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>EOPS needs to add additional descriptions to 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 skills 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.</td>
</tr>
<tr>
<td>2007-2008</td>
<td>The CARE program is a smaller, supplemental educational support to current EOPS students. CARE population are 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>
<td>EOP&amp;S continues to provide one-to-one tutoring to any EOP&amp;S student that requests it. Tutoring is mainly provided for remedial courses: ESL 1-6, English 21, Developmental Communications and Math 105, Math 112, and Math 115. Students are typically provided with one hour per week of tutoring. Workshops are offered every semester. The number of workshops is dependent upon the budget. However, workshops are a required component of EOP&amp;S/CARE and every effort is made to offer workshops in areas such as: study skills, self-esteem and preparing for job interviews. The following are some of the workshops attended by EOP&amp;S students: Interview &amp; Job Seeking Skills, Procrastination, and Writing Resumes. The CARE budget has not been bolstered as some of the other categorically funded programs have and, thus, it is still operating on a budget that is 40% less than it was four years prior. However, we continue to offer CARE counseling, book and cash grants, tutoring and meal vouchers. CARE students have attended workshops on: Interview &amp; Job Seeking Skills and Self-Esteem.</td>
</tr>
<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>
<tr>
<td>2007-2008</td>
<td>We are meeting once year, as mandated by Title V EOP&amp;S Regulations. Planning of this year's current Advisory Board Meeting is being scheduled.</td>
<td>The EOP&amp;S Advisory Committee meets once a year per Title V EOP&amp;S Regulations.</td>
</tr>
</tbody>
</table>

Objectives

0 Objectives.

Year | Recommendation | Response |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</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>
<tr>
<td>2007-2008</td>
<td>New SAO's have been identified and include percentages and measurable outcomes.</td>
<td>New SAO's have been identified and include percentages and measurable outcomes.</td>
</tr>
</tbody>
</table>

Objectives

0 Objectives.

Year | Recommendation | Response |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 these areas in the report.</td>
<td>EOP&amp;S/CARE also participates in Annual Veteran's Ceremony, Career Day, CASH for College Day, Transfer Fair, Graduation, and Honor Ceremony.</td>
</tr>
<tr>
<td>2007-2008</td>
<td>The response to the recommendation indicates the additional campus and community outreach activities that EOP&amp;S staff participate in.</td>
<td>The response to the recommendation indicates the additional campus and community outreach activities that EOP&amp;S staff participate in.</td>
</tr>
</tbody>
</table>

Objectives

0 Objectives.
The need for additional counseling services should be emphasized.

The need for additional counseling services has been addressed in the “Program Mission” and “Added Objectives & Resources” sections.

## 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. EOPS offers academic and support counseling, financial aid and other support services.”

The counseling component is the backbone of this program. Providing access to and having quality counseling is essential to helping student retention/graduation/transfer rates. The colleges support in this area is strongly requested.

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 12:00 p.m. and 1:00 to 4:30 p.m., Tuesday and Wednesday: 8:00 a.m. to 12:00 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></td>
</tr>
<tr>
<td>Tutoring</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Assistance</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU/UC Application Fee Waivers</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal Vouchers for CARE students</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Cultural Events</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Vouchers</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Grants</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority Registration</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Population Served

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

**EOP&S/CARE – LAMC Student Population Served Profile 2012-2013**

EOP&S: 501 LAMC: 13,559
- Female: 379 (76%) 8,090 (60%)
- Male: 122 (24%) 5,469(40%)

EOP&S serves a higher percentage of females and lower percentage of males as LAMC general student population.

**ETHNICITY: (Percentages rounded)**

- EOP&S (12-13) LAMC (12-13)
  - African Americans: 13 (3%) 443 (3%)
  - American Indian: 2 (.4%) 27 (.20%)
  - Asian 50 (10%) 633 (5%)
  - Filipino 1 (.20%) 298 (2%)
  - Hispanic 297 (60%) 10,050 (74%)
  - Pacific Islander 1 (.20%) 21 (.15%)
  - Two or more races 2 (.4%) 124 (.91%)

Page Description
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>Linda Marie Avalos-N</td>
<td>EOP&amp;S/CARE Counselor</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Classified Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
</tr>
</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>Elbred Fanaghee</td>
<td>Tutor</td>
<td>15</td>
</tr>
<tr>
<td>Hisham Gomaa</td>
<td>Tutor</td>
<td>15</td>
</tr>
<tr>
<td>Mireya Munguia</td>
<td>Tutor</td>
<td>25</td>
</tr>
<tr>
<td>Helen Pourmanay</td>
<td>Tutor</td>
<td>25</td>
</tr>
<tr>
<td>Luis Quintanilla</td>
<td>Student Aide</td>
<td>10</td>
</tr>
</tbody>
</table>

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?

EOP&S/CARE has an ongoing collaboration with the following departments:
Admissions and Records Office: Coordinate priority registration
Unit Effectiveness - Quality & Accessibility of Services

To access Fall 2013 Student and Faculty/Staff survey data, click here.

Student Satisfaction Survey

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
</tbody>
</table>

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

Spring 2013 Student Survey Results

Thirty-nine 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 their counselors and the same amount indicated the counselor was helpful in seeking solutions. Thirty-nine students indicated their educational plan was updated and discussed.

Thirty-two (82%) indicated that priority registration was explained to them. Thirty-one (79%) responded staff assisted them in a courteous manner and thirty-six (92%) said they were assisted promptly. A reduced number of students admitted into the program has resulted in less students standing in line.

Thirty-three (84%) of the respondents of this question indicated telephone calls are returned within 24 hours, 3 (7%) said no and 3 (7%) indicated “Not Applicable to this meeting”.

4 (10%) indicated “NO” if they were able to make a counseling appointment at a convenient time. and 12 (30%) indicated “NO”, they were not able to schedule a tutoring appointment at a convenient time.

Suggestions and other comments: 12 responses included that additional tutors and tutoring time was needed. 8 students requested additional availability of counseling appointments.

Respondent: Marcella Lozano

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

Student Service Area Outcomes
### Student Engagement and Retention Efforts

#### 2007

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. **UPDATED SLO**: After meeting with an EOP&S/CARE counselor, and participating in Transfer Workshops, at least 70% of students will 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. **Contribution of SAO to Student Learning**

4. **Assessment Method**
   - A PRE/POST Transfer Quiz will be taken by students at the beginning and end of the transfer workshop. Track EOP&S/CARE Transfer Rates, EOPS End of year Survey, and end of year graduation data

5. **Results**
   - An increase in transfer rates is expected. Results pending Spring 2014.

6. **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.

7. **Re-Evaluation**
   - A 1.0 EOP&S Counselor has been hired to assist in the Transfer/Counseling demand. However, this counselor cannot focus 1.0 FTE time for transfer assistance, as EOP&S/CARE is still in need of a 1.0 Counselor. After a 1.0 counselor is hired, this counselor will be focused on transfer assistance counseling.

#### 2012

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**: 2) Information Competency

3. **Contribution of SAO to Student Learning**

4. **Assessment Method**
   - Surveys, counseling appointments, transfer data

5. **Results**
   - Increase budget for counseling services and additional counseling offices for services offered.

6. **Implementation Plan**
   - Help students identify and reach their educational goals.

7. **Re-Evaluation**
   - After evaluating this SLO, the measurable outcomes was included to meet the updated SAO guidelines in 2013.

#### 2013

1. **Outcome**: Previous SLO: Students will know transfer requirements to CSU/UC’s and private universities and will understand the application process.

2. **Related ILO**: 3) Problem Solving

3. **Contribution of SAO to Student Learning**

4. **Assessment Method**
   - 1) Monitor student progress reports 2) Monitor and Provide free university campus tours 3) Provide university fee waivers 4) Increase transfer workshops End of the year follow-up data collection.

5. **Results**
   - Provide additional Budget for Counseling Transfer Assistance. Identify students that are close to transfer units and schedule them for appointments. Increase physical space for EOP&S Transfer assistance.

6. **Implementation Plan**
   - To increase the number of students that successfully transfer to a university

7. **Re-Evaluation**
   - After evaluating this SLO, the measurable outcomes was included to meet the updated SAO guidelines in 2013.

#### 2014

1. **Outcome**: Previous SLO: Students will know how to study, learn, and test successfully.

2. **Related ILO**: 4) Problem Solving

3. **Contribution of SAO to Student Learning**

4. **Assessment Method**
   - Data Collection (tests, end of term grades). Surveys Given at end of the semester

5. **Results**
   - Increase tutoring budget, have a larger, dedicated EOP&S/CARE tutoring area

6. **Implementation Plan**
   - To provide supplemental instructional support (Tutoring) increase the probability of student's successful completion

7. **Re-Evaluation**
   - Due to budget reductions (40%), the number of students served and the number of tutoring had been forcefully reduced and therefore, fewer tutoring was available. In 2013-2014, due to an increase in budget, plans to increase the number of tutoring hours has been implemented. Data results at the end of Fall 2013 will be evaluated.

#### 2015

1. **Outcome**: Students identified to have reached their participation limited and are to be exited from EOP&S program will participate in a pilot “EOP&S/CARE Transition Referral Program” in collaboration with the General Counseling department. After meeting with counselors in both departments, at least 60% of all exited students will demonstrate their knowledge of required courses to continue their goals in completing certificates, degrees, and/or transfer requirements.
The General Counseling department will track identified “EOP&S/CARE Exited” referral students and will report back to Dean of Student Services at the end of each semester. Follow-up data will also be gathered in with assistance of Tech. Services to assess percentage of successful goal completion of “exited” EOP&S Students. A baseline will be established in AY 2013-2014.

First semester to implement Pilot program will be in Spring 2014. Procedure plan is currently in process. Analysis of the data will be evaluated after results for improvements.

A Pre-Orientation Quiz will is given before the EOP&S/CARE Orientation is presented and a Post-Orientation Quiz will is given after the EOP&S/CARE Orientation is concluded. Throughout the semester, student’s knowledge is assessed by their actual participation and in following program requirements. EOP&S/Staff also reviews their transcripts and the end of each semester for the number of units successfully completed.

At the end of each Fall and Spring Orientations, all data is recorded and an analysis of the results will be reviewed for improvements to the orientation presentation.

Tests, progress reports and final passing grade, and student’s ability to advance to the next math level. Will be measured against a baseline established in year 2012-2013.

Data will be collected at the end of each semester.

At the end of the academic year 13-14, an analysis of the assessment results will be reviewed for further improvements to the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>1) Outcome</th>
<th>2) Related ILO</th>
<th>3) Contribution of SAO to Student Learning</th>
<th>4) Assessment Method</th>
<th>5) Results</th>
<th>6) Implementation Plan</th>
<th>7) Re-Evaluation</th>
<th>Assessment Date</th>
<th>Next Assessment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>After attending the EOP&amp;S/CARE Student Orientation, students will be able demonstrate knowledge of the EOP&amp;S/CARE rules and regulations.</td>
<td>2) Information Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
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</tbody>
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<tr>
<th>Year</th>
<th>1) Outcome</th>
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<th>4) Assessment Method</th>
<th>5) Results</th>
<th>6) Implementation Plan</th>
<th>7) Re-Evaluation</th>
<th>Assessment Date</th>
<th>Next Assessment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Through an increase in Math Tutoring, 50% of students tutored will demonstrate an improved understanding of Math Skills and will successfully complete the various math levels to complete their Certificate, AA and/or Transfer degrees.</td>
<td>4) Math Competency (Quantitative Reasoning)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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**Unit Effectiveness - Human Resources**

**Professional Development**

<table>
<thead>
<tr>
<th>Name/Status</th>
<th>Activities</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcella Lozano</td>
<td>Conferences&lt;br&gt;Off-Campus Presentations&lt;br&gt;Professional Organization (Specify)&lt;br&gt;Grants&lt;br&gt;Campanus-Wide Committees (Specify)</td>
<td>1. High School Senior Day 2. College Awareness Day 3. Student Support Services Committee 4. CCCEOPSA Member</td>
</tr>
<tr>
<td>Jesus Ranon</td>
<td>Conferences&lt;br&gt;Professional Organization (Specify)</td>
<td>1. High School Senior Day 2. College Awareness Day 3. CCCEOPSA member</td>
</tr>
<tr>
<td>Adriana Zakher</td>
<td>Conferences&lt;br&gt;Off-Campus Presentations&lt;br&gt;Professional Organization (Specify)</td>
<td>1. High School Senior Day 2. College Awareness Day 3. CCCEOPSA Member</td>
</tr>
</tbody>
</table>
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 private area is needed for hourly counselors. Currently, there is an open cubicle being used.
2. A specialized Tutoring area is needed to provide over and above tutoring services or one-to-one one hour sessions to EOP&S/CARE students. Currently, tutors use any available space such as the small Student Services Conference Room or cubicles when available.
3. There is insufficient storage space. EOP&S/CARE has a 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. We need a storage area in order store Recruitment items like backpacks so they are not in the general office space.

4. A place for locked book cases is needed.

The space issues should be resolved when a 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

Members Names, Representation:

<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. Svc. Asst.</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>Linda Marie Avalos-Nije</td>
<td>EOP&amp;S/CARE</td>
<td>Counselor</td>
<td>Year</td>
</tr>
<tr>
<td>Angel Barrueco</td>
<td>Alex Padilla California Senator</td>
<td>Field Deputy</td>
<td>Year</td>
</tr>
<tr>
<td>Caesar Huerta</td>
<td>Raul Bocanegra California Assemblyman</td>
<td>Field Deputy</td>
<td>Year</td>
</tr>
<tr>
<td>Stan Leandro</td>
<td>Vaugh International Studies Academic</td>
<td>Director</td>
<td>Year</td>
</tr>
</tbody>
</table>
A PRE/POST Transfer Quiz will be taken by students at the beginning and end of the transfer workshop. However, this counselor cannot focus 1.0 FTE time for $1,014,558 Ludi Villegas six years?

Remove Relevant Advisory Group recommendations

$339,054 Broker Requesting from program 100 to ensure student retention and success.

After a 1.0 counselor is hired, this counselor will be focused on transfer Homeless Case Management Supervisor addressed.

Tests, progress reports and final passing grade, and student Michael Green Realty & Investments addressed.

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?

NA

External Accountability - 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 2013-2014 EOP&S/CARE program is due on November 15, 2013 for review and approval by state chancellor’s office.

Respondent: Marcella Lozano

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. A second advisory meeting per year will be scheduled to meet once in December and once in April.

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:
  - Online Counseling
  - Online EOP&S/CARE Applications
  - Skype Meetings with students
  - Online EOP&S/CARE Orientations
- The anticipated demographic needs of the community appears to be growing in Latino and Armenian populations.

**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

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**Self-Assessment: Challenges, Opportunities & Strategies**

A. 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.

We are really hoping that the student services building project is completed in Spring 2015. Currently, our program has outgrown our current office space. As our continues to grow, the need for space is essential to successfully work efficiency in assisting students and staying in compliance with fire codes and ADA codes.

Our future plans have been re-energized with the categorical funds being partly re-established in the year 2013-2014. As a result, our plans for the coming years (93) are:

2013-2014:  
* Recruit additional students to increase the number of students we serve to 800 students.  
* To regain the 1.0 FTE Counselor

As we increase the number of students in the program we will need at least 1 full-time EOP&S Counselor position to replace a retirement and hire Career Guidance Counseling Assistants (CGCAs) in order to provide quality service to students, especially in the areas of transfer to universities.

The program continues to progress towards regaining the number of students it had in the previous years to 40% budget cuts.

B. Identify unit strengths and recommendations to strengthen existing unit programs.

The program continues to assist students “above and beyond” as stated in the State Title V Regulations.

Our focus continues to be in improving how we assist students. One of our goals is to complete our program application to be on-line.

Another focus is to increase accessibility to counseling in efforts to assist students to obtain their AA degree and transfer to universities.

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**Supplemental Material**

**Supplemental Files**

**Supplemental Materials:**

(No Supplemental File(s)).

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**Objectives & Resources**

**Objective**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Increase LAMC faculty/staff awareness of EOPS/CARE services (2014-2015)</th>
<th>Priority: Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Str Goal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Related Goal Areas:</td>
<td>1. Expand Access and Prepare Students for Success</td>
<td></td>
</tr>
<tr>
<td>Individual(s) Responsible:</td>
<td>Ludi Villegas-Vidal</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>9/1/2014 - 6/1/2016</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Develop a workshop for faculty and staff that will provide information about EOPS/CARE so that referrals can be made when appropriate and so that faculty/staff are aware of the ways they can interface with EOPS/CARE to help facilitate student success.</td>
<td></td>
</tr>
</tbody>
</table>
Objective

**Objective 2:** Increase the support of the day-to-day operation of the program. (2014-2015) (Priority: High)

**Previous Set Goal:**
1. Expand Access and Prepare Students for Success
2. Improve Quality of Educational Programs and Services to Increase Student Success

**New Related Goal Areas:**
3. Anticipated technological trends

**Individual(s) Responsible:**
Ludi Villegas-Vidal

**Period:**
7/1/2014 - 6/1/2015

**Activity:**
Post and fill the Student Services Assistant position, which will provide support to the EOP&S/CARE Director with managing the day-to-day operations of the program.

**Expected Outcome and Meas:**
A full-time Student Services Assistant will be hired to fill the position that was vacated in May 2014. The efficiency/effectiveness of managing the activities of the program will be increased as a result of hiring a Students Services Assistant. Areas that will be improved include: the scheduling and coordinating of outreach, and data collection, including analysis of student satisfaction data and program success.

**Priority:**
High (Additional program support is necessary to ensure that important program objectives are being met.)

**Assessment:**
InProgress

**Resource**

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Anticipated Total Cost</td>
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</tr>
<tr>
<td>Contact Person</td>
<td>Ludi Villegas-Vidal</td>
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<tr>
<td>Description of Item</td>
<td>Requesting funds from Program 100 as this will assist the administrator's position. The Dean of Student Services has not had an assistant while overseeing the following areas: Counseling, DSP&amp;S, EOP&amp;S/CARE, Student Discipline, Student Complaints and various Student Services duties as assigned.</td>
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<tr>
<td>Type</td>
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<tr>
<td>Resource Priority</td>
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<tr>
<td>Status</td>
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</table>

Objective

**Objective 3:** Increase counseling services to support student success (2014-2015) (Priority: Critical)

**Previous Set Goal:**
1. Expand Access

**New Related Goal Areas:**
3. Improve Quality of Educational Programs and Services to Increase Student Success

**Individual(s) Responsible:**
Ludi Villegas-Vidal

**Period:**
7/1/2014 - 6/1/2015

**Activity:**
Post and fill the replacement counselor position, which will assist students in decisions regarding academic planning and completion of a comprehensive student educational plan and encourage students to transfer to Universities.

**Expected Outcome and Meas:**
A 1.0 FTE “D-Basis” counselor will be hired to fill the vacant position which dates back to 2009. Additional counseling services will be offered which will afford students the support they need to be successful in completing their academic endeavors. Students requiring counseling support will be able to access appointments more readily and get the information they need to complete certificate, degree and/or transfer requirements.

**Priority:**
Critical (Back-filling the counseling position that has been vacant for 5 years will increase counseling services to better meet the demands.)

**Assessment:**
InProgress

**Resource**

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<tr>
<th>Resource Requested</th>
<th>Personnel/Regular (2013-2014) (Quantity: 1 FTE)</th>
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<td>Description of Item</td>
<td>This position is a request to fill a vacant “D-Basis” position left unfilled by an EOP&amp;S/CARE Counselor, Ms. Joanne Kalter-Flink, who retired in 2009. Requesting from program 100 to ensure student retention and success.</td>
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<tr>
<td>Type</td>
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<td>Resource Priority</td>
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**2013-2014 EOPS/CARE Funding Resources**

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<tr>
<th>Category</th>
<th>FTE M4090A/Categorical</th>
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<th>M4090A/Categorical</th>
<th>10487&amp;20487/10869&amp;20869</th>
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<td>$339,054</td>
<td>$1,014,558</td>
<td>$1,014,558</td>
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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 targets 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**

#### Recommendations

**Validation Review**

Overall Evaluation:

#### Submit Program Review

Thank you for your participation in the Unit Assessment process.

Unit Assessment Completed by: **Ludi Villegas-Marcella Lozano** 11/25/2013 6:32:00 PM

[Save & Continue Later]

[Save & Submit Assessment]