Validation Review Recommendations & Responses

Commendations

No Commendations Have Been Made.

Recommendations

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Tutoring needs to add additional descriptions in areas such as tutoring, workshops, and CARE.</td>
<td>Tutoring is an important aspect for the success of the student. The EOPS/CARE students require additional assistance as many are at basic skill levels. Workshops have proven to encourage students self-esteem, for example, by providing workshops in self-esteem, how to be a better student, time management and parenting skills. Giving them knowledge and skills motivates students, promotes retention rates and facilitate them in acquiring their educational goals. The CARE program is a smaller, supplemental educational support to current EOPS students. CARE population is single, head of household, receiving public assistance, CASH aid, with at least one child under 14 years of age at the time of the application period. Additional support services include CARE Cash grants, Book Grants, Counseling. Community/cultural participation and Meal Vouchers that are meant to be convenient to the student, and are good only at our Culinary department. By using the meal vouchers on campus, the student does not have to worry about stretching their already limited food resources from home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>The advisory boards needs to meet on a regular basis.</td>
<td>The advisory boards needs to meet on a regular basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>SLO’s need to include percentage and outcomes.</td>
<td>It is difficult to describe the SLO’s, however, we can say that the outcomes of the EOPS/CARE are measured by retention, graduation, and transfer rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Specifics are needed other than participation in High School Senior Day and College Awareness. EOPS participates in other areas and needs to include those areas in the report.</td>
<td>EOPS/CARE also participates in Annual Veteran’s Ceremony, Career Day, CASH for College Day, Transfer Fair, Graduation, and Honor Ceremony.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>The need for additional counseling services should be emphasized.</td>
<td></td>
</tr>
</tbody>
</table>

Objectives

0 Objectives.
Objectives

0 Objectives.

Unit Review - Mission Statement

Program Mission

Describe the purpose of the program:

EOP&S/CARE program’s mission is set by the state chancellor’s office “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. EOP&S offers academic and support counseling, financial aid and other support services.”

Respondent: Marcella Lozano

Unit Review - Services & Hours of Operation

Program Services & Hours of Operation

Location, days/hours:

EOP&S/CARE OFFICE is located in the Instructional and Student Service Bldg, adjacent to the Financial Aid Office. Our office is open on Monday and Thursday: 8:00 a.m. to 12:30 p.m. and 1:00 to 4:30 p.m., Tuesday and Wednesday: 8:00 a.m. to 12:30 and 1:00 to 7:00 p.m., Friday: 8:00 to 12 noon.

Respondent: Marcella Lozano

Services offered during last cycle:

<table>
<thead>
<tr>
<th>Service</th>
<th>Date Added</th>
<th>Date Deleted</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Tutoring</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Transfer Assistance</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>CSU/UIC Application Fee Waivers</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Meal Vouchers for CARE students</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>University/Cultural Events</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Book Vouchers</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
<tr>
<td>Cash Grants</td>
<td>On-going</td>
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<td>Remove</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>On-going</td>
<td></td>
<td>Remove</td>
</tr>
</tbody>
</table>

Population Served

Describe the population served and the trends in student characteristics and/or outcomes that may impact your unit.

Despite budget cuts, in 2009-2010, EOP&S served 1,117 students:

EOP&S: LAMC:
Female: 769 (73%) 11,003 (62%)
Male: 300 (27%) 6,664 (38%)
EOP&S serves a higher percentage of females and lower percentage of males as is the trend of the college enrollment.

ETHNICITY: (Percentages rounded)
EOP&S (09-10) LAMC (09-10)
African Americans: 60 (5%) 777 (4%)
American Indian: 3 (.27%) 67 (.37%)
Asian 43 (4%) 694 (44%)
Filipino 7 (.63%) 421 (2%)
Hispanic 768 (69%) 12,243 (69%)
Unknown: 122 (11%) 1,650 (9%)
White Non-Hispanic 109 (10%) 1,739 (10%)

Generally, EOP&S participant levels are equally proportionate with campus student enrollment levels. There are slightly more African-American EOP&S participants in comparison with campus-wide enrollment and less proportionately of Asian and American-Indian and Filipino EOP&S participants in comparison with campus-wide enrollment. EOP&S may target these ethnicities in recruitment efforts.

EOP&S participants by age: (percentages rounded)
19 years and younger: 281 25%
20 - 29: 446 40%
30 - 39: 158 14%
40 - 49: 128 11%
50+: 104 9%
Unit Review - Staffing

Certificated Administrator, Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ludi Villegas-Vidal</td>
<td>Dean of Student Services’ EOPS Director</td>
<td>.3</td>
</tr>
<tr>
<td>Jose Luis Ramirez</td>
<td>EOP&amp;S/CARE Counselor/Assistant Director</td>
<td>1</td>
</tr>
<tr>
<td>Lindamarie Avalos</td>
<td>EOP&amp;S/CARE Counselor, Hrly.</td>
<td>.14</td>
</tr>
</tbody>
</table>

Classified Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Jesus Ranon</td>
<td>Instructional Assistant, Info. Tech.</td>
<td>1</td>
</tr>
<tr>
<td>Adriana Zakher</td>
<td>Sr. Office Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Marcella Lozano</td>
<td>Student Services Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

Student Workers

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magaly Gonzalez</td>
<td>Tutor</td>
<td>4</td>
</tr>
<tr>
<td>Mario Juarez</td>
<td>Tutor</td>
<td>10</td>
</tr>
<tr>
<td>Karina Barbosa</td>
<td>Tutor</td>
<td>10</td>
</tr>
<tr>
<td>Helin Peergeen</td>
<td>Program Assistant</td>
<td>17</td>
</tr>
</tbody>
</table>

Projections

Projected Retirements:

No

Are available faculty and classified staff adequate to support the program?

No

1. We project that a minimum of 4.0 FTE Counselors are needed to meet the counseling demands of the 1200+ EOP&S/CARE students that require a minimum of three counseling contacts each semester.

2. A 1.0 FTE higher level classified employee (Student Services Specialist) is needed to act as the EOP&S/CARE Coordinator or EOP&S/CARE Director’s Assistant

3. A 1.0 FTE Recruiter to help meet EOP&S/CARE Title V recruiting requirement.

Respondent: Marcella Lozano

Unit Review - Program Outreach

Program Outreach

What standing committees does your program maintain? What are their charges and membership?

EOP&S/CARE is constantly participating in college-wide recruitment efforts. Efforts include participating in High School Senior Day, College Awareness Day Senior Day, CASH for College Day, Veteran’s Company, Career Day, Transfer Fair, Graduation, Honors Awards

What intra-college collaboration has your program been involved in during the past six years?

Admissions and Records Office
Financial Aid
Bookstore
Business office
Counseling
Transfer Center

What has your program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

We have continued to visit school sites through recruitment.

Respondent: Ludi Villegas-Vidal

Unit Effectiveness - Quality & Accessibility of Services
Student Satisfaction Survey

1. I was able to make a counseling appointment at a convenient time. 2. I felt comfortable with the counselor. 3. The counselor was helpful to me in seeking solutions to my problems. 4. I developed a student Education Plan with my Counselor or my current educational plan was updated. 5. The counselor provided me with clear and concise information regarding transfer requirements to colleges and universities. 6. Based on the Student Educational Plan, I understand the courses I need to take to reach my educational goal. 7. The Counselor adequately explained the requirements to reach my educational goal (which could include a skill award certificate, a certificate, AA Plan A or B, CSU Breadth, and/or IGETC). 8. The office hours are convenient for me. 9. The staff at the counter assisted me in a courteous manner. 10. The staff at the counter gave me prompt and courteous service. 11. Priority registration has been explained to me. 12. Are telephone messages are usually returned within 24 hours. 13. I was able to make a tutoring appointment at a convenient time. 14. The tutors explain clearly and at a pace that I am comfortable with. 15. After the tutoring appointment, I felt that I had a better understanding of the subject. 16. Suggestions and other comments:

Discuss and analyze Student Satisfaction Survey results and what program changes will be implemented in response to the survey data.

Thirty-five students completed surveys. Responses remained positive in the areas of counseling and customer services. As in previous surveys, all respondents (100%) said they were comfortable when meeting with the counselor and the same amount indicated the counselor was helpful in seeking solutions. Thirty-four of the thirty-five students indicated their educational plan was updated and discussed, while one marked “no”.

Thirty-three (94%) indicated that priority registration was explained to them. Again, as in the previous year, budget cuts and the reduction and elimination of support as well has having new college work study (CSS) staff was reflected in the services we offer, however.

Thirty-five (100%) responded staff assisted them in a courteous manner and 35 (100%) said they were assisted promptly. A reduced number of students admitted into the program has resulted in less students standing in line.

Twenty -Eight (80%) of the respondents of this question indicated telephone calls are returned within 24 hours, 2 (6%) said no and 5 (14%) indicated “Not Applicable to this meeting”.

The rest of the responses indicated 94% positive responses or better.

10 (28%) indicated “NO” if they were able to make a counseling appointment at a convenient time. and 7 (20%) indicated “NO”, they were not able to schedule a tutoring appointment at a convenient time.

Suggestions and other comments: 18 responses included that additional tutors and tutoring time was needed. 5 students requested additional availability of counseling appointments.

In April 2012, we hired a 1.0 FTE 10-Month Counselor to alleviate the counseling demand. In response to the inconvenient counseling appointment times, our office is open until 7 p.m. on Tuesday and Wednesday to accommodate evening students. We have also had counselor's assign a portion of the counseling schedule to walk-in's during peak periods.

Respondent: Ludi Villegas-Vidal

Faculty/Staff Program Assessment Survey

No Survey(s) added.

Discuss and analyze Faculty/Staff Program Assessment Survey results and what program changes will be implemented in response to the survey data.

All staff members answered that they use the TITLE V EOP&S Implementing Guidelines as well as asking the EOP&S/CARE Director for sources of information when resolving EOP&S PROBLEMS.

All staff indicated that they felt they were familiar with EOP&S rules and regulations and that issues are communicated to all personnel through staff meetings or one-to-one meetings with the Director.

Staff also indicated issues are documented in students files as soon as they occur and that all personnel are communicated of important issues.

Staff appreciates regularly scheduled meetings to provide new information and to keep everyone up to date.

Unit Effectiveness - SLOs

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will know how to study, learn, and test successfully.</td>
<td>No Related ILO</td>
</tr>
<tr>
<td>2</td>
<td>Related ILO</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assessment Method</td>
<td>Data Collection (tests, end of term grades). Surveys Given at end of the semester.</td>
</tr>
<tr>
<td>4</td>
<td>Results</td>
<td>Increase tutoring budget, have a larger, dedicated EOP&amp;S/CARE tutoring area.</td>
</tr>
<tr>
<td>5</td>
<td>Implementation Plan</td>
<td>To provide supplemental instructional support (Tutoring) increase the probability of student's successful completion in their courses.</td>
</tr>
</tbody>
</table>

Page Description
Executive Director

EOPS needs to add additional descriptions to areas such as tutoring, workshops, and CARE.

Total Budget

Student Services Assistant

On learning outcomes. Describe any changes implemented as a result of your findings

EOP&S/CARE also participates in Annual Veteran’s Ceremony, Career Day, CASH for College Day, Transfer Fair, Graduation, and Honor Ceremony.

Students will be able to demonstrate knowledge of their requirements to successfully complete their stated educational goals in completing a certificate, a degree, or transfer to a four-year university.

There is a high demand for Counseling appointments.

Respondent: Irene Tovar

Unit Review - Mission Statement

There is insufficient storage space.

For example, if we request items to be hung or moved, it can take months.

What is the program’s accreditation status?

List the Date and Membership of your Advisory Board:

Yes, facilities are generally available. We usually reserve classrooms for EOP&S/CARE Orientations and Office Meetings.

Describe the population served and the trends in student characteristics and/or solutions to my problems.

We have continued to visit school sites through recruitment.

What has your program done since the last review to establish connections with schools, colleagues, and other organizations?

3) Assessment Method

5) Implementation Plan

Director has requested for an additional 1.0 FTE EOP&S counselor to meet the high counseling and transfer/counseling demand to provide additional counseling appointments.

1) Outcome

Students will identify their educational/career goals and will be able to select courses that will help them attain them.

2) Related ILO

3) Assessment Method

Surveys, counseling appointments, transfer data.

4) Results

Increase budget for counseling services and additional counseling offices for services offered.

5) Implementation Plan

Help students identify and reach their educational goals.

EOP&S End of year Survey, and end of year graduation data.

9.5% of EOP&S STUDENTS Graduated/Transfer in 2010 - 2011. 95% of students who took survey marked “Excellent” and felt they understood requirements to complete their goals, 5% marked “Good”.

1) Written and Oral Communication

EOPS End of year Survey, and end of year graduation data.

3) Assessment Method

9.5% of EOP&S STUDENTS Graduated/Transfer in 2010-2011. 95% of students who took survey marked “Excellent” and felt they understood requirements to complete their goals, 5% marked “Good”.

5) Implementation Plan

Director has requested for an additional 1.0 FTE EOP&S counselor to meet the high counseling and transfer/counseling demand to provide additional counseling appointments.

1) Outcome

Students will be able to demonstrate knowledge of their requirements to successfully complete their stated educational goals in completing a certificate, an associate degree and/or transfer to a four-year university.

2) Related ILO

1) Written and Oral Communication

3) Assessment Method

EOP&S End of year Survey, and end of year graduation data.

4) Results

9.5% of EOP&S STUDENTS Graduated/Transferred in 2010-2011. 95% of students who took survey marked “Excellent” and felt they understood requirements to complete their goals, 5% marked “Good”.

5) Implementation Plan

Director has requested for an additional 1.0 FTE EOP&S counselor to meet the high counseling and transfer/counseling demand to provide additional counseling appointments.
Professional Development Needs

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

To provide new, continuing and other staff, Part Time Counselors training in LACCD practices and procedures.
To keep staff updated and trained on new software and aware of newly available software.

Respondent: Marcella Lozano

Unit Effectiveness - Facilities & Equipment

Facilities & Equipment

Is space and equipment currently assigned to your unit adequate to support the needs of the service area? Please explain?

No.
1. A specialized Tutoring area is need to provide over and above tutoring services or one-to-one one hour sessions to EOP&S/CARE students. Currently, tutors use whatever space is available such as the small Student Services Conference Room or cubicles when available.
2. There is insufficient storage space. EOP&S/CARE has high volume of educational supplies (Survival Kits) that are brought in and handed out to newly admitted students. Currently, items are stored in walkways, under desks and in counselor’s offices.
4. A place for locked book cases is needed.

The space issues should be resolved when the new Student Services Building is completed.

Does the program regularly utilize general campus facilities? Are they available and adequate?
Yes, facilities are generally available. We usually reserve classrooms for EOP&S/CARE Orientations and Office Meetings.

Services generally lag. For example, if we request items to be hung or moved, it can take months. But we understand that facilities are understaffed.

Respondent: Marcella Lozano

External Accountability - Advisory/Oversight Committee

Advisory / College Oversight Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Affiliation</th>
<th>Title</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Luis Ramirez</td>
<td>EOP&amp;S/CARE</td>
<td>EOP&amp;S/CARE Counselor</td>
<td>Year</td>
</tr>
<tr>
<td>Marcella Lozano</td>
<td>EOP&amp;S/CARE</td>
<td>Stud. Svcs. Asst.</td>
<td>Year</td>
</tr>
<tr>
<td>Irene Tovar</td>
<td>Latin American Civic Association</td>
<td>Executive Director</td>
<td>Year</td>
</tr>
<tr>
<td>Ludi Villegas-Vidal</td>
<td>EOP&amp;S/CARE</td>
<td>Dean of Student Services</td>
<td>Year</td>
</tr>
<tr>
<td>Adriana Zakher</td>
<td>EOP&amp;S/CARE</td>
<td>Sr. Office Asst.</td>
<td>Year</td>
</tr>
<tr>
<td>Mary Lou Mendoza</td>
<td>LAMC - Fin. Aid</td>
<td>Supervisor</td>
<td>Year</td>
</tr>
<tr>
<td>Linda Carruthers</td>
<td>LAMC</td>
<td>Recruitment</td>
<td>Year</td>
</tr>
<tr>
<td>In Process</td>
<td>Social Services</td>
<td>Supervisor</td>
<td>Year</td>
</tr>
</tbody>
</table>

Page Description

Page 6 / 9
Meetings

List the Date and Membership of your Advisory Board:

<table>
<thead>
<tr>
<th>Date</th>
<th># Members</th>
<th>Members Attending</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Jose Luis Ramirez EOP&amp;S/CARE Counselor</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Irene Tovar Latin American Civic Association Executive Director</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Adriana Zakher EOP&amp;S/CARE Sr. Office Asst</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Ramon Muniz CSUN - EOP Director</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Mary Lou Mendoza LAMC - Fin. Ad Supervisor</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Linda Carruthers LAMC Recruitment</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Social Services Supervisor</td>
<td></td>
</tr>
<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>LAMC EOP&amp;S/CARE Student</td>
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<tr>
<td>In Planning Stage</td>
<td>10</td>
<td>Ludi Villegas-Vidal EOP&amp;S/CARE Dean of Student Services</td>
<td></td>
</tr>
<tr>
<td>Spring '11 planning</td>
<td>10</td>
<td>EOPS ADVISORY</td>
<td></td>
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</table>

Reminder: Keep copies of your Minutes for audit purposes.

Recommendations

What have been the major recommendations resulting from your advisory board meetings? Of those recommendations, which have been acted upon, and what is your plan of action with regard to other recommendations discussed?

Partial Tentative Agenda
1. EOP&S/CARE Background
2. Budget Cuts resulting Challenges in providing services as mandated by EOP&S/CARE regulations in the areas of a. counseling b. staffing b. increased demand in tutoring.
3. Bridging the gap in services

Resolution:

External Accountability - Compliance Status

Accreditation or Compliance Status

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?  Yes

What is the program’s accreditation status?

The 2011-2012 EOP&S/CARE program is due on November 15, 2011 for review and approval by state chancellor’s office.

Recommendations

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review

We were asked to have Advisory Board Meetings more frequently, however EOP&S state regulations require One Advisory meeting annually.

Planning Assumptions & Assessment

Service Area Planning Assumptions

In the space below, please list the planning assumptions that will guide your unit during the next 3 year period. Include assumptions for at least the following areas:

- Expected demand
- Anticipated funding trends
- Anticipated pedagogical trends
- Anticipated technological trends
- Anticipated trends in student needs and/or demographics
- Relevant Advisory Group recommendations

In the next three years, we are expected to make recoveries in budgetary funding. We expect temporary funding from the college is necessary to continue servicing
students to ensure their success.

Expected Demand:

• During the next 6 year period, the EOP&S/CARE program is expected to improve with the state’s economic recovery. EOP&S/CARE is expected to regrow with 1300 students served within the next six years.

• It is anticipated that within the next 6 years, we will be compensated for growth by an additional 20% increase in our budget if the budget improves and is calculated with the number of students served.

• Our technological trend should include:
  o Online Counseling
  o Online EOP&S/CARE Applications
  o Skype Meetings with students
  o Online EOP&S/CARE Orientations

• The anticipated demographic needs of the community appears to be growing in Latino and Armenian population.

Staffing Demands

1. We will need to hire 4 full time faculty staff (Counseling)
2. 2 full time classified (Administrative assistance and/or Clerical Support and Accounting)
3. 5 student workers
4. 5 counseling assistants

Respondent: Ludi Villegas-Vidal

Self-Assessment of Challenges Facing Program

Please present the unit’s analysis of the challenges it will face over the next 3 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

Over the next 3 years, EOP&S/CARE will face an enormous challenge with the growth of the program need and the lack of budget resources. In order to service the students properly, the program must maintain or increase personnel (Faculty, Classified and Student Workers). This will amount to approximately 30-40% additional funding. We will also encounter difficulties in the physical space limitation that we have.

The plans for the future would be to move to a larger office space to accommodate the needs.

The progress towards past goals have been successful despite facing significant amount of budget cuts. EOP&S/CARE has remained successful in the following areas:

1. Reducing minimally the number of students served
2. Reducing time, yet still providing tutoring service, an educational support service necessary for student success
3. Reducing staff, yet have been able to maintain evening office hours.
4. Reduced counseling staff, yet provided hourly counseling in peak periods.

Supplemental Material

No Supplemental File(s).

Objectives & Resources

Objective

| Objective: College will ensure Retention and Success (2010-2011) (Priority: High) |
| Related Goal Area: Expand Access |
| Individual(s) Responsible: Counselor |
| Period: 7/1/2011 - 6/1/2012 |
| Activity: Counsel students on defining educational goals, will prepare educational plans, review progress with students and will refer to appropriate support services as necessary, such as career assessment tests, encourage transfer to four-year universities and tutoring provided by EOP&S/CARE. |
| Expected Outcome and Measurement: Progress reports will be reviewed as well as final grades. Students are expected to successfully complete their courses with passing or above average grades. |

Resource

| Resource Requested: Personnel Regular (2010-2011) (Quantity: 1 FTE Instructor) |
| Anticipated Total Cost: $75,000 |
| Contact Person: Ludi Villegas-Vidal |
| Description of Item: Requesting from program 100 to ensure student retention and success. |
| Type: One-Time |
| Resource Priority: High |

2012-2013 EOPS/CARE Funding Resources

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
<th>10486/20486/10868/20868</th>
<th>Total Budget</th>
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<tbody>
<tr>
<td>Personnel (Adjunct)</td>
<td>0.4</td>
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<td>$29,523</td>
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<td>Supplies/Printing/Postage</td>
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<td>$5,500</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

Page 8 / 9
Students will be able to demonstrate knowledge of their requirements to successfully complete their stated educational goals in completing a certificate, and corrective actions taken or planned. Most recent accreditation report and all institutions, organizations, businesses, and corporations in the community? 4. Edit Tutor Job Title Anticipated funding trends Affiliation Hours/Week $0 in facilities generally available. We usually reserve classrooms for EOP&S/CARE Orientations and Office Meetings. There is a high demand for Counseling appointments. There is a high demand for Counseling appointments. We need additional counselors to serve students properly. EOPS has begun to not be able to accommodate students in scheduling counseling appointments. We foresee problems in students not having enough access to EOPS counselors to schedule appointments which may impede in them applying for petitions for graduations, letters of recommendations for scholarships, universities, updating their educational plans, and/or miscellaneous difficulties that require a counseling appointment. University tours have taken a back seat in order to meet budgets. This can potentially hinder a student’s ability to conceptualize the transfer process, limiting access to universities since EOPS largest 1st generation, low income students. Discuss anything else you would like to share about your program that has not been addressed. Based on this program review it is noted that the program will need to continue to show growth, prior to acquiring additional positions. The program must adjust to the economic challenges and continue to provide services like counseling, tutoring, exposure to university trips and other services that are “above and beyond” a counseling department. Respondent: Ludi Villegas-Vidal

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### Final Summary

#### Summary

Based on your program review, summarize:

**Program Strengths - What is your program doing well?**

We provide excellent educational support services, including Counseling, Tutoring, book vouchers and are graduating and transferring higher level of students.

**Program Weaknesses - What areas can your program improve?**

There is a high demand for Counseling appointments. We need additional counselors to serve students properly. EOPS has begun to not be able to accommodate students in scheduling counseling appointments. We foresee problems in students not having enough access to EOPS counselors to schedule appointments which may impede in them applying for petitions for graduations, letters of recommendations for scholarships, universities, updating their educational plans, and/or miscellaneous difficulties that require a counseling appointment. University tours have taken a back seat in order to meet budgets. This can potentially hinder a student’s ability to conceptualize the transfer process, limiting access to universities since EOPS largest 1st generation, low income students.

Discuss anything else you would like to share about your program that has not been addressed.

Based on this program review it is noted that the program will need to continue to show growth, prior to acquiring additional positions. The program must adjust to the economic challenges and continue to provide services like counseling, tutoring, exposure to university trips and other services that are “above and beyond” a counseling department.

Respondent: Ludi Villegas-Vidal

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### Recommendations

### Validation Review

Overall Evaluation: 

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### Submit Program Review

For continuous improvement, Program Review Team takes your suggestions seriously. Please tell us which screen name(s) you would like to improve or change and how to make those changes or improvements.

Program Review has been completed for this Unit.