

# EOPS PROGRAM REVIEW

2007

*Prepared by*

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# EOPS PROGRAM REVIEW

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# EOPS Program Review

## ***Executive Summary***

Coastline Community College's Extended Opportunity Programs & Services (EOPS) is a department within Student Services established by law to provide comprehensive services to qualified and eligible students enrolled at the college.

The legal criteria for eligibility of students is extensive: student must be *educationally disadvantaged* by one of five determiners: (1) matriculation test scores at least one level lower than meets the college's AA degree; (2) neither high school graduate or completed GED; (3) graduated from high school but less than a 2.5 GPA on 4.0 scale; (4) previously enrolled in remedial classes in high school or college; (5) special admissions as approved by the program and the California Education Code.

In addition, students entering the program must: (1) be full-time at the time accepted into the program; (2) meet the income levels indicated in Ed Code for BOGG-A or BOGG-B only (BOGG-C cannot be used as an income level); (3) California state resident; (4) enrolled in a degree, certificate or transfer; (5) have a completed EOPS application on file, education plan, and signed Mutual Responsibility Contract (6) have at least three counseling each semester with the EOPS counselor. Students may continue as EOPS students until they reach a maximum of six consecutive semesters in EOPS and/or 70 degree-applicable units. All college transcripts must be provided from all colleges and high schools attended. A maximum of 30 remedial units can be completed during the student's EOPS tenure that will not be counted against his/her 70 unit-maximum.

The program at Coastline provides the primary components mandated in Title V: EOPS outreach to identify potentially eligible students who could benefit from higher education and EOPS support services, comprehensive counseling, assistance with transfer services, educational planning, referrals to job services, financial aid assistance, book services, some child care, help with gasoline pump passes, development of courses, and instructional services including funding classes restricted exclusively to EOPS students and non-FTE-generating.

Coastline's EOPS program is one of the smallest in the state, with the highest numbers during the 2004-05 FY when the program served 326 students, including the highly disadvantaged population of CARE students—a sub-program of EOPS students who are essentially single parents and TANF recipients.

The program has found many challenges in providing services to this population enrolled in the college. The decentralized environment makes it more difficult to identify a "home" for many students, the significant focus on distant learning opportunities is a wonderful experience for many students who have excellent skills and are self-starters and self-learners. However, for many EOPS students this environment is challenging and often can be discouraging since students lack basic skills, financially students are overwhelmed at the expense of required texts, the relatively limited curriculum provided means most often students will have to dually enroll at Coastline and one of our sister campuses to complete courses necessary to their goals. The adult re-entry student that EOPS works with, unlike the younger 18-20 year-old of other community colleges, may not have the technology skills requisite for this environment.

In addition, the college's environment makes it difficult for students with child care needs, transportation issues, requirements to be employed, be full-time, and relatively limited on-site class offerings makes it extremely difficult for students who may prefer to enroll in traditional classes to do so without tremendous effort.

### ***The Program Review Process***

EOPS statewide has had an extremely comprehensive Operational Program Review in place since the early 1980's. The last Operational Program Review at Coastline was in the fall of 1998. OPR's were suspended by the state Chancellor's Office in 2003 and as a result Coastline will not experience a state Program Review until at least 2011, or the year prior to the next accreditation self-study year.

The campus Program Review process has been in place at Coastline for many years for the instructional programs and also for the college counseling department. However, this Program Review being presented has been created within Student Services to meet the essential needs for review and evaluation of various student service programs in the college, with the understanding that student services provide many essential components that support student transition, retention, persistence, and transfer. Student Services, therefore, are equal partners with Instructional Services in meeting the needs of students of the college.

This Program Review completed by EOPS represents the first effort by Student Services to provide a comprehensive evaluation of the non-instructional and non-counseling efforts of the college.

### ***I. Summary of Program EOPS Program at Coastline***

Extended Opportunity Programs & Services (EOPS) originated with SB164 in 1969 (Alfred Alquist). At the time the fledgling organization began in a handful of colleges in the state with limited budget.

At Coastline EOPS began the second year the college opened (1977) with a small group of students under the supervision of a classified director, with a full-time recruiter, and clerical staff. October 24, 1987 Title V made major changes in the eligibility and requirements.

The program is the advocate for poverty students of great diversity who are legally also educationally disadvantaged. At Coastline the EOPS students are primarily non-white and adult re-entry. The program provides many activities and services, over and above what the college may otherwise offer, to qualifying students of the program.

Some of these activities include: recruitment efforts in local high schools, community agencies, and other groups; paid tutoring at Golden West College Tutorial Center in classes for which no tutoring services are available at Coastline; approximately \$75,000-\$100,000 per year for textbooks; funds for grants for EOPS and CARE students (depending on funds available), supplies and child care funds for CARE students; holiday party for single parents and their children with assistance from the college Foundation and Student Advisory Council; a spring Awards Breakfast to honor EOPS students who received scholarships and/or graduated during the year; workshops on specialty topics, new student orientations, assistance with student transfer applications and financial aid applications, Emergency Loan funds (no interest) to help students with short-term financial crisis, pump passes (gasoline) to help defray some of the high cost of gasoline, and ongoing counseling of students who are required to see the EOPS counselor at least three times each semester served.

## **II. Master Plan College Priorities**

- *CCC will create, expand, and enhance educational programs and student support services that reflect the College's global orientation in order to attract, retain, and successfully graduate its students.*
- *CCC will develop and implement a model student services program that will enhance student access and success utilizing state-of-the art technology;*
- *CCC will establish new and expanded partnerships with business and industry, governmental agencies, other institutions of higher education, and K-12 districts.*

Coastline's EOPS program has endeavored to participate fully in the above three Master Plan priorities established by the college for 2005-08.

Historically EOPS has focused on the nontraditional and disadvantaged students, many of whom are from varied diverse backgrounds, and provide outreach activities into community agencies, K-12 districts. Further, EOPS is mandated to convene an Advisory Committee at least annually with representation from K-12, higher education, and other agencies.

Therefore, both by Title V mandate and internal program decision the program consciously seeks potential students in the community throughout the year (and has done so since 1977), and serves on various groups external to the college including public and private entities, and routinely engages individuals and groups to serve in advisory capacity to the program.

Our program provides to qualified students a comprehensive array of services that are defined as legally "over and above" what all students of the college may receive. These services (recruitment, counseling, priority registration, transition and transfer, financial aid, child care, tutoring, and curriculum development and special classes) are all within the domain of enhancing student access and success at Coastline.

## **III. Program Goals (2006-07)**

Each year the EOPS Program submits to the State Chancellor's Office a comprehensive narrative report of the prior year's program activities and a statement of Goals of the program for the subsequent year. For the 2006-07 the following Goals have been determined and the System Office notified accordingly:

- Evaluate current recruitment status and possibly hire hourly personnel to participate in an increased visibility in the community;
- Initiate the development of an additional class for EOPS students to enhance skill development for the adult learner in non-site-based classes. This class will be developed specifically to enhance the students in EOPS;
- Develop a local process for an EOPS Program Review;
- Participate in the college's Accreditation Review scheduled for March 2007;
- Continue efforts to see that two long-time staff members in the EOPS program are recognized for their increased duties with appropriate classification upgrades;
- Work with staff in a collaborative and collegial manner to enhance student retention, success, and transition into work and higher education.

#### ***IV. Service Area Outcomes and/or Student Learning Outcomes***

EOPS at Coastline provides recruitment and outreach services to community organizations and agencies, K-12 schools, and others. This effort at providing access to potential students of the college has the following four primary **Student Learning Outcomes**:

- As a result of having EOPS outreach and recruitment services provided by the EOPS staff prospective students will be able to critically review and identify appropriate programs and services available through the college and specifically through the EOPS program;
- As a result of EOPS presentations done bilingually (Vietnamese and/or Spanish) in selected sites to prospective students access to Coastline as an option for higher education is fully explored.
- EOPS at Coastline provides extensive, comprehensive and holistic counseling to students in both English and Vietnamese, and as needed in Spanish. As a result of this counseling EOPS students are better able to determine their academic, personal and career objectives and incorporate physical, emotional, intellectual and spiritual development;
- Students who participate in all of the activities of the program are instilled with confidence in their abilities, and recognize their self-resiliency and ability to succeed in education, careers, and their personal lives.

#### ***V. Integration and Coordination***

- EOPS can only be effective as it coordinates and integrates all aspects with other areas in Student Services (Admissions and Records, counseling, financial aids, especially). In these areas the program routinely coordinates to establish the times, dates, and staffing necessary for EOPS Priority Registration, access to essential records, clearing of students' residency status, transcripts and earlier education plans, materials such as catalogs, Transfer Handbooks and Career Guides.

Recently EOPS initiated the development of a class designed to help EOPS students transition into non-site-based classes (DL). This curriculum was developed for EOPS students specifically, funded by EOPS, and for the past two semesters the class has been taught exclusively for EOPS students. As a categorically-funded class it is non-FTE-generating and therefore fiscal compliance is assured. In addition, staff has been involved in Matriculation issues, especially as courses and requisites impact EOPS students and potential students.

The Program routinely coordinates with the bookstore for student book purchases and accounting needs for EOPS students, and has developed an effective relationship with campus personnel departments for hiring part-time employees as necessary, preparing for permanent new hires as necessary, assisting in arranging facilities and relocating on occasion.

- EOPS has in the past been active participants in the student diversity committee, and currently staff members serve on significant campus committees, including the college Mission, Plan, and Budget committee, Scholarship committee, matriculation, Marketing and Recruitment, staff development, Academic Senate and others.
- EOPS has an outstanding relationship with the college Fiscal Services department, and routinely works with staff for appropriate purchasing needs, the new Banner system, establishing proper fiscal controls for disbursement of EOPS Emergency Loans. This is further extended to the District level with excellent relationships with the District accounting technician who handles categorical program accounting, including EOPS.

The EOPS program since 1988 has routinely maintained in-house accounting records for all fiscal transactions affecting EOPS, CARE, and the EOPS-controlled general fund accounts. For the past

12-plus years this has been maintained in the EOPS office more formally with an Excel spreadsheet for all account transactions.

The EOPS Coordinator assumes responsibility on a routine basis (monthly or so) to review and reconcile these accounts, and make sure that on-site records are in agreement with the District accounts. Expenditure and budget transfers are made where necessary. The EOPS Coordinator is current on legislation that impacts EOPS expenditures, compliance issues, Title V, and has various copies of legal opinions for reference.

The program has historically and routinely reconciled every year with District records, and the final verified transaction is ultimately the basis for submitting to the state Chancellor's Office the EOPS and CARE final year-end claims for the program. We have excellent working relationships with all fiscal offices within the District—campus, and District Offices, and we have never had a compliance or fiscal discrepancy. The District external auditor has never indicated any concerns with our accounting records.

- EOPS has made efforts to develop an effective relationship with some of the most viable high schools in the area where a high population of potential students reside. Cooperative relationships with key counselors has become an extremely important factor in identifying potential students and helping to facilitate student transition to Coastline if possible and a realistic option for the student and the program.

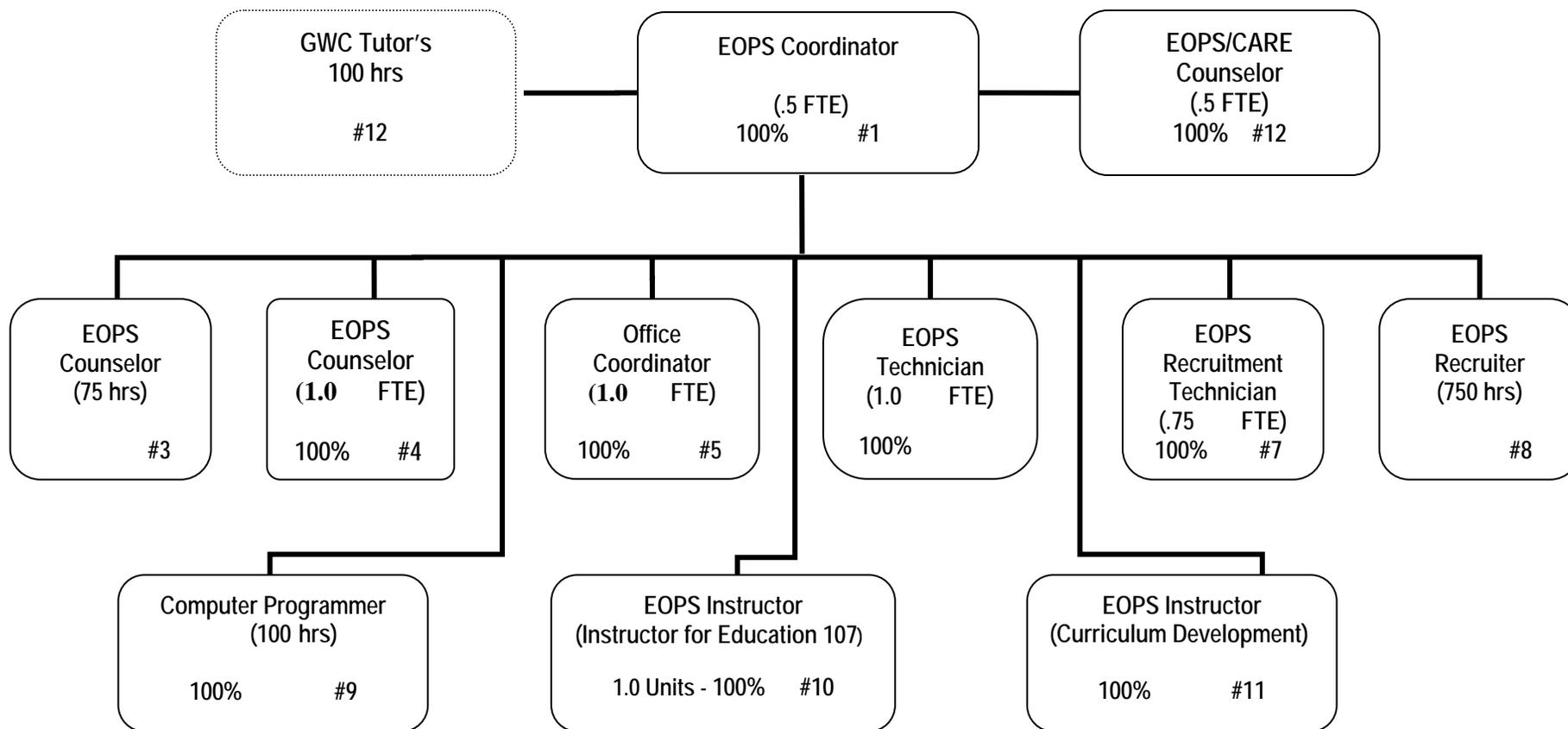
In addition to these more “traditional” outside partnerships that most colleges have with the K-12 institutions, EOPS has made partnerships with the following organizations: Project Self-Sufficiency (City of Huntington Beach), Program Self-Sufficiency (Orange County HUD programs), Oakview Community Center, and the Senior Program at the OC One-Stop Center.

Annually (at a minimum) the program hosts the EOPS/CARE Advisory Committee meeting. This group of individuals is broadly represented from the community, local feeder high school representatives, local representatives from CSU and UC, key EOPS students, campus administrators, faculty, and staff.

The last EOPS/CARE advisory meeting was held on May 12, 2006. The committee members are:

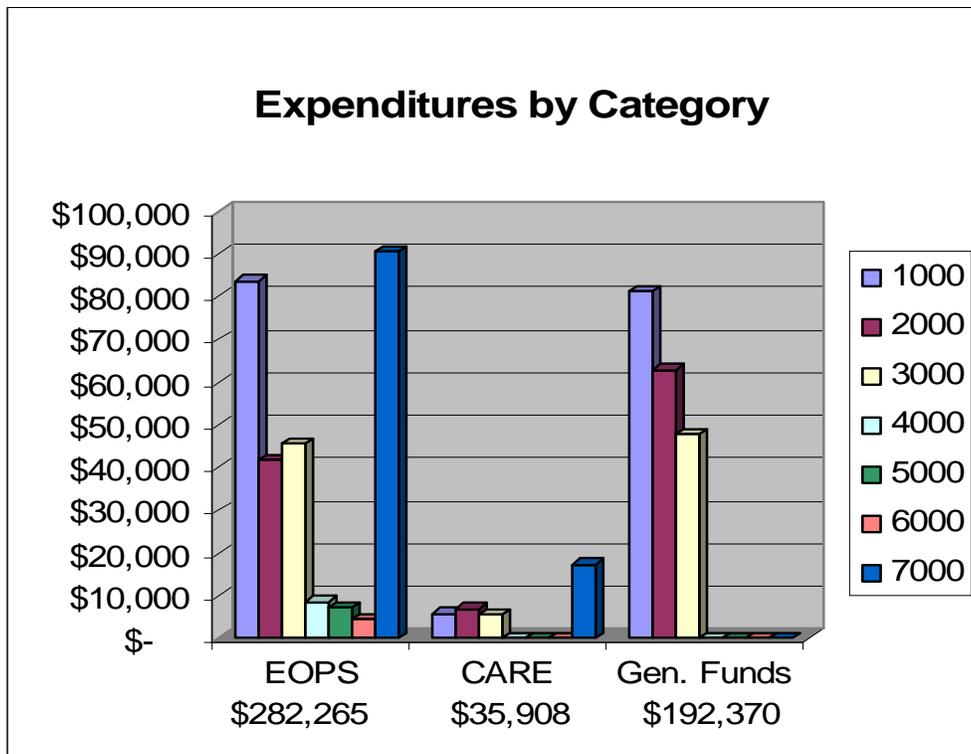
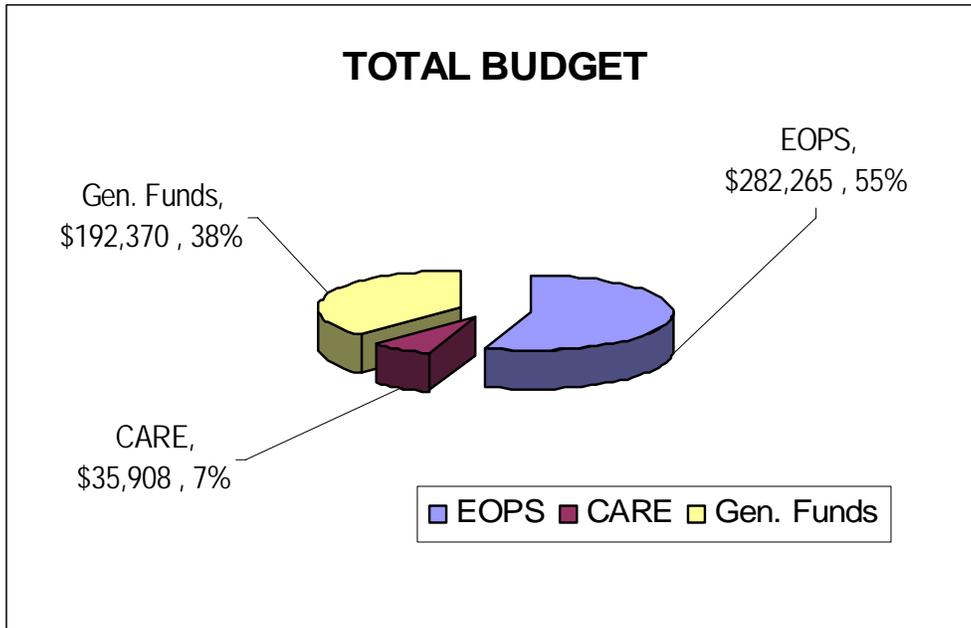
- Susan Edwards, Project Self-Sufficiency
- Ericka Enz, Ocean View High School
- Carmen L. Johnson, University of California, Irvine
- Devon Robertson, Orange County Dept. of Education
- Barbara Schiller, California State University
- Joyce Stone, Lincoln Center
- Paul Ramirez, Boys & Girls Club of Garden Grove Inc.
- Ellen Jacobs, Legal Aid of Orange County
- Sherry Medrano, Oakview Community Liaison
- Joyce Irwin, Garden Grove High School
- David O'Meara, Orange County Dept. of Social Services
- Vangie Meneses, V.P. Student Services & Contract Ed. – Coastline
- Cynthia Pienkowski, Financial Aid - Coastline
- Margaret Lovig, Legal Clinic – Coastline
- Ruth Dills, Coastline
- Christy Nguyen, Coastline
- Tina Xa, Coastline
- Rosario Carachure, Coastline
- Sheena Phan, Coastline
- Paula Bonnaire, former EOPS student
- Steven Thacker, EOPS student

## VI. EOPS/CARE ORGANIZATION CHART

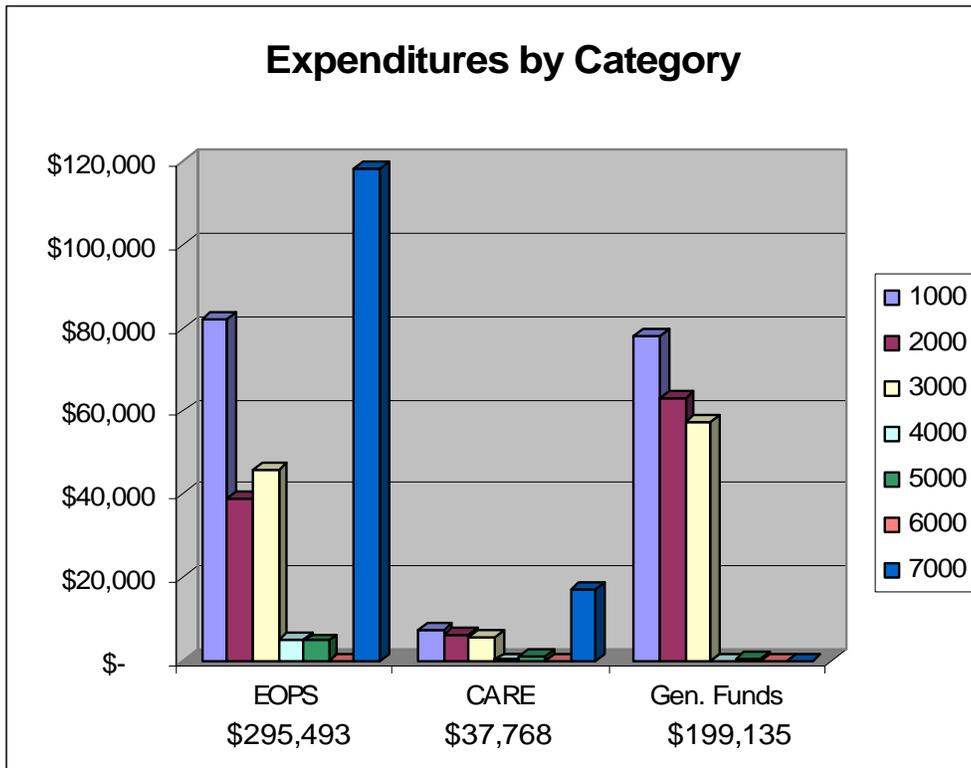
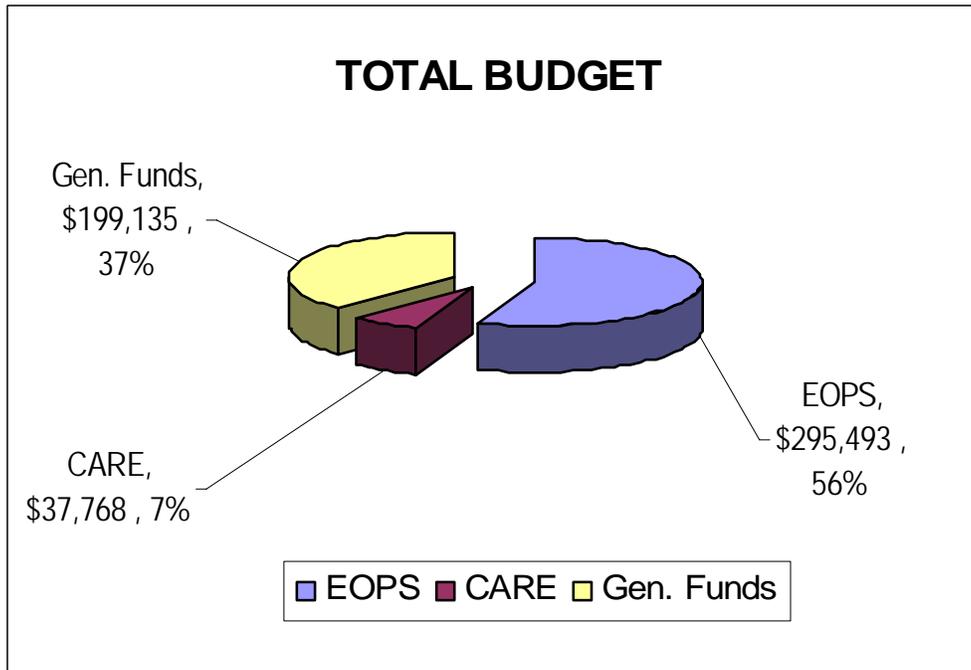


**VII. Budget**

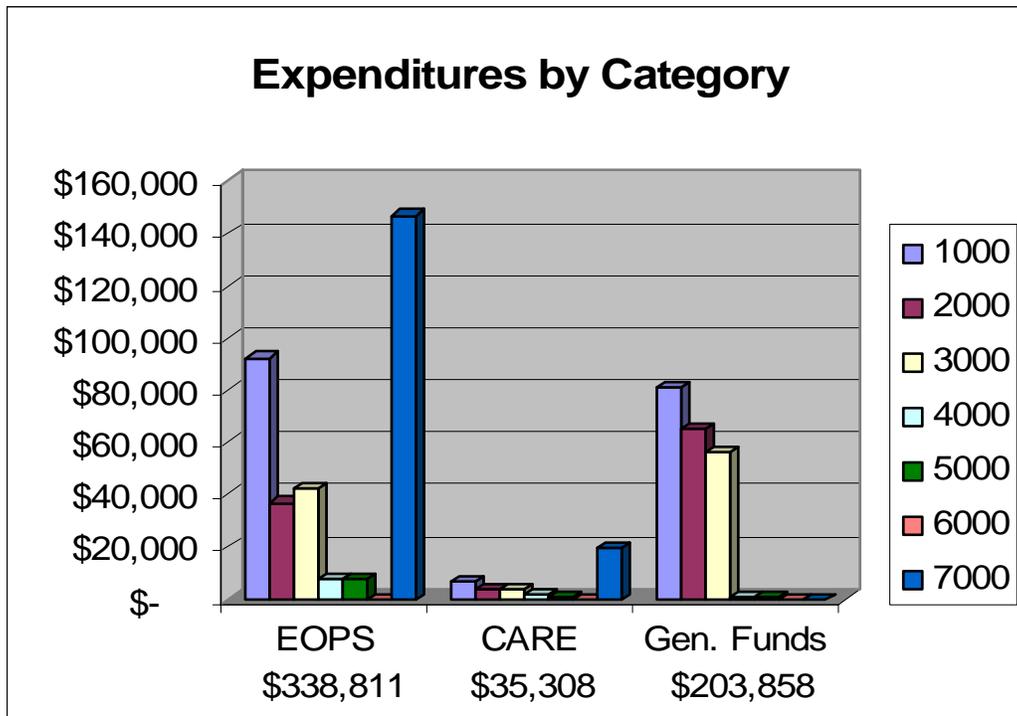
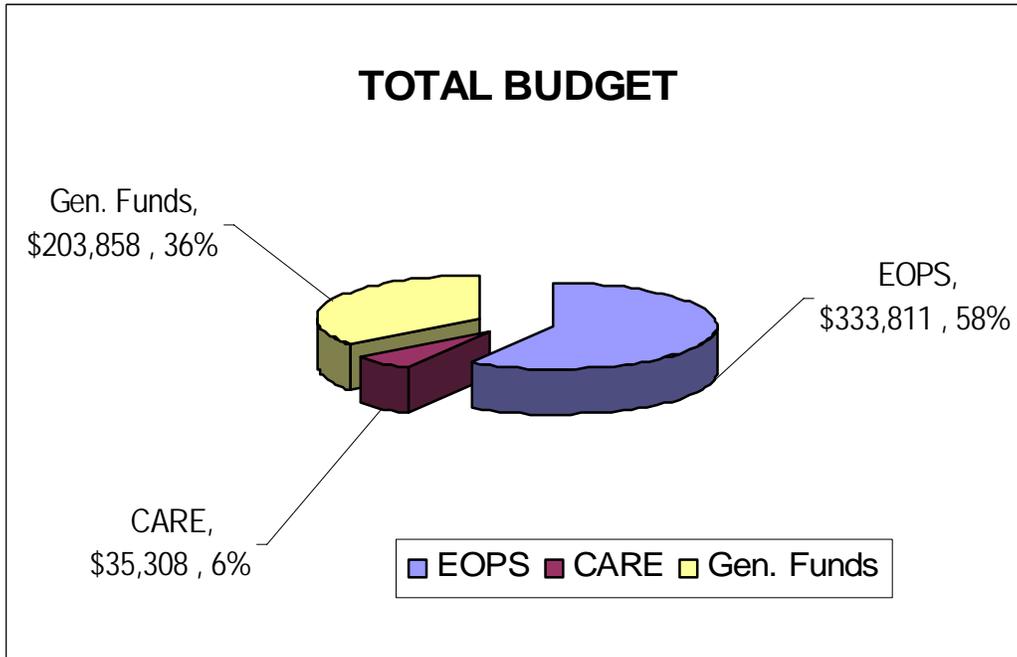
**2003-04**



## 2004-05



## 2005-06



## VIII. EOPS/Care Student Information

Over time at Coastline the program has generally steadily increased in both budget (see budget information) and in number of students served. The occasional drop in students can be paralleled with the local economy, increase in unemployment, decline in college enrollment, and stability in staff—especially full-time recruitment/outreach staff.

It is also felt that the college's increasing move to non-site-based instruction coupled with the decentralized instructional sites and lack of child care for adult students, lack of comprehensive tutoring (except for some math and English), among other issues can make it extremely difficult to encourage eligible students to participate at the college. Following is a comparison of the three most recent years of EOPS enrollment.

### EOPS/CARE STUDENT PROFILE

	2003-04	2004-05	2005-06
Number of Students Served	273	312	236
Ethnicity:			
Asian	160	161	128
African American	14	29	18
Hispanic/Latino	30	34	27
Other Non-White	19	17	8
White	50	72	58
Age:			
under 18	3	3	3
18-25	86	118	89
26-35	77	80	58
36+	107	111	89
Student Educational Goals			
Transfer	199	233	170
Undecided	4	5	8
Certificate and AA	24	24	14
Certificate only	14	10	7
AA only	32	43	37
Scholars( Fall & Spring)			
3.75 – 4.00	35	23	18
3.50 – 3.74	29	12	21
3.00 – 3.49	23	30	42
Scholarship Recipients			
May 2004, May 2005 & May 2006	59	53	46
Graduates (June 2004, May 2005 & May 2006)			
AA Degree	26	22	25
Certificates	8	2	1

## ***IX. Evaluation***

The program is evaluated informally from several sources. At least three times a year students are asked to provide a blind response to a computer-generated survey that was developed shortly after the college's last Accreditation Site Visit. This survey was developed in coordination with a former administrator of Orange Coast College familiar with EOPS, and to provide additional information for Accreditation visits. The actual data is retrieved by the college Research Director and the results are reviewed periodically for possible program strengths and weaknesses.

In addition to the survey (copy attached), the program is mandated to hold annual Advisory Committee meetings. This committee is representative of some of our feeder high schools and colleges, and other agencies as well as campus staff and faculty. The Advisory Committee reviews the end of year status of the program, student progress, and potential concerns.

Lastly, during routine EOPS staff meetings the EOPS staff are solicited for concerns, needs, problems and suggestions, and all of these issues are taken into consideration for strengths, needs, and possible changes in future program.

The program is well staffed and cohesive. A recent accident (fire and water) in the building has actually resulted in a slight modification of the area and new furniture. This is extremely beneficial to the program. Also, the staff is well-versed in the aspects of the program and most have been with the college and program for many years. This lends a great deal of stability and continuity with the program. This year the resignation of both the full-time counselor and full-time recruiter resulted in late hires for the year, and this has been felt most of the spring and summer, and is felt to be a major factor in the student drop for the year.

Several years ago it was planned to establish an area in the EOPS Office for students to have a quiet study area, access to computers for their use, and possibly even tutors in the area. This has not been possible, and the space has now been reassigned to other departments. Having an area for the students to come in and work on projects or other activities would be especially "student friendly" and helpful for the program. However, it probably will not happen in the near future. The department is at "max" for space utilization, and if part-time people are added (possibly for recruitment), they will need to find space in the work area along with the Xerox machine and refrigerator.

Some of the major challenges that have been of concern to EOPS for some time include the following issues:

- Continued difficulty in identifying EOPS eligible students in the community and local feeder high schools that find Coastline the most desirable choice for enrollment;
- Increasing number of on-line and DL classes are attractive for computer-competent adults and young adults, but may not be the best choice for the educationally disadvantaged student with few or no computer skills;
- Legal requirements for counselor contacts, workshop attendance, staff contacts, and various other activities either mandated by Title V or deemed important for this population are very difficult to achieve;
- Coastline has a relatively small cluster of occupational/career programs that can result in high entry level pay except for those programs that are highly technological. This can be a disadvantage for the under prepared adult learner in EOPS without significant job history and computer background.

During 2004-05 FY EOPS made a conscious effort to develop a new class to help the non-computer-savvy student gain skills to navigate on-line and DL classes. In the spring of 2005 Education 107 (1.0 unit- Introduction to Distant Learning) was approved by the college Curriculum Committee. During the 2005-06 FY EOPS funded one section (1.0 LHE) of this class and it will be funded again in the fall of 2006. As a categorically funded class, it cannot generate FTE's. It is scheduled to be offered as a regular class, open to all students in the spring of 2007, and funded from campus general funds.

During the 2006-07 FY EOPS is planning to develop additional curriculum specific for the EOPS students, focused on some of the specific learning skills necessary for students participating in DL classes. It is hoped this class will be approved in spring 2007, and offered to EOPS students in fall 2007.

- The decentralized college, while attractive for many reasons, makes it is extremely difficult for the student who is trying to be a full-time student and possibly has children, a job, and other time demands. Since the majority of EOPS students are full-time many find it necessary to take classes at GWC and/or OCC in addition to Coastline to complete their requirements;
- EOPS generally will only accept students (including DL students) who are able to comply with the contract requirements as mandated in Title V. As a result, it is rare to have EOPS students who live at a distance; the majority of the students are relatively local. DL counseling is not deemed appropriate by the state for EOPS students; hence few students live more than 35 miles from the college.
- Coastline began a tutoring program (grant-funded) shortly after the last Accreditation visit and after the last EOPS Operational Program Review. However, this has been eliminated except for some tutoring in math and English at the Le-Jao Center. EOPS is legally mandated to provide access to tutoring for eligible students (Article 3, Section 56238), and losing this support at the college meant that the program again was in jeopardy of noncompliance. To remediate this, Coastline's EOPS program has collaborated with Golden West College to provide tutoring services to Coastline EOPS students (EOPS pays for the service).
- The program is extremely concerned with the low numbers of CARE students (single parent, welfare recipient, with at least one child under 13 – EOPS-eligible), and the development of programs that would provide entry jobs that would enable self-sufficiency is believed to be an issue. When CARE was initiated in 1992 the program was more than 30 students and in 2005-06 CARE at Coastline closed with only 12 students for the year.
- The college has primarily adult learners, many of whom are parents of young children. The absence of appropriate child care is a concern for both the welfare recipient and the regular EOPS student with children.

## ***X. Program Support***

The EOPS department is currently located on the 4<sup>th</sup> floor of the College Center, in an area primarily devoted to EOPS staff; the CalWORKs technician shares a space in the area. At this time the facility is adequate and equipment, computers, and staffing levels are appropriate. The drop in EOPS students served can be attributed to many factors, but the program may be adding additional hourly non-classified workers to provide additional outreach efforts in the community and computer support for the department.

The current EOPS Coordinator/Counselor has worked in EOPS for thirty years (30) and is one of the most senior EOPS staff at any college in the state. For the past four years she served as the state President for the EOPS Association and with this responsibility came much information and knowledge, in addition to active involvement for the past 18 years in a variety of positions at the state level. Coastline EOPS has no compliance issues.

## ***XI. Recommendations***

The most recent program review for EOPS was the state-implemented Operational Program Review conducted in fall of 1998. Program reviews were suspended by Chancellor Tom Nussbaum in 2002 and while currently being re-visited and will be re-started in approximately one year, it is not anticipated that

Coastline will have a program review for at least another 6-7 years unless the college specifically requests to have one. This Program Review process being developed is the first of its kind of EOPS at Coastline Community College.

The current Program Review provides an adequate picture of a well-organized program with well-developed components and excellent fiscal and legal compliance. The only issues of concern are the ongoing need to identify potential students for the program in a primarily decentralized college. The college is more appealing to students in limited enrollment who are technologically competent. The EOPS program needs to review current efforts at outreach to be sure to appropriately identify eligible adult students for whom the Coastline experience is a good match.



# Count and Percent

## EOPS\_Deployed Nov. 2006; Reported on 2\_19\_2007

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	Count	Percent
<b>1. Counseling</b>		
Very Satisfied	49	81.67 %
Satisfied	10	16.67 %
Dissatisfied	1	1.67 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>
<b>2. Book Services</b>		
Very Satisfied	44	73.33 %
Satisfied	14	23.33 %
Undecided	1	1.67 %
Did not use this service	1	1.67 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>
<b>3. Priority Services</b>		
Very Satisfied	39	65.00 %
Satisfied	15	25.00 %
Undecided	1	1.67 %
Did not use this service	5	8.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>
<b>4. Transfer Assistance</b>		
Very Satisfied	27	45.00 %
Satisfied	14	23.33 %
Dissatisfied	1	1.67 %
Undecided	2	3.33 %
Did not use this service	16	26.67 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>
<b>5. Child Care Funds / Assistance</b>		
Very Satisfied	11	18.33 %
Satisfied	10	16.67 %
Dissatisfied	1	1.67 %
Undecided	3	5.00 %
Did not use this service	35	58.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

# Count and Percent

## EOPS\_Deployed Nov. 2006; Reported on 2\_19\_2007

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	Count	Percent
<b>6. Workshops</b>		
Very Satisfied	16	26.67 %
Satisfied	21	35.00 %
Undecided	2	3.33 %
Did not use this service	21	35.00 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

<b>7. Tutoring Referrals</b>		
Very Satisfied	17	28.33 %
Satisfied	16	26.67 %
Undecided	3	5.00 %
Did not use this service	24	40.00 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

<b>8. Application Help (University Transfers, College Applications, Financial Aid)</b>		
Very Satisfied	35	58.33 %
Satisfied	15	25.00 %
Dissatisfied	1	1.67 %
Undecided	1	1.67 %
Did not use this service	8	13.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

<b>9. Grants</b>		
Very Satisfied	39	65.00 %
Satisfied	7	11.67 %
Dissatisfied	1	1.67 %
Undecided	2	3.33 %
Did not use this service	11	18.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

<b>10. Other Help (e.g., parking permits, car repair, gasoline passes)</b>		
Very Satisfied	41	68.33 %
Satisfied	9	15.00 %
Dissatisfied	1	1.67 %
Undecided	3	5.00 %
Did not use this service	6	10.00 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

# Count and Percent

## EOPS\_Deployed Nov. 2006; Reported on 2\_19\_2007

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	Count	Percent
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### 11. Courtesy and Helpfulness of EOPS Staff

Very Satisfied	52	86.67 %
Satisfied	8	13.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

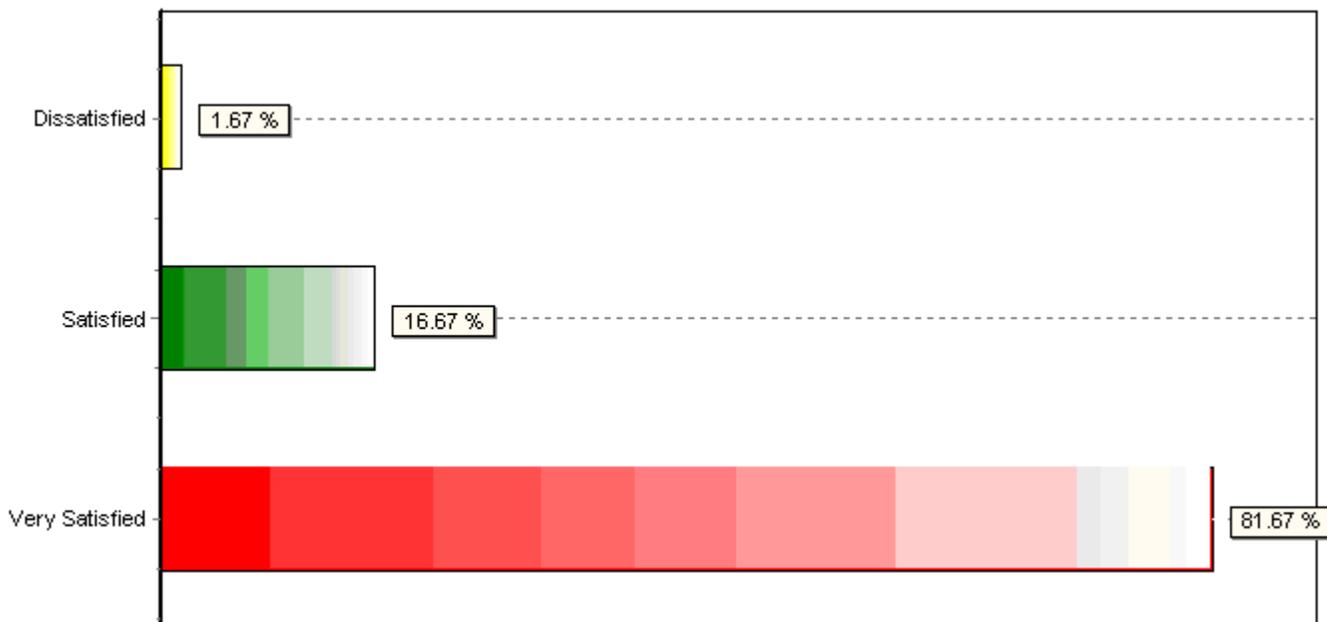
### 12. Overall, how satisfied are you with the EOPS Program?

Very Satisfied	49	81.67 %
Satisfied	11	18.33 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

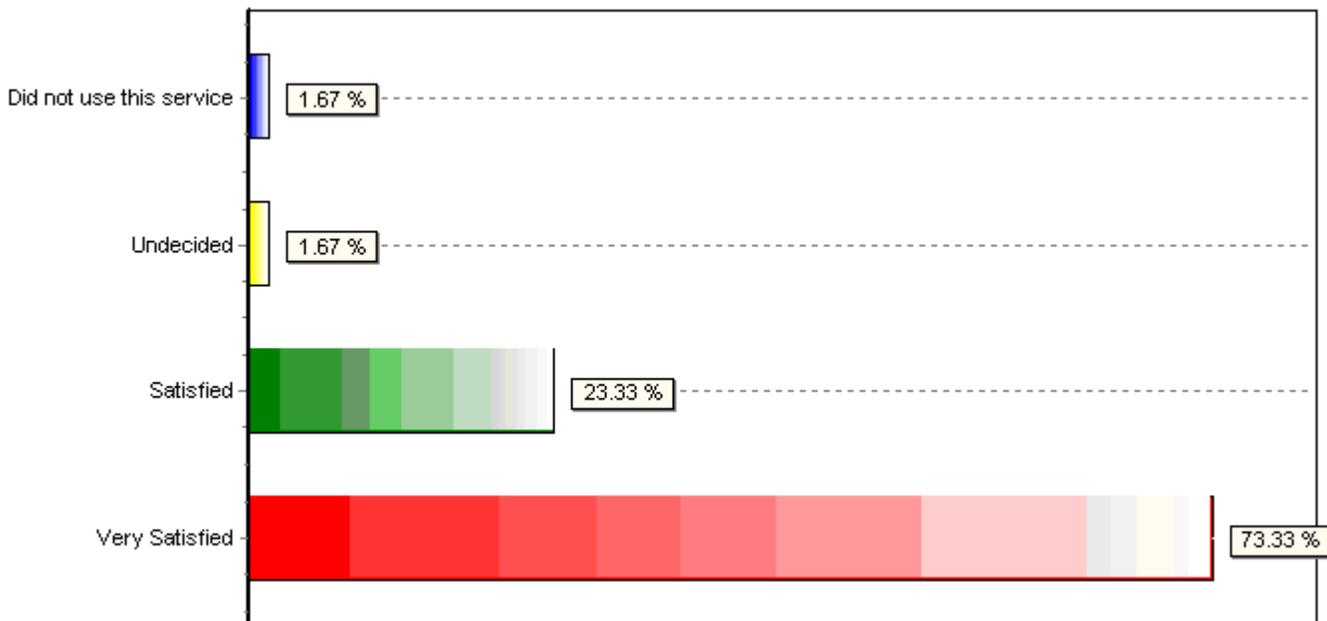
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

### 1. Counseling



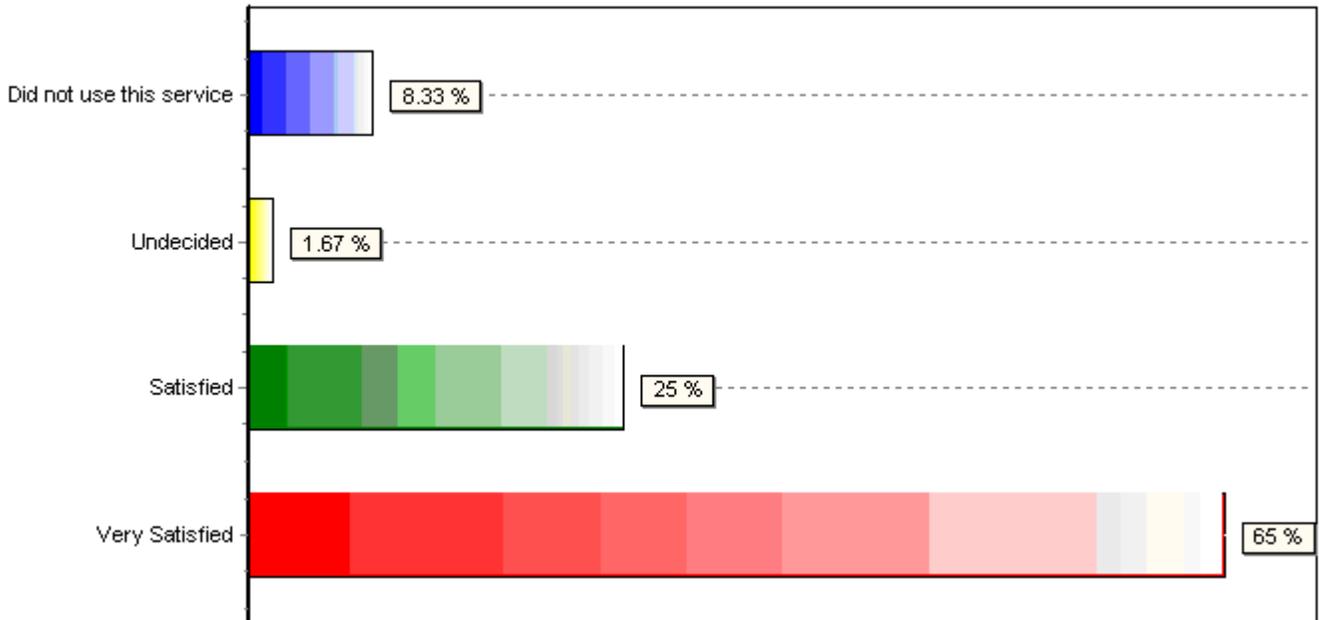
### 2. Book Services



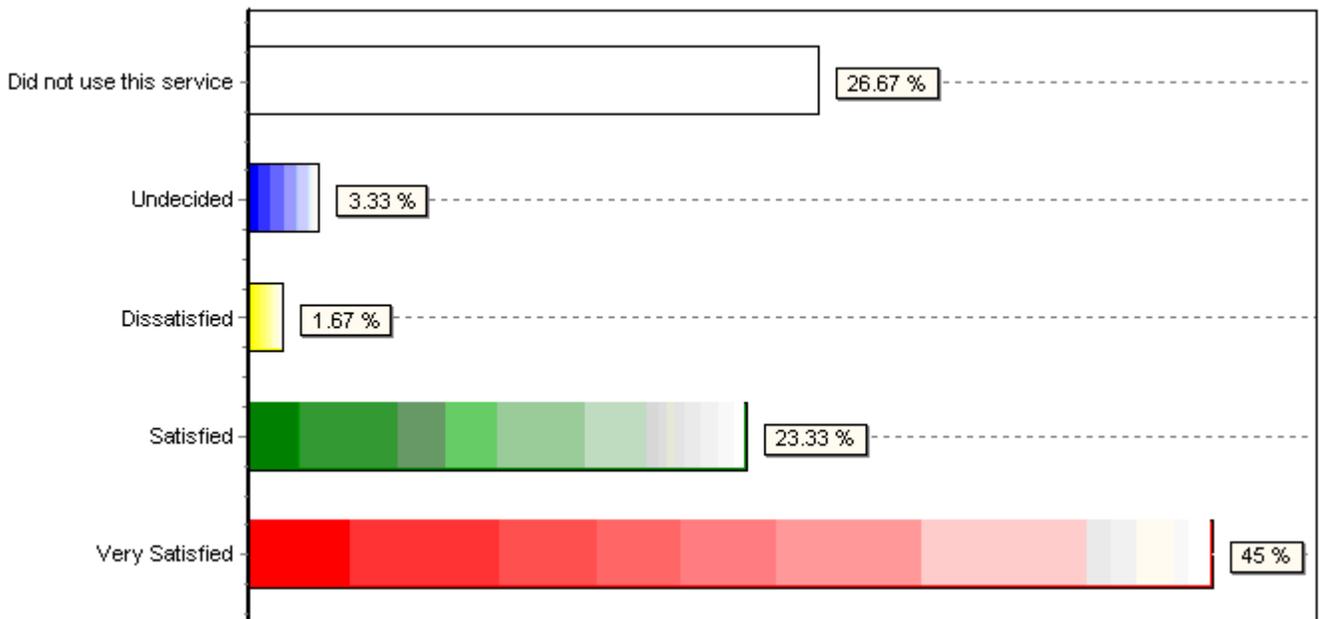
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

### 3. Priority Services



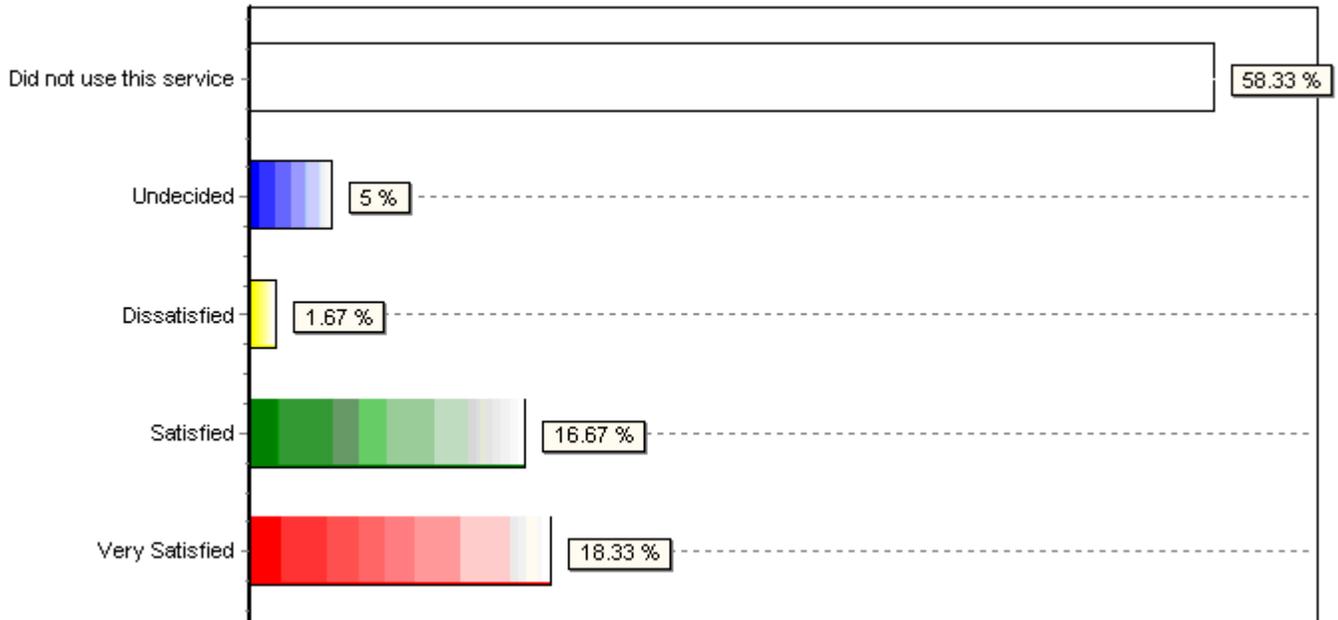
### 4. Transfer Assistance



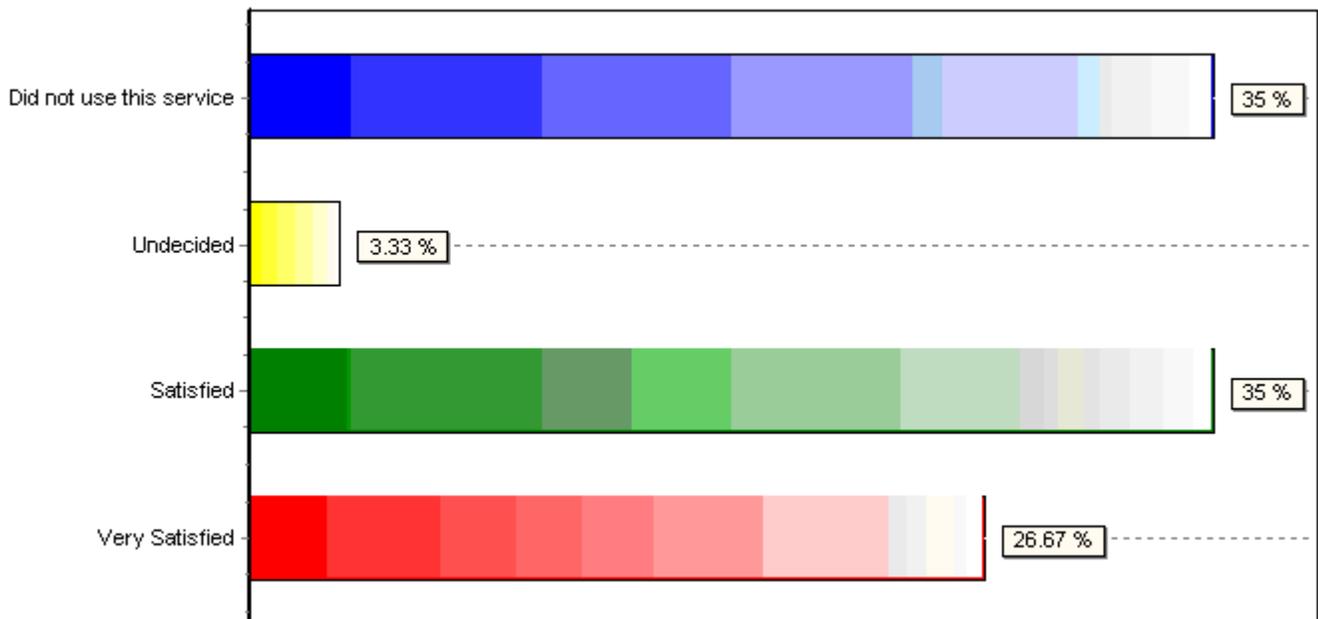
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

### 5. Child Care Funds / Assistance



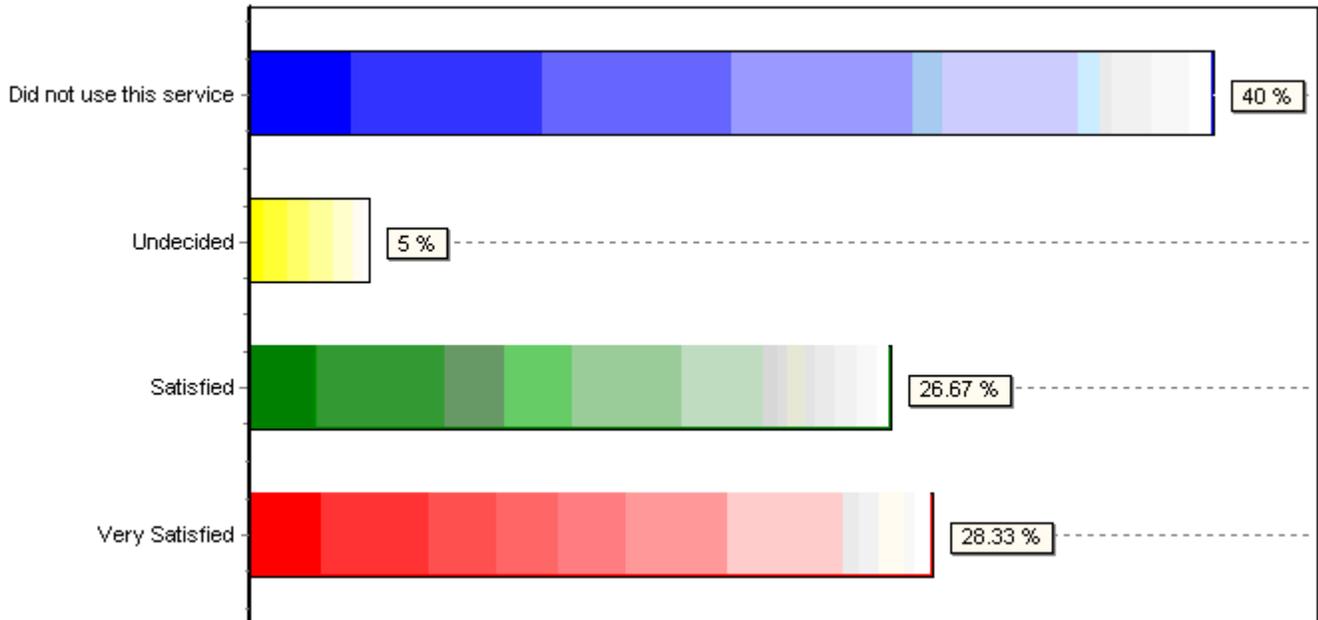
### 6. Workshops



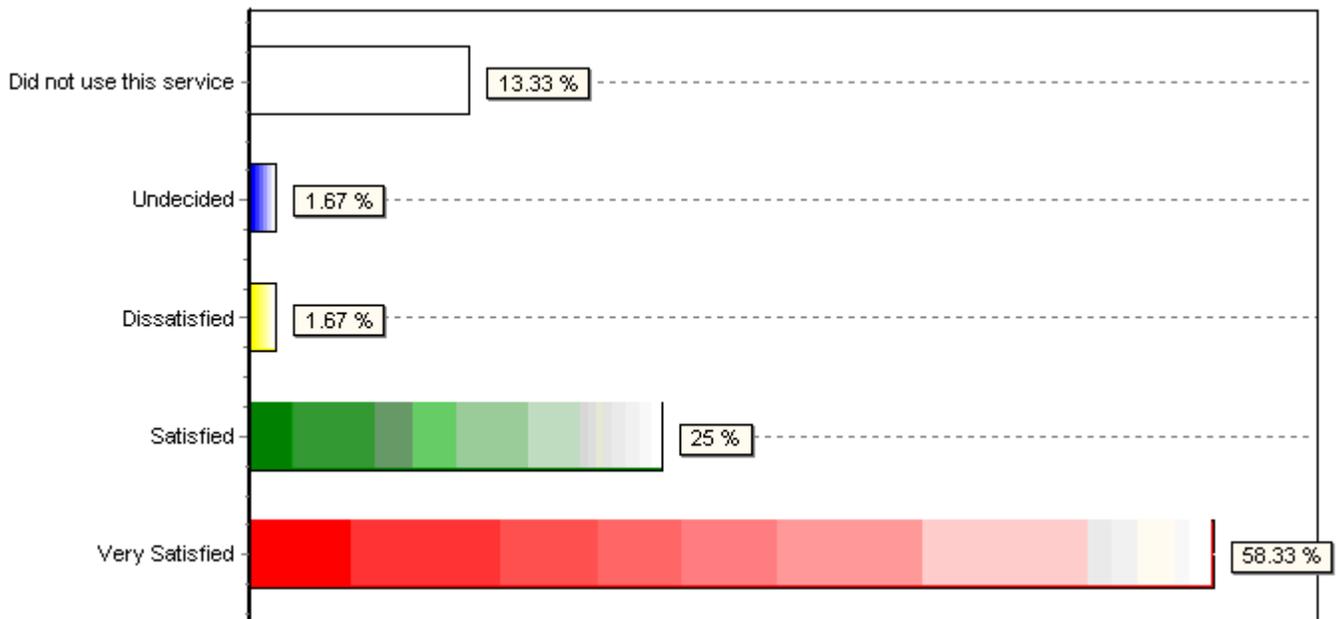
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

### 7. Tutoring Referrals



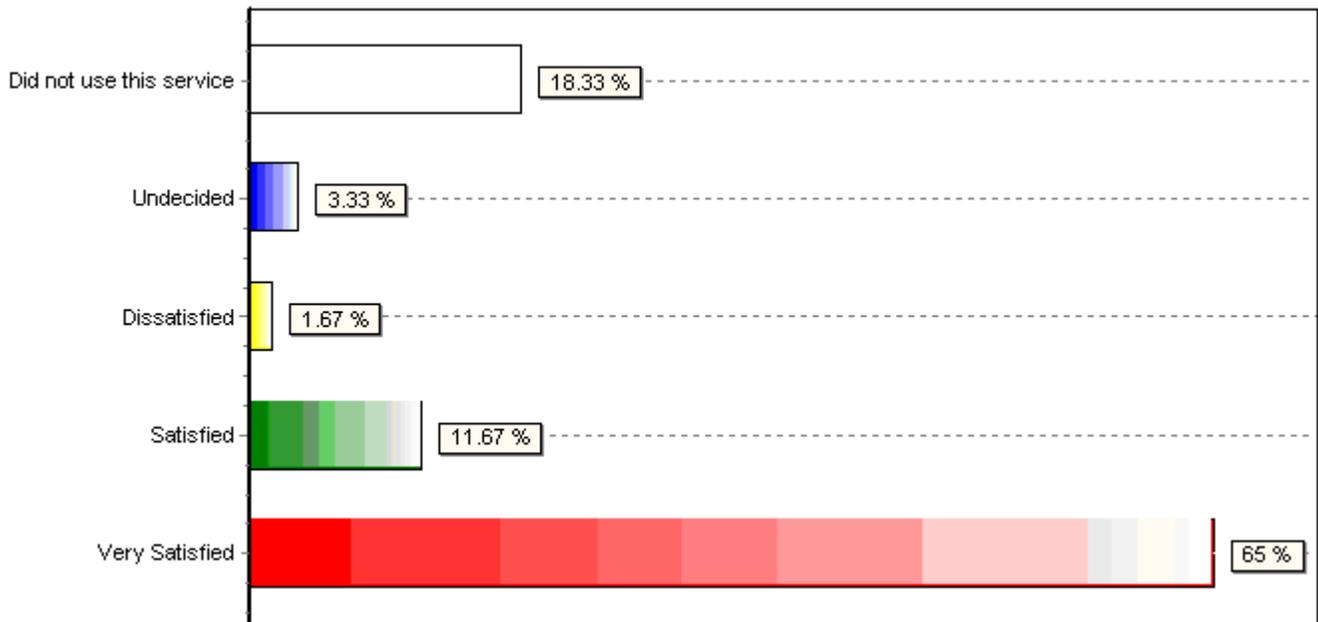
### 8. Application Help (University Transfers, College Applications, Financial Aid)



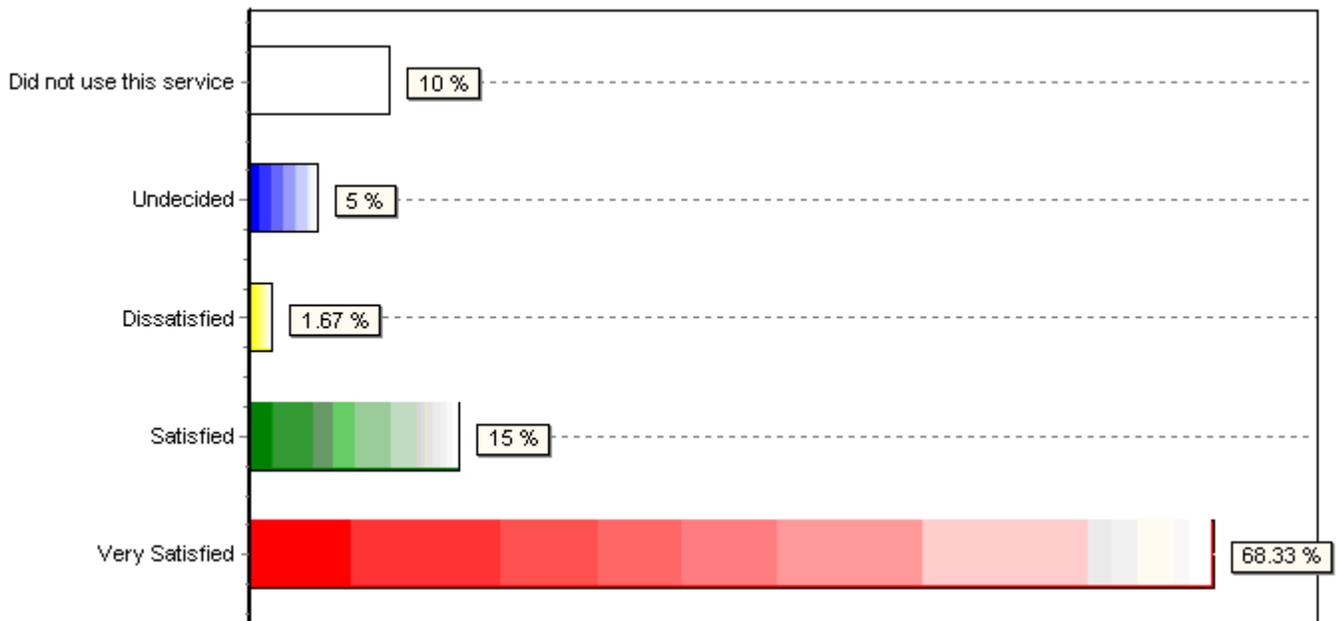
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

### 9. Grants



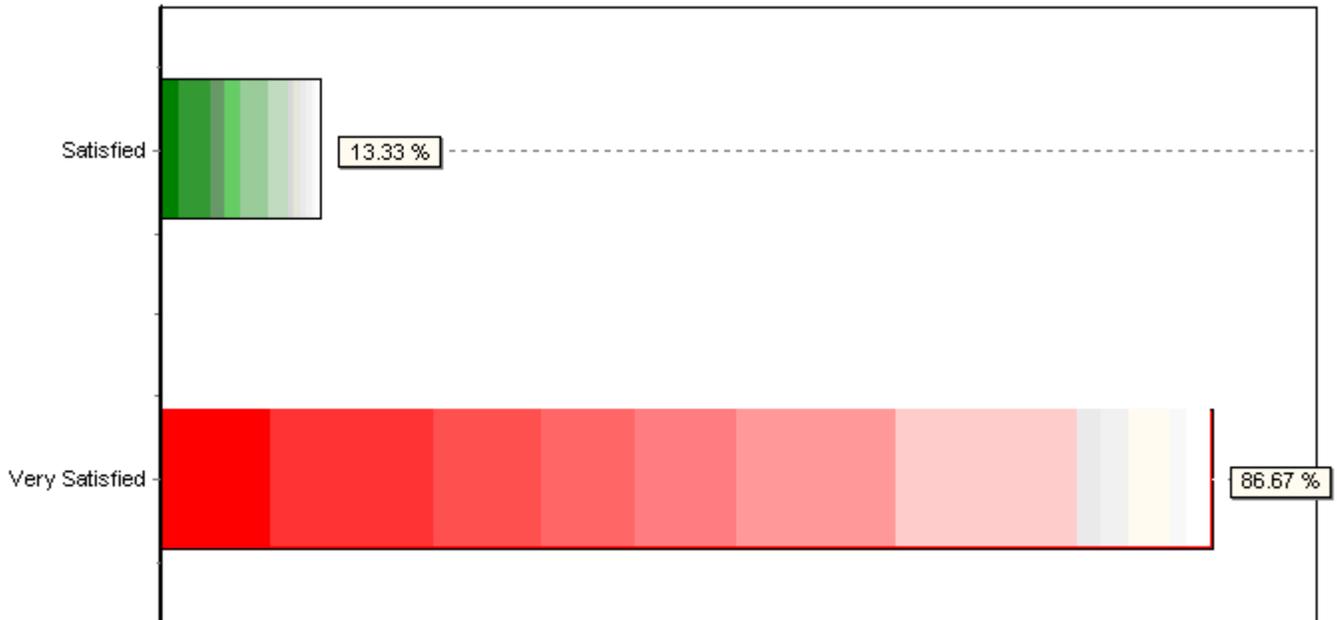
### 10. Other Help (e.g., parking permits, car repair, gasoline passes)



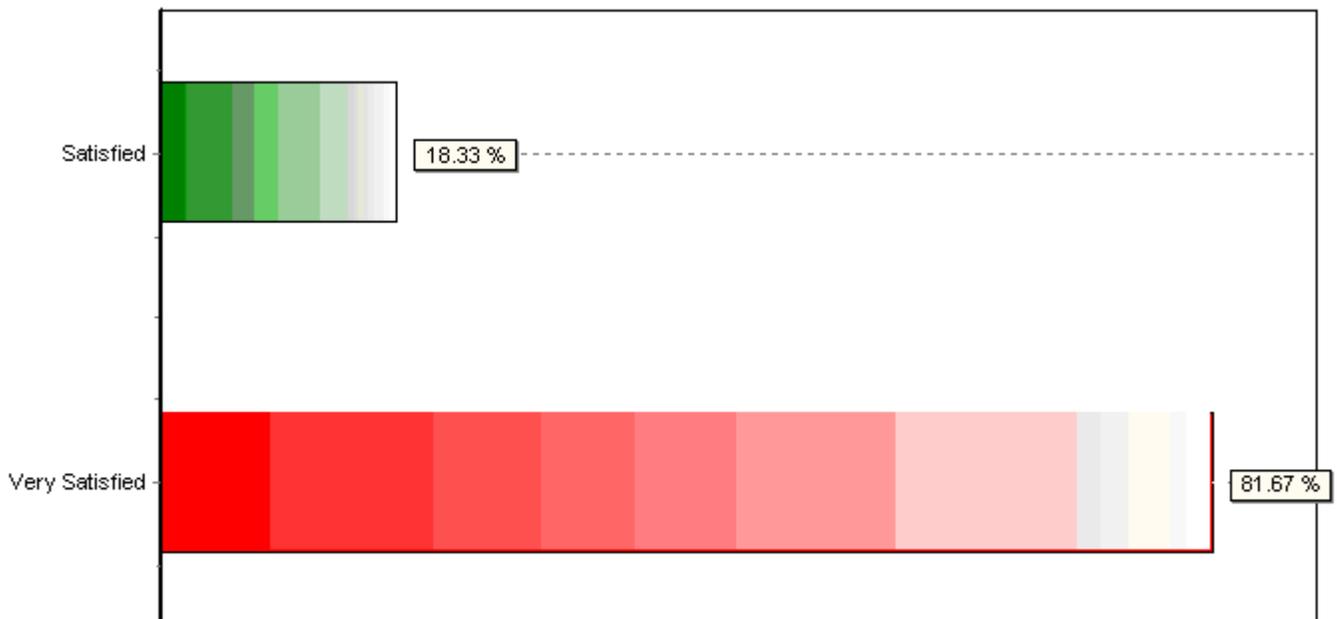
# Bar Graphs

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19\_2007

11. Courtesy and Helpfulness of EOPS Staff



12. Overall, how satisfied are you with the EOPS Program?



# Text and Paragraph Responses by Question

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19, 2007

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**Question:** Comments (optional) :

GREAT STAFF

Thanks for your help.Tho Tran

Everyone is very helpful and nice. The service is wonderful. I really enjoy it.

over all, EOPS has given me a perfect service.

Thanks alot.

THANK YOU SO MUCH, I HAVE REALLY APPRECIATED THE ADVISE AND ASSISTANCE!

The EOPS staff is so friendly & helpful - they made some difficult situations easier just by being there and offering their assistance.

Everyone in the EOPS Department has been more than helpful and kind to me, and I sincerely thank them.

Student Sheryl Rayburn

The entire staff is very accomodoting and extremely helpful!

THE ASSISTANCE THAT I RECEIVE AT COASTLINE COMMUNITY COLLEGE EXTENDED OPPORTUNITIES PROGRAMS & SERVICES (EOPS)IS BETTER THAN EXCELENT

i REALLY LIKE THE HELP i GET AT eops. thanks Jeanne

# Text and Paragraph Responses by Question

## EOPS\_Deployed Nov. 2006 Reported on Feb. 19, 2007

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**Question:** Comments (optional) :

I'M SATISFIED WITH EOPS'S PROGRAM AT COASTLINE COMMUNITY COLLEGE.

I AM VERY SATISFIED WITH THE PERSONABLE AND CARING STAFF AND I FIND THAT RUTH HAS MADE EVERY EFFORT TO MAKE SURE THAT I AM ON TRACK, THANK YOU ALL!

Great staff!

i am very impress with the way the counselors and staff offer help here and iam very please with everything.



## Program Review 2006-07 Validation Report

### EOPS Program

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes       No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

- A. The number of EOPS students has declined over the last three years.
- B. Distance learning modalities, which now account for the majority of Coastline's credit enrollments, may be difficult for academically underprepared, first-generation students.
- C. Coastline's dispersed locations, preponderance of distance learning classes, and other scheduling issues present challenges in providing students with appropriate classes to establish full-time enrollment (12 units).

3. Does the data substantiate the conclusions and recommendations made?

Yes       No

If no, note the areas and manner in which data does not match conclusions or recommendations?

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

- A. Continue efforts to increase support for program outreach and recruitment, including investigating the possibility of adding one or more student interns for recruitment and working with the One-Stop Centers.
- B. Work with the Office of Instruction to explore ways to increase availability of appropriate site-based courses (e.g., linking courses from the different learning centers to maximize access to site-based courses, revisiting the possibility of creating student learning cohorts and delivering classroom-based programs at one designated location specifically targeting those students, establishing degree pathways into which cohorts could be directed, focusing counseling and tutoring at the location of the site-based classes).
- C. Explore ways to provide additional textbook resources.
- D. Develop and implement a plan for assessing expected student learning outcomes.
- E. As the program's goal of initiating the development of additional skill development classes for EOPS students is pursued, consider methods for improving access and retention of non-native English speakers.

5. List program accomplishments and aspects for which the program should be commended.
  - A. The EOPS team provided a thorough and informative analysis of their program.
  - B. EOPS is a well-coordinated program that enjoys strong, committed leadership.
  - C. Coastline's EOPS Program is small but successful program that is in compliance with all State mandates.
  - D. The dedicated staff manage their resources effectively to maximize services to EOPS students.
  - E. The program and its staff are to be commended for their community outreach efforts and flexibility in dealing with student needs, as well as for their proactive efforts to improve success of EOPS students taking distance learning classes.

*Prepared by the Program Review Steering Committee, April 2007*