Validation Review Recommendations & Responses

Commendations

No Commendations Have Been Made.

Recommendations

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</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>
<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>
<td>InProgress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</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>
<td>The EOP&amp;S Advisory Committee meets once a year per Title V EOP&amp;S Regulations.</td>
<td>InProgress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</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. New SAO’s have been identified and include percentages and measurable outcomes.</td>
<td>InProgress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Recommendation</th>
<th>Response</th>
<th>Response Update</th>
<th>Status</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. The response to the recommendation indicates the additional campus and community outreach activities that EOP&amp;S staff participate in.</td>
<td>InProgress</td>
<td></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:

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

The counseling component is the backbone of this program. Providing access to quality counseling is essential to helping student retention, graduation, and transfer rates. Program 100 funding is needed to bolster counseling services as demand grows.

Respondent: Adriana Zakher

**Unit Review - Services & Hours of Operation**

**Program Services & Hours of Operation**

Location, days/hours:

The EOP&S/CARE OFFICE is located in the Instructional and Student Service Building adjacent to the Financial Aid Office. Office hours are: Monday and Thursday: 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:30 p.m., Tuesday and Wednesday: 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 7:00 p.m., Friday: 8:00 a.m. to 12:00 p.m.

Respondent: Adriana Zakher

Services offered during last cycle:

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

2014-2015

EOP&S: 597 LAMC: 11,150
Female: 597 (72.1%) 6,717 (60.2%)  
Male: 232 (27.9%) 4,433 (39.8%)

EOP&S/CARE serves a higher percentage of females and lower percentage of males compared to the LAMC general student population.

**ETHNICITY:** (Percentages rounded)

EOP&S/CARE (14-15) LAMC (14-15)  
American Indian: 5 (0.6%) 16 (0.14%)  
Asian 38 (4.5%) 0 (0%)  
Filipino 2 (0.24%) 0 (0%)  
Hispanic 585 (60.9%) 8,586 (77%)  
Pacific Islander 0 (0%) 956 (9%)  
Two or more races 78 (9.4%) 168 (1.5%)
There are proportionately more Asian, White Non-Hispanic, and Unknown EOP&S participants in comparison with campus-wide enrollment, and proportionately fewer Filipino and Hispanic EOP&S/CARE participants in comparison with campus-wide enrollment. EOP&S/CARE may target these ethnicities in recruitment efforts.

EOP&S participants by age: (percentages rounded)

- White Non-Hispanic: 140 (16.9%) 1,225 (11%)
- Declined to state: 36 (4.3%) 237 (2.1%)
- Total: 829 (100%) 11,150 (100%)

Worth noting is the significantly higher percentage of EOP&S/CARE participants 40+ years of age (38% of male participants and 38% of female participants) while only 4% of female LAMC students and 10% of male LAMC students are 40+ years of age.

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>
<tr>
<td>Rotating Counselor</td>
<td>EOP&amp;S/CARE Hly Counselor</td>
<td>.11</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>
</tbody>
</table>

Student Workers

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Hours/Week</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mireyda Munguia</td>
<td>Tutor</td>
<td>25</td>
<td>Rem</td>
</tr>
<tr>
<td>Helin Pourmanafy</td>
<td>Tutor</td>
<td>25</td>
<td>Rem</td>
</tr>
<tr>
<td>Fabiola Gonzalez</td>
<td>Student Worker</td>
<td>25</td>
<td>Rem</td>
</tr>
<tr>
<td>Eva Navarro</td>
<td>Student Aid</td>
<td>20</td>
<td>Rem</td>
</tr>
<tr>
<td>Jacqueline Espinoza</td>
<td>Carrier Guidance Counselor</td>
<td>9</td>
<td>Rem</td>
</tr>
<tr>
<td>Jesus Salas Resendez</td>
<td>Program Assistant</td>
<td>25</td>
<td>Rem</td>
</tr>
<tr>
<td>Marco Antonio Araujo</td>
<td>Student Aid</td>
<td>25</td>
<td>Rem</td>
</tr>
<tr>
<td>Carolin Alexander</td>
<td>Program Assistant</td>
<td>20</td>
<td>Rem</td>
</tr>
<tr>
<td>Marcelo Rodriguez</td>
<td>Carrier Guidance Counselor</td>
<td>10</td>
<td>Rem</td>
</tr>
<tr>
<td>Johana Melgar Garcia</td>
<td>Student Worker</td>
<td>20</td>
<td>Rem</td>
</tr>
</tbody>
</table>

Projections

Projected Retirements:

- None

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

- No

1. We project that a minimum of 3.0 FTE counselors will be needed to meet the demands of serving 800-1000 EOP&S students that require a minimum of three counseling contacts each semester (See Planning Assumptions: Expected Demand section).

2. Due to the classified Student Services Assistant transferring to another LACCD campus, an additional 1.0 FTE Classified position is needed to improve, oversee, and coordinate tutoring, outreach and recruitment, and to provide “over and above” student support services as specified in the Title V EOP&S/CARE guidelines.

Respondent: Adriana Zakher

Unit Review - Program Outreach
Successful completion of math courses will permit students to progress in their educational endeavors.

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

EOP&S/CARE maintains an advisory board committee that meets annually.

The EOP&S/CARE Advisory Board Committee is charged with the task of bringing together LAMC students, faculty, staff and members of the local community to discuss ways to assist students participating in EOP&S/CARE. (See External Accountability - Advisory Oversight Committee section for a list of the committee members).

A 2014-2015 EOP&S/CARE Advisory Board Committee was held on Thursday, February 19, 2015.

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

EOP&S/CARE has ongoing collaboration with the following campus programs and departments: the Admissions and Records Office to coordinate priority registration, Financial Aid to coordinate the awarding of cash/book vouchers to students, Bookstore to coordinate book vouchers for students, the Business Office to coordinate Meal Voucher Payments for CARE students, Counseling to coordinate referrals for career students and college-wide orientations, the Transfer Center to assist the transfer center with Transfer Day, CalWORKs to assist and counsel mutual students, and Disabled Students Programs & Services (DSPS) to assist and counsel students with disabilities who participate in both programs.

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

EOP&S/CARE visited local high school sites (San Fernando High School and Vaughn High School) to recruit new students. EOP&S/CARE has participated in meetings with Cal State Northridge (CSUN) to discuss the coordination of transfer service efforts for EOP&S/CARE students who want to attend CSUN. In addition, EOP&S/CARE participates in college-wide recruitment efforts including: High School Senior Day, College Awareness Day, CASH for College Day, Veteran's Company, Career Day, Transfer Fair, Graduation, and Honors Awards.

Respondent: Ludi Villegas-Vidal

Unit Effectiveness - Quality & Accessibility of Services

To access survey data, click here.

Student Satisfaction Survey

Survey Name: LAMC Student Survey

Results from the LAMC Fall 2013 Student Survey indicated that the number of students that were either satisfied or very satisfied with EOP&S/CARE services (N=248) outnumbered those who were either dissatisfied or very dissatisfied (N=32) by a factor of 8. However, 97 self-identified users of EOP&S/CARE services were dissatisfied with one or more aspects of those services, most commonly hours of operation (N=31), location (N=22) and waiting times (N=21), followed by clarity of information provided (N=16) and friendliness of staff (N=15).

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

In the Fall 2013 survey, students indicated that they were dissatisfied with the hours of operation. In response to this feedback, EOP&S/CARE resolved this by offering additional office hours in the evening. The EOP&S/CARE office is now open Tuesdays and Wednesdays from 8:00am to 7:00pm. Concerns regarding the clarity of information provided and the friendliness of the staff were addressed at an EOP&S/CARE meeting. It was suggested that staff receive additional training in the areas of customer service and EOP&S/CARE policies and procedures.

Respondent: Adriana Zakher

Faculty/Staff Program Assessment Survey

Survey Name: Staff Survey

Survey: All staff members answered that they use the TITLE V EOP&S Implementing Guidelines, and ask 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 EOP&S/CARE Director. Staff also indicated issues are documented in students' files as soon as they occur and that all personnel are made aware of important issues. Staff reported that they appreciate regularly scheduled meetings to provide new information and to keep everyone up to date.

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

Based on the feedback from the staff, meetings will be held more frequently to keep everyone apprised of the key issues impacting the program.

Unit Effectiveness - SLOs

Student Service Area Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Outcome</td>
<td>The number of students at risk of being placed on probation (GPA below 2.0) will decrease.</td>
</tr>
<tr>
<td>2) Related ILO</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>3) Contribution of SAO to Student Learning</td>
<td>Students maintaining a GPA above 2.0 will not be placed on probation and they will have increased opportunities to meet their educational objectives including obtaining a certificate and/or degree.</td>
</tr>
</tbody>
</table>
Upon review of the assessment results in Fall 2014, an implementation/response plan will be developed.

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

The need for additional counseling services should be emphasized.

A substantial proportion of participants in the pilot "EOP&S/CARE Transition Referral Program" will go on to graduate.

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

Students who demonstrate knowledge of requirements for stated educational goals are also obtaining information that will facilitate their movement toward educational/career objectives.

Students receiving their participation limit that are to be exited from the EOP&S/CARE program will participate in a pilot "EOP&S/CARE Transition Referral Program" in collaboration with the general counseling department. The General Counseling department will track identified "EOP&S/CARE Exit" referral students and will report back to Dean of Student Services at the end of each semester. Follow-up data will also be gathered to assess percentage of successful goal completion of "exited" EOP&S Students. Criterion: After meeting with counselors in both departments, at least 20% of the "exited" students will obtain an associate's degree. A baseline will be established in AY 2013-2014 to determine future criterion levels.

By hiring additional math tutors, fifty percent of students tutored will demonstrate an improved understanding of math skills and will complete their math courses with a passing grade.

Successful completion of math courses will permit students to progress in their educational endeavors.

Results will be summarized in the Fall 2014 semester.

The implementation plan will go into effect the fall 2014 semester and re-evaluation will take place following the next assessment in fall 2015.

The response to the recommendation indicates the additional campus and community outreach activities that EOP&S staff participate in.

The EOP&S Advisory Committee meets once a year per Title V EOP&S Regulations.

The EOP&S/CARE Transition Referral Program will be continued in Fall 2015.
**Professional Development**

<table>
<thead>
<tr>
<th>Name/Status</th>
<th>Activities</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Raskin</td>
<td>Conferences Campus-Wide Committees</td>
<td>Provides technical support to EOP&amp;S and CARE. Develops and maintains internal database and inputs and monitors MIS data. Develops and implements forms for data collection. Collects/maintains relevant data on services provided to students. Monitors students for continual eligibility and retention purposes.</td>
</tr>
<tr>
<td></td>
<td>Other (Specify)</td>
<td></td>
</tr>
<tr>
<td>Adriana Zakher</td>
<td>Conferences Campus-Wide Committees</td>
<td>Provides secretarial support to EOP&amp;S Director. Maintains filing system and provides routine office functions. Review EOP&amp;S applications, BOGPW eligibility and other relevant documentation in determining student program eligibility per Title V specification. Review all CARE applications to determine CARE eligibility. Verifies EOP&amp;S eligibility. Participates in EOP&amp;S/CARE staff meetings. Serves on campus shared governance committees representing EOP&amp;S/CARE staff perspective. Assists the EOP&amp;S/CARE Director and staff in the development and implementation of multicultural activities for EOP&amp;S/CARE students. Assists the EOP&amp;S/CARE Director and staff in the development and implementation of Academic Recognition Awards Banquet.</td>
</tr>
<tr>
<td></td>
<td>Other (Specify)</td>
<td></td>
</tr>
<tr>
<td>Ludi Villegas-Vidal</td>
<td>Conferences Campus-Wide Committees</td>
<td>Focus is on providing Transfer rates for EOP&amp;S/CARE students to four-year universities. Provides counseling services to EOP&amp;S/CARE eligible students including academic, career, and personal advisement. Provides transfer assistance to EOP&amp;S/CARE students in including completing four year university applications, fee waivers, letters of recommendation, field trips and special seminars. Participates in presentations at local community high schools and community events. Follow up with students and university personnel to facilitate transfer experience.</td>
</tr>
<tr>
<td></td>
<td>Other (Specify)</td>
<td></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.

New, continuing and other staff, and Part Time Counselors need training in LACCD practices and procedures. Counselors need 3SP Training, and training on the S255 screen on DEC to document the Counseling student contacts.

Keep staff updated and trained on new software and aware of newly available software. Classified staff needs additional customer service training and training in the SAP Program that is used by LACCD. The training schedule will be provided by the District and relevant training will be sought for staff.

Respondent: Adriana Zakher

**Unit Effectiveness - 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 designated area is needed to provide one-on-one tutoring services for EOP&S/CARE students. Currently, tutors use any available space such as the small Student Services Conference Room or cubicles if they are 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 counselors’ offices.
4. A storage area is needed in order to place recruitment items, such as backpacks, in a location outside of the general office space. This will make the site more aesthetically appealing and more functional in terms of the ease with which individuals can move through the space.

A place for locked book cases is needed.

Does the program regularly utilize general campus facilities? Are they available and adequate?

Yes, campus facilities are generally available and EOP&S staff can reserve classrooms for program orientations and office meetings if necessary.

Plant facilities services can be difficult to access in a timely manner. For example, if items are requested to be hung or moved, it can take months.

Respondent: Ludi Villegas-Vidal

**External Accountability - Advisory/Oversight Committee**

Page Description
Relevant Advisory Group recommendations

The Fall 2014 data showed an average of forty

The implementation plan will go into effect the fall 2014 semester and re

Dean of Student Services
Admissions Evaluator
EOP&S/CARE

Successful completion of math courses will permit students to progress in their educational endeavors.

However, 97 self

Field Representative

$L0

Requesting from program 100 to ensure student retention and success.

Results will be summarized in the fall 2014 semester.

The program’s accreditation status was approved at that

The EOP&S/CARE program went through a review by the state chancellor’s office on November 15, 2013. The program’s accreditation status was approved at that time.

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 EOP&S/CARE program went through a review by the state chancellor’s office on November 15, 2013. The program’s accreditation status was approved at that time.
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.

In the most recent accreditation evaluation findings, the EOP&S/CARE program was cited for having insufficient eligibility documentation in a minimal number of files. The corrective action plan included training “on the common system established to improve documentation of the student files.”

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 grow to about 1300 students within the next six years. As the number of students served increases, funding is expected to increase as well. Our technological trend should include: on-line counseling, on-line EOP&S/CARE applications, on-line EOP&S/CARE orientations, and skype meetings with students. The anticipated demographic trends in the community include growing Latino and Armenian populations.

Staffing Demands: To accommodate our anticipated growth, we will need to hire the following additional personnel

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

Self-Assessment: Challenges, Opportunities & Strategies

A. Please present the unit’s analysis of the challenges the unit 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 EOP&S/CARE continues to grow, space is essential to maintain work efficiency in assisting students and stay 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 are:

2014-2015
1. Recruit additional students to increase the number of students we serve to 800.
2. Fill the vacant 1.0 FTE “D-Basis” Counselor position

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 (CGCA’s) 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 served prior to the 40% budget cut in 2009.

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 on improving how we assist students. One of our goals is to complete our on-line program application.

Another focus is to increase accessibility to counseling, particularly to assist students to obtain their associate’s degree and/or transfer to 4 year colleges/universities.

Supplemental Material

Supplemental Files

No Supplemental File(s).

Objectives & Resources
Objective

Objective 1: Increase LAMC faculty/staff awareness of EOP/S/CARE services (2014-2015) (Priority: Low)

Previous Set Goal:

New Related Goal Areas:

1. Expand Access and Prepare Students for Success

Individual(s) Responsible: Ludi Villegas-Vidal

Period: 9/1/2014 - 6/1/2016

Activity: Develop a workshop for faculty and staff that will provide information about EOP/S/CARE so that referrals can be made when appropriate and so that faculty/staff are aware of the ways they can interface with EOP/S/CARE to help facilitate student success.

Expected Outcome and Measures: The expected outcome is for a workshop to be offered to faculty and staff that will provide information that will lead to an increase in the number of referrals to the EOP/S/CARE program. The measure will simply be the workshop being conducted and documented as such (i.e., agenda and sign-up sheet).

Priority: Low (Staff resources are limited at this time so the development of a workshop is considered a low priority.)

Assessment:

Status: InProgress

Objective

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

Previous Set Goal:

New Related Goal Areas:

1. Expand Access and Prepare Students for Success
3. Improve Quality of Educational Programs and Services to Increase Student Success

Individual(s) Responsible: Ludi Villegas-Vidal

Period: 7/1/2014 - 6/1/2030

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 Measures: 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 Student 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:

Status: InProgress

Resource


Anticipated Total Cost: $53,082

Contact Person: Ludi Villegas-Vidal

Description of Item: 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&S, EOP&S/CARE, Student Discipline, Student Complaints and various Student Services duties as assigned.

Type: Ongoing

Resource Priority: Critical

Status: PendingFunding

Objective

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

Previous Set Goal: 1. Expand Access

New Related Goal Areas:

1. Expand Access and Prepare Students for Success
3. Improve Quality of Educational Programs and Services to Increase Student Success

Individual(s) Responsible: Ludi Villegas-Vidal

Period: 7/1/2014 - 6/1/2030

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 Measures: 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:

Status: InProgress

Resource


Anticipated Total Cost: $75,000

Contact Person: Ludi Villegas-Vidal

Description of Item: This position is a request to fill a vacant “D-Basis” position left unfilled by an EOP&S/CARE Counselor, Ms. Joanne Kalter-Flink, who retired in 2009. Requesting from program 100 to ensure student retention and success.

Type: Ongoing

Resource Priority: High

Status: PendingFunding

2014-2015 EOPS/CARE Funding Resources
Planning of this year’s current Advisory Board Meeting is being scheduled
Pending Funding.
Tutoring is mainly provided for
18
EOP&S/CARE Counselor/Assistant Director
and adequate?
The number of workshops is dependent upon the budget.

$53,082
Job Title
The need for additional counseling services has been addressed in the “Program Mission” and “Added Objectives & Resources” sections.
InProgress
The response to the recommendation indicates the additional campus and community outreach activities that EOP&S staff participate in.
On
Remove
0.0
Fall 2015
Comments
College Representative
InProgress
On
Los Angeles Mission College
Remove
-
Specifics are needed other than participation in High School Senior Day and College Awareness.
PersonnelRegular
-
Field Representative
18
Remove
.11
Year
Title
Year
unit during the next 3 year period. Include assumptions for at least the
-
However, we continue to
On
Fidel Ramirez
0
Carrer Guidance Counselor
2.0
-
Type

2015-2016 Active Resource Summary

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<tr>
<th>Category</th>
<th>FTE</th>
<th>On-Going Requests</th>
<th>One-Time Requests</th>
<th>Total Cost</th>
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<tr>
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<td>2</td>
<td>0</td>
<td>$128,082</td>
</tr>
</tbody>
</table>

Final Summary

Based on your program review, summarize:

Program Strengths - What is your program doing well?

Our program strengths have been demonstrated by the positive outcome of the number of students obtaining their associate’s degree and or transferring to a University. This year 60 EOP&S/CARE students received associate’s degrees. The EOP&S/CARE students are among the students with the highest grades when compared to the entire college population. The EOP&S/CARE program is proud to acknowledge that one of its students, Anahid Abrahamian was the Salutatorian, representing the entire graduating class with honors. Summa Cum Laude graduates (3.9 to 4.0 grade point average – gold cord) included Kim Ngor T Le and Anahid Abrahamian, Cum Laude graduates (3.3 to 3.69 grade point average - white cord) included Anet Shamonldian, Zohra Bilar, Seki A Artounian, Alma F. Marquez, Alisa Monouchian, Karmen Yaghoubi Masili, Oksana Sementchouk, Alma F. Ascencio-Tenorio, Maris M. Gonzalez, Karine Juffayan, Adriinad Zadoorian, Kim Chi T Le, Patricia E Quiroz, Erika D Lopez, Vidal A Catzin, Armineh Zadoorian, Norma G Luz, Kimberly H Calito, Karen Contreras, and Emma I Flores. Magna Cum Laude graduates (3.7 to 3.89 grade point average – blue cord) included Rita Amiran, Joel Herrera, Grace M Lindley, Maris G. Gallardo, Karmen Khanbabaei, Victor Orozco, Doleash Young, and Rima Zamparian.

Program Weaknesses - What areas can your program improve?

There is a high demand for counseling appointments. We need additional counselors to serve students properly. EOP&S/CARE has begun to not be able to accommodate students in scheduling counseling appointments. Not having enough access to counselors to schedule appointments may impede students in applying for petitions for graduations, getting letters of recommendations for scholarships and universities, updating their educational plans, and/or addressing 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 EOP&S/CARE targets first generation, low income students.

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

EOP&S/CARE is developing an on-line application platform which will allow students to apply for the program in a more seamless fashion. The goal is to have the on-line application platform fully functional by the end of the Fall 2014 semester thereby giving students the opportunity to apply for the program on-line by Spring 2015.

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: 7/28/2014 3:18:00 PM

Save & Continue Later

Save & Submit Assessment