the profession they have chosen or information about making it in college. A few of the mentees and mentors have worked together for more than a semester. They have all identified the program as a valuable asset to the program.

Challenges:

The problems faced by the program are in several areas. The **first** problem area relates to the CalWORKs and CARE programs. The numbers of students served in these programs are

influenced by the rules and regulations of the Federal Regulations, the State Department of Social Services and the local Social Service Agency. The current TANF Reauthorization regulations have caused a reduction in the population served during the last year. The reduction is similar to those that occurred when Welfare Reform began in 1997. Like when Welfare Reform began, there is a greater level of uncertainty on the student's part, about their ability to continue in school. Another possible reason for this reduction is due to the greater restrictions time spent in school and an increased emphasis on work as opposed to education. Current efforts are underway on a state and regional level to provide students education on their rights and ways to continue in school.

A **second** challenge relates to the coordination of the program. The current coordinator of the EOPS, CARE and CalWORKs programs is also the Assistant Dean of Student Services. Each of these coordinator positions is accompanied by responsibilities to attend meetings several times during the semester both on and off campus. EOPS, CARE and CalWORKs each have state and regional meetings on a regular basis. State meetings occur two to three times a year and are usually mandatory. Training for these programs is often on subsequent days during the same week which requires the current coordinator to be out of the office for a week at a time. The monthly meetings allow the local coordinators to get updates from the regional representative, who has additional meetings in Sacramento, which allows the coordinators to gain more up to date information.

The greatest challenge in this area is the EOPS coordination, which is the day to day oversight of the office. The coordinator has the responsibility of reviewing all of the files when they are accepted into the program and for the quality assurance of the program on an ongoing basis. The faculty continues to need training in consistency of documentation. A portion of the review process was turned over to the one full time counselor in the program to reduce some of the duties of the coordinator. The coordinator also evaluates all of the staff in the EOPS area, classified, certificated and student workers. The coordinator participates in all staff meetings which are held twice per week. There are also separate internal meetings for CARE and CalWORKs. The coordinator also completes end of the year reports and other reports for each of these programs. The many and varying duties of the coordinators' jobs makes it very hard for one person to keep up with all of the duties.

This position also has the administrative duties over the DSPS program. Since the hiring of the current Assistant Dean, many of the reports required by the DSPS program have fallen upon this position. The Assistant Dean has completed the recent VTEA reports and the End of the Year report. The Assistant Dean also provides direct supervision for the Alternate Media Specialist. This position also attends most of the meetings held by DSPS on campus and was also active on all except one of the hiring committees over the last year. The Assistant Dean also attends weekly meetings of the DSPS staff persons. The Assistant Dean also evaluates most of the staff in the DSPS department. Two staff persons were dismissed during the last year and this, also, was the responsibility of the Assistant Dean.

The Assistant Dean also attends all counseling related meetings. These meetings include Articulation updates, all regular certificated staff meetings and division meetings. The Assistant Dean was also told that she needed to attend counselor training to become familiar with

orientation and advisement information when reviewing files and working with students. This additional responsibility has not been met because it conflicts with weekly EOPS staff meetings and this was the only option for EOPS staff meetings. The Assistant Dean did meet with Steve Honda, who provides the training and discussed what areas were covered. She also sat in on and orientation and advisement meeting.

The Assistant Dean also does student discipline. This assignment initially included discipline for all students as needed but was later decreased to EOPS and DSPS students primarily. The Assistant Dean continues to back-up the Vice President of Student Services when she is not available.

The other administrative duties of the Assistant Dean position include the bi-weekly meetings of the Dean's Cabinet and the additional meetings and committee responsibilities. Each dean was also assigned the responsibility of participating on one of the college governance committees. The Assistant Dean was part of the Student Success Committee but is no longer a member because of the many demands of the position. The Assistant Dean continues to participate on the Marketing committee and the Equipment Committee. The Assistant Dean also participated in strategic planning meetings and the District Leadership Council. Although the Assistant Dean has all of these other responsibilities, the person in this position is also supposed to maintain at 60% in the position of coordinator of EOPS only.

The **third** challenge is in the area of outreach. Greater coordination is needed with the college's outreach department. Another challenge in this area is the staffing. The EOPS outreach person is also the intake person. These two responsibilities often conflict and a choice of one over the other must be made. Most of the intake work is done by hand and is very time consuming. Efforts are under way to automate more of the intake process. The EOPS staff also does most of the Financial Aid outreach and workshops and the outreach person does most of this works.

A **fourth** challenge is the general demographics of the area served by the college. Although there is proven data that the greatest success for students who are faced with educational and economic disadvantages comes when they are able to attend school full time and work only on a limited basis, the cost of living in Orange County makes it almost mandatory for the students to work. The students surveyed do not indicate the problem that many of the students face. This is due to fact that those only students who were able to come into the office during regular hours were surveyed. The rest of the population will receive the survey via mail within the first week of January. The students who completed the questionnaire were tracked on a separate sheet of paper from the questionnaire in order to assist in the identification of those students who still need to complete the questionnaire. The problems identified on an individual basis with students include a failure to maintain the required units, not meeting the required counseling contacts, and low grade point averages. Many students are deemed ineligible for the program due to income when they are required to work to help support the family. Most of these students continue to qualify as low income but not at the level that the EOPS program mandates. Many of these students who face economic challenges would benefit from on-campus work study which is not counted against them as income and would allow them greater access to the resources of the college.

A **fifth** challenge revolves around the coordination with the Financial Aid program. Many strides were made in this area over the last semester but further work is needed to assure access for the students who are both educationally and economically disadvantaged. These students, more than most others served by the college, are frustrated more easily by the Financial Aid process. Increasing efforts were made over the last year to teach these students greater independence throughout the process.

General staffing is another problem faced by the EOPS, CARE and CalWORKs programs. The current staffing of the EOPS, CARE, and CalWORKs office consists of :

- An Assistant Dean of Student Services who is also
 - Coordinator of EOPS
 - Coordinator of CARE
 - Coordinator of CalWORKs
 - Administrator over DSPS
- One full time counselor
- Three full time classified staff persons
 - Senior Administrative Assistant – primary support to Assistant Dean, budget support, time sheets, absence verification, office scheduling and technology support
 - EOPS Specialist - EOPS/CARE MIS Data, CARE support, and file follow-up
 - EOPS Specialist – outreach, intake specialist, and Financial Aid workshops
- One part-time contract classified staff person - CalWORKs intake, follow-up and MIS Data reporting and the front desk.
- Three student workers
 - One BFAP funded – covers the front desk and helps with outreach
 - One CalWORKs workstudy student - front desk
 - One funded by the EOPS program - math tutor and office support
- Six adjunct counselors

All of the staff members must have some familiarity with all of the programs served by the department. In order to have more accountability and to distribute responsibilities more fairly, different staff persons were given primary responsibility for certain program follow-up. Due to the number of adjunct faculty, it is hard to provide uniform training for faculty. Most adjunct faculty members work at several different colleges and sometimes have problems keeping the rules of each college separate. This number has grown more than 600% over the last five years while full-time faculty has decreased by 66%.

The addition of a full-time administrator has helped some, but again, due to the broad range of duties the consistency of the program is still challenging. The program previously had an EOPS coordinator position. The regaining of this position would help strengthen the program. The strengthening of DSPS program would also alleviate some of the challenges faced by the Assistant Dean.

The final challenge of the program is space availability. This is not only a challenge for the EOPS program, but it is also a problem for counseling as a whole. There is a real challenge

finding space for all of the adjunct counselors in all areas. Another successful component of many EOPS programs is the availability of peer advisors. This program has not had the room for these student workers for a long time.

Program Review Findings

Program Allocation:

The funds for EOPS have remained steady or grown each year with one exception, the 2003-2004 year (Appendix B). The prior year the governor threatened a 10.8% cut in funds and many of the colleges across the state gave staff notices of potential layoffs and outreach was also impacted by the proposed cut. Later in the spring semester, the proposed funding cut was rescinded. It is not certain as to whether this affected the growth in the program for the next year, but the Saddleback College program had a drop in student count from 487 to 453 (Appendix D, Total unduplicated count column). Funds were reduced in the same year from \$526,016 to \$509,177. It is not certain that these two changes were a result of the proposed cut, but, with the exception of these reductions, the program funds and student count have grown each year since 1999-2000. The funding grew the next year to exceed that of the 2002-2003 year.

The CARE funding has had more ups and downs than EOPS since 1999. The numbers of students participating in this program are continually affected by the changes in the Federal and State regulations that govern public assistance to persons with children. There were drops with the advent of Welfare Reform in the 1997-1998 year. In January 2007, the Federal Government again made changes in the program with the TANF Reauthorization bill and the numbers are again falling across the state.

The CalWORKs program was placed under the guise of the EOPS/CARE area in 2002-2003 after the state cut funding to the program. Many programs across the state were no longer able to sustain themselves independently and were absorbed by EOPS. The CalWORKs and TANF funds accompany this program. The funding has shown inconsistency since that time. There are currently meetings underway to try to revamp the funding formula and provide more stability in the program. The development of CalWORKs was a result of Welfare Reform and the program is also affected by changes in regulations such as TANF Reauthorization.

Staffing:

Appendix C is a five year graph of the staffing in the EOPS/CARE/CalWORKs area. Since 2002-2003, growth was seen in three of the contract areas. The addition of the Assistant Dean, Student Services reflects a 100% growth in the administrative area, although the position is shared with DSPS and student discipline. Also, the position is responsible for the direct coordination of all of the programs and the supervision of the alternate media specialist in DSPS.

There was a 50% growth in the classified full-time area and a 100% increase in the classified part-time area with the addition of one person in each area. The full-time position was the

addition of a specialist that monitors the intakes and does the outreach. The part-time position was the addition of a front desk person that also does CalWORKs intake and monitoring.

In 2002-2003 the program had five part-time tutors. This number went down to two this year. One tutor is a work study student who tutors math and started during the fall semester. The second person started in February 2007 and is a volunteer. Although the report does not contain any documentation of the use of tutors in the past, the loss of tutors may have an affect on student success.

The largest drop in staff was seen in the area of full-time faculty with a decrease from three in 2002-2003 to one this year. This change, as well as a 300% growth in part-time staff, from two to eight part-time counselors, is felt to have major consequences for the stability and consistency of the program.

Student Demographics:

The student demographics (Appendix D) in the program have stayed consistent in terms of the ethnic backgrounds of students served. The two largest populations served by the program were White Non-Hispanic and Hispanic. The White Non-Hispanic group has outnumbered the Hispanic population up until fall of 2006 at which time the Hispanic population almost doubled the White population.

The next most populous groups served were the African American and Asian populations, respectively. These two groups have remained fairly consistent over the last five years. One group, the Other Non-White, showed a spike this year. It is not possible to explain this growth since there is no further designation of this group. Saddleback College serves a large population of Persian students. These students usually identify themselves as Asian, white or others. The other populations served by the program were Pacific Islanders, Filipinos, Unknown/Non-Respondents and American Indian/Alaskan Natives. The Unknown/Non-Respondent group is the fifth largest group served. The other groups combined account for between five to twenty students each year.

EOPS/CARE Numbers

Two charts represent the student served in EOPS and CARE (Appendix E and F) from fall 2004 through spring 2006. Both charts indicate the number of applicants in the programs went down in 2005-2006. During 2004-2005 the EOPS program had 242 new applicants compared to 192 new applicants during 2005-2006. More students continued during the 2005-2006 year, although the difference was not that great.

The CARE numbers also went down slightly during the 2005-2006 year. The difference was found in the number of students served and the number of new applicants. This reduction in numbers was seen throughout the state.

A third chart, Appendix G, provides the EOPS/CARE counts as they relate to the program cap from fall 2005 through spring 2007. During the current year EOPS is in danger of falling below

the cap of 403 students. When this is reviewed in conjunction with Appendix E, it is noted that fewer students have applied for EOPS during the current year. If the program does not reach the cap it is subject to a 5% decrease in funds.

AUO Assessment Forms

The Administrative Unit Outcomes are found in Appendix H. The outcomes sought by the department all relate to the adherence to the Title 5 Guidelines. The AUOs are reviewed each year to insure they are still viable. Outcome number one, use of priority registration, is one objective that will change some. The goal is to still encourage students to utilize priority registration but students will not have a penalty for not using their priority. Counselors will work with the students to understand the importance of early registration.

The AUOs were revised and positive reinforcement will be used throughout the plan to increase compliance. Students who do everything that they are supposed to do will receive an extra \$100 on their book voucher. One of the major goals is to have students adhere to the program guidelines for contacts and units. This goal becomes even more important in light of the reinstatement of the State Chancellor's Program Review.

The outreach goal reconfirms the need for the program to reach its cap every year and to make sure students who can benefit from the program are informed of the program. A new EOPS outreach plan was written in conjunction with the Vice President of Student Services, Dean of Counseling and Special Funded Programs, the College Outreach Specialist, the EOPS Outreach Specialist and the Assistant Dean of Student Services that makes it a college wide effort to get information out about the program. Outreach is a primary function of the program for two reasons; first, the program must have visibility for those persons who need it in the community and second, because the program must grow and meet its cap in order not to loose money.

Retention and Persistence

Appendix I shows the persistence and retention from 2003 through fall 2006. The first line shows the number of students eligible for the program. These numbers have gone down during the last two years. The primary reason for this drop was an increase in the monitoring for compliance with the program regulations in the last two years.

During fall 2005, the program files were review and it was found that students would come in at the beginning of each semester to get book vouchers, bus passes or parking passes and supplies. Then the student would not return until the beginning of the next semester. These students used EOPS as an extension of Financial Aid but were not willing to follow the guidelines. Many of the other students would not take the required number of units to maintain eligibility for the program. These students would time out of the program without even completing half of their goal. Students time out of the program when they hit 70 degree applicable units or six semesters, whichever comes first. The files were reviewed and those who were determined to have completed their eligibility in the program were discontinued.

Other students who were below units or who had not kept appointments were told they had to follow the program guidelines and a probation policy was instituted in fall 2005. Many students decided to drop the program rather than to adhere to the probation policy. The goal of the EOPS program staff was to have a good, strong program as opposed to just maintaining the numbers.

The overall number of students participating in the program dropped from fall 2004 to fall 2006. The persistence rate also dropped during this time with largest drop in persistence seen between fall 2004 and fall 2005, a drop of 24%. The persistence rate began to rebound during the fall of 2006.

EOPS Probation

Adherence to the EOPS program guidelines is one of the biggest challenges for the staff that works in the program. Students who do not meet all of the program guidelines are placed on probation and a plan is developed to help them achieve this. Appendix J shows the probation rate of students from Spring 2005 through Fall 2006. During this entire period, the probation numbers were consistently above 50%. Students are on probation for one of or a combination of three reasons; contacts, units or grade point average. EOPS students must have three contacts with counselors in the program each semester. The students are also required to maintain 12 units each semester unless they have a disability that makes a lighter load necessary. Ten percent of the new students, upon petitioning and permission from the coordinator, can also come in below the full load. Even students with a reduced load are held to completion of the number of units that were agreed upon in their educational plan. Finally, EOPS students are required to maintain a 2.0 grade point average.

Several strategies were developed to help students understand the probation process and to help them get off of probation. Appendices K, L, M and N are samples of strategies used. Appendix K is a sample letter that explains the probation process to students. Appendix L shows the weekly workshops that were developed to help students improve their academic performance and to clear their first or second probation. These workshops are scheduled weekly throughout the spring 2007 semester. The student success workshops are open to all students as a preventative measure, not just those on probation. The students are able to count one workshop as a contact in place of a counseling contact. Appendix N provides directions for staff for handling workshops. Prior to fall 2005 there was no consistency in handling students who were on probation. This resulted in students being on a probationary status throughout their time in the program. Counselors are receiving training and written instructions are sent with each change.

Student Questionnaires:

Student questionnaires were distributed to students who visited the office in November and December (Appendices O, P, Q and R). During this period, only 40 questionnaires were completed. Only students who came into the office received this questionnaire. Because of the limited size and the narrow scope of the questionnaire, it was decided to send questionnaires out to the other students in the program at the beginning of January, especially those who were on probation. The scope of the questionnaire was considered limited because the students who came into the office were those who followed the program guidelines and would have the least

amount of complaints about the program. The raw data from the questionnaire are found in Appendix P. This chart distinguishes between those questionnaires completed at the end of the fall semester and those completed at the beginning of the spring semester.

The data was later put on the website created by the researcher to provide a more accurate scoring of the data. The web address of the website is <http://survey.saddleback.edu/mbin/qweb.pl?4JKMZ2G>. The next two charts, Appendices Q & R, show the results of this data analysis. The first chart shows the responses on each question, while the second chart provides pie charts of the data from each question sets. The survey information from the website changed the numbering of the questionnaire slightly. Questions 12 and 13 were reversed.

Many of the received were incomplete. Some were missing a few questions and others missed the complete second page of the questionnaire. Others had inconsistent information. This was primarily in the area of the helpfulness of the counseling. Many of the students noted that the counseling was very helpful or helpful on the question that said “the counseling I received was: very helpful, helpful, somewhat helpful or not helpful at all (question #13 on the form and #12 on the website). On the Likert scale many of the students answered the opposite by rating the different areas of counseling either a 3 or a 4 which were on the low and not helpful end of the scale. This problem was compounded by the fact that the scale was left off of the questionnaires distributed in the spring.

The areas of counseling that were identified and evaluated included academic, personal, financial aid, career and other. The raw data indicated that only one student checked “other,” but this was not further identified. On the data analysis reported by the research department the other category is much larger than on the raw data. This discrepancy is due to the number of students who checked that they used more than one area of counseling. On the website where the data were recorded the program would only take one answer per student. The “other” category on these two charts includes all of the multiple responses.

Consistency in counseling is one of the major needs of the department. This was seen in the answers on the questionnaires, through file review and from the comments of students. The file review found problems that the students were having were not always addressed or, if they were, the information was not noted in the files so the next counselor could follow-up on the problem. Even in the cases where the information was noted in the file, the subsequent meetings did not show that the information was reviewed and addressed.

EOPS Guidelines

The final pager of the appendix, Appendix S, includes general program guidelines. Included in this area is the intent of the program, student eligibility guidelines, and support services.

Section III: Needs Assessment

A. Human Resource Needs

The EOPS/CARE/CalWORKs area has worked with minimal staff for several years. As stated above in the description of the staff, the Assistant Dean of Student Services also is the coordinator of all three programs. This results in overlapping appointments and obligations. There is a need for a dedicated position of coordinator for, at least, EOPS and CARE. The hiring of a full time coordinator will bring the program in line with the state requirements.

The coordination of the CalWORKs program should remain with the Assistant Dean if the program stays in the department. This program requires year-round coordination and meetings with the Orange County Social Service and other community groups. The demand of the job really drains the staff of the EOPS/CARE programs and does not add sufficient funds to provide the staffing necessary for the commitment the coordination requires. There is a proposal to increase funds for the CalWORKs program in the future. An additional need for this program is a part-time dedicated counselor for the students. This will also reduce the drain on the EOPS/CARE staff.

When and if a new coordinator of EOPS is added to the program the Assistant Dean will need a dedicated administrative assistant that is other than the person in EOPS or Special Services. During the last year and a half the support of the Assistant Dean was shared between EOPS and Special Services and this has increased the workload of the persons in these positions when the areas were already short staffed.

Another need in EOPS/CARE is the addition of another full time counselor. This year the EOPS/CARE/CalWORKs program will spend more than \$170,000 on adjunct counseling. These funds would be bettered used for a full time counselor. The counseling services are currently provided by one full time counselor and seven part-time counselors. This has resulted in further demands on the counselor to provide assistance with training and quality assurance for the work done by the part-time counselors. There are problems with consistency and accountability with all of the part-time counselors. Many of the counselors work at several different colleges and must constantly deal with the different rules at the colleges and often make errors because of this.

B. Instructional/Service Needs

EOPS/CARE/CalWORKs has not taught separate classes for several years but has identified the need to reinstitute at least one Applied Psychology 140 class with an emphasis on the needs of the students in the department. Counselors within the department were offered the opportunity to teach a class this spring and in the fall. The spring class did not make because it was a late add, second eight week class. A fall class section is scheduled for fall 2007.

One of the service needs for the program is the improved coordination with the Financial Aid department. The Financial Aid department is one of the avenues to EOPS and the financial guidelines are used to determine eligibility. The coordinator of EOPS should work with the Financial Aid director to make sure students receive the assistance and support they need to

make it through the process. Whenever barriers to the program participation are identified these issues need to be discussed and resolved through this partnership.

C. Research Needs

The EOPS/CARE/CalWORKs departments need a means of tracking their students and identifying those things that promote success and retention of the students. The assistance of Institutional Research and IT is needed to accomplish this.

D. Technical, Equipment and Other Resource Needs

The EOPS/CARE/CalWORKs department was set-up for SARS Call-Back in 2000 or around that time. The system was never instituted and now it needs updating. This system would assist the program in meeting the guidelines for student contacts per the guidelines. Students who are scheduled for an appointment can receive a reminder of their appointments and the students who have not made appointments will receive a reminder to make appointments. The SARS system needs to be initiated.

A new scanner is needed to support the SARS system at this time. A scanner is also used to scan student files for more efficient access. A replacement for the current scanner is needed. The current scanner is outdated and cannot support the updated software programs that the college is using.

E. Facilities Needs

The space currently allotted for EOPS/CARE/CalWORKs is insufficient for the needs of the staff. The front office is overcrowded and there are not enough offices for all of the adjunct counselors. The goal of the program is to reduce the number of adjunct counselors to no more than three and to add a coordinator and another full time counselor. If this happens there is still inadequate space for the staff. The CalWORKs program has one office in the general counseling area, but that office is going to be reassigned for use by a staff person in that area. The office located in the general counseling area posed difficulties in supervision because of the location. The CalWORKs office is used on a regular basis by the counselors in EOPS/CARE/CalWORKs. If the Assistant Dean gets a dedicated administrative assistant, this person will also need space.

F. Marketing and Outreach Needs

Marketing and Outreach is a major need for the programs in this department. Many students are unaware of the services provided by the department and this information is taken to several venues in the community including schools, community fairs, agencies and others. The current staffing structure places the outreach duties under the responsibilities of the person who also determines initial eligibility and this limits the outreach. The intake system needs to be automated. During the spring of 2007, counselors were also given outreach duties by giving them liaison responsibilities to different departments. The program is currently expected to grow to 500 by fall 2007 which will require increased outreach. This

constitutes a major challenge for the program but the new outreach plan and forms provided a means for other departments to assist in this endeavor.

G. Retention Needs

The goal of reaching 500 students and maintaining that number depends, to a great extent, upon the ability to retain students who are currently in the program. The retention of students depends upon the consistency of counseling, smooth access to services, meeting of financial needs and other factors. This is an area of needed growth in the department. An assessment of the department indicates that better follow-up and accountability is needed to retain the student. A case management system was set up during the spring 2007 semester to improve upon these two areas. If the program is able to maintain the students in the program to the point of reaching their goals then outreach would not pose as great a challenge.

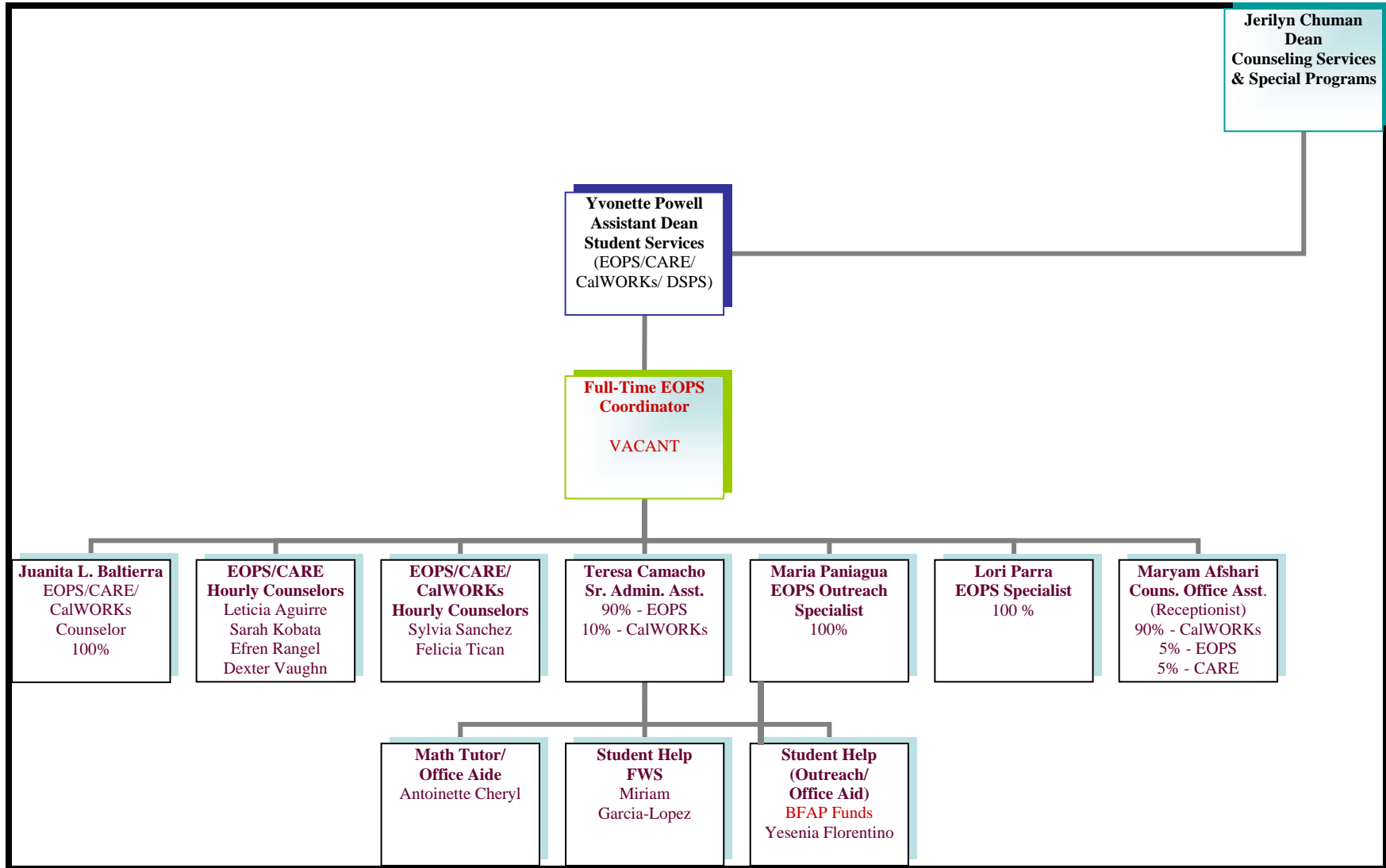
H. Summary of Needs

The following is a summary of the needs outlined above:

- A full-time coordinator for EOPS/CARE
- An administrative assistant for the Assistant Dean
- Another full-time counselor
- A dedicated, part-time counselor for CalWorks if funding allows
- A reduction in the part-time counselors
- A better tracking system for the students
- SARS Call-Back
- Updated technological equipment, including a scanner
- Adequate space for staff and faculty
- An automated intake system
- Ongoing outreach
- Ongoing and increased research

Appendices

Organizational Chart



PROGRAM ALLOCATIONS

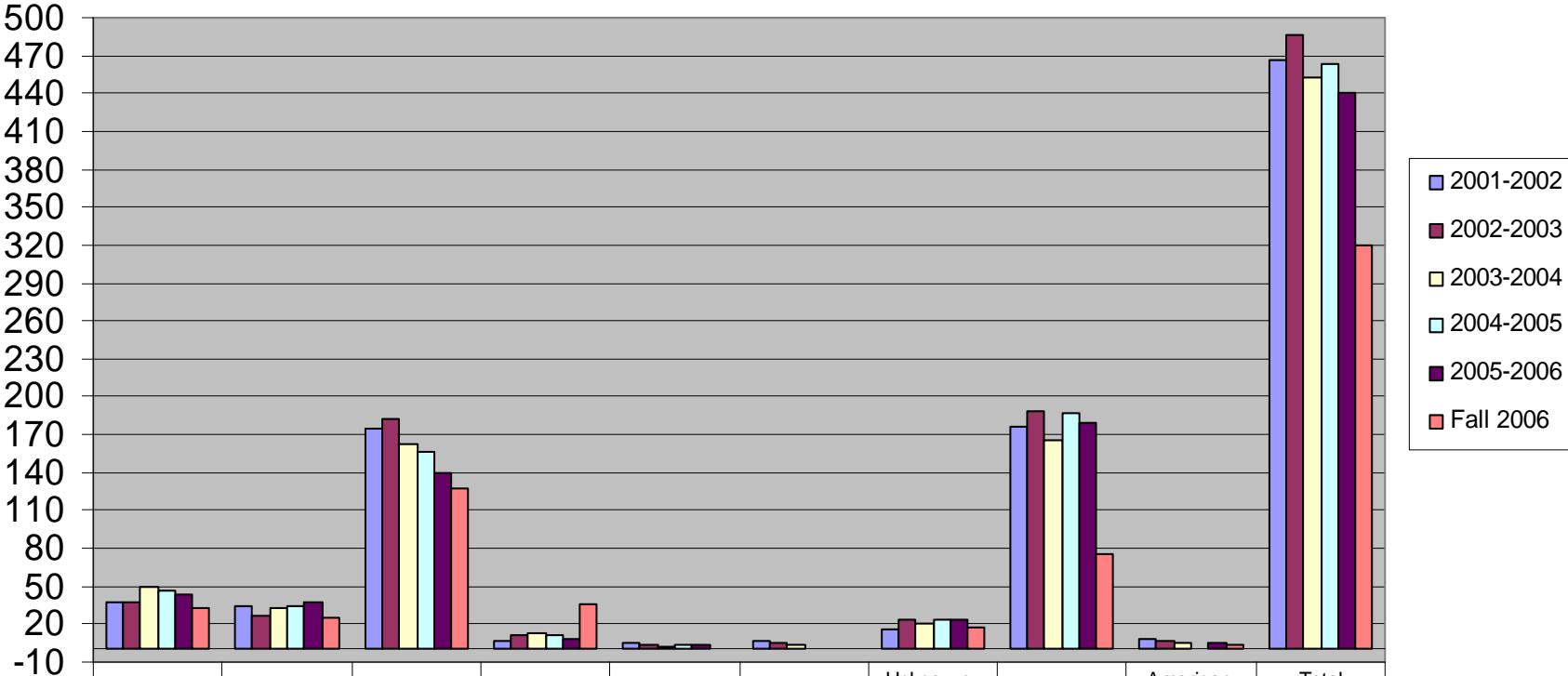
Programs

Year	EOPS	CARE	CalWORKs	TANF
1999-2000	\$ 397,597.00	\$ 55,266.00		
2000-2001	\$ 458,733.00	\$ 54,216.00		
2001-2002	\$ 495,955.00	\$ 55,388.00		
2002-2003	\$ 526,016.00	\$ 55,537.00	\$ 53,376.00	\$ 16,314.00
2003-2004	\$ 509,177.00	\$ 52,760.00	\$ 82,000.00	\$ 18,742.00
2004-2005	\$ 539,957.00	\$ 51,330.00	\$ 61,019.00	\$ 18,605.00
2005-2006	\$ 564,458.00	\$ 50,827.00	\$ 55,027.00	\$ 17,226.00
2006-2007	\$ 583,185.00	\$ 52,700.00	\$ 71,159.00	\$ 16,357.00

Five-Year Program Staffing Profile

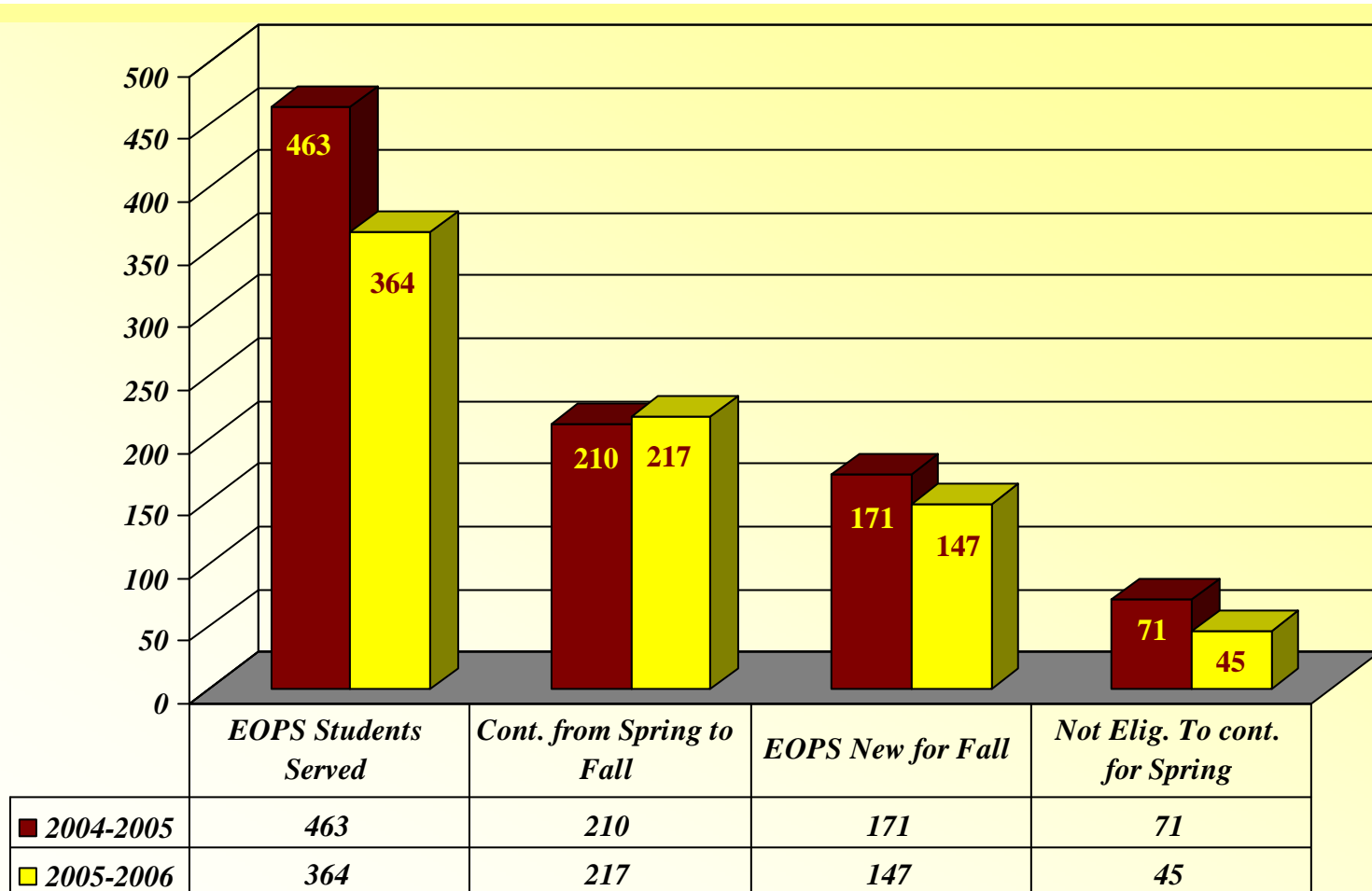
Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	02-03	03-04	04-05	05-06	06-07	
Administration	0	0	0	1	1	100%
Bargaining Classified Staff FT	2	3	3	3	3	50%
Bargaining Classified Staff PT	0	0	0	1	1	100%
Non-bargaining Classified Staff FT	0	0	0	0	0	0%
Non-bargaining Staff PT (tutors)	5	4	6	4	2	-60%
FWS/Student Workers	0	0	0	0	1	100%
Faculty FT	3	2	1	1	1	-66%
Faculty PT	2	4	7	5	8	300%

STUDENT DEMOGRAPHICS



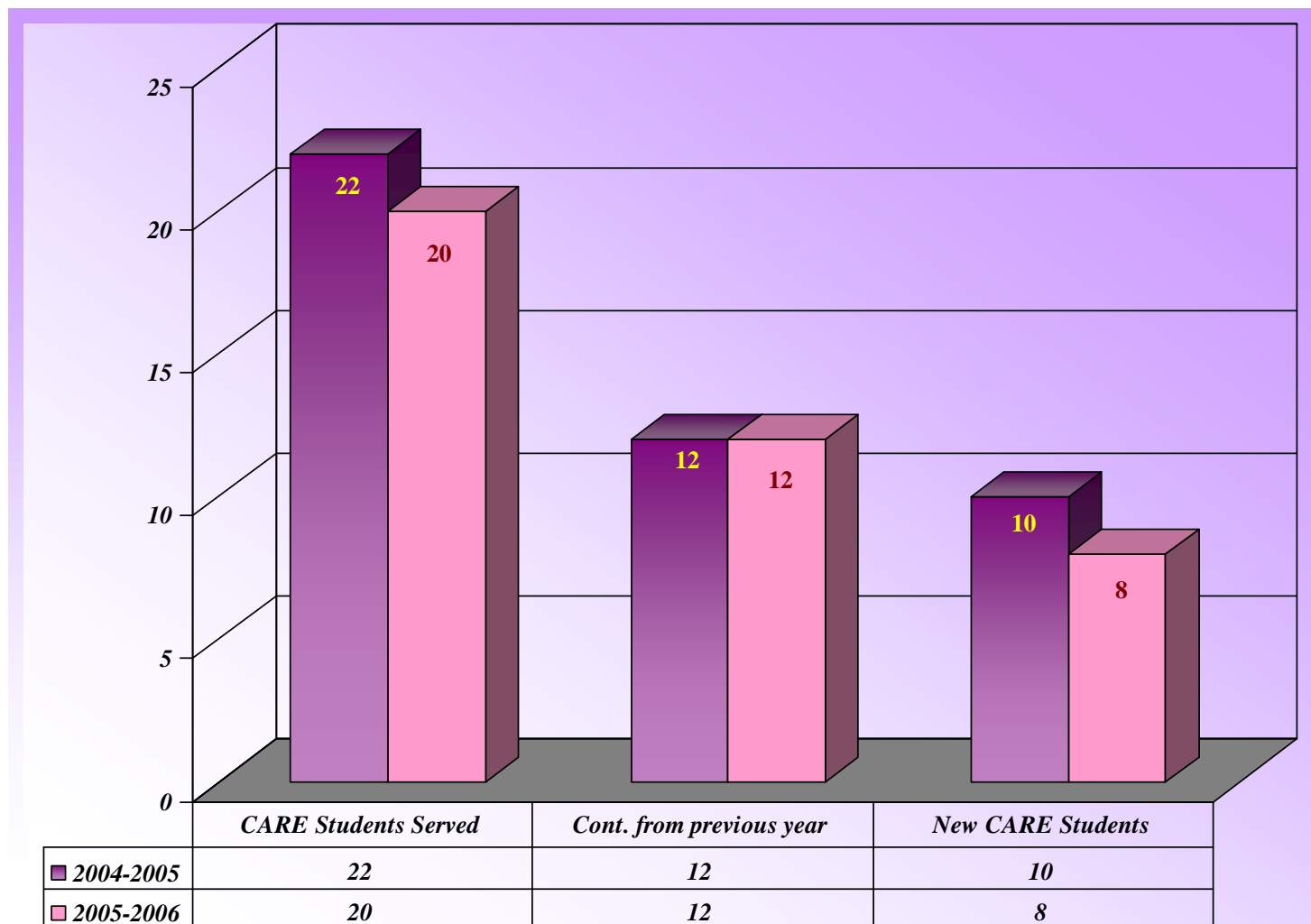
	African-American	Asian	Hispanic	Other Non-White	Pacific Islander	Filipino	Unknown-Non-Repndent	White Non-Hispanic	American Indian/Alaska n Native	Total Unduplicated Students
2001-2002	38	35	174	7	5	7	16	177	8	467
2002-2003	37	27	183	12	3	6	24	188	7	487
2003-2004	50	32	162	13	2	3	20	165	6	453
2004-2005	47	34	156	11	4	0	23	187	1	463
2005-2006	44	37	139	8	4	1	24	179	5	441
Fall 2006	32	25	128	36	1	0	18	76	4	320

EOPS Students Served Comparison from 2004-2005 to 2005-2006

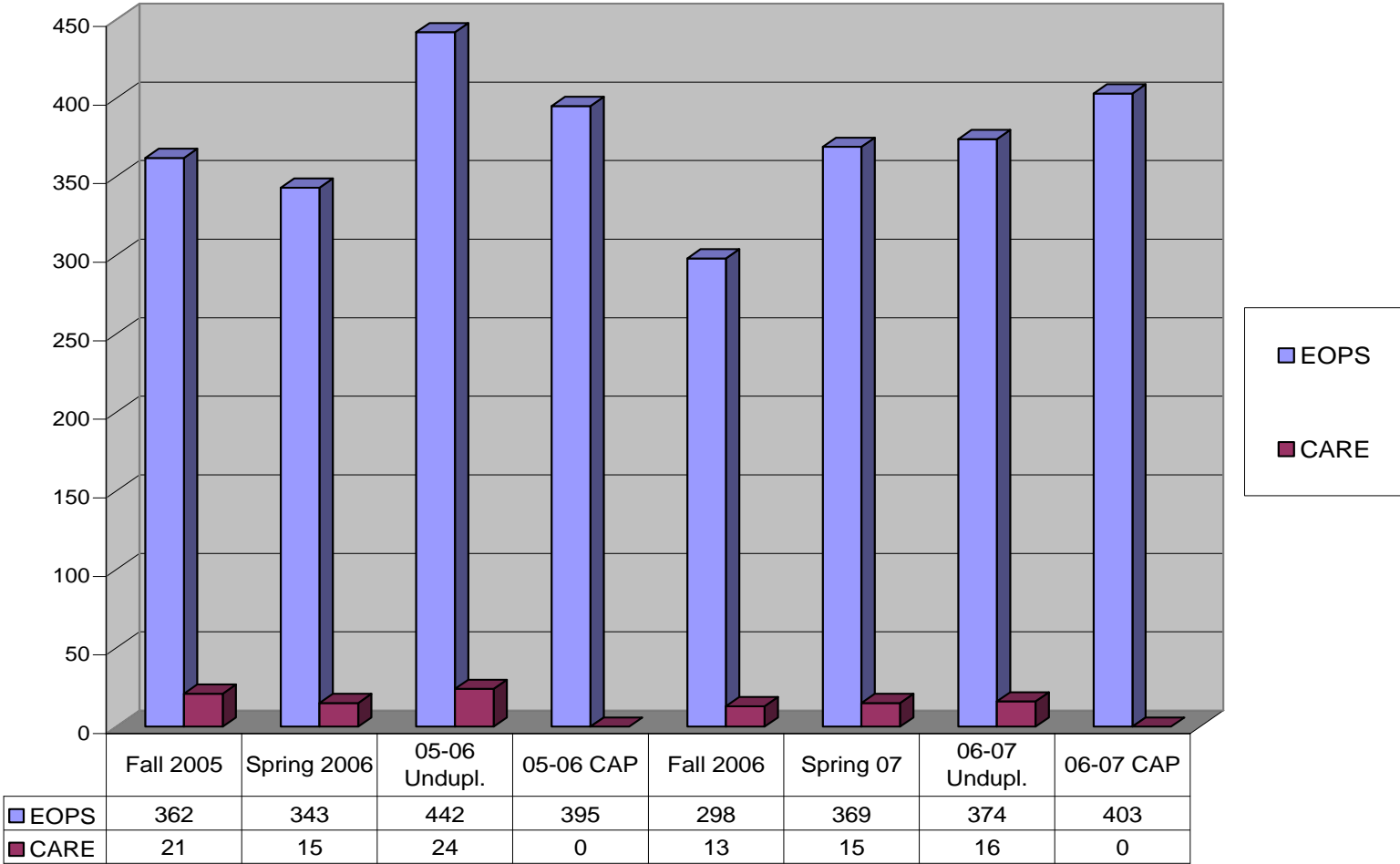


CARE STUDENTS SERVED

Comparison from 2004-2005 to 2005-2006



**EOPS/CARE NUMBERS
2005-2006 AND 2006-2007**



EOPS/CARE Administrative Unit Outcomes
Revised January, 2007

I Expanded Statement of Institutional Purpose	II Administrative/Service Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College provides counseling and other support services which are responsive to the needs of students. The college provides a wide range of counseling support services to meet the needs of students from diverse backgrounds.</p> <p>The mission of Saddleback College's EOPS program is to provide economically and educationally disadvantaged students with the counseling and support necessary to successfully reach their academic, career, and personal goals.</p>	<p>1) EOPS will increase the number of EOPS students who take advantage of priority registration.</p> <p>2) EOPS will increase the number of continuing EOPS students enrolled in 12 units per semester.</p>	<p>1) At the end of the registration period EOPS will increase the use of priority registration by at least 10% in the following ways:</p> <ul style="list-style-type: none"> a. Mailing priority registration date reminder to students. b. Counselors and office staff will verbally remind students of priority registration date. c. The EOPS Specialist will run a list of students utilizing priority registration one week after the priority registration day. <p>2) EOPS staff will increase by 15% the number of students enrolled in 12 units each semester by promoting the importance of full-time status:</p> <ul style="list-style-type: none"> a. Counselors and office staff will verbally remind students of full-time enrollment requirement. 	<p>Priority Registration:</p> <p>Fall 2006 Baseline: 143</p> <p>Mailing date: 2 weeks prior to priority registration day.</p> <p>Full time students:</p> <p>Fall 2006 Baseline: 113</p>	<p>Data from 2005-06 was used to develop a baseline and areas for program development.</p> <p>Counselors will discuss the importance of early registration with students who did not use priority registration.</p> <p>Positive reinforcement was given to students who complied with program requirements.</p> <p>Students not meeting MRC requirements of 12 units were identified and probation workshops were developed.</p>

I Expanded Statement of Institutional Purpose	II Administrative/Service Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>3) EOPS will increase the number of students completing 3 counseling contacts per semester.</p>	<p>b. Students not enrolled in 12 units by the end of the first week of registration will receive a telephone call from a counselor reminding them of the need to register.</p> <p>c. Students who do not register for a full load by the first week of school will receive a reduced book voucher after completing registration.</p> <p>3) EOPS will increase by 10% or more the number of students who complete 3 counseling contacts by promoting the importance of these contacts:</p> <p>a. Counselors and office staff will verbally remind students of 3 counseling contacts requirement.</p> <p>b. The EOPS Specialist will run a list of students completing 3 counseling contacts by the last week of the semester.</p>	<p>Review enrollment second week of registration</p> <p>Review registration week before distributing book voucher</p> <p>Fall 2006 Base line: 137 Counseling appointments will be monitored each semester.</p>	<p>Data was used to monitor program compliance and improve student success.</p> <p>Counseling contacts are a program requirement. Baseline developed.</p> <p>Students who complied were given positive reinforcement.</p> <p>Posted reminders in office and reinitiated newsletter.</p> <p>Probationary workshops for students who fail to meet program requirements.</p>

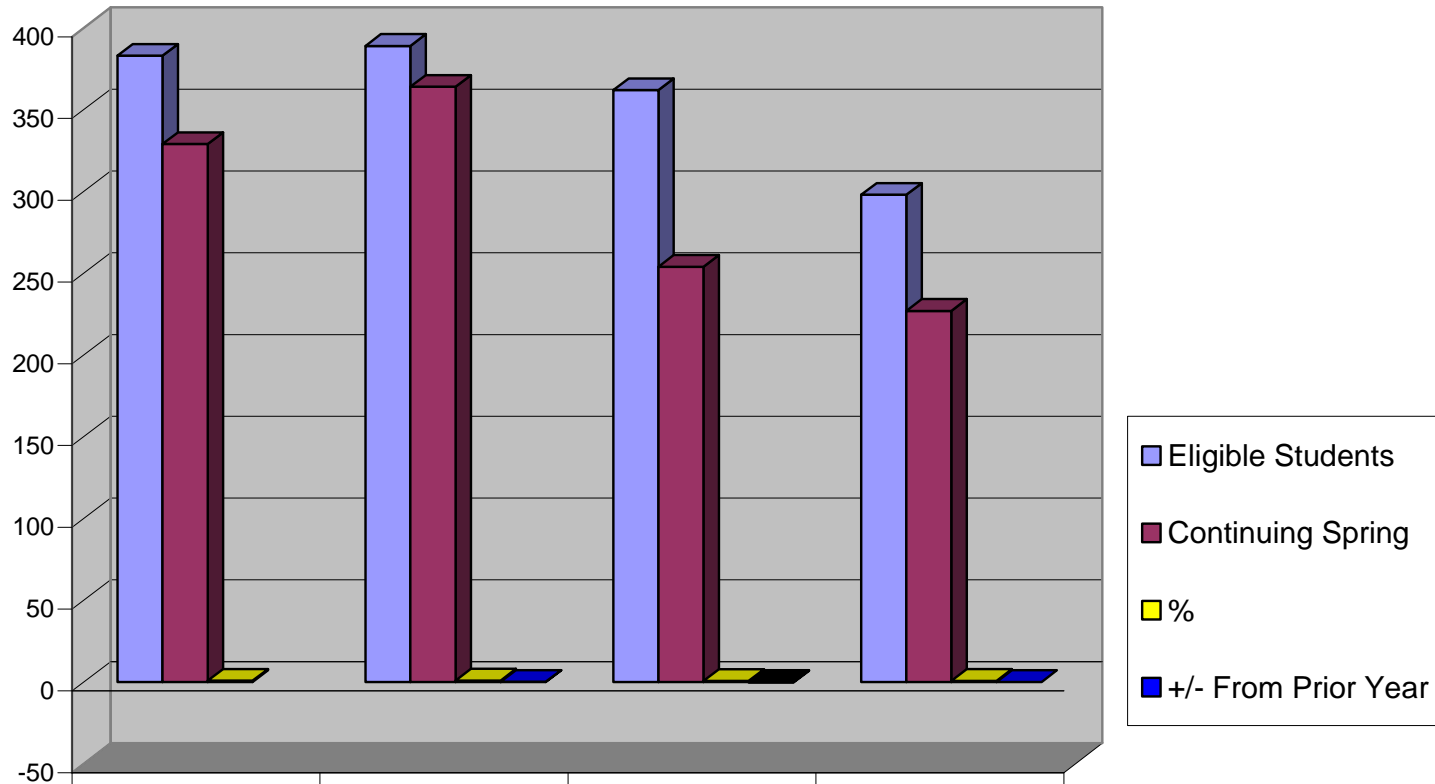
I Expanded Statement of Institutional Purpose	II Administrative/Se rvice Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>4) EOPS develop an ongoing outreach plan to maintain and increase the number of students served by the program.</p>	<p>c. Students not completing 3 counseling contacts by the end of the semester will receive 50% of book voucher amount for the subsequent semester.</p> <p>4) EOPS will develop a formal outreach plan each spring semester that identifies:</p> <p>a. The outreach activities that will occur each year.</p> <p>b. The Outreach Specialist and a counselor from EOPS will provide outreach specific to the department.</p> <p>c. The EOPS staff will coordinate with the college outreach specialist on outreach activities to assure all potential students are served and minimize the duplication of efforts</p>	<p>Reduced Vouchers due to counselor contact:</p> <p>Outreach: new goal developed Fall 06.</p>	<p>College and EOPS Outreach Specialists are currently working together to coordinate efforts.</p>

**CalWORKs Program Goals
January 2007**

I Expanded Statement of Institutional Purpose	II Administrative/Service Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College provides counseling and other support services which are responsive to the needs of students. The college provides a wide range of counseling support services to meet the needs of students from diverse backgrounds.</p> <p>The mission of Saddleback College's CalWORKs program is to provide economically and educationally disadvantaged students with the counseling and support necessary to successfully reach their academic, career, and personal goals.</p>	<p>1) Coordinate and provide services that increase potential for student success.</p>	<p>1) Identify staff persons dedicated to the coordination of services with the local and regional Social Service Agency.</p> <ul style="list-style-type: none"> • CalWORKs Coordinator or a designee will meet regularly (2-3 times per semester) with representatives of SSA. • Specific counselors are identified who maintain an up to date knowledge of the CalWORKs regulations and provide counseling services for CalWORKs students. • A specific clerical staff person will monitor and track contacts and documentation for the CalWORKs program. 	<p>The CalWORKs Coordinator meets with the Educational Consortium regularly each semester.</p> <p>Three counselors are identified to work with the CalWORKs students in the program.</p> <p>A part time counseling office assistant is responsible for monitoring student contacts and documentation.</p>	<p>Maintain up-to-date knowledge of regulations. Advocate for services for students.</p> <p>Counselors work with students to identify courses and avenues toward success.</p> <p>Designate clerical support has improved student tracking. Coordinator is evaluating need for increased hours.</p>

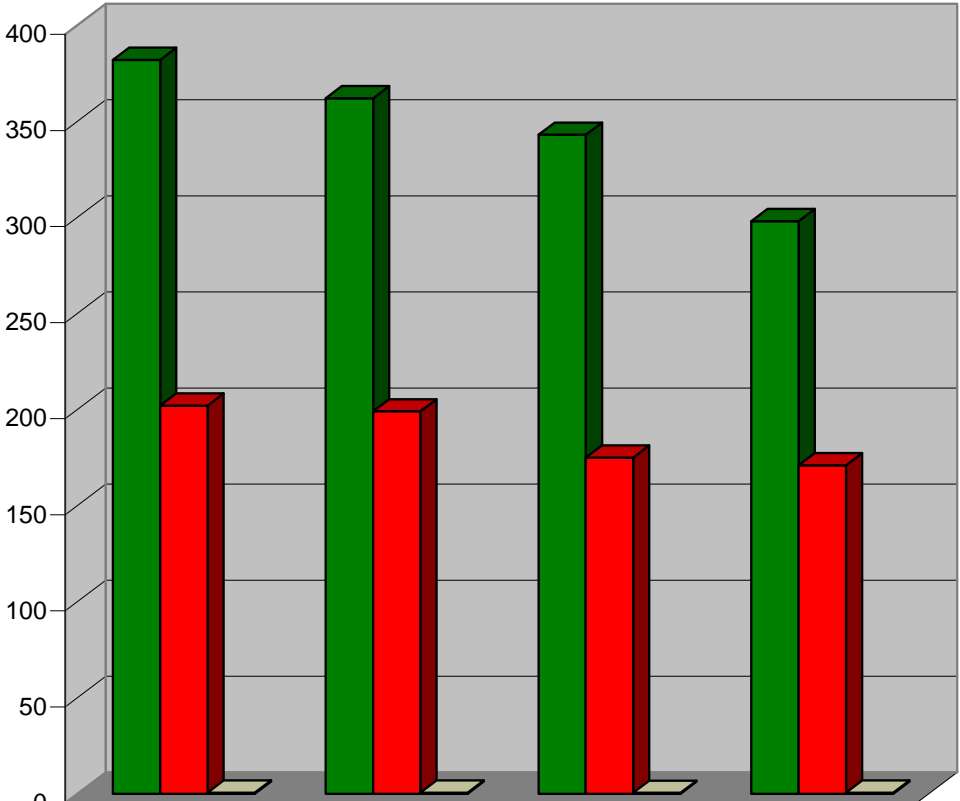
I Expanded Statement of Institutional Purpose	II Administrative/Service Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>2) Facilitate student access to CalWORKs services.</p> <p>3) Facilitate successful transition out of program.</p>	<p>2) Potential students will have knowledge of services available to CalWORKs participants.</p> <ul style="list-style-type: none"> • Outreach and intake services will be provided to persons eligible for college CalWORKs. • An Orientation meeting will be held each semester for potential and new students. • Coordinator and counseling staff will work with the Financial Aid office to assure the availability of CalWORKs Work Study to assist students in meeting their 32 hour work requirement. <p>Improve working relationship with Job Placement services on campus and Irvine Spectrum One-Stop Center.</p>	<p>An outreach flier was developed.</p> <p>Intake services were streamlined with the addition of a part-time clerical support person.</p> <p>Increase student's knowledge of the program expectations.</p> <p>Increased the number of CalWORKs students participating in work study program.</p> <p>Increased coordination needed.</p>	<p>Outreach and intake services will be used to grow program.</p> <p>Monitor students served and funding levels as a means of reviewing and improving program services.</p> <p>Improve participation and student success.</p> <p>Use work study to increase student's compliance with Federal, State and local guidelines.</p> <p>An exit strategy will be identified for CalWORKs students who are ready to move into the workforce.</p>

EOPS STUDENTS' PERSISTENCE (RETENTION) RATE



	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Eligible Students	383	389	362	298
Continuing Spring	329	364	254	227
%	86%	94%	70%	76%
+/- From Prior Year		8%	-24%	6%

EOPS PROBATION STUDENTS PER SEMESTER



■ Eligible Students
■ Probation Students
■ % on Probation

	Spring 05	Fall 05	Spring 06	Fall 06
■ Eligible Students	382	362	343	298
■ Probation Students	202	199	175	171
■ % on Probation	53%	55%	51%	57%

February 14, 2007

RE: 3rd Time EOPS Probation

Dear

In reviewing your **fall 2006** semester grades, units completed, and counseling contacts, we found that you were again **deficient in one or all** of the following areas for the 3rd time:

- Did not complete 12 units for the semester
Your total units completed was _____
- Grade point average fell below 2.00 for the semester
Your semester GPA was _____
- Did not complete 3 counseling contacts
Total contacts completed _____

The EOPS Mutual Responsibility Contract states that in order for you to remain eligible for all EOPS services you are required to complete all of the above requirements. If any one of these requirements is not met, you are considered to be on EOPS Probation. Our records show that you were on EOPS Probation during the following semesters: fall 2005; spring 2006; fall 2006. As a third semester Probation student, you were denied all monetary related EOPS services for the spring 2007 semester.

Effective immediately, the following guidelines are also now in place for EOPS students who are continuing on EOPS Probation for the 3rd semester. In order for you to continue receiving full EOPS services for the next semester, you are required to complete at least **two counseling appointments** with Juanita Baltierra, the EOPS Probation Counselor, during the spring semester. Your first counseling appointment must be completed by March 23rd and the second counseling appointment must be completed by May 4th.

Failure to complete the above counseling appointments by the deadline dates may result in dismissal from the EOPS program.

You may schedule a counseling appointment with Juanita Baltierra by calling the EOPS office at (949) 582-4620. At these counseling appointments, she will review your academic record and explain your probation status. In addition, she will work with you in setting up a mutually agreed upon action plan to help you get off probation. These counseling appointments will count toward meeting 2 of the 3 mandatory counseling appointments for the spring 2007 semester.

For your information, you may still continue to meet with the EOPS Counselor/s that you may have met with in the past if you want to continue that counseling relationship. However, as a 3rd Time EOPS Probation student, you must still complete a minimum of two counseling appointments with the EOPS Probation Counselor, Juanita Baltierra.

Remember, you are still in the EOPS program even though you may be on EOPS Probation for the semester.

Please take advantage of the support services the EOPS office is offering to assist you getting off of probation and in achieving your educational goals.

We look forward to seeing you very soon,

Yvonne Powell, Assistant Dean of Student Services

Appendix L

February 26, 2007

Dear EOPS/CARE Student:

We hope everything is going well with you and that you are having a great spring semester. We are contacting you at this time to inform you of something new that we are offering in the EOPS/CARE office for the first time. This semester, you will have an optional way of completing one of the required three (3) counseling contacts. During the spring 2007 semester, “Success Workshops” that cover a variety of study skills topics will be offered by the EOPS Adjunct Counselors. These workshops are currently being offered and will continue to be offered until April 27. Below is an outline of the workshops that are offered on a weekly basis:

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
10:30 – 12 p.m.	9 – 10:30 a.m.	3:30 – 5 p.m.	9 – 10:30 a.m.	12 – 1:30 p.m.
Title: Study Skills for Success	Title: Test Taking Skills for Success	Title: A Fun Way to Goal Setting	Title: H2RYT: How to Read Your Textbook	Title: 7 Habits for Effective Time Management
Presenter: Orly Nin (through March 5) Dexter Vaughan (starting March 19)	Presenter: Sylvia Sanchez	Presenter: Efren Rangel	Presenter: Sarah Kobata	Presenter: Orly Nin

If you are interested in attending one of the above workshops, please call the EOPS office at (949) 582-4620 to make a reservation—space is limited so you must call the office first to make sure space is available. The location of the workshop will be available when you call in for your reservation.

We hope you will find this alternate way of meeting one of your spring counseling appointments convenient and beneficial. Remember, you will still be required to complete a minimum of two individual counseling appointments in addition to attendance at a “Success Workshop.” Of course, you are always welcome to complete more than the three minimum required counseling contacts per semester.

If you have any questions, please do not hesitate in contacting me at (949) 582-4953.

Sincerely,

Juanita L. Baltierra
EOPS/CARE/CalWORKs Counselor

Appendix M

All,

For your information, I am sending you a copy of the final weekly workshop schedule. This schedule includes the names of the workshops along with the workshop presenters' names.

You should all also already have copies of the list of workshops (includes dates, times and locations) that were mailed to the 1st Time Probation and 2nd Time Probation students. As a reminder, 1st Time probation students will be required to complete a Probation Workshop. 2nd Time Probation students will be required to complete a Success Workshop.

The 3rd Time Probation letters will be mailed out on February 15. A copy of that letter is attached for your reference. The 3rd Time Probation students will be required to make their probation counseling appointment with Juanita.

The 1st and 2nd Time Probation students all have an alert on the SARS. This will alert the front office staff regarding which workshop the student needs to attend. Also, probation counseling appointments will be scheduled for one hour.

Counselors can check the SARS for information on location of their workshop and to see how many students have signed up for their workshop. Students will be given a reminder call a day prior to the workshop.

The first workshops are scheduled to start Tuesday, February 20th. Sylvia will be presenting a Success Workshop at 9 a.m. and Dexter will be presenting a Probation Workshop at 10:30 a.m. Counselors will receive a list of the students that have signed up for the workshop—please be sure to have all students sign in as they arrive. **A copy of the students' transcripts will be available for all Probation workshops.**

All counselors will have a ½ hour of prep before each workshop. The Counselors will be responsible for making copies of any handouts they will use at their presentation. **Probation Workshop presenters need to make a “notes” copy of the Probation PowerPoint Presentation to handout to students.** Counselors will be responsible for setting up and taking down the laptop and projector when using SSC165 and the DSPS Multipurpose Room. SSC166 already has a projector and computer available. We will copy the Probation PP Workshop on flash drives for the counselors to use. (I will work on revising the Probation PP this week-end so it will be ready for use on February 20).

Please return the signed Workshop attendance lists to a front office staff person so they can document attendance on SARS and in the individual student files. Counselors can help with files documentation if you they have time. We will keep the signed Workshop attendance lists in a binder in the front office.

If I have forgotten to cover a procedure or if you have ideas on how to better follow these procedures, please let me know. The Probation Process is evolving as we continue to work through it so everyone's suggestions or ideas are welcomed.

Thanks again for all your help!

Juanita L. Baltierra
EOPS/CARE/CalWORKs Counselor
jbalterra@saddleback.edu
(949) 582-4953

Appendix N

Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10:30 (Probation) Leticia	9 – 10:30 (Success— Test Taking Skills for Success) Sylvia		9 – 10:30 (Success— H2RYT:How to Read Your Text) Sarah	9 – 10:30 (Probation) Juanita
10:30 – 12 (Success— Study Skills for Success) Dexter	10:30 – 12 (Probation) Dexter			
			12 – 1:30 (Probation) Sylvia	12 – 1:30 (Success—7 Habits for Effective Time Management) Orly
		1 – 2:30 (Probation) Leticia		
		3:30 – 5 (Success—A Fun Way to Goal Setting) Efren	3:30 – 5 (Probation) Felicia (thru March 8) Efren (after March 8)	
		5 – 6:30 (Probation) Juanita		

Workshops will start on February 20 and end on April 27

EOPS Program Review Questions

Please answer the questions below by checking the appropriate box. This questionnaire relates to EOPS, CARE and CalWORKs services only. If you do not understand a question please ask your counselor or the front office staff for assistance.

1. What is your current student status?

Full time (12 units or more)

Part time

2. What is your enrollment status?

First Semester Student

Second Semester Student

Third Semester Student

Fourth Semester Student

Fifth Semester Student

Sixth Semester Student

3. What is your age group?

18 to 23 24 to 29 30 to 39 40 to 49 Over 50

4. What is your current employment status?

Work 30 hours or more per week Work 20 to 29 hours per week

Work less than 20 hours per week Not working

5. My work schedule

Does not interfere with my ability to meet the EOPS requirements

Only interferes a little with my ability to meet the EOPS requirements

Interferes a lot with my ability to meet the EOPS requirements

Makes it impossible for me to meet the EOPS requirements

6. What is your primary reason for taking specialized classes at Saddleback College?

Transfer to a four-year college or university Vocational Certificate

Complete an associate degree without transfer Undecided

7. How many semesters have you participated in EOPS?

First Semester Student

Second Semester Student

Third Semester Student

Fourth Semester Student

Fifth Semester Student

Sixth Semester Student

Unknown

8. Please check the services you have used.

- Work Study () Parking Permits () Book voucher ()
 EOPS Orientation () EOPS Workshops () Supplies ()
 Bus Passes () EOPS Tutoring () EOPS Grant ()
 Career Center Test Packets () Financial Aid Assistance ()

9. The services I have received were

- Very helpful () Helpful () Somewhat helpful () Not helpful at all ()

10. The EOPS counseling services have helped me (on the scale of 1 very helpful to 4 not helpful at all and N/A if you have not used the service)

	1	2	3	4	N/A
Increase my knowledge of the college process?	_____	_____	_____	_____	_____
• Choose classes that help me reach my goal?	_____	_____	_____	_____	_____
• Understand the transfer process?	_____	_____	_____	_____	_____
• Deal with educational challenges?	_____	_____	_____	_____	_____
• Deal with personal and family issues?	_____	_____	_____	_____	_____
• Decide on a major or career?	_____	_____	_____	_____	_____

11. What counseling services have you used in EOPS?

- ___ Academic ___ Personal ___ Financial Aid
 ___ Career ___ Other (specify) _____

12. The times and days for counseling and counselor availability were

- ___ Convenient ___ Somewhat convenient ___ Not convenient

If you checked "not convenient" what times and days would be more convenient?

13. The counseling I received was

- Very helpful () Helpful () Somewhat helpful () Not helpful at all ()

Student Questionnaire Data

12/20/2006

Spring 07

EOPS Program Review Questions

The Result of 40 questionnaire

Current status

Full time	35	13
Part time	5	--

Enrollment Status

First Semester	7	--
Second Semester	5	3
Third Semester	15	1
Fourth	6	5
Fifth	4	2
Sixth	2	2

Age Group

18-23	19	10
24-29	7	2
30-39	9	--
40-49	3	--
over 50	2	1

Employment Status

30 + Hrs	18	2
20-29 hrs	7	3
<20	9	5
Not Working	6	2*

Does work interfere to meet the EOPS requirements

Not interfere	25	6
A little	8	6
A lot	2	--
Makes it impossible	1	1

Primary reason for taking specialized classes at Saddleback College

Transfer to university	30	11
AA without transfer	3	--
Vocational Certificate	3	--
Undecided	4	2

How many semester in EOPS

First Semester	9	2
Second	2	2
Third	16	5
Fourth	4	3
Fifth	2	--
Sixth	1	1

Services used

Work Study	8	2
Parking Permit	29	11
Book Voucher	38	12
EOPS Orientation	27	7
EOPS Workshop	10	1
Supplies	25	3
Bus Passes	9	2
EOPS Tutoring	5	2
EOPS Grant	6	3
Career Packet	10	--
F/A assistant	26	9

The services received were

Very helpful	30	6
Helpful	5	5
Somewhat helpful	1	1*
Not helpful at all	0	--

Counseling services helped on the scale of 1 very helpful to 4 not helpful and N/A

	Very	Helpful	Somewhat	Not help	N/A
Increase my knowledge of the college process	17	3	3	5	
Choose classes that help me reach my goal	26	4	1	7	
Understand the transfer process	16	10	4	4	2
Deal with educational challenges	16	13	5	3	1
Deal with personal and family issues	6	12	3	7	9
Decide on a major or career	11	11	7	4	4

SP 07 below**What counseling services used at EOPS**

Academic	38	10
Personal	12	2
Financial Aid	18	5
Career	14	1
Other	1	*

Counseling availability

Convenient	32	10
Somewhat Convenient	7	2*
Not Convenient	1	

The counseling was

Very helpful	28	2
Helpful	10	9
Somewhat helpful	0	1*
Not helpful at all	0	

The documentation on the helpfulness of the counseling on the **spring 07** questionnaires is not valid. The rating information for the scale was left off. The ranking was from **1** meaning very helpful to **4** not helpful at all. Only four to six of the students were provided this scale. The spring 07 questionnaires were sent out during January, before school started. Approximately 200 questionnaires were sent and these only thirteen were returned and some were returned incomplete. The red * indicates that at least one questionnaire was left blank on the in the area indicated. Actually, up to three questionnaires have blank questions.

Counseling services helped Spring 07

	1	2	3	4	N/A	No answer
Increase my knowledge of the college process	1	1	3	4		4
Choose classes that help me reach my goal	1	4	3	3		2
Understand the transfer process	1	3	6	1		2
Deal with educational challenges	2	3	3	2	1	2
Deal with personal and family issues	1		5	2	3	2
Decide on a major or career	1	4	3	1	2	2

Above is the raw data for the students questioned for fall 06 and spring 07. The spring 07 students received a questionnaire via mail during the first week of school in an attempt to get a broader questionnaire. Of the questionnaires sent out only 13 were completed as of the end of February.

Three additional questionnaires were found that were completed during the spring semester that were not tallied. All of the questionnaires were later inputted onto the researcher’s website at <http://survey.saddleback.edu/mbin/qweb.pl?4JKMZ2G>.

As the questionnaire was completed, it was noted that a survey of faculty was not completed. This will be included in the addendum.

EOPS Program Review Questions Count and Percent

	Count	Percent
1. What is your current student status?	Respondents: 56	
Full-time (12 units or more)	50	89.29 %
Part-time	6	10.71 %
Total Responses	56	100 %
2. What is your enrollment status?	Respondents: 56	
(Not Answered)	1	1.79 %
First Semester Student	6	10.71 %
Second Semester Student	9	16.07 %
Third Semester Student	18	32.14 %
Fourth Semester Student	12	21.43 %
Fifth Semester Student	6	10.71 %
Sixth Semester Student	4	7.14 %
Total Responses	56	100 %
3. What is your age group?	Respondents: 56	
(Not Answered)	1	1.79 %
18-23	31	55.36 %
24-29	9	16.07 %
30-39	8	14.29 %
40-49	4	7.14 %
Over 50	3	5.36 %
Total Responses	56	100 %
4. What is your current employment status?	Respondents: 56	
(Not Answered)	1	1.79 %
Work 30 hours or more per week	7	12.50 %
Work 20-29 hours per week	19	33.93 %
Work less than 20 hours per week	15	26.79 %
Not working	14	25.00 %
Total Responses	56	100 %
5. My work schedule:	Respondents: 56	
(Not Answered)	4	7.14 %
Does not interfere with my ability to meet the EOPS requirements	33	58.93 %
Only interferes a little with my ability to meet the EOPS requirements	14	25.00 %
Interferes a lot with my ability to meet the EOPS requirements	3	5.36 %
Makes it impossible for me to meet the EOPS requirements	2	3.57 %
Total Responses	56	100 %

	Count	Percent
6. What is your primary reason for taking specialized classes at Saddleback College?	Respondents: 56	

Transfer to a four-year college or university	45	80.36 %
Complete an associate degree without transfer	2	3.57 %
Vocational Certificate	4	7.14 %
Undecided	5	8.93 %

Total Responses 56 100 %

7. How many semesters have you participated in EOPS?	Respondents: 56	
---	-----------------	--

First Semester Student	13	23.21 %
Second Semester Student	8	14.29 %
Third Semester Student	24	42.86 %
Fourth Semester Student	7	12.50 %
Fifth Semester Student	2	3.57 %
Sixth Semester Student	2	3.57 %

Total Responses 56 100 %

8. Please check the following services you have used: (Check all that apply)	Respondents: 56	
---	-----------------	--

(Not Answered)	2	3.57 %
Work Study	9	16.07 %
Parking Permits	48	85.71 %
Bus Passes	10	17.86 %
Career Center Test Packets	10	17.86 %
EOPS Orientation	36	64.29 %
EOPS Workshops	16	28.57 %
EOPS Tutoring	7	12.50 %
EOPS Grant	9	16.07 %
Supplies	25	44.64 %
Book Vouchers	52	92.86 %
Financial Aid Assistance	33	58.93 %

Total Responses 257 100 %

9. The services I have received were:	Respondents: 56	
--	-----------------	--

(Not Answered)	5	8.93 %
Very helpful	38	67.86 %
Helpful	10	17.86 %
Somewhat helpful	3	5.36 %

Total Responses 56 100 %

	Count	Percent
10. What counseling services have you used in EOPS?	Respondents: 56	
(Not Answered)	3	5.36 %
Academic	17	30.36 %
Personal	2	3.57 %
Financial Aid	2	3.57 %
Other	32	57.14 %
Total Responses	56	100 %

11. The times and days for counseling and counselor availability were:	Respondents: 56	
(Not Answered)	2	3.57 %
Convenient	44	78.57 %
Somewhat convenient	9	16.07 %
Not convenient	1	1.79 %
Total Responses	56	100 %

12. The counseling I received was:	Respondents: 56	
(Not Answered)	2	3.57 %
Very helpful	33	58.93 %
Helpful	20	35.71 %
Somewhat helpful	1	1.79 %
Total Responses	56	100 %

Choose classes that help me reach my goal	Respondents: 56	
(Not Answered)	5	8.93 %
Very Helpful	25	44.64 %
Helpful	8	14.29 %
Somewhat Helpful	7	12.50 %
Not Helpful At All	10	17.86 %
N/A	1	1.79 %
Total Responses	56	100 %

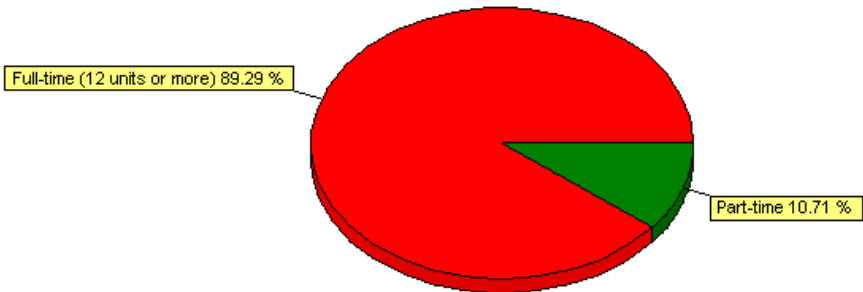
Understand the transfer process	Respondents: 56	
(Not Answered)	5	8.93 %
Very Helpful	17	30.36 %
Helpful	14	25.00 %
Somewhat Helpful	11	19.64 %
Not Helpful At All	6	10.71 %
N/A	3	5.36 %
Total Responses	56	100 %

	Count	Percent
Deal with educational challenges	Respondents: 56	
(Not Answered)	5	8.93 %
Very Helpful	18	32.14 %
Helpful	17	30.36 %
Somewhat Helpful	9	16.07 %
Not Helpful At All	5	8.93 %
N/A	2	3.57 %
Total Responses	56	100 %
Deal with personal and family issues	Respondents: 56	
(Not Answered)	5	8.93 %
Very Helpful	9	16.07 %
Helpful	12	21.43 %
Somewhat Helpful	9	16.07 %
Not Helpful At All	8	14.29 %
N/A	13	23.21 %
Total Responses	56	100 %
Decide on a major or career	Respondents: 56	
(Not Answered)	4	7.14 %
Very Helpful	12	21.43 %
Helpful	16	28.57 %
Somewhat Helpful	10	17.86 %
Not Helpful At All	6	10.71 %
N/A	8	14.29 %
Total Responses	56	100 %
Increase my knowledge of the college process	Respondents: 56	
(Not Answered)	11	19.64 %
Very Helpful	20	35.71 %
Helpful	4	7.14 %
Somewhat Helpful	7	12.50 %
Not Helpful At All	11	19.64 %
N/A	3	5.36 %
Total Responses	56	100 %

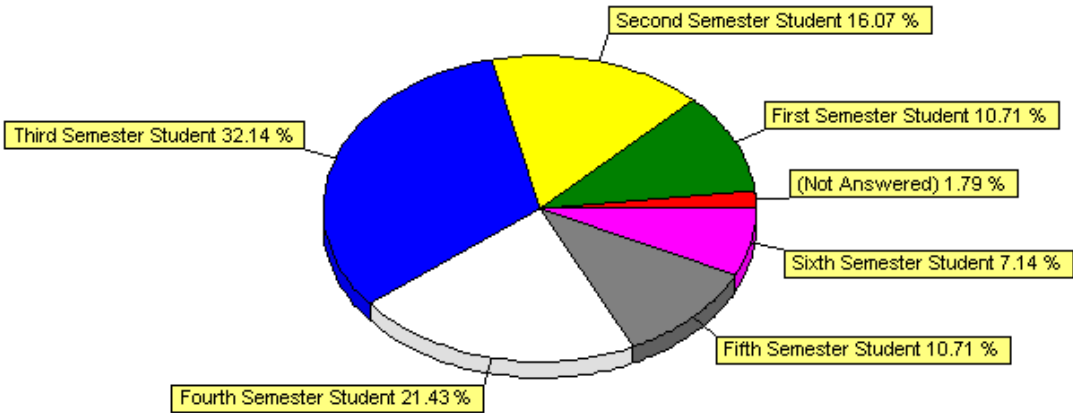
Pie Charts

EOPS Program Review Questions

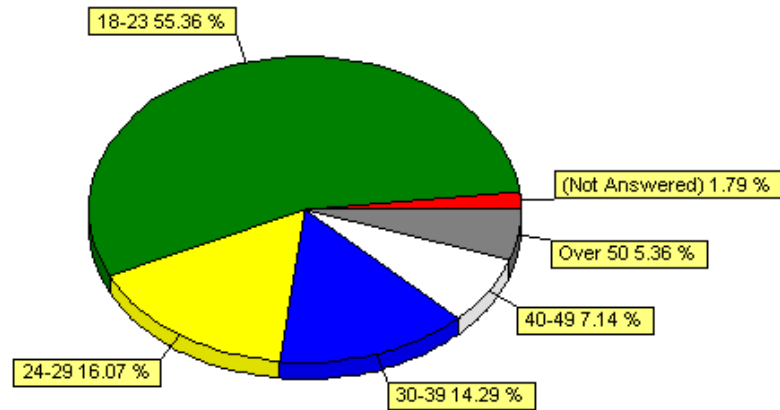
1. What is your current student Status?



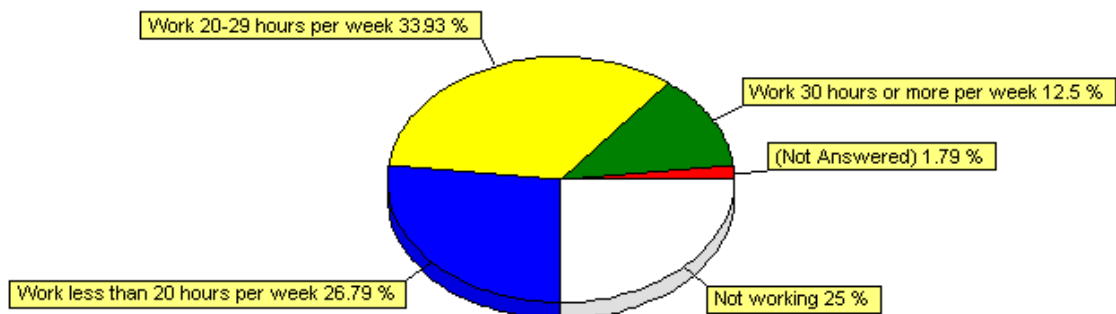
2. What is your enrollment status?



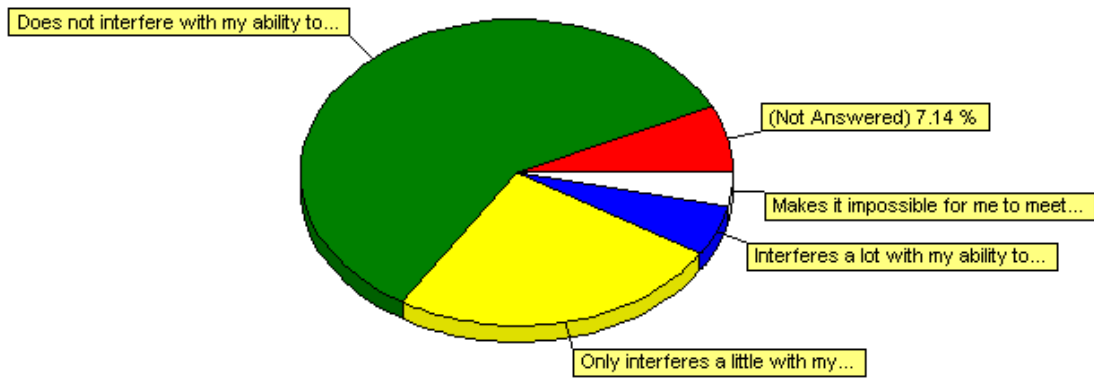
3. What is your age group?



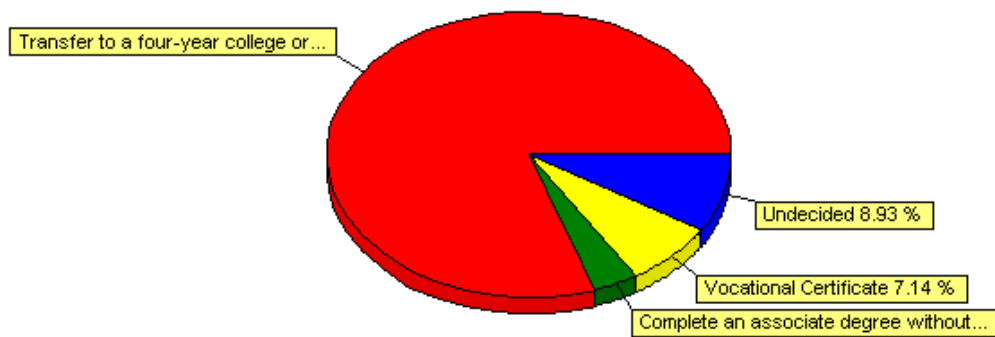
4. What is your current employment status?



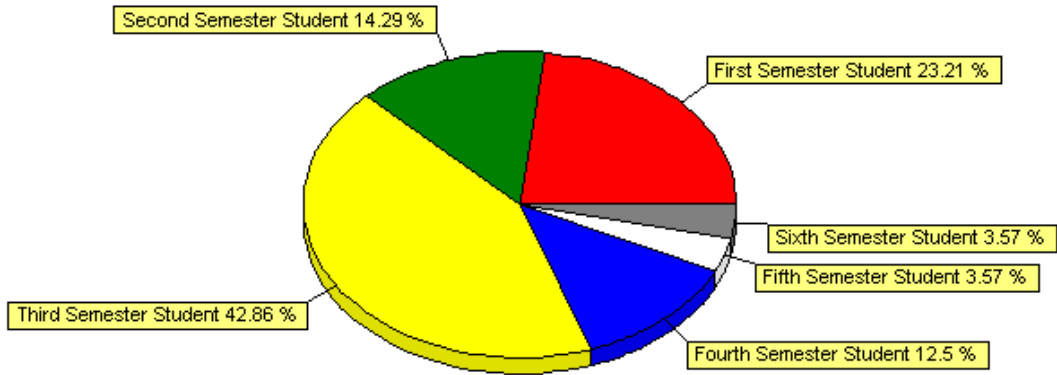
5. My work schedule:



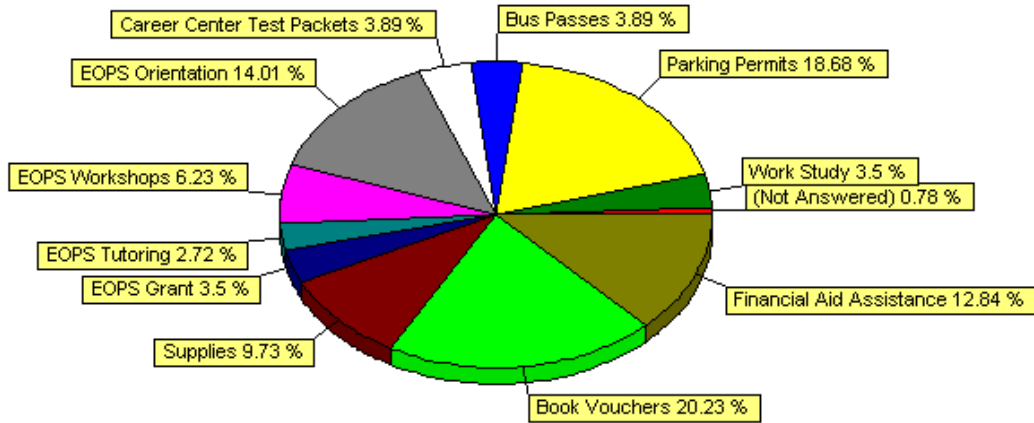
6. What is your primary reason for taking specialized classes at Saddleback College?



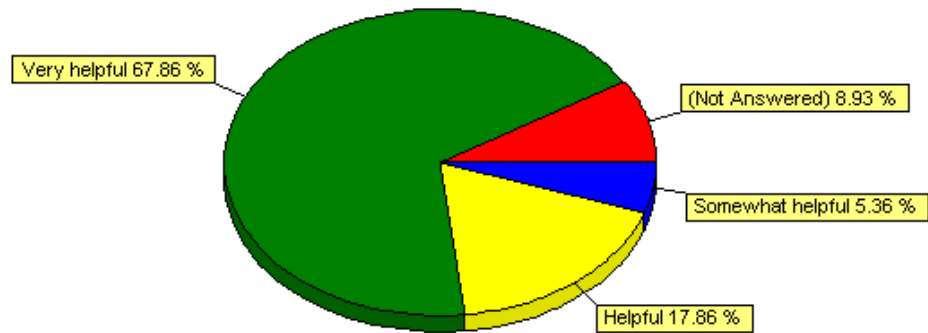
7. How many semesters have you participated in EOPS?



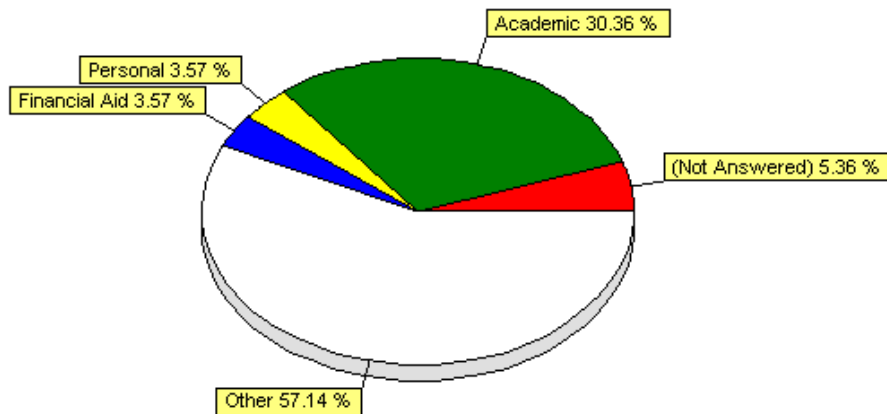
8. Please check the following services you have used: (Check all that apply)



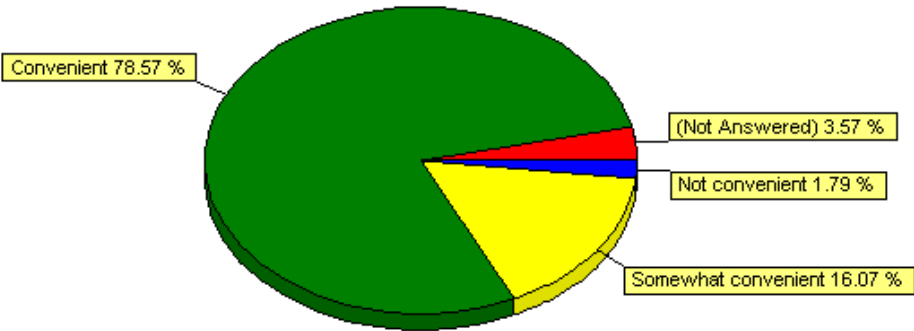
9. The services I have received were:



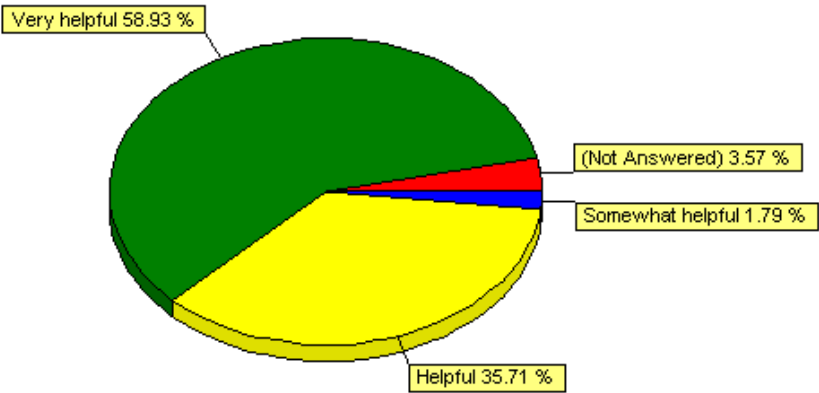
10. What counseling services have you used in EOPS?



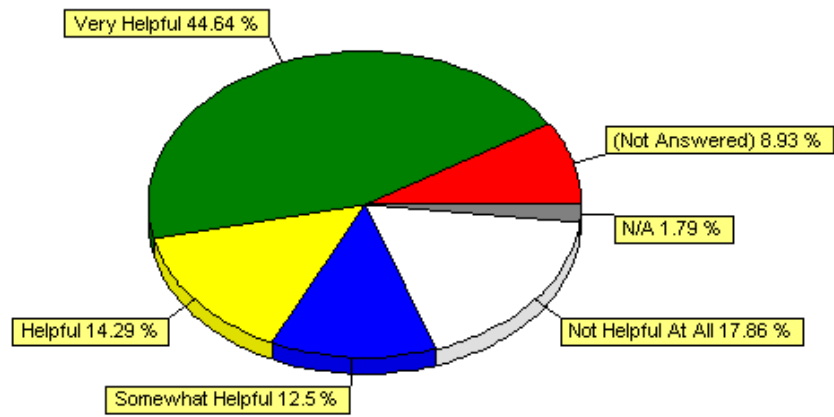
11. The times and days for counseling and counselor availability were:



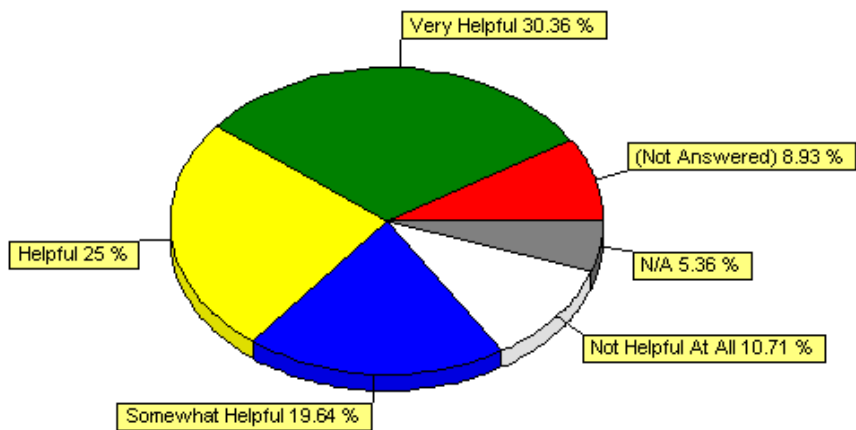
12. The counseling I received was:



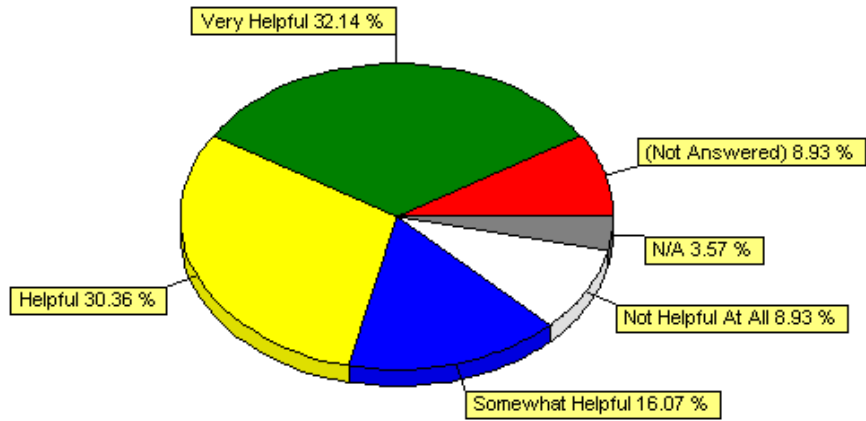
Choose classes that help me reach my goal



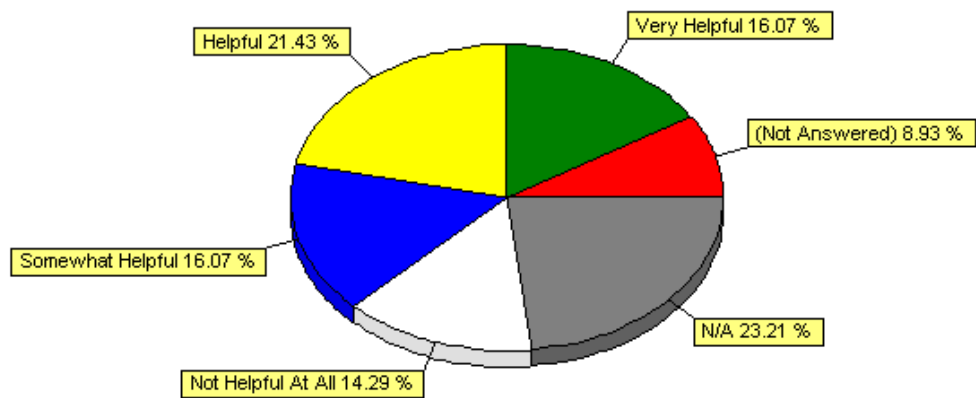
Understand the transfer process



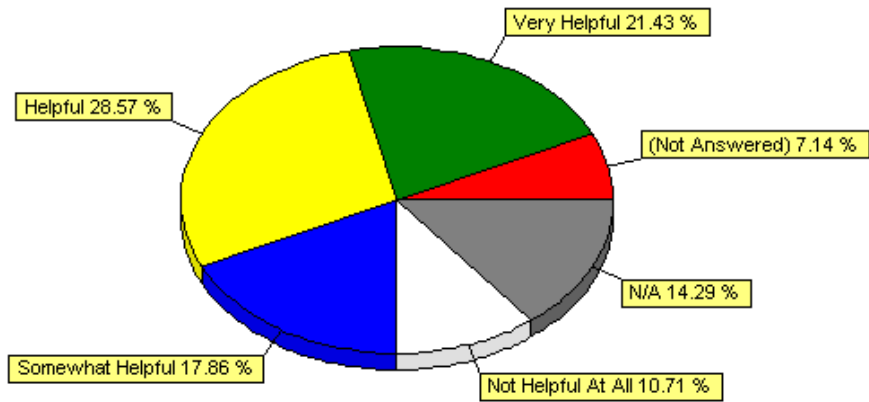
Deal with educational challenges



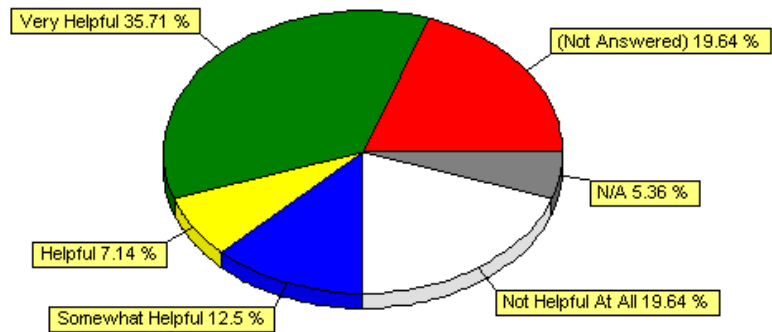
Deal with personal and family issues



Decide on a major career



Increase my knowledge of the college process



ARTICLE 8. Community College Extended Opportunity Programs and Services

69640. Legislative findings and intent; community college Extended Opportunity Programs and Services; rules and regulations; goals.

It is the intent of the Legislature that the California Community Colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit there from regardless of economic, social, and educational status. It is the intent and purpose of the Legislature in establishing the Community College Extended Opportunity Programs and Services (EOPS) to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic hardships, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals, including, but not limited, to obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions.

Extended Opportunity Program and Services (EOPS)

Student Eligibility

To receive programs and services authorized by Title 5 of the California code of Regulations, Chapter 2.5. Extended Opportunity Programs and Services, a student must:

- a) Be a resident of California pursuant to the provisions of Part 41 commencing with Section 68000 of the Education Code.
- b) Is enrolled full-time when accepted into the EOPS Program. The EOPS Director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units.
- c) Not have completed more than 70 units of degree applicable credit coursework in any combination of post-secondary higher education institutions.
- d) Qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2).
- e) Be educationally disadvantaged as determined by the EOPS Director or designee. In making that determination, the EOPS Director shall consider one or more of the following factors:
 - 1) Not qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.
 - 2) Not have graduated from high school or obtained the General Education Diploma (G.E.D.).
 - 3) Graduated from high school with a grade point average below 2.50 on a 4.00 scale.
 - 4) Been previously enrolled in remedial education.
 - 5) Other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part.

A student who has met the eligibility requirements and who participates without term-to-term interruption, shall continue to be eligible until the student:

- a) Has completed 70-degree applicable units of instruction, or has completed six consecutive semesters.
- b) Has failed to meet the terms, conditions, and follow-up provisions of the student education plan and/or the EOPS mutual responsibility contract.

Extended Opportunity Program and Services (EOPS)

Support Services

EOPS students are provided with:

- a) Diagnostic testing to determine the specific academic skill deficiencies as provided by the matriculation process for all Saddleback College students
- b) A minimum of three counseling contacts per semester with an EOPS counselor to include:
 - 1. A signed mutual responsibility contract specifying what programs and services the student will receive and what the student is expected to accomplish
 - 2. Preparation of an educational plan
 - 3. An in-term contact session to review student progress, services provided and plans for changes as needed to enhance student success
 - 4. A term-end or program exit contact session to assess the student's term success, effectiveness of program services, and to prepare for the next term or to make plans to leave EOPS or the College to transfer to a university and/or enter employment.
- c) Basic skills tutoring on an as needed basis
- d) Assistance in transferring to four-year institutions and/or to find career employment in the student's field of training
- e) Pending availability of funds, financial support services such as EOPS grants, work-study, and textbook allowances to assist in reducing the student's unmet financial need after state, federal, or institutional financial aid has been awarded to the student

Extended Opportunity Program and Services (EOPS)

Priorities in Serving Students

The following priorities in serving eligible students is to ensure that the college strives to achieve and maintain a racial, ethnic, and gender composition among income eligible students served which matches the college service area.

- a) Priority in outreach and recruitment services shall be directed towards correcting the greatest under-representation among students served. Additional priority among underrepresented students shall be given to serving individuals who are the first in their family to attend college.
- b) Priority in serving students enrolled with the lowest income