

# **LOS MEDANOS COLLEGE STUDENT SERVICES PROGRAM REVIEW AND PLANNING**

## INTRODUCTION/RATIONALE

Program Review uses both quantitative and qualitative data to assess programs and services. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students' needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs. Thus, a primary purpose of the program review and unit planning processes is to provide a guide for the evaluation of program effectiveness and use the results as a basis for improvement.

Fall 2006 marks the beginning of the next three-year cycle when all departments and services are required to engage in program review and unit planning. Program Review and Unit Planning are linked together in a cohesive process, not only to satisfy district and accreditation requirements, but to also generate a comprehensive departmental review relative to student learning outcomes, the college vision, mission, values, goals, as well as budgeting, facilities plans, equipment needs and staffing processes.

The attached outlines are provided as tools for reviewing the past, to assess current status, and to develop action plans for the future:

- Program Review (Sections I – V): Each unit will be provided appropriate data from the Research Office and/or has access to existing departmental data that should assist in assessing past performance and developing trends. Units are expected to provide: an accurate analysis of their programs, provide observations, identify trends, provide information about internal and external impacts that have effected the unit, and provide an evaluation of progress towards achieving previously established goals. In addition, building on our work since 2003, each program will identify program level student learning outcomes.
- Unit Planning (Sections V – IX): In conjunction with the program review, each unit will develop a plan that builds on the review. The plan describes new and continuing goals that meet unit and institutional needs, and identifies resources needed to maintain and grow the program. Unit planning is intended to be a look forward.

## **PROGRAM REVIEW: RELATED ACCREDITATION STANDARDS**

### STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. (Page 3; Introduction to Accreditation Standards – ACCJC)

Name of Program: Extended Opportunity Programs and Services (EOPS)

Submitted on November 27, 2006 by the following program members:  
(date)

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Reviewed and Approved by:

Program Manager

<u>Newin Paul C. Orante</u> (printed)	_____	(signed)
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Senior Dean

_____	_____	(signed)
(printed)		

## **LOS MEDANOS COLLEGE GOALS**

As you review and prepare plans for your program keep in mind the goals and initiatives of the college. These were developed for the Master Plan of the college.

### **COLLEGE GOALS**

1. Offer high quality programs that meet the needs of the students and the community.
2. Ensure the fiscal well-being of the college.
3. Enhance a culture of innovation, inclusiveness and collaboration.
4. Improve student learning and achievement of their educational goals.
5. Establish a culture of planning, implementing, assessing and improving.

### **STRATEGIC INITIATIVES**

1. Grow enrollments productively.
2. Improve the image of the college.
3. Increase the number of transfers, degrees and certificates.

### **STUDENT SERVICES INSTITUTION-LEVEL LEARNING OUTCOMES**

1. Students will demonstrate proficiency in the use of on-line services.
2. Students will demonstrate proficiency in self-advocacy.

**Los Medanos College  
Student Services Program Review  
2006-2007**

**Unit:** Extended Opportunity Programs and Services (EOPS)

**Submitted By:** Newin Paul C. Orante

**Date:** November 27, 2006

**I. PROGRAM MANAGER’S ANALYSIS AND QUESTIONS OF THE PROGRAM**

**EOPS Program Overview**

The Los Medanos College, Extended Opportunity Programs and Services (EOPS) have grown by 21% since 2003. With the growth of EOPS student served, program allocation has also increased by \$127,351 (16%). The increase does not reflect the additional reallocated funds received for each year requested from the State Chancellor’s Office.

**EOPS Students Served**

<b>Academic Year</b>	<b>EOPS Allocation</b>	<b>Student Cap</b>	<b>Actual Unduplicated Student Count</b>
<b>2005-06</b>	<b>\$788,322</b>	<b>796</b>	<b>863</b>
<b>2004-05</b>	<b>\$733,126</b>	<b>781</b>	<b>850</b>
<b>2003-04</b>	<b>\$690,126</b>	<b>762</b>	<b>762</b>
<b>2002-03</b>	<b>\$660,971</b>	<b>751</b>	<b>680</b>

The LMC, CARE program provides services to EOPS students who are recipients of TANF/CalWORKs, and are single heads of household with children under 14 years old. It is one of the purposes of EOPS to provide “above and beyond” services and support CARE participants in their pursuit to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient.

CARE has also steadily increased the number of students benefiting from its services. In 2005-06 the decrease in student served is a reflection of the conditions across the district and the State. The decrease is often associated with the Federal TANF Re-Authorization.

Through collaboration and enhanced partnership with the Contra Costa County, Employment and Human Services (EHS), EOPS, CARE and CalWORKs will develop new processes in identifying eligible students in the community.

### CARE Student Population

Academic Year	Annual Unduplicated Count
<b>2005-06</b>	<b>98</b>
2004-05	112
2003-04	75
2002-03	67

### EOPS Program Services and Support

Given the need in the community and student demand for services, EOPS has made a commitment to increase the services that directly impact the low-income and educationally underrepresented students of LMC. As indicated in the table below, EOPS increased direct student spending during the 2005-06 academic year.

### 2004-06 Total EOPS Direct Student Expenditure

Total Expenditure	2004-05	2005-06
EOPS Book Voucher	\$260,180	\$249,608
EOPS Grants	\$9,200	\$8,315
Transportation Support <ul style="list-style-type: none"><li>• Bus</li><li>• Parking Permit</li></ul>	\$7,864	\$2,405
Survival Kits	\$8,675	\$23,891
Child Care	\$13,500	\$19,517
<b>TOTAL</b>	<b>\$299,419</b>	<b>\$303,736</b>

Furthermore, in response to the 2001 State Chancellor's Office Program Review, EOPS and CARE invested in hiring its first full-time EOPS counselor. This action has allowed for a consistent student approach, as well as the continued development of the EOPS counseling services. As the population of EOPS continues to grow, it is becoming apparent that another full-time counseling hire is highly recommended.

The hiring of two new Student Services/Instructional Support Coordinators was also a decisive step in facilitating the academic success of students receiving services from EOPS. The positions are responsible for maintaining a strong outreach effort, and more importantly developing a strong retention support services.

The transition of a predominantly part-time into a full-time EOPS staffing provides increased specialized responsibility and accountability of program actions. The growth in EOPS student served, full-time staff, and program services was acknowledged and fully supported by the President's Office. President Garcia invested in EOPS by relocating the program to a larger and accessible location.

### Analysis of EOPS Program Concerns

As indicated in Section V: Program Resources and Development, one of the primary challenges EOPS identified is the rate of EOPS Student Retention and Success. It is the commitment of EOPS to identify avenues to improve student academic experiences while enrolled in LMC.

The persistence of EOPS students is at average 17% greater than the general population. EOPS concluded that program services and student motivation are critical factors in yielding such a disparity. Further analysis of retention and success issues determined that it is necessary to support EOPS students in the instructional area of their academic experience. It is for these reasons that EOPS is taking steps in partnering with instructional faculty in developing learning communities and relevant course offerings.

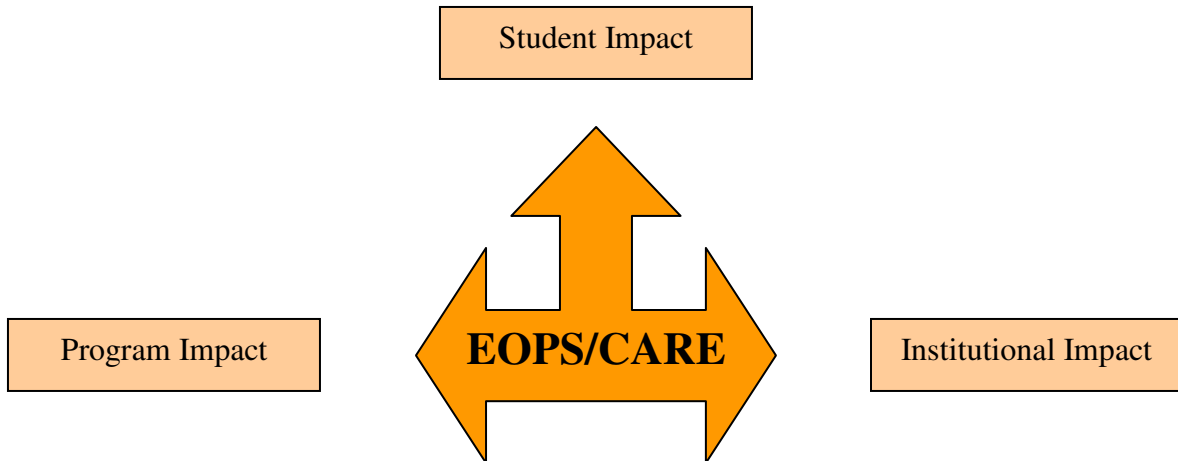
Other secondary concerns for EOPS include:

- Increased Graduation and Transfer Levels of EOPS Students
- Increased Numbers of EOPS Scholarship Recipients
- Develop On-Line EOPS Services (Application, Advising, Etc.)
- Development of New Student Handbook and Program Procedures

All secondary concerns identified are currently being discussed.

### EOPS UNIT PLAN

The EOPS Program identifies three areas of impact to the college: student, program, and institutional impact. Each section of this report will attempt to address how program policy and actions affect these three areas.



With the above diagram, it is evident that each area is equally considered for the impact on the college. In addition, the impact on the three different areas will include consideration of external impacts from each one of the areas and how external factors impact EOPS. The diagram illustrates how both internal and external factors affect policy and program planning in the EOPS program.

### **A. Student Impact**

There are two initiatives, Outreach Initiative and Transfer Initiative that have been implemented to address the shift in organizational pedagogy of the program (that is the culture of mediocrity based on traditional indicators of success).

The Outreach/Recruitment Initiative will focus on the changing student demographics in the local community and ways to engage more students in the pursuit of higher education. The Outreach/Recruitment Initiative will establish or create college and community partnerships to improve awareness of program services and activities. In addition, in collaboration with campus recruitment, the EOPS office will offer a series of workshops in the high schools to build better understanding of the college experience akin to summer bridge programs at four-year institutions, which better prepare high school seniors through the transition from high school to college.

The Transfer Initiative, will focus on addressing the disparity between achievement and opportunity for academic success. The Transfer Initiative places emphasis on services and activities that improve the transfer rate of EOPS students through, counseling, workshops, fieldtrips to four-year institutions, and utilization of campus resources for greater access to information thereby improve the number of EOPS students who transfer. In the future, EOPS will increase activities and services for transfer students to support academic goals through multi-faceted academic, personal, financial, and social programming.

### **B. Program Impact**

EOPS Program will enhance its curriculum to address this change in pedagogy through various means. The EOPS program is partnering with the English Department in developing additional learning communities to formulate the EOPS First Year Experience: a basic skills English course, followed with developmental English, and counseling. In addition, with the recent hiring of two full-time student services and instructional support coordinators there is the sustained effort on supporting the two aforementioned initiatives. As well, the operation budget for the department has increased over the last three years to reflect the growth in student enrollment. Also, there has been the recent development of increased physical operational space in fall 2006. The office of EOPS now has better visibility and the opportunity to design a new presence on campus.

### **C. Institutional Impact**

Working with the Research Office, EOPS will use disaggregated data to better ascertain areas of disparity in overall achievement and retention. The extrapolated data will serve as means to establish programs, advocate for services, initiate discourse on interventions, and improve student engagement. Consistently, research shows that students in EOPS have a higher level of persistence and enroll in 12 units or more at a higher rate than that of the general Los Medanos College student population, proving EOPS contribution to the college's FTE

numbers. In addition, EOPS will continue to work on college-wide initiatives including the HSI Title V five-year grant and Community College Campus Change Network.

## **II. ADVISORY BOARD'S RECOMMENDATIONS**

EOPS has an extensive and representative advisory board which includes members from Los Medanos College local community, including student representation, feeder institutions, universities and colleges, government agencies, and non-governmental organizations. The Advisory Board's last meeting took place on March 31, 2005. As stated in Sections 69648, 69648.7, and 71020 of the California State Education Code, "The Advisory Committee shall meet as least once during each academic year." The next scheduled meeting is anticipated to take place in December, 2006. In previous meetings, feedback from the Board was used in planning and implementing new strategies for student involvement, such as discussing opportunities to increase communication and providing outreach services to local feeder schools. Also, the Board was critical in the discussion of improving recruitment and retention efforts for the program. EOPS promotes the notion of reciprocity with the members of its board. There are expectations of promoting and providing support for community activities and opportunities for students by all members of the board. In addition, EOPS joins with board members on issues affecting access and the state of education, such as supporting legislation issues and petitioning state representatives. Specifically, in 2005, because of a recommended action by a board member, EOPS students took part in a march to the state capital and letter writing campaign to state representatives during proposed state budget cuts to education.

### **EOPS UNIT PLAN**

1. Due to a lack of continuity in advisory meetings, EOPS will work to re-establish the advisory board meetings to include meaningful agendas and meeting minutes.
2. The Board will work to make a permanent agreement among the members to meet on quarterly basis.
3. The members will discuss their commitment to improving the state of the Los Medanos College EOPS program and its contributions to the local community.
4. In an effort to maximize the resources of its board members, EOPS will encourage the Board to serve as a working group to support activities that improve the efforts of EOPS in student retention, intervention, and persistence.
5. Also, the Board will now serve as an approving body on changes to policies, practices, and processes within the program.

### **III. STUDENT LEARNING OUTCOMES**

Since Fall 2004, Student Services at Los Medanos College, including EOPS, has been working on understanding and clarifying an approach to Student Learning Outcomes (SLO's). The work has been deliberate and intentional as an endeavor to continue cultivating a culture of assessment. To develop a shared philosophical approach to learning outcomes and assessment, there were two retreats in Spring 2005, in which the majority of Student Services staff and faculty attended.

Within Los Medanos College, SLO's are understood to be defined as statements of expectation that articulate what students will know, do, think, or feel as a result of the students' interaction with program. The SLO's specify how learning will be assessed and document the results of the assessment and how the results will be used to improve learning.

#### **A. Student Impact**

With the above stated intentions, the following SLO's have been designed to encompass overarching Student Services goals:

#### **Student Services Institution-Level Learning Outcomes**

1. Students will demonstrate proficiency in the use of on-line services.
2. Students will demonstrate proficiency in self-advocacy.

The first learning outcome, students will demonstrate proficiency in the use of on-line services, is designed to support student utilization of the increasing number of on-line services. Proficiency in using on-line services will be essential to students' experiences at Los Medanos College, when they transfer, and in their life experiences (such as on-line banking, on-line bill paying, on-line tax forms, etc.). This learning outcome was approved by the Student Services staff and faculty who attended two retreats in Spring 2005. We implemented a pilot assessment of the SLO in Fall 2006, which is currently under revision.

The second learning outcome, students will demonstrate proficiency in self-advocacy, is designed to help students develop the confidence and capacity to be effective in navigating complex public organizations; these skills will help students facilitate a positive and productive experience while in college, and when they transfer to other educational institutions, and as they work with various private and community agencies. This outcome is also designed to support the development of relationships between students and staff/faculty members that will lead to successful resolution of concerns, attention to grievances, and achievement of goals. For example, when students come to the office asking for information on how to file an appeal, we will help teach them the skills they need to write an appeal that describes their situation, and helps illustrate their circumstances in a concise and acceptable manner. When the appeal is reviewed and subsequently approved/denied, the office response to the appeal will also help teach students about the reasons for the approval/denial. Ultimately, creating intentional processes with the learning outcomes in mind will provide opportunities for reflective and honest critique that allows the office to redefine and create changes within our realm of responsibilities for the program and the college.

## **B. Program Impact**

In conjunction with meeting the first SLO and to expedite the student eligibility process; the EOPS program is developing an online student application. Giving students the option of completing an online application allows students better access to the program and integrates the SLO of demonstrating proficiency of use of on-line services at the college. Ultimately, the utilization of an on-line EOPS application will allow for the program to enhance students' experience with the program because their application will be processed quickly and efficiently.

Current EOPS programming reflects the importance of proficiency in self-advocacy. For example, during the EOPS student orientation and through counseling contacts, students receive referrals and recommendations to identify sources of support to meet their personal, academic, and financial needs. When students fail to meet program requirements, students have the opportunity to petition to remain in the program through written correspondence.

### **EOPS Program Level Student Learning Outcomes**

The Student Services SLO's will work in conjunction with the program level SLO's for EOPS. This structure allows for resources to be consolidated in terms of information gathering as well as for data analysis and in planning. EOPS has developed program level SLO's to evaluate specific aspects of the program. EOPS is a positive learning community that embraces and enhances the cognitive, social, and personal factors of the student's collegiate experience.

## **A. Student Impact**

Because of the unique functions of EOPS, there are two additional SLO's identified at the program level.

As a result of interacting with this program/completing this program, students achieve the following:

1. EOPS Students will be able to identify various resources available for social, personal, academic development
2. EOPS Students will be able to explain the meaning, privileges, and obligations of socially conscientious citizenship

## **B. Program Impact**

EOPS is framing the language of the Student Learning Outcomes and action to include issues around equity, access, and inclusion within Los Medanos College. To address these issues, EOPS began the development of Learning Communities specifically addressing these circumstances. Both the *Create2Change* and *Classroom without Borders* are learning communities that are integral components in developing the EOPS First Year Experience. Also, there are increased efforts in outreach and intervention with the hiring of two coordinators to focus on these areas. This additional staff has increased the type and scope of workshops and methods of engagement for the EOPS students and potential EOPS students.

Furthermore, EOPS philosophy supports the development of a multifaceted services program creating an environment characterized by mutual understanding, respect, and care in which

students interact and engage with peers, staff, faculty, and the community in the style of a true learning environment.

Examples of programming which support the learning outcomes include:

- Annual New Leaf Conference
- Latino Film Festival
- Cinco de Mayo Conference
- Field trips/Excursions
- Counseling Services
- Learning Communities
- Workshops
- Student Orientation
- Recruitment/Information Sessions
- Supporting student activities
- Financial Assistance/Planning
- Priority Registration
- Campus Referrals
- Mutual Responsibility Agreement
- Mid-Semester Progress Report
- Appeal Process

### **C. Institutional Impact**

The development of relevant and responsive EOPS Student Learning Outcomes is a result of the program's commitment to social justice. It is for these reasons that EOPS realizes the need for innovation, creativity, and collaboration in all aspects of program development. Lastly, adopting the culture of assessment and evaluation in determining students' needs and program services ensure appropriateness and effectiveness of EOPS efforts.

### **REVIEW**

NOT APPLICABLE FOR THIS CYCLE

### **EOPS UNIT PLAN**

The learning outcomes will be assessed in the following steps:

Identify SLO and develop an Assessment Plan

Data Collection

Data Analysis and Use of Results

Repeat the cycle using results of preliminary SLO's to revise outcomes as needed

Refer to Student Learning Outcomes Grid in Appendix A

### **A. Program Impact**

A survey instrument will be designed and implemented for fall semester 2006 to measure the two learning outcomes for the program. With the recommendations of the Student Learning Outcome Advisory Committee, the survey instrument and guidelines will be completed.

### **B. Institutional Impact**

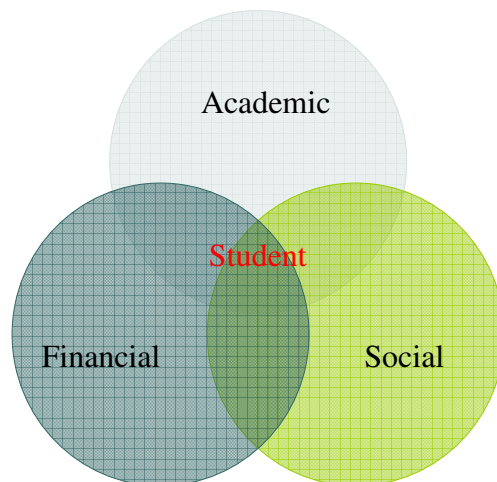
The department will require input from faculty, staff, student workers, and students in the program to complete the assessment. It will be necessary to produce a survey instrument, a means to distribute the survey, and the staff to analyze the results. Having access to the pertinent information from the district database and institutional research will be critical. The college will need to support these data gathering efforts by informing the department on the process of working with the research office to improve lines of communications to meet these requirements.

## **IV. CURRICULUM**

### **EOPS PROGRAM REVIEW**

#### **A. Student Impact**

In the course of participating in EOPS, students have the opportunity to receive services and support that are “above and beyond” those provided by the college for the student population at large. For this reason, the program curriculum is based on reaching underrepresented students and improving their chances for success through innovative and holistic approaches. The EOPS Program curriculum is designed to address three services areas: Academic, Financial, and Social Support Services.



Students in the EOPS Program benefit from the following services:

- Personalized Academic Counseling
- Academic Progress Monitoring
- Career & Transfer Exploration Workshops
- Priority Registration
- Book Vouchers
- Academic Supplies
- Grants/Scholarships
- Transportation Support
- Calculator Loan Program
- FAFSA preparation assistance
- Auxiliary Support

## **Social Development Activities**

### **EOPS Conferences**

The EOPS program implemented the annual New Leaf Conference to address issues important to EOPS students. The New Leaf Conference was first designed in 2003 to expand students' horizon, self-value, and identity while embracing and enhancing the social factors of students' collegiate experience. The purpose of the conference is to develop positive social communities by creating a space in which individuals can authentically engage in the production and creation of knowledge. It is also a pathway to developing critical thinking, allowing students as well as staff and faculty to formulate a way to think, eliminating bias, and distorted, partial, uninformed or prejudiced reasoning. Also, the New Leaf Conference aspires to provide discipline and structure to critical thinking and to improve the quality of thoughts, actions, and most importantly results. It has become critical in validating the experience and existence of EOPS students.

In 2003, EOPS hosted the first New Leaf Conference which placed focus on social issues affecting students including poverty, fair housing, and changing demographics in race and migration. In 2004, the second conference was devoted to issues in Hip Hop, a look at this historical, cultural, social resource for social change. The third New Leaf Conference titled, "Awakening of the Mind, Body, and Soul" delved into issues of self-awareness, self-determination, standing against domestic violence, and the sociology of education. In 2006, the fourth annual New Leaf Conference, "Liberating Minds...Liberating Society," was a commemoration of the 40<sup>th</sup> anniversary of the Black Panther Party.

In addition to the New Leaf conferences, there have been on-going activities to support EOPS student social development. In 2005 EOPS hosted an event entitled "When is Cinco de Mayo this year?: Re-historizing the Past and the Present". In 2004, EOPS hosted the Latino Film festival. Also, EOPS sponsors student activities directly related to students served by EOPS. An example of this support is in fall 2006, EOPS hosted a Black Student Union Pizza Forum. Lastly, each year EOPS responds to campus events and changing social climate, by hosting, sponsoring, and promoting activities that support EOPS student social and academic development.

## **College Field Trips**

### **Sunrise Celebration**

For the last five years, the EOPS office has sponsored a trip for students to Alcatraz Island to participate in The Indigenous People's sunrise ceremony. The ceremony is a commemoration of the start of the 1969-1971 occupation of Alcatraz by the "Indians of All Tribes" -- an event that galvanized the new indigenous people's rights movement in the United States. The International Indian Treaty Council sponsors the event twice each fall on Alcatraz Island.

### **Black Panther: Rank & File Exhibit**

In anticipation of the 2006 4<sup>th</sup> Annual New Leaf Conference, *Liberating Minds...Liberating Society*, a commemoration of the 40th anniversary of the Black Panther Movement, students visited the Yerba Buena Center for the Arts in San Francisco to observe the "Black Panther Rank and File" Exhibit. The exhibition allowed students to examine how art can be used as a medium to shape society as well as showcasing how art can inspire awareness of critical social concerns. When asked if the exhibit encouraged community activism one student replied, "I try to participate actively with my community, this exhibit made me realize how much it means to me to stay active. I cannot rely on anyone to do it for me. If I want change, I have to make it happen".

### **B. Program Impact**

In an attempt to enhance relations with students and to increase student retention and persistence: the EOPS Counseling curriculum is developed with avenues to engage students outside the traditional counseling contact. In addition, distinction is made between New (that is first-time participant in EOPS) and that of Continuing EOPS students by addressing and accommodating the students based on their involvement with the program and the program expectations specific for new and continuing students.

### **EOPS/CARE Counseling Requirements**

- All EOPS/CARE students must have three counseling contacts per semester.
- The contacts must follow a semester-specific timeline to ensure requirements are met in a timely manner.
- The three counseling contacts must be with an EOPS counselor.

### **EOPS Faculty Counseling Philosophy**

The EOPS Counselors at Los Medanos College are committed to providing authentic and comprehensive support to the academic and social development of our students. Our goal is the promotion of self-awareness, self-determination, and self-reliance to assist our students in navigating through the educational system successfully. This is a shared responsibility between the student and the counselor that promotes initiative and growth in the student. The EOPS counselors at LMC want to provide support by creating an environment characterized by mutual understanding, respect, and care in which students participate not only in their course work but interact with and engage other students in the style of a true learning community.

<b>New Student Counseling Contacts</b>	<b>Continuing Student Counseling Contacts</b>
<b>Small group Counseling</b> <ul style="list-style-type: none"> <li>• Exploration/Assessment</li> <li>• Major/Transfer/Career</li> <li>• 2 Semester Ed Plan</li> </ul>	<b>Educational Plan Update*</b>
<b>6 Semester Ed Plan*</b> <b>Mid-semester Progress Report</b> <ul style="list-style-type: none"> <li>• Academic intervention</li> <li>• Letters (satisfactory/unsatisfactory)</li> <li>• Letter from last counselor contact</li> </ul>	<b>Small group Counseling</b> <ul style="list-style-type: none"> <li>• Career Exploration</li> <li>• Goal Setting</li> <li>• Time Management</li> </ul> <b>Mid-semester Progress Report and Degree Audit</b> <ul style="list-style-type: none"> <li>• Transferring Students</li> <li>• Near 70 Degree Applicable units</li> </ul>
<b>Pre-Registration Advising</b> <ul style="list-style-type: none"> <li>• BOGG</li> <li>• FAFSA</li> </ul>	<b>Pre-registration Advising</b> <b>Exit Interview</b> <ul style="list-style-type: none"> <li>• BOGG</li> <li>• FAFSA</li> </ul>

\*Students who are in multiple programs (Puente, DSPS, and Calworks) must bring in a copy of their educational plans by the EOPS time guidelines for those requirements to be counted as completed.

### **Student Counseling Contacts**

- I. **Exploration/Assessment:** (Time: 2 hour) The purpose is to allow students the opportunity to become acquainted with resources available to help them meet their educational goals.
  - A. Small group (6-10 students) orientation about transfer and career exploration on the Los Medanos College campus.
    1. Orientation to include an exploration of materials, technology, and services available to the students.
    2. Students will be encouraged to explore their interests, values, and skills through assessment tools available, such as the Strong Interest Inventory, and the Myers/Briggs Personality Type Inventory.
    3. Students will practice using the Internet and programs such as Eureka to research requirements for careers, college majors available, labor market information. Etc.
  - B. Two Semester Educational Plan: Student and Counselor collaborate on planning classes that reflect a students' preliminary educational goal in order to facilitate the academic integration of the student to the educational system.
    1. Using information gathered from Transfer and Career Center orientations, students choose educational goals and possible majors to begin their academic planning.
    2. Student will be reintroduced to IGETC/CSU/AA requirements and the implications they will have on their academic planning. It will also be necessary to review the college catalog with the student.(Materials: College Catalog)

3. The two semester Educational Plan will be developed in collaboration with a counselor that reflects the students' interests and educational goals.

## II. Six Semester Ed Plan (Time: 1 hour)

- A. A six semester Ed plan will be developed with a counselor giving students an opportunity to visualize each semester through completion of their goals. When goals are divided into smaller objectives and made specific, the larger goals are more likely to be achieved.
  1. Depending on students' educational goal (AA, certificate, IGETC, CSU) begin with planning general education.
  2. After further major/university exploration, work with students on major requirements ([www.assist.org](http://www.assist.org)) as second step in educational plan.
  3. One of the final steps is to add transferable elective courses to educational plan.
  4. Make sure there are 60 transferable units.
  5. Advise student to visit transfer center to plan visits to universities.
- B. MSPR(15 minutes) The MSPR provides both students and EOPS counselors a view of students' progress. It also gives the student an opportunity to discuss progress with his/her instructor. It will serve as an assessment for needed academic interventions that will support the students' success.
  1. Counselors can recommend appropriate academic interventions such as individual tutoring, lab assistance, or additional help in the Teaching and Learning Center. Appropriate interventions will be explored to individually help the student. However, it is also the student's responsibility to pursue the interventions.
  2. Letters will be sent to students who are not progressing satisfactorily as well as to those who are. "Unsatisfactory" letters indicate that students need to make an appointment with a counselor discuss academic as well as personal issues that may be interfering with achievement. "Satisfactory" letters acknowledge the student's academic success.

## III. Pre-Registration and Exit Interview (Time: 30 minutes)

- A. Pre-Registration is an appointment with students discussing academic course load for the following term. Since EOPS students benefit from priority registration privileges, it is important to meet with students to determine students' achievement in moving forward academically on their educational plans.
- B. Exit Interviews are reserved for individuals leaving the program for a variety of reasons. Students who are ready for graduation and transfer are encouraged to meet with a counselor to conduct an exit interview process. Individuals also being dismissed due an unsatisfactory completion of their EOPS Mutual

Responsibility Agreement are asked to meet with a Counselor. The exit process is an opportunity for a successful transition out of EOPS.

### **Learning Communities**

In addition to the required counseling appointments, students have the opportunity to participate in the learning community, *Classroom without Borders* at Los Medanos College, team-taught by an English faculty member, and an EOPS counselor and the EOPS Director. Pairing developmental English 70 with counseling Human Services 909, students actively receive instruction in critical development to enhance skill development in English as well as to raise social consciousness.

### **Classroom without Borders Philosophy**

Classroom without Borders was created to integrate English 70 with Create2Change (Human Services 909) and to form an experience of community and support for students, teachers, tutors and counselor. Classroom without Borders is an opportunity to engage actively in the development of student learning and student consciousness. Learning does not just happen in a classroom but occurs daily in our lives and in the world. Therefore, students are expected to become active and critical producers of culture and not just “mindless consumers”.

### **Components/Expectations**

Classroom without Borders courses are linked purposefully. Students who do not attend both classes will be dropped from the classes. It is expected that students are actively involved in both classes and the tutoring and counseling component. There will be integrated and shared assignments between both classes. Each class will be graded separately but will have common assignments that will be evaluated in final grades.

### **Course: English 70**

English 70 will operate as a reading/writing workshop. Together students read novels, poems, short stories, and essays. Students write informally in journals and write formal summary/responses and essay. In creating written versions and interpretations of, and reactions to the various texts, students will improve reading, writing, and critical thinking skills.

### **Course: Create2Change (Human Services 909)**

This course will be a seminar in which students will use Hip Hop, Spoken Word, Cartooning, and Film to develop a deeper understanding of culture and society. Overall, the class is based on a pedagogical framework to include deconstruction, reconstruction and dialogical action. The “linking” of English 70 with Human Services 909 will promote a deeper understanding of academic and cultural competencies through the development of critical literacy. Critical literacy provides a way to think about and engage in issues that uncover social inequality and injustice.

### **Tutoring/Study Groups**

An integral component of Classroom without Borders will be the integration and availability of tutoring and study groups. All students are expected to participate in both as part of the

learning community. Tutoring/Study groups will be integrated in both classes and will be part of the final grade.

### **Counseling**

All students are required to meet with the Classroom without Borders Counselor throughout the semester. There are required appointments to meet with the counselor and to create an educational plan. The counselor will also continuously maintain contact with students. If there is an issue or concern, it is important that students inform the counselor so an adequate intervention or resolution can occur.

## **EOPS UNIT PLAN**

### **A. Student Impact**

To address the shifting needs of students, each academic year there needs to continue to be a dialogue about student academic and personal needs in the EOPS curriculum. The services offered continue to be assessed. For example, students received free parking permits this year. Yet, the service was underutilized. The financial resources could have been better allocated to serve a wider audience. One planning objective is to evaluate direct services and their effectiveness. These services can also be evaluated using the Student Learning Outcomes' survey instruments to confirm services are relevant.

In addition to the re-evaluation of direct student services, the area of instructional support is under evaluation. The academic performance of the students in EOPS underscores the objective to devote program resources to better support academic achievement. The data charts in section V. Program Resources and Development of this report, show EOPS students return semester after semester at a higher rate than the general student population, but that they have a lower rate of retention and show high levels of underperforming in their classes. It is recommended that the EOPS program advocate for a specific EOPS tutoring program designed for EOPS students.

The aim of the EOPS curriculum is to go “above and beyond” from the traditional classroom experience. The program is designed within the framework that benefit students while supporting their academic, social, and financial needs. Part of that support is the tutoring component, which is critical and must be restored.

Currently, Los Medanos College offers tutoring services to the general student population. EOPS tutoring was absorbed into the tutoring services at-large. The data indicate that EOPS student success is lower than the general student population, demonstrating that EOPS students require additional academic support.

In addition to providing tutoring services, it is expected that EOPS will support auxiliary instructional support services to include:

- Peer Support groups
- Study Groups

- Workshops on communications with faculty, selecting academic mentors, obtaining faculty recommendations, understanding faculty grievance process, understanding course syllabi, time management, study skills, and selecting courses
- Campus student services referrals
- Coordination with academic services on campus i.e. Library, Computer Labs, DSPS, Honors Programs, Business Lab, Math Lab, English Lab, Science Lab and Academic Departments

These efforts to improve academic services throughout the EOPS program activities align with Student Learning Outcomes for students to identify various resources available for social, personal, academic development as stated earlier in the report.

## **B. Program Impact**

### **EOPS First Year Experience**

In response to the developmental needs of EOPS students, the EOPS First Year Experience is a learning community designed to scaffold students through developmental English courses with “above and beyond” academic, social, and financial support to provide specifically-designed opportunities for success. This effort also supports the Student Learning Outcomes for the program. In Spring 2007, students will have the opportunity to complete the developmental English sequence, English 70 to English 90 in a EOPS learning community. Students who complete English 90 meet the reading and writing competency requirements set for Certificate of Achievement at Los Medanos College. In addition, students who complete English 90 then meet prerequisites for English 100 College Composition, which is the requirement to meet associate degree requirements and minimum transfer requirements.

### **EOPS Transfer Initiative**

EOPS program curriculum includes efforts to increasing the transfer rate of EOPS students by 25-35% beginning Fall 2008. Student persistence and retention is crucial to reach this goal. EOPS counseling will create intentional interventions to educate, to guide, and to finalize transfer plans with students. Currently, an increase of 5% transfer rate is the standard formula; however, a consistent and continual increase is essential to impact the program’s goals of above and beyond.

The Transfer Initiative will categorize students into two groups: Pre-Transfer and Transfer. Each category will have intentional workshops that will be specific to the goals of the population. In conjunction, a scholarship workshop will also be part of the overall information available to students.

In assessing student needs and concerns about transferring two essential components were relevant: knowledge of the process and financial assistance. The Transfer Initiative aims to demystify these components and provide the intervention needed for successful completion.

Many EOPS students are first-generation college students without knowledge of the educational system. The known information can be reduced to vocational and certificate programs, as well as AA/AS and the transfer process becomes secondary. The lived realities of many students may catapult them to seek a shortened education, such as an AA degree.

The Transfer Initiative hopes to demystify what are the elements of transferring and what the benefits are.

The Transfer and Scholarship workshops will occur before and during the application period for the CSU and UC system. The scholarship workshops will also occur during relevant application time.

Students will be categorized into pre-transfer and transfer ready students. The appropriate correspondence will be sent out in timely manner and the dates and times of workshops will be appropriately advertised. The pre-transfer students are those with 45 units or more and transfer ready students will be at 60 or more units.

<b>EVENT</b>	<b>ACTION</b>	<b>DEADLINE</b>
Transfer and Scholarship workshops	Calendar	August
Correspondence and Advertising	ACCESS query for units Letters	One month before workshops begin
Pre-Transfer workshop	Evaluation	
Transfer/Scholarship		

The counseling component continually undergoes transformation to address student needs, for example addition of small group counseling, leaning communities, and better integration of instruction and students services. This effort must continue to be monitored for effectiveness as determined with institutional goals and student learning outcomes. The EOPS Transfer Initiative is a direct effort geared toward supporting institutional goals and promoting student learning outcomes.

**C. Institutional Impact**

The EOPS Program will continue to better utilize institutional research and disaggregated data to pinpoint areas which require formal processes to address shortfalls in the curriculum. This understanding will better enable the EOPS Program to establish effective intervention measures that are responsive and relevant to current student issues. There needs to be better understanding of current trends in retention and intervention methods used in similar college campus communities. The practices based on successful models need to be evaluated and assessed for potential use in the Program. To address this concern, there is a planned trip to City College of San Francisco with the objective of understanding their student orientation process, which takes place prior to the beginning of the academic year. Also, each year the staff of EOPS attend the statewide CCCEOPSA Conference to keep abreast of current trends and developments for the EOPS community, as well as other professional development as discussed in the Program Resources and Development section below.

## **V. PROGRAM RESOURCES AND DEVELOPMENT**

### **EOPS PROGRAM REVIEW**

#### **A. Student Impact**

Program resources have included additions to the program staff which resulted in better delineation of core responsibilities based on new initiatives and program needs. For students, this means the student eligibility process has been streamlined because of the EOPS Assistant. Also student involvement will improve because two Coordinators have been assigned to specific retention/intervention and outreach/recruitment projects. With the addition of a full-time counselor in 2006 and three part-time counselors, EOPS have the opportunity to offer small group counseling at a variety of times and days of the week. The student employees are invaluable to keeping student files updated and organized, as well as assisting with timely communications with students via telephone, mail, and through in-person interactions.

#### **B. Program Impact**

During the 2003 Program Review, the need to hire an Outreach and Retention Specialist was stated. Due to loss of district matching, the position had been eliminated. During Summer 2006, two Student Services and Instructional Support Coordinators were hired on a full-time basis. These two positions are expected to improve outreach and retention efforts for the program. As well, these two coordinators have been appointed to improve the transfer functions and intervention strategies, as stated earlier in the report.

#### **Staffing Trends**

<b>EOPS Staff</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
Program Manager	1	1	1
Full-time counselors	1	0	0
Part-time counselors	3	4	4
Student Services & Instructional Support Coordinators	2	0	0
EOPS Assistant	1	0.5	0.5
CARE Admin. Assistant	0.5	0.5	0
Student Employees	5	5	5

In Fall 2004 there was the addition of a full-time EOPS Counselor, in addition to the three part-time counselors, there is better coordination of counseling activities, such as Scholarship/Transfer Workshops and small group counseling appointments. Also, having a full-time counselor provides a means to establish better communication with the Counseling Department, as well as the Transfer Center, Honors Institute, Puente, Outreach, and DSPS. In addition, having a full-time counselor resulted in more opportunities for committee engagement and greater engagement on campus.

#### **Professional Development**

Professional development takes place on an on-going basis, as well as in formal yearly events. Each year, the EOPS staff attends the statewide CCCEOPSA conference to develop comprehensive understanding of statewide practices. In Fall 2006, the EOPS staff designed

and presented a seminar on the philosophical approaches to transformative program services to enhance student development and retention. Staff also attends statewide financial aid conferences, namely the CCCSFAA and CASFAA conferences for professional development. Throughout the year, there are opportunities for training to improve technical skills, researching methods, exploring personal interests, and community building activities. Each member of the staff is responsible for attending professional development activities and for articulating professional development needs. In addition, the office holds periodic discussions on office management and work flow support. As well, there are yearly staff retreats to build interpersonal communication skills and to address time management.

### C. Institutional Impact

#### Committee Participation

Participation by the program faculty and staff in various committees is abundant. All members from the staff are encouraged to pursue participation in committee work to enhance professional development, campus community, and to foster better relationships across departments. Through committee participation, EOPS staff can stay informed of current trends in professional development and practices and contribute on behalf of the office in activities. Detailed below is committee participation by staff in EOPS.

Committees	Type	Faculty/Manager	Staff
Latina Leadership Network	Statewide	1	0
EOPS Advisory Board	Region	2	4
Student Learning Outcomes	College	1	1
Chicano/Latino Intersegmental Convocation	Statewide	1	1
Campus Change Network	Statewide	1	1
Umoja Conference Planning Committee	District	1	1
Hispanic Serving Institute	College	2	1
EOPS Retreat Committee	Department	0	1
New Leaf Planning Committee	College	1	2
Program Review Committee	College	0	1
Region III Committee	Statewide	1	0
Scholarship Committees	College	0	1
Hiring Committees	College	2	2
College Success day	College	1	1
Job Fair Committee	College	1	1
Commencement Committee	College	1	0
Tutoring Committee	College	1	0
CalWorks Association	Statewide	1	1

### EOPS UNIT PLAN

#### A. Student Impact

The academic performance of the students in EOPS underscores the objective to devote program resources to better support academic achievement. The data below show EOPS students return semester after semester at a higher rate than the general student population, but that they have a lower rate of retention and underperforming in their classes. It is

recommended that the EOPS program advocate for a tutoring program specifically for EOPS students. Currently, Los Medanos College offers tutoring services to the general student population. EOPS tutoring was absorbed into the tutoring services at-large. The data indicate that EOPS student success is lower than the general student population, demonstrating that EOPS students require additional academic support.

In addition to providing tutoring services, it is expected that EOPS will support auxiliary academic support services to include:

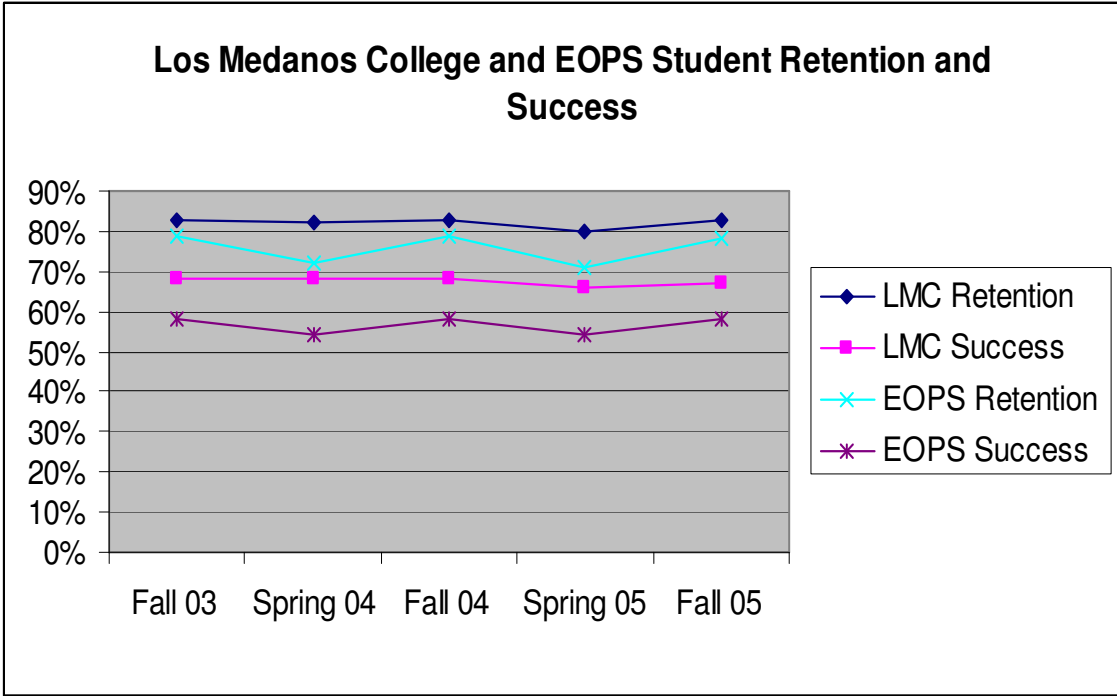
- Peer Support groups
- Study Groups
- Workshops on communications with faculty, selecting academic mentors, obtaining faculty recommendations, understanding faculty grievance process, understanding course syllabi, time management, study skills, and selecting courses
- Campus student services referrals
- Coordination with academic services on campus i.e. Library, Computer Labs, DSPS, Honors Programs, Business Lab, Math Lab, English Lab, Science Lab and Academic Departments

These efforts to improve academic services throughout the EOPS program activities align with Student Learning Outcomes for students to identify various resources available for social, personal, academic development as stated earlier in the report.

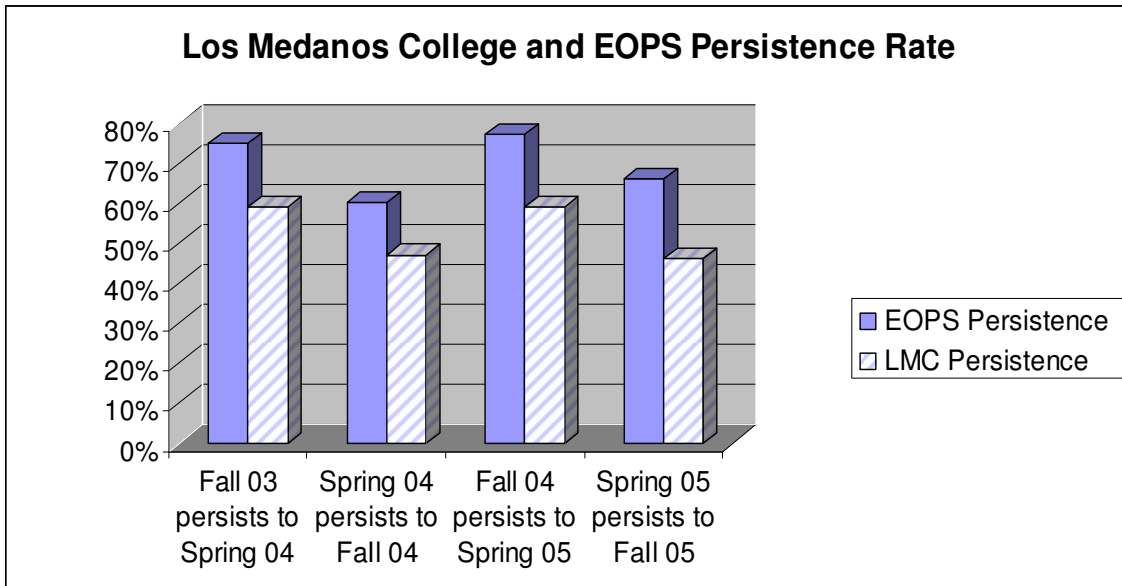
**Retention and Success Rates:** Retention rates for EOP&S students have been at 19% and 13% for fall semesters and 72 and 71% for spring semesters. Success rates have been at 58% for fall semesters and 54% for spring semesters. When compared to the College average, the retention rate of EOP&S students has been lower by about 5% and the success rate has been lower by about 5% also.

**Definition:**

- **RETENTION** Student is retained in the course to end of term. A, B, C, D, F, CR, NC, I grade notations. **MEASUREMENT:** Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator (number of students with A, B, C, D, F, CR, NC, I) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).
- **SUCCESS:** Student succeeds in the course to end of term. A, B, C, CR grade notations.
- **MEASUREMENT:** Percent of students successful in courses out of total enrolled in courses. The success rate is calculated by dividing the numerator (number of students with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).



**Semester-to-Semester Persistence:** Fall-to-Spring semester for EOP&S students increased from 75% to 77%, an increase of 2% points. Spring-to-Fall persistence also increased from 60% to 66%, a 6% point increase. Persistence for EOP&S students is higher than the college average for both, Fall-to-Spring semester and Spring-to-Fall semester.

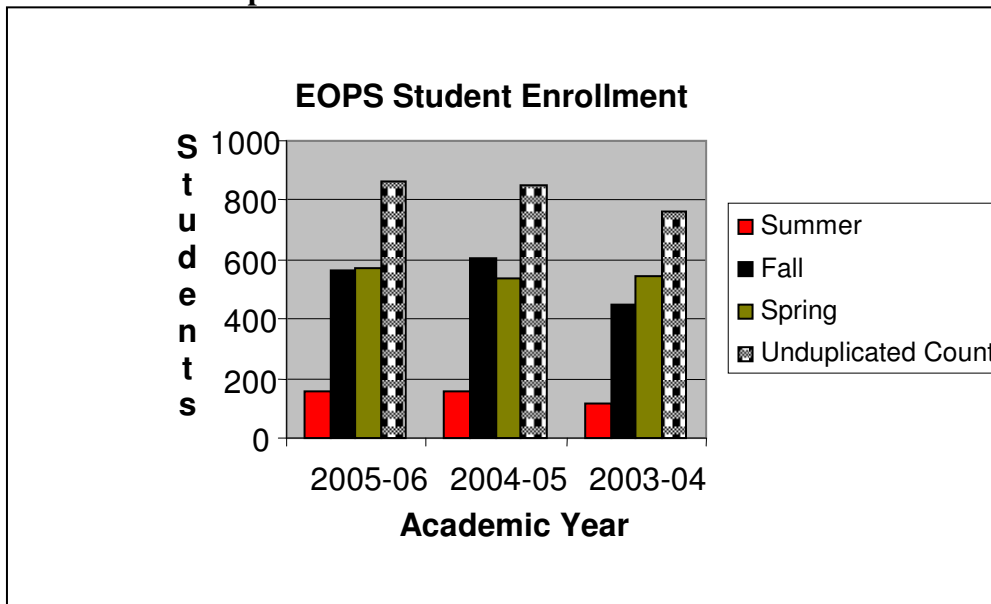


**B. Program Impact**

Research shows that underrepresented and at-risk students benefit most from consistent and stable relationships with core faculty and staff. For this reason, it is recommended that EOPS

have one additional full-time counselor to serve the needs of the program. With an EOPS student population of over 800 students requiring 3 counseling contacts per student, it is important for students to have the opportunity to build a strong relationship with a full-time counselor. Currently there is one newly appointed full-time counselor, with three part-time counselors. This is not sufficient for the size of the student population served by the EOPS program.

### EOPS Student Population



As indicated in the above student population chart, there has been an overall increase in the number of students served from 2003 to 2005. For this reason the program has seen an increase in its program operation budget. There has been the addition of two coordinators, and one full-time counselor in fall 2006, but with anticipated growth, there needs to be an additional full-time counselor and auxiliary support from the college.

### C. Institutional Impact

With greater support to the academic, social, and financial support of EOPS students, this will result in an increase in student retention, increase in FTE's and greater transfer rates. By improving instructional support in the form of learning communities and tutoring, students develop greater sense of engagement with the campus and their peers.

## VI. COLLABORATION ACROSS THE ACADEMIC COMMUNITY

### EOPS PROGRAM REVIEW

Collaboration is integral to the success of the EOPS Programs. The programs' ability to build capacity in a time when resources are constantly diminishing is integral for the sustainability of the EOPS Program. To deliver efficient and effective student services, EOPS currently partners with various programs within LMC such as Puente, DSPS, Child Study

Center, Associated Students, Voc. Tech., Outreach, Automotive Center, Mustang Bookstore, Transfer Center, Pathways, English Department, Food Services, etc. The philosophy behind the partnerships is to enhance support services and increase the academic impact services have on students at LMC.

## EOPS UNIT PLAN

In collaboration with various communities (CBO, government, corporate, academic, etc.), EOPS will develop a funding forum for future programs and services. Such programs include, New Leaf Conference, Film Festival, Southern California College Tours, etc. It is for this reason that EOPS works closely and in conjunction with the LMC Grants Officer, HSI Title V, Foundation Office, Transfer Center, and Associated Students Office.

EOPS will re-energize relationships with LMC Counseling and Instructional faculty. The relationship is critical in developing counseling and classroom opportunities for students served by EOPS. Besides counseling services, EOPS partner with LMC's Fast Track efforts to offer, Summer Access/Bridge projects for potentially eligible EOPS high school students.

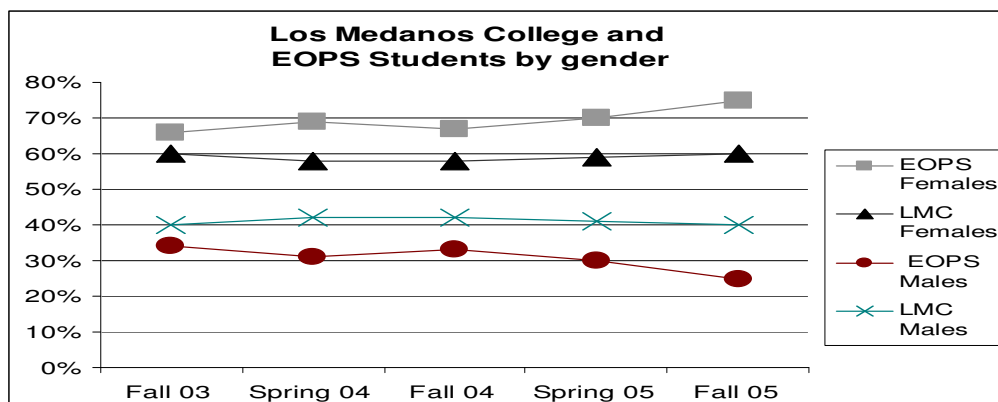
In conjunction with the Marketing Office and Information Technology, EOPS/CARE will research the possibility of providing more on-line services (application, academic monitoring and college advising).

## VII. OTHER PROGRAM ISSUES

### Part 1. EOP&S Data

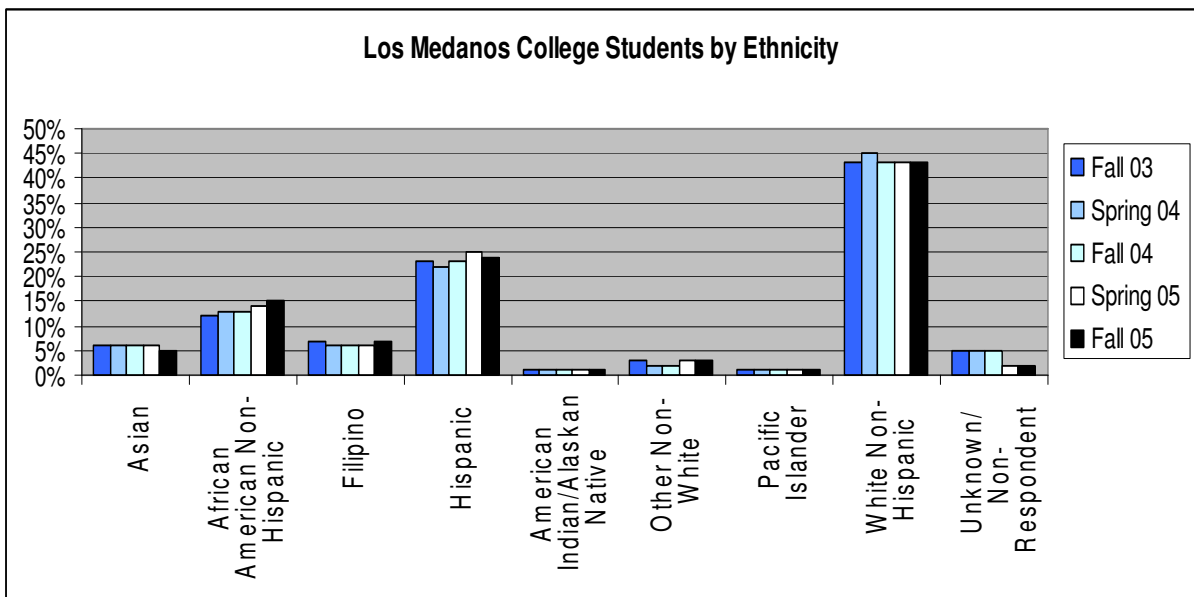
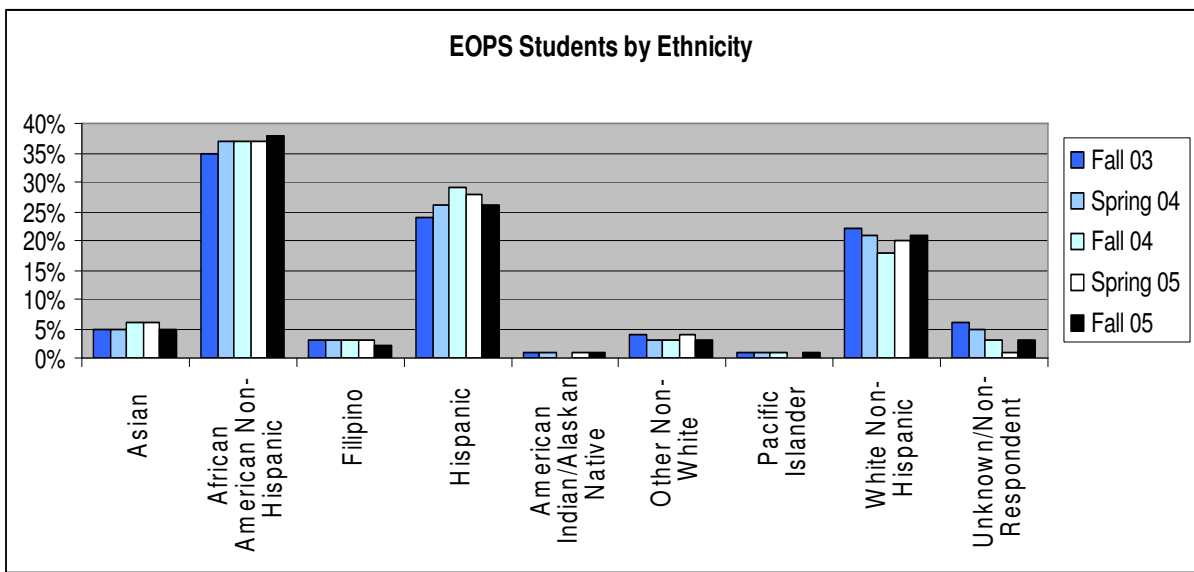
**Gender:** Proportion of females in EOPS has increased from 66% in fall 2003 to 75% in fall 2005, an increase of 9% points in the last three semesters. Conversely, males have decreased. When compared to the college population, the EOPS Office serves more females than males.

EOPS serves a higher number of females over males within EOPS and in relation to LMC. There needs to be greater recruiting effort geared toward attracting males to participate in the program. This means better marketing and recruiting reflecting men and the development of a male student peer support system.



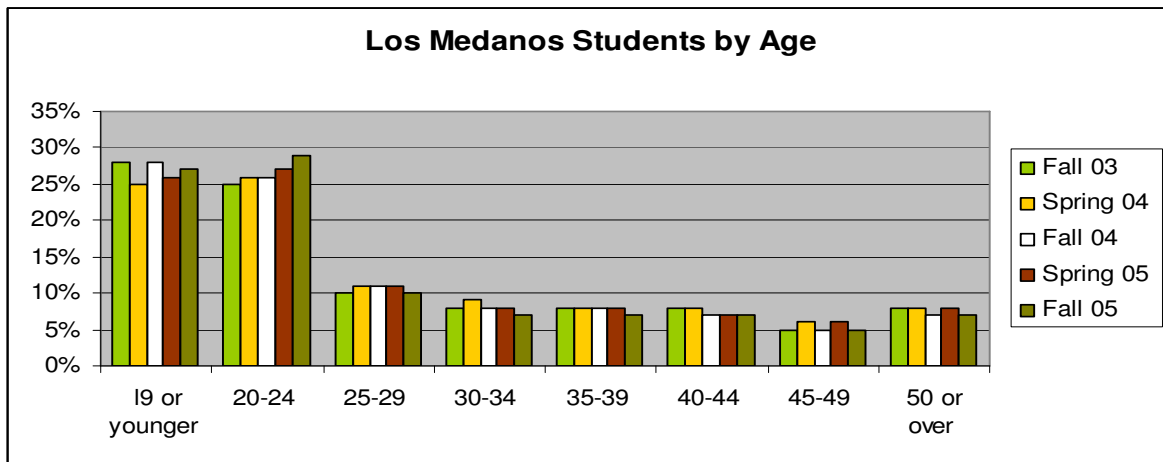
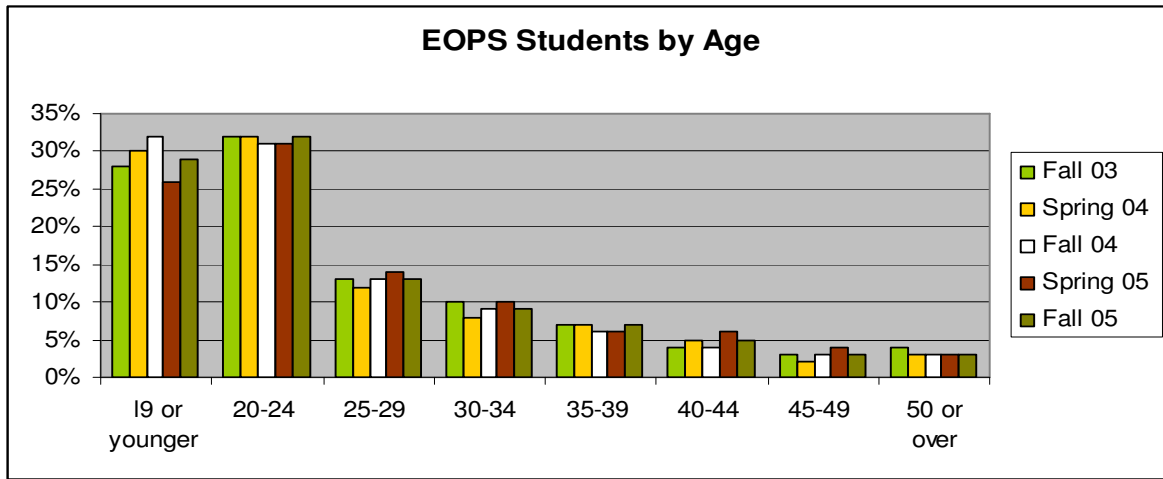
With the above data, it is clear EOPS must improve efforts to recruit more men into the program. Currently, EOPS serves more women than the general LMC student population but fewer men than the general LMC student population. Overall, this can have an impact on the recruitment of men into EOPS. There will be targeted efforts to improve the number of men in the program. Also important is to have disaggregated data to include ethnicity in this table so we can see differences among ethnicity.

**Ethnicity:** African Americans, Hispanics and Whites have been the majority of students receiving services from EOPS for the last five semesters. African-Americans have increased from 35% in fall 2003 to 38% in fall 2005, an increase of 3% points. Hispanics have decreased by 1% point in the last five semesters. When compared to the college population, EOPS serves a larger proportion of African-American students.



**Age Group:** The majority of students in EOPS are 24 years of age or younger. Students receiving EOPS services and of 19 years old or younger increased from 28% in fall 2003 29% in fall 2005, a 1% point increase. When compared to the college population, there are slightly more students between the ages of 20-24 receiving EOPS services.

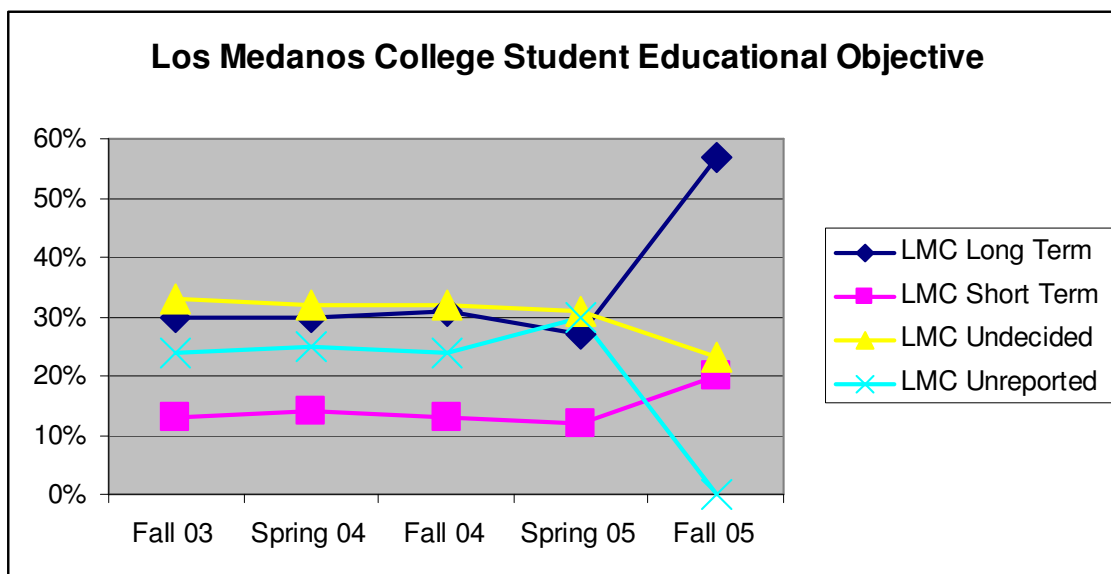
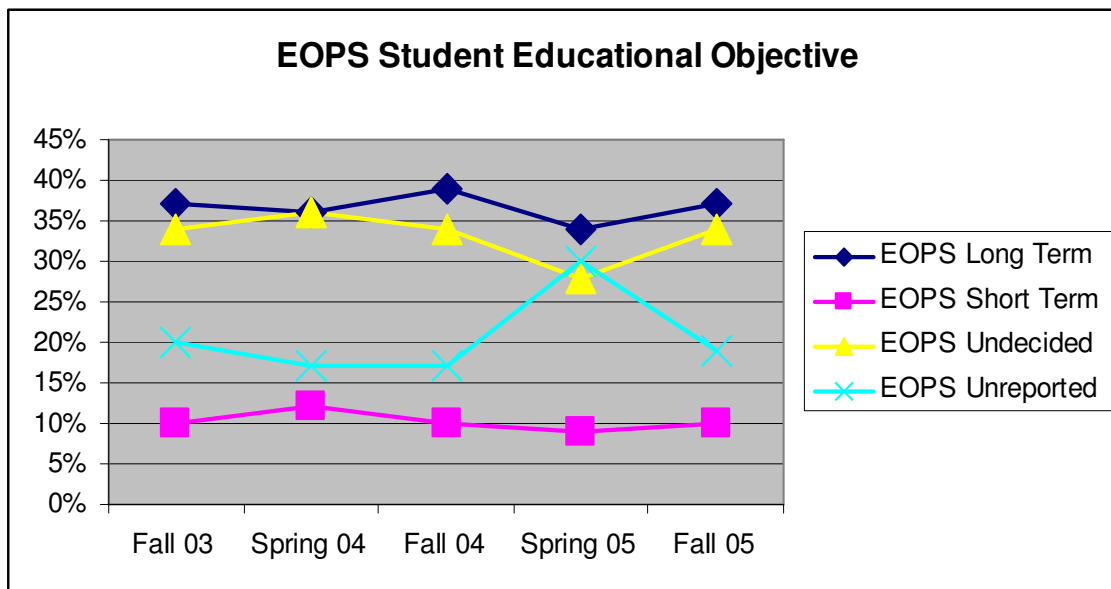
Overall, the EOPS program serves a younger age group of students than the campus in general. Services geared toward a younger student need to be considered in the coming years of planning. As well, how the program recruits new students must take into consideration the transition from high school to college. This issue is being addressed in the Outreach Initiative discussed in Section IV. Curriculum.



**Educational Objectives:** Of those EOPS students who indicated having an educational objective, most have a long term objective. However, there are a large number of students with undecided and unreported educational objective. When compared to the overall college population, generally more EOPS students have long-term objectives.

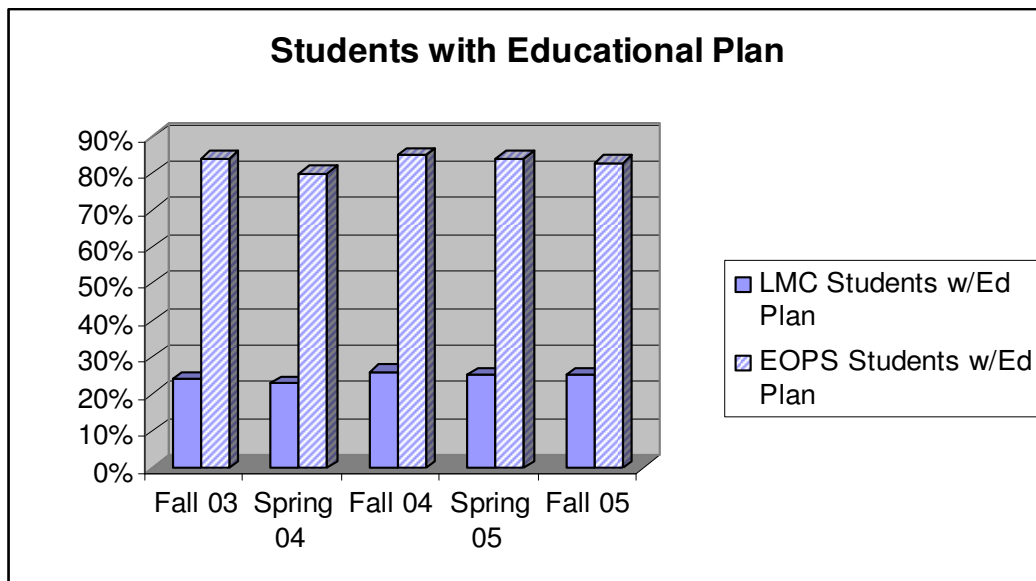
With counseling services as a primary contact with EOPS students, there should not be such a high number of students with undecided and unreported educational objectives. To address

this concern, there needs to be better contact with students about keeping counseling appointments and training with counselors to make sure they are informing students and inputting educational objectives into the proper databases, including MIS, Datatel. Also, the information from the college application needs to be compared with the EOPS application in terms of consistency for student educational objective. If students have a change in educational objective, this needs to be clearly stated based on the fact it affects college financial aid, FTE's, long-term planning, education plan, and support services. One way EOPS is taking steps to address discrepancy in the data is the creation of the online EOPS application. Having an online EOPS application will ensure that information from the student collaborates with the information the school has in its databases. This discrepancy also hints about the need for the program to be better informed about how data is stored and how to modify and correct information to provide accurate data.



**Educational Plan:** The number of EOPS students with education plans has stayed constant at 84% and 83%. When compared to the college average, significantly more EOPS students have an educational plan.

The discrepancy between educational plan and educational objective is notable. Students, staff, and counselors need to identify ways to make it clear for students to communicate their educational objective with the school. In addition since EOPS students have a higher rate of educational plans; this means students need extra support in understanding how to implement their plan. Overall, EOPS students are more likely than LMC student to have long-term goals and education plans. It is beneficial for students to understand career pathways and have the opportunity for career exploration to put their education to practical use.



**Top Five Zip Codes:** Pittsburg, Antioch and south East Antioch have been consistently the top three zip codes where EOPS students reside. For the college population, Pittsburg, Antioch and Brentwood are the top three zip codes.

Understanding student residential data will assist in outreach and recruitment. To better focus outreach efforts there needs to be disaggregated data to include ethnicity and gender, and age. There needs to be targeted efforts to build relationships in the communities where students reside to ease transition between personal and social issues of the home and school. Also having an understanding where home and school intersect and how that affects student access to education helps to determine services for the student population.

**EOP&S Students: Top Five Zip Codes**

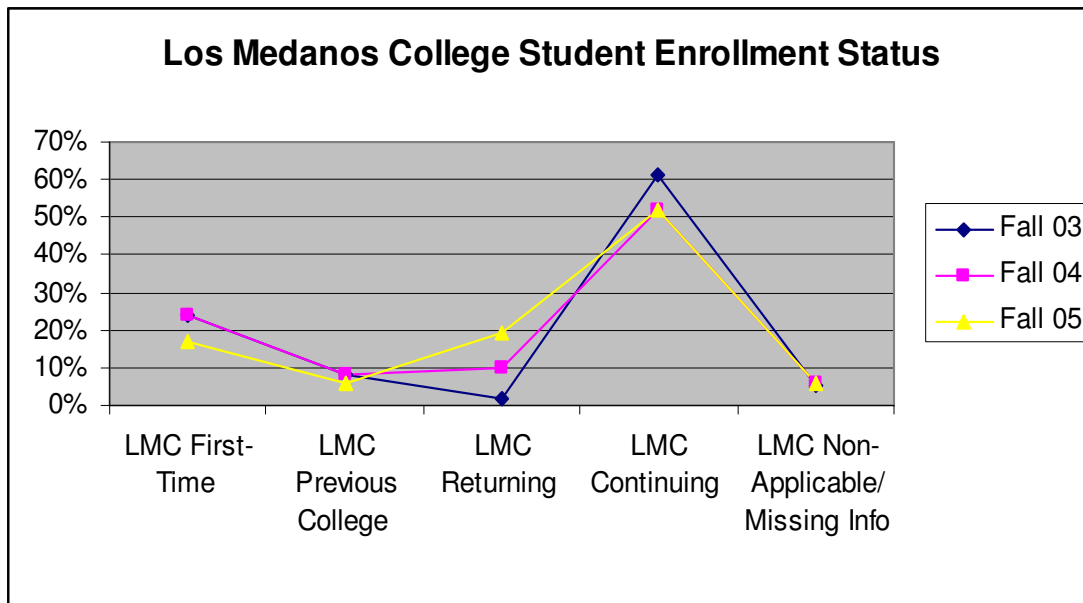
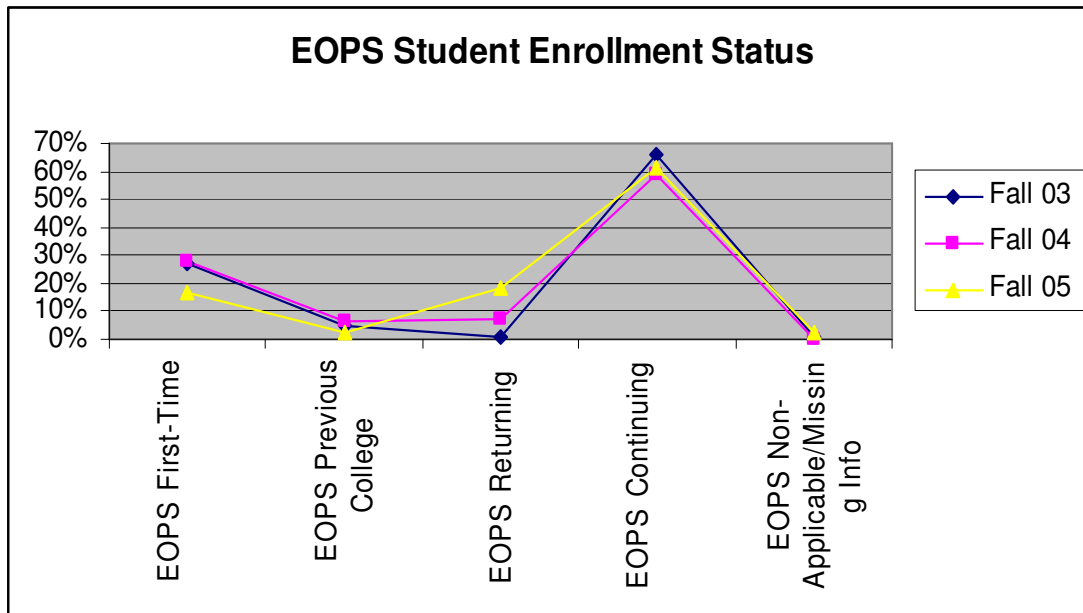
		<b>Fall 03</b>	<b>Spring 04</b>	<b>Fall 04</b>	<b>Spring 05</b>	<b>Fall 05</b>
		<b>N=440</b>	<b>N=541</b>	<b>N=603</b>	<b>N=535</b>	<b>N=551</b>
<b>1</b>	<b>No. of Students %</b>	Pittsburg 165 38%	Pittsburg 207 38%	Pittsburg 217 36%	Pittsburg 164 31%	Pittsburg 185 34%
<b>2</b>	<b>No. of Students %</b>	Antioch 136 31%	Antioch 168 31%	Antioch 188 31%	Antioch 159 30%	Antioch 163 30%
<b>3</b>	<b>No. of Students %</b>	Oakley 32 7%	Brentwood 35 7%	SE Antioch 55 9%	SE Antioch 47 9%	SE Antioch 73 13%
<b>4</b>	<b>No. of Students %</b>	Brentwood 27 6%	SE Antioch 35 7%	Brentwood 47 8%	Brentwood 41 8%	Oakley 35 6%
<b>5</b>	<b>No. of Students %</b>	SE Antioch 23 5%	Oakley 34 6%	Oakley 32 5%	Oakley 29 5%	Brentwood 3 6%
<b>TOTAL</b>		<b>383</b>	<b>479</b>	<b>539</b>	<b>440</b>	<b>490</b>

**Los Medanos College Students: Top Five Zip Codes**

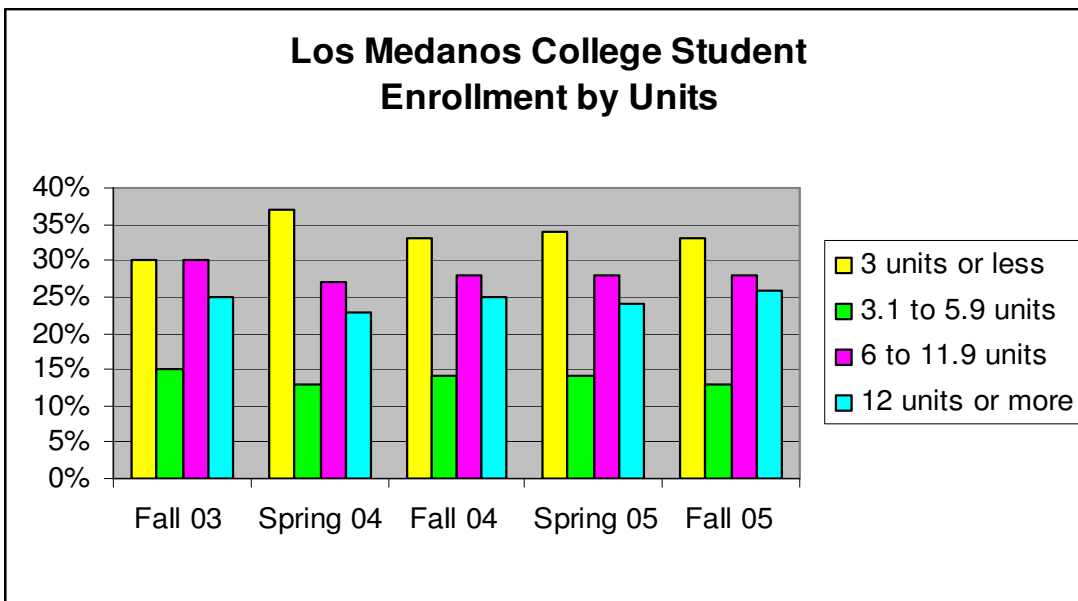
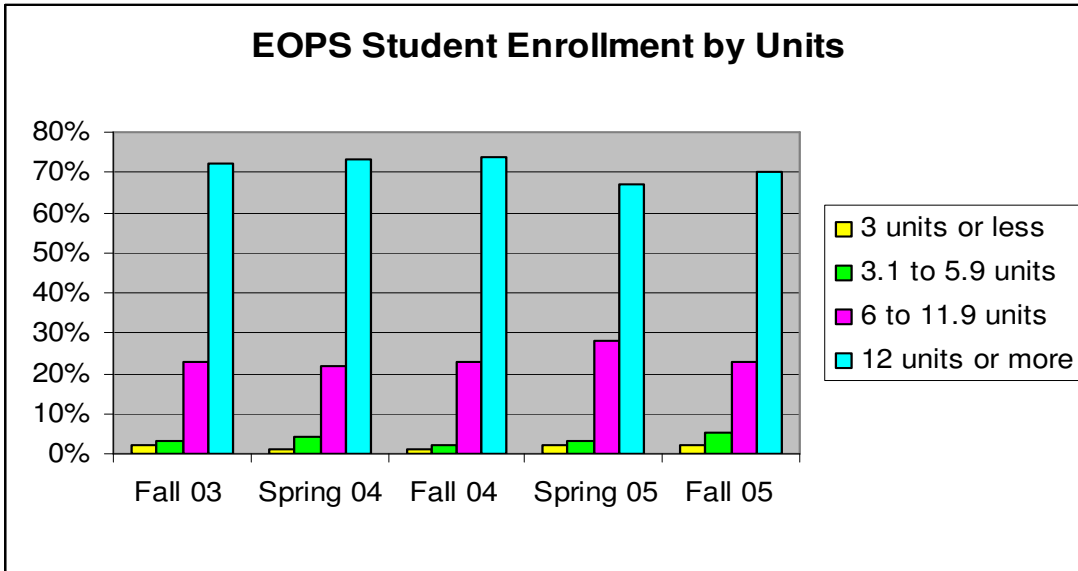
		<b>Fall 03</b>	<b>Spring 04</b>	<b>Fall 04</b>	<b>Spring 05</b>	<b>Fall 05</b>
		<b>N=8189</b>	<b>N=9147</b>	<b>N=8956</b>	<b>N=8704</b>	<b>N=8602</b>
<b>1</b>	<b>No. of Students %</b>	Antioch 2155 26%	Antioch 2250 25%	Antioch 2123 24%	Pittsburg 1862 21%	Antioch 1852 22%
<b>2</b>	<b>No. of Students %</b>	Pittsburg 1857 23%	Pittsburg 2077 23%	Pittsburg 1997 22%	Antioch 1827 21%	Pittsburg 1776 21%
<b>3</b>	<b>No. of Students %</b>	Brentwood 867 11%	Brentwood 934 10%	Brentwood 984 11%	Brentwood 1041 12%	Brentwood 996 12%
<b>4</b>	<b>No. of Students %</b>	Oakley 800 10%	Oakley 850 9%	SE Antioch 922 10%	SE Antioch 877 10%	SE Antioch 978 11%
<b>5</b>	<b>No. of Students %</b>	SE Antioch 622 8%	SE Antioch 759 8%	Oakley 860 10%	Oakley 802 9%	Oakley 859 10%
<b>TOTAL</b>		<b>6301</b>	<b>6870</b>	<b>6886</b>	<b>6409</b>	<b>6461</b>

**Enrollment Status:** Most EOPS students are “Continuing” students followed by “First- time Freshmen”. The number of “First-time Student” in EOPS has decreased from 27% in fall 2003 to 17% in fall 2005, a decrease of 10% points. “Continuing” students also decreased by 5% points in the last five semesters. When compared to the college population, EOPS students generally reflect the same proportion by enrollment status. (Data for spring 2005 is questionable).

The data indicates that most students in EOPS and LMC are continuing students. This indicates that the approach to students needs to take into consideration that students have experience with the college and to remedy problematic areas to improve student success.



**Units Enrolled:** When compared to the college student population, more EOPS students are enrolled full-time than the general LMC student population.



**VIII. PROGRAM PRIORITIES**

Based on the 2006 program review, there needs to be an addition in staffing in the form of hiring at least one more full-time counselor. Other than that, there is now sufficient staff to implement the program initiatives as outlines above. It is imperative to have a structure for the new initiatives and proper assessment to ensure goals are met.

The need to increase the academic support component is urgent. With the integration of EOPS tutoring with Los Medanos College general tutoring services, the result has been that EOPS cannot provide sufficient access to tutoring services.

There needs to be more academic resources for EOPS students, as indicated in the EOPS Success and Retention data charts. Though EOPS has been very successful in providing the social and financial support of students, EOPS must plan a strategy to expand on its services to enhance the academic achievement of its students. Several ways that EOPS is working toward providing additional instructional support include advocating for tutoring services, development of the EOPS First-Year Experience and supporting learning communities.

- It is highly critical for EOPS staff to have practical training in intervention strategies for at-risk students.
- EOPS needs to increase its presence on campus though developing cross-department collaborations with various academic departments.
- It is important for EOPS to improve on-line resources, such as the EOPS Online Application and its website, in various ways to enhance student participation and improve workflow in the office.

These objectives support the college goals of offering high quality programs and improving the student learning and achievement. As well, these plans follow the strategic plans of the college by improving the image of the college and increasing the number of transfers, degrees, and certificates.

## **EOPS ACTION PLANS**

### **OPERATIONAL PLAN**

<b>Objectives</b>	<b>Activities</b>	<b>Desired Outcomes</b>	<b>Lead</b>	<b>Timeline</b>
<b>Outreach Initiative</b>	High School Workshop Series	Smooth transition from high school to EOPS	SSIS Coordinator, Outreach	On-going
<b>Transfer Initiative</b>	Workshops	Increase transfer rate	SSIS Coordinator, Counselor	On-going
<b>Disaggregated Data Collection</b>	Reports on student achievement	Identify specific factors in student success	Research Office	On-going
<b>Advisory Board</b>	Planned agendas, meeting minutes	Meet quarterly	EOPS Staff	December 2006
<b>Student Learning Outcomes</b>	Develop survey instrument	Conduct assessment and re-evaluate outcomes	Manager	Spring 2007

**NEW EOPS INITIATIVES**

<b>Objectives</b>	<b>Activities</b>	<b>Desired Outcomes</b>	<b>Lead</b>	<b>Timeline</b>
<b>Hire full-time counselor</b>	Request funds	Approval to hire	Manager	Fall 2007
<b>Professional Development</b>	Training in intervention, recruitment, academic support	Improve student achievement and understanding of educational objectives	Manager	On-going
<b>HBCU Excursion</b>	Tour HBCU's fall 2007	Funding for 10 EOPS students	EOPS Staff	Fall 2007
<b>EOPS First Year Experience</b>	Instructional Support	Comprehensive programming for first year students in EOPS	Manager	Fall 2007
<b>Tutoring Services</b>	Training, additional space, effective tutoring evaluation	Hiring tutors on a consistent basis	Manager	On-going
<b>Southern California College Tour</b>	Bus trip to Southern CA	Funding for 3 day trip	Manager	Annual basis

**Appendix A**

**STUDENT SERVICES STUDENT LEARNING OUTCOMES GRID**

STUDENT SERVICES MISSION STATEMENT:						
UNIT LEVEL MISSION STATEMENT:						
I		II		III	IV	
Student Outcome	Services Learning	Assessment Method and Criteria for Success		Assessment Schedule	Assessment Results	Use of Results
(What do students have to do to show that they learned your SLO?)		(How are you going to test or measure students' learning?)		(Who, when, where will you gather assessment data?)	(What did you find?)	(Why are these results important, and how will you use them in your service?)
		<b>Direct</b> <input type="checkbox"/> Tests, quizzes <input type="checkbox"/> Commercial instruments <input type="checkbox"/> Observation using a rubric	<b>Indirect</b> <input type="checkbox"/> Surveys <input type="checkbox"/> Student self-rating <input type="checkbox"/> Structured / Unstructured Interviews <input type="checkbox"/> Exit Interviews <input type="checkbox"/> Focus Groups	<b>Who will gather data?</b>  <b>Where?</b>  <b>When?</b>		