De Anza College
Student Services Planning and Budgeting Team (SSPBT)
2019-20 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information	
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Extended Opportunities Programs and Services	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Michele LeBleu-Burns, Marilyn Booye, Melinda Hughes	Enter the name or names of those who authored this APRU
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	Due to soaring housing costs and an increase in traffic flow and time spent on the road for students either in their personal vehicles or spent on public transit, many low-income students have chosen to attend colleges near their homes. Over the last three years the college s a whole has experienced a consistent drop in student enrollment. This impacted the number of EOPS students and is demonstrated with a consistent 12% decrease in EOPS students served over the past two years. For the 2019-2020 year to date EOPS has served 681 EOPS students and 4 CARE students. Our current goal is to reach 750 students served by the end of the 2019-2020 fiscal year or to have less than a 10% decrease to the EOPS unduplicated head count by the end of June 2020. 2016-2017 EOPS served 951 students. 2017-2018 EOPS served 836 students (12% drop from 2016-2017) 2018-2019 EOPS served 749 students (12% drop from 2017-2018)	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	The EOPS program is a California state funded program designed to provide access and support to disadvantaged students in the California Community College System. To establish eligibility to participate in the EOPS program, students must meet the following requirements: - California resident - Enrolled in at least 12 units (limited exemptions for students with a verified disability) - Have completed fewer than 105 quarter or 70 semester degree applicable units - Financially disadvantaged according to the following: (1) Receiving TANF, SSI or General Assistance; OR (2) Eligible for the Board of Governors Fee Waiver BOG-B. - Educationally disadvantaged as defined by state guidelines The CARE program is a component of EOPS that provides additional support and is designed for program participants with dependent minor children. In order to be able to participate in the CARE program, EOPS students must meet the following eligibility requirements: - must meet all EOPS eligibility requirements - be at least 18 years old	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?

		- Have at least one dependent child under the age of 14	
		- Be a single parent and the head of household as determined by the California Department of Social Services	
		- Be receiving Temporary Assistance for Needy Families (TANF) benefits	
		In addition to the programs specified, EOPS has integrated the Guardian Scholar Program (GSP) into the EOPS program. We are currently serving an additional 13 Foster Youth students through the EOPS program which affords them consistent counseling/advising services and consistent source for food and transportation support in the form of food and gas cards. In addition, EOPS has taken on the oversight of the John Burton Book Fund specifically for foster youth.	
	Part 2	**MISSION and Accreditation Standard II.B.1**	
	2a) What is the program Mission Statement?	EOPS and CARE at De Anza College are committed to assisting students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic and economic challenges. We are dedicated to working as partners with our students to ensure their college experience will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	EOPS conducts student surveys annually and administers program exit surveys to graduating and transferring EOPS students to ascertain which services were most beneficial to students and to seek suggestions for program improvement.	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.
SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. In line with the college's mission. EOPS provides comprehensive support services which supports students in their academic journey so that they can successfully complete their academic and personal goals.	Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
	Part 3	**Accreditation Standard II.B.3**	
	3a) In what ways and to what extent does the program assure equitable access for all students?	EOPS accepts students based upon state eligibility requirements as outlined in Title 5. This criterion encompasses students from many diverse backgrounds.	Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal

			demographics or background. Cite specific examples.
SS 3b) State ways and extent that program encourages personal and civic responsibility.	3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	Every student enrolled in EOPS/CARE must review and sign a Mutual Responsibility Contract, which outlines the rights and responsibilities of each participant in the program. This document includes information about the program requirements students must meet to remain in good standing and eligible for EOPS/CARE programs and services. Requiring students to complete this document reinforces the expectations the program has of all students who participate in the program and promotes the principles of personal responsibility.	Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising	3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs	EOPS provides and maintains comprehensive and intrusive advising and counseling services to all program participants. Services in this area include academic advising, career planning, transfer planning, personal counseling and referral to on and off campus resources. Counseling faculty use a rubric to evaluate and review the accuracy of the documentation and advising information in the student files. The EOPS Assistant Director/Lead Counselor reviews the files of the EOPS counselors and advisors and provides feedback. Based upon review using the rubric, the counseling component of the program develops strategies for improving the accuracy of the information in the files and provided to students during counseling appointments.	Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	The EOPS program staff is comprised of a very diverse group of individuals. Members of the staff have received training in various areas related to equity, diversity and inclusion and incorporate this training, along with their own personal lived experiences, in their interactions with students. Our team is deeply committed to providing access and support to students from every background.	Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Not Applicable	Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	EOPS program files are stored in locked file cabinets and care is taken to ensure the protection of electronic data by requiring secure passwords to gain access to student records.	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
	PART 4	Staffing	
SS 4a) Have there	4a) Have there been	Over the past few years, EOPS has utilized counseling interns to provide additional support to program	Please explain any significant

been any significant staffing changes since the last APRU?	any significant staffing changes since the last APRU?	participants. Unfortunately, we were not able to host interns this academic year due to the drastic staffing changes that will occur by the end of the academic year. Due to multiple retirements EOPS has a new Supervisor, Assistant Director, Advisor and Administrative Assistant I. The program is currently recruiting for a full-time counselor. At the beginning of the academic year, the Program Coordinator resigned and a new Program Coordinator has been hired.	changes in Classified, Faculty, and Administration positions that have occurred over the past year.
	4b) Are there any significant staffing changes that will be needed?	Yes, the program will need an additional full-time counseling position.	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).
PART 5		Facilities	
	5a) Have there been any significant facility changes since the last APRU?	EOPS was able to reclaim office space that originally belonged to EOPS and was previously given to HEFAS.	Please explain any significant changes in program facilities that have occurred over the past year.
	5b) Are there any significant facility changes that will be needed?	The current EOPS office space has been proved to be insufficient for the needs of the students who need additional space for tutoring (unable to provide due to lack of space), space for study groups (insufficient for the number of students served). Our goal is to increase the number of EOPS students served, when this happens, we will still have inadequate space to serve them properly. Replacement/upgrades to furniture and painting of employee offices and work spaces are long overdue and desperately needed.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
PART 6		Equipment	
	6a) Have there been any significant equipment changes since the last APRU?	None	Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next year?	There is a significant need for an EOPS Data Management System. This would reduce the amount of paper documents needed and would provide an instrument to instantly pull reports, notes, and other record keeping data for state reporting. It would improve the efficiency in the areas of communication to our students and assist in setting-up workshops, surveys, and having it documented all in one place. Also, EOPS will shift from leasing a copier to the new District copy and print system as early adopters.	Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)
PART 7		Operational Costs	
	7a) Have there been any significant operational cost changes since the last APRU?	None	Please explain any significant changes in program operational funding that have occurred over the past year.
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?	Due to the previous Assistant Director retiring under the Supplemental Retirement Package (SRP), the college is in danger of not its meeting required district contribution for EOPS. All SRP positions were slated to remain vacant for 3 years, but EOPS requested an exception for the EOPS Assistant Director position. The exemption was granted and the positon was filled in August of 2109. Unfortunately, we were just informed that the EOPS Counselor position has been put on hold because the EOPS funds set aside for the vacant position now must be been used to backfill the EOPS/Assistant Director position because of the SRP. As a result, the state may penalize the EOPS program/district financially for supplanting EOPS funds. The district must find a long-term, solution to fund the assistant Director position using college revenue so that the EOPS Counselor position will be restored and filled.	Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)

	PART 8	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?	None	Please explain any significant organizational alignment changes that have occurred over the past year.
	8b) Are there any significant organizational alignment changes that will be needed over the next year?	The EOPS Assistant Director, EOPS Supervisor and EOPS Services Coordinator positions that were previously needed have now been filled.	Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)
	PART 9	**Regulations/Laws/Policies**	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	None	Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.
SS 9b) State significant changes in regulations/laws/policies affecting program over next year.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?	Unknown	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)
	PART 10	**Professional Development**	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?	Conference and training attendance by EOPS and CARE staff: - Annual CCCEOPSA fall conference - Ensuring Transfer Success - Classified Staff Employee Retreat - EOPS Training Sessions by Chancellor's Office - Partners in Learning (De Anza College) - Annual NCORE conference	Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	Same as above (Item 10a) on an annual basis Training in front desk etiquette and how to handle difficult students would be beneficial for both staff and student workers.	Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
	PART 11	**Curriculum, Student Success, and Equity**	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?	Not Applicable	Please explain any significant curriculum changes that have occurred over the past year.

SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	Not Applicable				Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	Not Applicable				In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf. If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	(see table below)				The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap

Course Success-Overall	Fiscal Year	De Anza College	EOPS	Difference
Success	2018-2020	78%	84%	-6%
Non Success	2018-2020	12%	8%	4%
Withdrew	2018-2020	10%	8%	2%
Total		100%	100%	
Course Success-Targeted Groups	Fiscal Year	De Anza College	EOPS	Difference
Success	2018-2020	69%	76%	-7%
Non Success	2018-2020	18%	14%	4%
Withdrew	2018-2020	13%	10%	3%
Total		100%	100%	
Course Success-Non-Targeted Groups	Fiscal Year	De Anza College	EOPS	Difference
Success	2018-2020	83%	88%	-5%
Non Success	2018-2020	9%	6%	3%
Withdrew	2018-2020	8%	6%	2%
Total		100%	100%	

	PART 12	Other	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?	None	Please explain any other significant program changes that have occurred over the past year.
	12b) Are there any other significant issues that will affect the program over the next year?	The change in core personnel will result in a transition period that arches over the academic year and may result in the restructuring of policies and procedures.	Please identify any other anticipated issues that could affect the program over the next year.
	Part 13	Student Services Learning Outcomes and Accreditation Standard II.B.4	.
	13a) What are the current/active program outcome statements?	Outcome #1: Students will demonstrate and understand EOPS program participations requirements, policies, and procedures (revised 2.23.10) (Active) Outcome #2: Students will identify and demonstrate essential skills necessary to accomplish goals (Revised 5/17/10) (Active)	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	13b) How many SSLO/SLO statements have been assessed since the last APRU?	Outcome #1: Students will demonstrate and understand EOPS program participation requirements, policies, and procedures. Outcome #1 was assessed during Summer 2019 EOPS Orientations.	Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	We are currently reviewing and revisiting the SSLO's and are in the data gathering process and will implement starting in Fall of 2020.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	The EOPS program will conduct SLO surveys during each new EOPS Orientation and at the conclusion of each academic year. We will also continue to conduct exit surveys to gather feedback from EOPS students who graduate and transfer.	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	Part 14	APRU Summary	
	14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?	We are taking advantage of the great transition the program is under with the addition of a new Assistant Director, Supervisor, Program Coordinator, and Advisor to look at our policies and procedures with a new lens and either re-engineer or build upon past successful practices and procedures. Due to circumstances, out of the control of the program (i.e. Overall low student enrollment for the college as a whole), the EOPS student head count has been on a steady drop over the last 2-3 years. In gathering information and feedback about and from our students, were working on the following: 1. An increased focus on in reach: We are planning on going back to the grass roots of meeting students where they are at such as in class rooms, the cafeteria, tabling in the Registration and the Student Services Building (RSS. We are working on updating and developing our own recruitment events.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.

		2. A continued focus on outreach: While continuing outreach in the traditional areas we will also be going out to more non-traditional arenas such as adult education sites, juvenile detention centers, alternative high schools, continuation schools, and special programs at high schools that target underrepresented students that meet EOPS requirements etc. 3. Create an EOPS Ambassador program to help with both Outreach and in reach efforts 4. Reviewing and addressing student reporting and record-keeping processes to assist with the retention of current EOPS students.	
	Part 15	**Divisional Perspective**	
	15a) Name of the Division and the names of the programs.	Student Development Division - Extended Opportunities Programs and Services - College Life (DASB and ICC, Student ID, Eco Pass, Flea Market - Health Services (HE&W, Psych. Svcs., Clinical Svcs.) - Student Judicial Affairs - HEART (Harm Evaluation Assessment Reduction Team) - Americans with Disabilities Act (ADA) / 504 Compliance - Unlawful Harassment and Discrimination Coordination - Foster Youth	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Michele LeBleu-Burns, Dean of Student Development	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	The Student Development Division, which is comprised of Extended Opportunities Programs and Services, the Office of College Life, Health Services, Student Judicial Affairs and ADA/504, has continued to grow over the past several years as program areas have been added or developed to address the educational, social, learning and development needs of a diverse student population, by cultivating strategic partnerships with other student services and instructional departments/divisions, faculty, staff and administrators. Due to the length of tenure of the division employees, changes in the form of employee retirements will be a challenge over the next several years. In addition, declining enrollment has and will potentially have a continued negative effect on department revenues. This is specifically true for College Life, which relies on student body card sales and Flea Market revenues to support clubs and student government and the many campus programs funded by the student body senate including student tutoring, athletics, Vasconcellos Institute for Democracy in Action (VIDA) and the Honors Program to name a few. Health Services, which includes Clinical Health Services, Health Education and Wellness and Psychological Services have also seen declining revenues from the health fee as a result of the decrease of enrollment college-wide. Despite these challenges, the division has consistently provided high quality, student centered services to De Anza College students.	Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.