Assessment Report

Yuba Community College District

YC - EOPS-CARE Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Team members include Marisela Arce, Rupinder Bajwa, Pamela Bordisso, Elizabeth Bowman, Janelle Eichler, Neena Gill, Silvia Nava.

EOPS and CARE are going through staffing changes which have affected both programs. It is foreseen that once program stability is in place, there will be student growth and increased services will be implemented. Currently there are plans for the implementation of additional tutoring. This year EOPS received a small increase in funding which will be used to expand goals and increase services.

Program Description : A1. Do students have access to circumspection's and/or program-specific support services? If so, describe this service(s). If not, explain why.

In 1969 AB 769 created the Extended Opportunity Program and Services (EOPS) as an attempt to rectify a long history of educational neglect for disadvantaged people. EOPS represented the State of California's commitment to providing financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from attending college and/or otherwise discourage their successful participation in post-secondary education. Yuba College began serving students in the spring of 1970. The general provisions and requirements affecting EOPS are found in Chapter 2.5, Division 7, Title 5 of the California Code of Regulations, Code 69640, Article 8.

EOPS serves a population of students who are typically prone to high attrition rates. EOPS serves those students who traditionally have been deficient in basic skills and who also have been underrepresented in higher education because of their educational and socio-economic disadvantaged status.

The fundamental goals and objectives of EOPS include:

-To increase the number and percentage of students enrolled in community colleges that are affected by social and economic disadvantages, consistent with state and local matriculation policies.

-To increase the number and percentages of EOPS students who successfully complete their chosen educational objectives.

-To increase the number and percentage of EOPS students who are successfully placed into careers leading to employment.

-To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges.

-To improve the delivery of programs and services provided to the disadvantaged students.

Yuba College

EOPS' primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, incentive grants and other support services including early access to the College Success Center, Tutoring Center, Writing Learning and Development Center, Alpha-Smart processors, Lending Library, dedicated computer lab, career information, educational plans, monthly informational meetings, Peer Counseling, referrals to both internal and external programs and services, paraprofessional support, study skill assessments, transfer support, bus passes as well as student supplies.

Clear Lake Campus

EOPS is a Student Support Services Above and Beyond. At the Clear Lake Campus student services have been linked specifically to

outcomes for the Student Learning Outcomes (SLOs). When students enter the program they take the Learning and Study Strategies Inventory (LASSI). This assessment helps students identify strengths and weaknesses in 10 study skill areas. Weekly Peer Counseling appointments are designed and implemented to help students improve in the identified college success study skills. Additionally, workshops are offered to students on specific topics such as: time management, note taking, math success, test taking skills, stress management, positive attitude, research paper writing, etc.

A2. If services are available, how do they demonstrate an increase in student success?
Yuba College
By attending the mandatory orientation before the academic term begins, program students receive early access to the Lending Library, which allows them to be prepared for classes the first week of school. The students meet the instructors and staff that run the College Success Center, Tutoring Center and Writing Learning and Development Center, as well as the college librarian. This is an excellent opportunity for the students to meet specifically targeted faculty and staff before the term begins, complete the requisite forms for services offered, ask questions in a comfortable setting. College staff enjoys spending the time with our program students and engage with videos of their labs, library, U-Tube clips and handouts.

Success is demonstrated by students progressing effectively through their comprehensive education plan, graduation rates, students' ability to access and/or purchase books and other educational services in a timely manner by attending early orientation, utilizing the priority registration service, and up to date transfer support information from our program counselors and paraprofessionals.

Clear Lake Campus
EOPS assists students with progress toward goals and student success. At the end of the first year, students retake the LASSI assessment to identify growth in three targeted areas. The areas focused on for the SLOs are within the component of "Personal Will" which include Anxiety, Attitude and Motivation. These three areas have been identified as crucial to student success. Comparative scores from the 12/13 school year at CLC show a 2% growth overall in coping with Anxiety, 4% growth in student Attitude and a 6% growth in Motivation. Overall, the CLC EOPS staff noted that students who did poorly in school or doped classes scored themselves severally on the second LASSI assessment and had a drop in scores of as much as 40%. It is noted that students who start failing are harder on themselves than they were during their initial assessment.

Staff utilizes this data to create early interventions; it appears students who start to fail loose motivation and their attitude toward school declines. With early intervention, support, connection and direction the staff's intent is to increase the number of students who persist toward their educational goal and are retained.

Students on an academic warning or probationary status are asked to attend a minimum of two study skill workshops. The Peer Counseling program, through the use of weekly themes, is working with the issues of attitude and motivation. It is the goal of the CLC EOPS to give students additional support, resources and skills so that their challenges can be met.

B3. How is current and previous program review data used to refine and improve program or department practices?
In the 11/12 Program Assessment, EOPS-CARE identified key areas of improvement to refine and improve department practices. In order to maintain data entry for District, College and State Chancellor functions, student appointments, and record keeping practices (example: student educational plans current, grade point averages, student master list, management information systems), a temporary clerical support position was hired until the position is filled. Services to students continue to improve with the availability of adjunct counselors to EOPS students during registration, with career planning and transfer, and to be in compliance with Title 5 guidelines. Access to adjunct counselors was identified as an area needed for improvement.

Staff has begun using college portal email to communicate with program students as identified as an effective and efficient way to contact students. To streamline department practices, and allow counselors and para professional staff more time with students, data

imagine software and equipment has been purchased for documentation in student files. The equipment will also be used for office documents and archives. These practices will be implemented at both Yuba College and the Clear Lake Campuses.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

YC

To improve completion of degrees, certificate and transfers Yuba College EOPS provides current information to the students through counselors, adjunct counselors and specialists for transfer information and college requirements. Student Educational Plans are mandatory, and are reviewed annually in addition to pre-registration counseling appointments each semester. Workshops and in-house informal trainings are held during specific points throughout the year to assist with financial aid regulations, college protocol, CSU Mentor applications, IGETC, transfer planning and graduation requirements. Work collaboratively with Disabled Students Programs and Services, Athletic Department and CalWORKS working with each student to help them reach their goals.

In May the annual student award ceremony features student achievement and educational accomplishments. Each graduate received a cap, gown and special EOPS sash which gives them a sense of pride for completing their college education with the assistance of our program.

Future goals are to improve retention, innovative workshops on college success and completion of goals once they are set.

CLC

The mission of EOPS is to increase the number of students who complete foals of certificates and associate degrees. At the Clear Lake Campus academic excellence is rewarded with a spring banquet, Grade Point Average award luncheons and recognition in the student newspaper. In addition, graduates wear a special sash in the graduation ceremony acknowledging participation in the program. This serves to inspire and motivate EOPS students to also achieve the goal of graduation.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

YC

The Learning and Study Strategies Inventory (LASSI) was used to assess students' progress in the program; however, the data has not yet been reviewed. The Learning and Study Strategies Inventory (LASSI) is designed to gather information about learning and study practices and attitudes.

Future Goals and Program Direction: K27. Based on Program Review, what are you plans for future department/program improvements?

The staff will focus on the following areas: outreach and recruitment; retention; clearer communication with students; efficient communication amongst staff; continue to "go green"; increase staff development; re-invent the program to meet the emerging needs of our community.

Get the program back to 100% growth; serve all students that come to our program; sufficient staffing to support students in reaching their academic goals and transfer to UC/CSU system.

Industry Trends and Program Data Analysis : C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?

YC.....

CLC

Program students at the Clear Lake Campus reflect the demographics of the community; students are in certificate and degree programs that have been determined needy by Lake County. Lake County has a high rate of employment (16%). The campus offers programs, certificates and degrees that can lead to employment within the community.

C5. How is your program or department direction driven by empirical data?

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At the end of each semester, CLC program students are asked to complete an end of semester program evaluation. Students are asked to evaluate the basic services with a rating scale of 1 to 5, with 1 rated “not helpful,” and 5 rated “very helpful.” Peer Counseling, Counseling and Specialist visits rated the highest with over 90% students finding it “helpful” or “very helpful.” This has shown the staff that the direct connection with students and continued guidance is a highly valued service. The program service with the lowest rating was Orientation, which came in with only 78% students finding it “helpful” or “very helpful.” Thirteen percent of the students rated orientation as “neutral.” Each semester staff strives to make the mandatory orientations valuable to the students.

Activities and themes are altered each semester to increase the value of the time spent with the students; activities to increase motivation and assist students with clarifying goals and reaching goals are used to engage student participation.

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Utilize LASSI results for program evaluation, student success and development of workshops.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Maintain the Lending Library to a high standard which meets the needs of the students by determining the most efficient and resourceful means to purchase, share and update text books.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - Work collaboratively with college support programs to prevent duplication of service, and to assist the student in meeting various program deadlines.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Increase number of students successfully completing their chosen educational objective by providing academic and support counseling, incentive grants and other support services including early access				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
to the College Success Center, Tutoring Center, Writing Learning and Development Center, Alpha-Smart processors, Lending Library, dedicated computer lab, career information, educational plans, monthly information a meetings, Peer Counseling, referrals to both internal and external programs and services, para-professional support, study skill assessments, transfer support, bus passes and well as student supplies				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Continue to improve the delivery of our services provided to disadvantaged students by providing several means of communication with the program; including multilingual staff and Peer Counselors, one-on-one counseling and para-professional appointments, drop-in counter questions and telephone.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Work with feeder high school counselors, College Success Center, Writing Language Development Center, Tutoring Center, Veterans/Transfer/Career Center and other college programs to enhance student opportunities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Encourage, advertise and attend with program students, cultural events on campus. Hold bi-annual EOPS/CARE Advisory meetings				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
comprised of both college and community members.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 2 - To foster communication, program staff participate on college and district committees. The EOPS/CARE Advisory committee allows for continual contact within the service community.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 4 - Each semester, evaluate available resources, program and student needs in order to determine the appropriate amount of funding to distribute for incentive grants, book scholarships and school supplies to ensure disadvantaged students are best served each term according to current need.				