



# Annual Program Review 2010-2011 Student Service Programs

**Division/Service Area:**  
**Student Services/EOPS**

### Authorization

After the document is complete, it must be signed by the Manager and VP before being submitted to the Program Review Committee.

\_\_\_\_\_  
Signature of Manager

\_\_\_\_\_  
Signature of Vice President

\_\_\_\_\_  
Date Submitted to Program Review Committee

Describe the relationship of your program to the college's [Mission Statement](#): **EOPS** (Extended Opportunity Programs and Services) statewide was created to **identify students** affected by language, social, and economic handicaps and **develop services** with the provision of "facilitation of student participation in the educational pursuits of the college" (SB 164). The intent of the program is to encourage students to **achieve their educational objectives and goals**, including, but not limited to obtaining **job skills, occupational certificates, and associate degrees and transferring to four-year institutions**.

**EOPS** at **GCC** provides H.S. **outreach** to potential EOPS students to give them a sense of direction before they come to GCC and join the EOPS program. The program provides "over and above" services to program eligible students. The following is a list of **services** offered to EOPS students which are designed to address a variety of student educational and personal needs to **enhance students' chances of succeeding in higher education**: priority registration, specialized counseling (individual and group), workshops, student development classes (traditional and on-line), extra tutoring, book vouchers, money grants, emergency loans, fee waivers to cover university application fees, and work study to assist students with language, educational, and economic disadvantages gain job skills. These services have shown to help EOPS students attain their personal and educational goals successfully. Students served by the program, in spite of their educational and economic disadvantages achieve at the same or higher rates, than their non-EOPS classmates. The program closely monitors its students' success and offers preventive and corrective measures to insure student goal completion.

EOPS is designed to provide students with skills necessary for lifelong learning and for meeting personal and professional responsibilities and needs. Most recent program developments took place in the field of technology. EOPS evolves and modifies itself continuously to meet students' ever changing needs.

**CARE** (Cooperative Agencies and Resources for Education) is a supplemental component of EOPS created to provide educational support services and activities for students who are single parents, in order to educate, support and empower dependent single parents to transition from public assistance to self-sufficiency. CARE program provides special services for EOPS students

which may include: emergency loan; special workshops, additional book vouchers and school supplies, CARE money grants, MTA bus passes, gas vouchers, and meal cards.

## 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program Service/Function	Student Contacts/Services Fiscal Year			Trend
	07- 08	08- 09	09-10	
Counseling	10826	11960	11026	Increasing-decreasing
Appointments:	10823	9898	4013	Decreasing
Drop-ins	---	2062	7013	Increasing
SEP (unduplicated count)	2292	2396	2068	Increasing – decreasing
SD 100 Sections Offered:	37	34	33	Decreasing
Unduplicated number of students in class:	903	1061	979	Increasing- decreasing
Success Rate:	80%	82%	85%	Increasing
SD 141 Sections Offered:	0	5	5	Increasing- steady
Unduplicated number of students in class:	0	134	175	Increasing
Success Rate:	--	82%	85%	Increasing
<b>EOPS Program Completer Persistence Rate (fall to spring)</b>	--	90%	93%	Increasing
Mean Units: Attempted/Completed	--	12.5/10.1	12.3/10.0	Steady
Mean GPA	--	2.9	2.8	Steady
Graduation/Program Completion	137	137	144	Steady- Increasing
Certificate recipients	29	44	53	Increasing
AA/AS recipients	65/12	80/13	79/12	Increasing- decreasing
Transferred	31	72	77	Increasing
<b>Unduplicated total number of students served</b>	2292	2396	2068	Increasing- decreasing

<b>STAFFING</b>  <b>EOPS and CARE budget CARE Service/Function</b>	<b>FTE(s) Fiscal Year</b>			<b>Trend</b>
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	
Certificated (Counselors) Contract:	6.6	5.1 (retirement/ leave of absence)	4.57 (retirement/ leave of absence, release time)	Decreasing
Adjunct: (10-20/week)	3	3.5	2	Decreasing
Classified Contract:	3	2.5 (retirement)	1 (retirement/ leave of absence)	Decreasing
Hourly: varied 8-20/week	1	2	4	Increasing
<b>EOPS Budget</b>				
<b>EOPS State Allocation</b>	100%	100%	40% cut	Steady-sharp decreasing
<b>EOPS Financial Student Support</b>				
EOPS Book Service	100%	100%	77%	Steady-decreasing
EOPS Grants	100%	100%	60%	Steady-sharp decreasing
<b>CARE Budget</b>				
<b>CARE State Allocation</b>	100%	100%	40% cut	Steady-sharp decreasing
CARE Book Service	100%	100%	0%	Steady- elimination
CARE Supplies	100%	100%	0%	Steady-elimination
CARE Transportation	100%	100%	0%	Steady- elimination
CARE Grants	100%	100%	100%	Steady
CARE Meal Cards	N/A	N/A	100%	Development of a new service

1.1. Describe how these trends affect students and/or your program:

The program has seen many changes since the retirement of the program director of many years in June 2008. Two retirements in December 2008, one in counseling and one in classified followed the director's retirement. The program lost three of its most experienced employees in three of the main segments of the program. Most notable program changes, in terms of its greater impact on

students, have taken place in 2009-2010 year when the program experienced a cut of 40%. This cut was augmented to 45 % this year. In addition to the three retirements, staff took extended leave of absences, and a release time without adequate replacements. As it is shown in **Staffing**, the program went from 6.6 FTEF (07-08) of many years to 5.1 (08-09) then to 4.57 (09-10) and additional FTEFs in temporary contracts. As for classified, the retirement and temporary leave of absences were filled by hourly classified. When comparing the unduplicated total number of students served in 07-08 (when program functioned with full staff) with 09-10 (smaller staff), it is apparent that the % of students served has decreased much less (9.7%) than the % of staff (41%) due to hiring freeze, then inability to hire due to budget cuts.

In spite of these major cuts, the program has made every effort to maintain the integrity and quality of the program by offering essential services to students to ensure their educational success.

**Counseling** and **EOPS book services** were among the top priorities that required financial commitment. Although, **EOPS grant** was reduced by 40%, the book services were reduced by only about 22%.

In order to meet student demands for counseling, the delivery of counseling services were altered to include group counseling and more drop-in counseling time. The **Counseling** data above clearly indicates a 180 degree shift from **appointment** (30 min) to **drop-in** counseling (10-15 min) counseling. The program also had to reduce the number of sections offered in Student Development 100 (**SD 100**) courses to free up counselors' time for more counseling. Both courses, SD 100 (college orientation) and SD 141 (college performance/study skills) have excellent success rates that are increasing each year.

Although, due to budget cuts, and great **student completer persistence rates**, the program had to **reduce the number of students admitted beginning spring 2010**, the program is still serving over cap. The student cap is determined by the Chancellor's Office. Undeniably, it greatly impacted many students who would otherwise be eligible for the program.

All EOPS students are required to have **SEPs** (Student Educational Plan). SEP numbers in the chart above match the total number of unduplicated students per year, meaning all EOPS students have an educational plan (see 1.0 above). Initially, students are required to have a plan of at least three semesters in length. During that time, per EOPS mutual responsibility contract, students are required to take SD 100 class, where they explore their educational goals and learn to independently prepare a complete their individualized and complete SEPs to meet their educational goal: certificate, AA/AS, or transfer. The plan includes student's goal, major, and the sequential list of courses required for their program completion.

Each semester, program service technicians review students' records/files to make sure all required paperwork is up to date and that students are progressing successfully in meeting the college and program requirements. If it is determined that students have been placed on any type of probation, students are sent letters from EOPS encouraging them to schedule counseling appointments by set deadlines to discuss ways that would help students get out of probation. Students are also highly encouraged to take Student Development 141 (**SD 141**) course to improve their study skills, review and revise their SEPs based on revised goals. Although, the number of students taking SD 141 has increased by 30.5% from 08-09 to 09-10, the number of students on probation has decreased. It is most likely due to a good follow-up by the technical staff and counseling services. There is a set procedure in place as to what happens when students on probation come to see a counselor: student's educational record is reviewed, recommendations are tailor-made for each student, probation contract jointly prepared by the student, and the counselor outlines immediate steps to be taken to get out of the probation. The following is frequent in the list of recommendations: balance work/school schedule, additional tutoring, College Success workshop, SD 141 class, repetition of failed course work, petition for

higher grade, work-in progress request from each instructor, revision of the SEP and term study list, return to counselor for follow-up.

To allow the most use of their **CARE** financial support, CARE program collaborated with CalWORKs and the LA County office to make sure that all the necessary school supplies are being provided to CARE students and services are not duplicated. CARE budget was rearranged to offer only those services that the other programs did not offer to our students.

1.2. Is there any other relevant information that affects the evaluation of your program?

Although EOPS students begin primarily with basic skills courses, they complete their goals at the same rate or higher than their non-EOPS classmates. This is due, in part, to EOPS requirement of full time enrollment, program's close monitoring of students' progress, and of course, student's hard work, tenacity, and persistence. Students are notified and reminded of important college and program deadlines, and are encouraged to take advantage of all the services available to them. In response to student survey results which indicated an increased interest in use of online services, EOPS has embarked on several new projects to enhance its services and delivery methods:

- **SD 100 Online** course was developed and taught for the first time in spring 2008. Student Survey, through Survey Monkey was conducted to collect students' input on EOPS program's future development in the way of technology. More counselors were trained to teach this course and the online sections were increased.
- An **electronic Suggestion Box** was created to supplement the suggestion box available in the office, which was not being utilized. The e-Suggestion Box was placed on the EOPS website. It immediately sparked students' interest and the program received interesting student recommendations. Many program improvements have been made in response to these suggestions and comments.
- In 2008-2009 in response to students' comments in the survey, **EOPS has completely redesigned its website** to make it more attractive, user friendly, which also contains more of the essential information, i.e. counseling contact deadlines, program requirements and benefits, requirements for continued eligibility and added student services links. New **CARE** and Resource Center web pages were created for CARE students.
- In collaboration with Financial Aid Office offered **computer enhanced FAFSA completion workshops** which allows instant/online application submission
- Offered **group counseling** sessions-variety of topics
- **Piloted GCC email system** from 11-2008 to 11-2009
- Established mass communication policy for EOPS students contact: electronic communication
- Offered **Special Topic** workshops: Improving College Performance, Time management, Career Planning, Navigating On-line Classes, EOPS website and student email activation, Money Management, Student Health
- **Implemented SARS student check-in and notification system** for drop-in and appointment counseling visits. This new process has eliminated student waiting in lines for check-in at the counter, and enhanced/automated counselor notification of student's visit - winter 2009
- In response to students' request, the program made **EOPS/CARE financial award notification** for book voucher, grant and meal card notification available to students **online through MyGCC**-spring 2009

- In response to students' request, made **EOPS Electronic Book Voucher** personalized and available for printing online. **In addition to the book voucher information, the ineligibility reasons for not qualifying for book voucher or grant were also added to the EOPS/CARE financial award notification.** Having **that information and the e-book voucher**, saved students at least two hours of waiting in lines, return trips, and unlimited frustration.
  - In response to students' request, added Google Translator to all EOPS web pages (51+languages). Now, most low level ESL students can read the content of the website in their native language and understand complex terms and phrases that usually are not accessible to non-native speakers.
  - Added EOPS Twitter and CARE Twitter to EOPS and CARE home pages as a supplement to email communication for short announcements-fall 2009
  - Implemented CARE meal cards-winter 2010
  - Implemented electronic admission application-spring 2010
  - Developed and currently in the process of piloting new electronic student file system-fall 2010
- 
- In 2010-1011 EOPS has experienced an additional 5% cut for a total of 45%
  - In 2009-2010 the program was able to use a substantial carry-over amount from 2008-2009 (unfilled vacancies from retirement)
  - In 2010-2011 a very small carry-over amount from 2009-2010 has been used up with no leftovers for next year
  - Continued 40% reduction in persistence grant this year, which may be eliminated next year
  - Though the program protected book service last year, this year, the book voucher amount is sharply reduced
  - Inadequate appointment times for students
  - Shortened counseling drop-ins
  - Reduced outreach activities
  - Inadequate number of staff serving students
  - Inability to admit all eligible students

## 2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Service/Function	SAOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
1. SEP and Study List	Students will enroll in appropriate classes as stipulated in SEP/Study List	Yes	Yes	Yes	Improvement	1
2. Probation contract	Students on probation who complete probation contract with a counselor will understand the reason why they are on probation, define their probation type, and list ways to get out of the probation	Yes	Yes	Yes	Planning	1

3. Student GPA after probation contract	Students who complete probation contract with a counselor will have improved GPA	Yes	Yes	Yes	Planning	1
4. GCC student email activation and regular EOPS website visits	Requiring GCC email activation and regular EOPS website visits, while providing individualized support when needed, will help students gradually adapt to new ways of communication	Yes	Yes	Yes	Improvement	2

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

SAO number 4, for example, required two cycles. Though welcomed by majority of students who responded to the survey, those with limited or no computer skills, felt uncomfortable to begin using this form of communication. Although a detailed step-by-step instructions guide on email activation was mailed/given to students, and posted on the website, during the assessment process it became evident that students with limited computer skills needed individualized guidance and support to comply with this new requirement. In response to this need, we conducted email activation workshops; made presentations in SD 100 and 141 classes; SD instructors assigned that as homework assignment for extra points; front desk staff was assigned to answer questions and assist students with email activation process. The EOPS mutual responsibility contract has also been revised to include this requirement. Currently, most students feel very confident with the system and look forward to our email communication. It's a win-win situation. It is financially sound for the program and more accessible for students.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

SAO number 3's assessment data indicated positive outcomes: 92% of students on probation who were contacted responded and had probation contracts prepared with a counselor. 91.3% of these students have improved their GPA. 63% of these students have raised their GPA to 2.0 and above. It confirmed our belief that direct student contact with a counselor and a specific written action plan helps students improve their academic standing. This affirmation encourages us to prioritize our services and to continue using needed counseling appointment time for these valuable services. Student data consistently supports that the individual counseling and staff attention makes a great difference in students' ability to complete term classes, select appropriate courses for the following term, and to stay on track with their selected educational objectives. If the EOPS and CARE allocations don't get restored next year, the program will experience greater cuts to student services in book voucher, direct aid, and counseling. It will greatly jeopardize students' success and will have a negative impact on other support services, as the program will not be able to absorb students' counseling needs.

### 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

In response to the Chancellor's Office Review Team recommendations below, EOPS has made adjustments within its means:

**1. Ensure completion of fully documented and legible student files. Closer attention needs to be made to writing readable counselor comments:** Currently, while we're piloting EOPS e-file system the comments are being typed. This has improved the legibility problem dramatically. Various color inks are being used to flag students' special circumstances. In the e-file a flagging component has been added to flag special circumstances.

**2. Consider hiring additional staff with responsibilities for the outreach, recruitment, and activities of the CARE student population, and/or fill the vacant Program Assistant /CARE Coordinator (50% Assistant and 50% CARE Coordinator) to fulfill the volume of needs in the program:** Due to budget constraints and office space this has not been materialized to the level needed, however, an hourly clerk 8-10hrs/week is currently performing some of the duties.

**3. Develop additional SSLOs:** Developed. Refer to section 2.0

**4. Hold EOPS Advisory Committee meetings at least once per academic year as required per Title 5 Regulations.**

**5. The team further recommends that the membership of the Advisory Committee be streamlined and broadened to include not only members from education but also from private industry, government sectors, and others who could assist in transition students from education to the workforce:** The EOPS office has made a commitment to at least one meeting a year and has revised the list of members per recommendation to include members from various sectors: individuals who were invited to the Advisory Committee Meeting represented the following constituents: UCLA, CSUN EOP and CSULA EOP, Verdugo Job Placement Center, CalWORKs, California's 43<sup>rd</sup> district's Assembly, Private Engineering Firm, and GCC Student Services.

Other EOPS Program Goals:

**1. Continuously review and revise EOPS policies and procedures to keep in line with the Chancellor's Office Guidelines for EOPS and CARE based on Title 5 regulations.**

In winter 2009 and 2010, during annual EOPS retreats program policies and procedures were reviewed and revised, including a major revision to the Mutual Responsibility Contract.

2. Collaborate with other programs and services to streamline shared processes, minimize duplication, and maximize student benefits. There were many departments involved in the process of helping us update the way we provide our services. Below is a list of few. In collaboration with the:

- **CalWORKs office**, revised one of our required documents for CARE program merging information section needed for both programs to allow students to collect information from their social worker once and provide a copy to our office
- **Cafeteria**, began NEW services for CARE students-meal cards are provided to eligible students (single parents) each term
- **CSD office**, created new referral form to help both offices identify EOPS/CSD students in a timely manner to be able to provide essential services
- **Fin. Aid office**, organized and conducted computer enhanced online FAFSA application completion workshops
- **IT department**, created new web based personalized information page for students listing their EOPS and CARE award notification

- Streamlined the process of determining student eligibility, distribution and reporting of EOPS persistence grant and book voucher using electronic communication
- **Book Store**, implemented new e-book voucher
- Served more students with fewer staff members as attempts were made to preserve the service quality and the integrity of the program by offering group counseling and more drop-ins instead of appointments

**3. Utilize technology to maximize uses of limited resources, enhance delivery of student services and improve communication.**

- In addition to other traditional SD 100 courses, an **online College Orientation course** was first developed and taught in spring 2008, which continues to increase in popularity
- Updated [eops@glendale.edu](mailto:eops@glendale.edu) account to include **all staff members** to allow frequent and regular email communication with staff
- **Streamlined the process of determining student eligibility**, distribution and reporting of EOPS persistence grant and book voucher using electronic communication
- Implemented SARS, **computerized student check-in and counselor notification system** for drop-in and appointment visits
- Added **Helpful Links** to the EOPS website to direct students to all GCC student services, academic programs, graduation and transfer requirements, student activities and organizations, college catalog and schedule of classes, list of departments and divisions, places to eat and everything else that students may need while they're working on completing their educational goals.
- Added **CARE Resource Center** to the CARE web page providing wealth of information to CalWORKs recipients
- Added electronic **Suggestion Box** to the website
- Established **mass communication policy** between the office and the program students-email activation and email checking is required per revised Mutual Responsibility Contract
- Frequent **emails** and **Twitter** notifications are sent to students for **program updates** and relevant information. **Facebook** has now been added to our facets of communication. It is not designed as a forum. For now, it is there only to deliver messages.
- In lieu of mailing book vouchers to students, or having students wait in lines to pick them up, the **traditional book voucher was converted to a personalized and secure online document** printable by the student anytime from anywhere within the prescribed timeline.
- Implemented, an **electronic program admission application**-spring 2010. In the process of converting the traditional hard copy application into an online application modified the form to make it more **user friendly at both ends**: the student and the staff receiving and approving the application.
- Developed and currently piloting electronic student file system. The EOPS program is currently in the transition process of converting hard copy student files to an electronic student file system with multiple components included by not limited to: MIS data elements, front desk view for program admission purposes, counselor/staff comments section including number and type of student visits, study lists per term and more.

**4. Since the Chancellor's Office allowed EOPS to carryover unused funds from 2008-2009 to the next academic year, spend the allocation frugally to carry over funds to 2009-2010, when the budget cuts are set to take place. Do the same, if possible, for the following year.**

Monies were saved from unfilled vacancies due to retirement, fewer supplies were purchased, and the annual EOPS Student Achievement Recognition Ceremony Dinner honoring transferees, graduates, and certificate recipients was modified to reduce expenses.

**5. Maintain the same level of student services as we experience reduced staff time, while attempts are made to preserve the service quality and the integrity of the program. EOPS requires three counseling visits per student/per semester and one counseling visit/per short term. On the average, students make 4.5 visits per semester.** To meet this goal, following modifications were made to the traditional way of providing counseling services: offered group counseling and workshop sessions; increased counseling time by adding more drop-ins while reducing appointments; when possible, the program deadlines were extended to give students additional time to meet with their counselors; cancelled several SD100 course sections to increase counseling time, reduced HS outreach activities, combined completion of Fin. Aid contract and EOPS waiver functions to save time, reduced number of students admitted beginning spring 2010.

3.2. What measurable outcomes were achieved due to the actions completed?

The collaborative efforts with other programs and agencies, and increased use of technology improved student services and minimized long waits previously experienced by students.

- **Minimized duplication of services**, i.e. LA County provides school supplies to self-initiated CalWORKs recipients the CARE students- the service eliminated by the CARE program
- New, **needed services were added** to the program - CARE meal cards
- The program **saved thousands of dollars** by minimizing uses of the duplicating services for mass production of letters, now replaced with emails (estimated 10K/year)
- **Improved quality and recency of communication** with students
- **Helped students**, new to technology, learn and appreciate its uses
- With an updated all staff group email account, **achieved improved interoffice communication**
- While the EOPS and CARE programs experienced 40% cut in 2009-2010, the use of **carryover funds allowed** for sustainability of these programs with **as little impact as possible on students**.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

All the actions taken by the program have been successful in meeting their intended goals. Many actions have improved program processes which in turn improved student services. Although a lot was done to improve student services in general, increased counseling drop-in and reduced appointment times have negatively impacted students. They tend to wait longer, get more frustrated, and not be able to stay with their counselors for an extended period of time as there are other students waiting to be served

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

- Fully implement the **electronic student file system** while modifying and adding missing components as needed
- Make the EOPS **program admission application process fully online** including the following: receiving, processing and student notification.
- Develop a **Q and A section for students** to answer simple questions that may not need a person to answer. Will place it on the website to make it available to students at any time.
- Develop and teach a **hybrid Student Development 100 course** tailored to meet students' needs not met by online or traditional courses

- Develop a web page called **Student Development Resources**, where all the class materials could be made available to students online, including the SD 100 textbook titled “The Orientation Guide”.
- Revive the EOPS Newsletter in a new and improved format
- Prepare ground work for future **online counseling** to accommodate students who work full time and can’t make it to the office before the closing time
- Encourage students to experiment with **e-readers**. Pilot with the CARE group.

#### 4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP/SS SMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
Hire one 0.67% Counselor to fill the vacant position due to retirement	SMP 1.1,1.2, 1.3; 3.2, 3.5 SAO 1, 2, 3, 4	Additional counseling hours will provide for severely depleted counseling hours to meet student demands. In each counselor recommendation students do not fail to mention that EOPS needs more counselors.	If EOPS funds are not restored next year, use of unrestricted 01 funds will be required to support this position until such time when the categorical funds are restored, then EOPS will support 50% of the position as it was done in the past.
Hire one full-time Student Services Technician to fill the vacant position	SMP 1.1,1.2, 1.3; 3.1, 3.5 SAO 1, 2, 3, 4	The program will be able to provide uninterrupted quality support services by the staff fully familiar with the state and local program guidelines, who can accurately make important determinations concerning students, such as program admissions, book voucher and grant eligibility, as well as careful review of student files for student notification regarding program and academic standing.	If EOPS funds are not restored next year, use of unrestricted 01 funds will be required to support this position until such time when the categorical funds are restored, then EOPS will support 100% of the position as it was done in the past.
Fully Implement Electronic Student File System	SMP 3.1, 3.5 SAO 1, 2, 3, 4	Access to up-to-date information Increased safety Access to individual and group student data Simultaneous access of multiple users Secure and controlled access Improved data entry and accuracy Reduced data redundancy MIS data reporting component for EOPS and CARE	Continued collaborative efforts between the IT and EOPS personnel.

**2010 PROGRAM REVIEW**

Service Area:

**EOPS I: EO-1**

**Section 5.0. Resource Request**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) or SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

SMP 1.1,1.2, 1.3; 3.2, 3.5 SAO 1, 2, 3, 4

5.2. What measurable outcome will result from filling this resource request?

Improved student services through quality counseling; improved student awareness of certificate, graduation, and transfer requirements; improved student access by providing articulation information, assessment interpretation, and teaching life skills through student development courses; increased student persistence and success in completion of their educational goals through completing study lists for each term and complete educational plans for each major/goal.

5.3. Describe the resource request in detail.

One 0.67% counselor position to fill the position left vacant after counselor's retirement in December of 2008. Additional counseling hours will provide for severely depleted counseling hours to meet students' demands.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

*Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	62,000	1-67% Counselor	Additional counseling hours will provide for severely depleted counseling hours to meet student demands. In each counselor recommendation students do not fail to mention that EOPS needs more counselors. EOPS counselors also teach SD 100 and 141 courses that are in great demand, but had to be cancelled to free up counseling time.	If EOPS funding is restored 50% 03 50% 01 If the categorical funding is not restored next year, the 01 will be required to support this position until the EOPS funds are restored.
<b>Total</b>	62,000			

**2010 PROGRAM REVIEW**

**Service Area:**

**EOPS I: EO-2**

**Section 5.0. Resource Request**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) or SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

SMP 1.1,1.2, 1.3; 3.2, 3.5 SAO 1, 2, 3, 4

5.2. What measurable outcome will result from filling this resource request?

The program will be able to provide uninterrupted quality support services by the staff fully familiar with the state and local program guidelines, who can accurately make important determinations concerning students, such as program admissions, book voucher and grant eligibility, as well as careful review of student files for student notification regarding program and academic standing.

5.3. Describe the resource request in detail.

One full time Student Services Technician position left vacant after technician's retirement in December 2008.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

*Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	60,000	1-full time Student Services Technician	Current use of hourly employees is not sufficient to provide quality uninterrupted services to students. The limit of 900 hrs/year makes it very difficult to coordinate complicated office operations and student services functions. Student services technicians of this special program must be familiar with the state program guidelines. It takes a long time to learn to function in the EOPS office. The program cannot take chances to hire hourly employees and keep training and retraining every time a new person comes aboard. Following state and local program guidelines, student services technicians admit students to the program, maintain student files, contact students for missing documents (i.e. SEP, contracts), notify students of their program status, determine individual student's eligibility for book voucher and grants, notify students when on probation and when they need counseling appointments and more.	If EOPS funds are not restored next year, use of 01 funds will be required to support this position until such time when the categorical funds are restored, then EOPS program will support 100% of the position as it was done in the past.