



Annual Program Review 2012-2013 Student Services PROGRAMS

JOB PLACEMENT

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

Author: Elmira Nazaryan

Dean or Manager: Elmira Nazaryan

Date Received by Program Review: March 8, 2013

1.0. Trend Analysis

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

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
EOPS/Counseling	2011-2012	9282	MIS unduplicated headcount-1,776
EOPS/Counseling	2010-1011	8332	
EOPS/Counseling	2009-2010	11026	

STAFFING	FTEF	SSPW*	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	5.6	1	1	3	1.12	100
2008-2009	4.6	1	1	1	1.4	100
2009-2010	4.57	1	1	2	.81	70
2010-2011	5.84	1	1	2	.28	40
2011-2012	5.09	1	1	2	.22	40

*Student Services Personnel Worker

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

1. Although we have increased the counseling drop-in time overall counseling hours have decreased due to less overall counseling time available, including hourly. There is one vacancy that has not been filled. One counselor is currently on a maternity leave. This strain on the program has manifested itself into new challenges for students. Students are required to wait longer to find available counseling appointments. **Students with problems that may require immediate attention** and cannot wait for appointments, **still need** to make time and wait for a **considerable amount of time** for the same day drop-in visit **in order to see their counselor** and take care of those **immediate needs**.

2. EOPS program’s success is due to student counseling visits and staff follow up. Due to reduced classified hours less student contacting may occur, letters may not go out as frequently as the program intended or students need to ensure their success. Such services as program admissions, book voucher and grant eligibility, as well as careful review of student files for student notification regarding program and academic standing are negatively impacted due to reduced staffing.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

EOPS counselors are very active faculty members who teach, attend required meeting, and participate in committees and task forces for the benefit of the college as whole. It leaves very little time for program counseling. Even with increased drop-in time, there isn’t sufficient counseling time available. Students wait for a long time to see a counselor. More counselors are needed to support students’ counseling needs.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	Students initially undecided on a major will work closely with a counselor on major options which may include career assessment, will be able to make a more informed career decisions and educational planning early on in their educational careers.	Random sample of student data was looked at.	Majority of students who took career assessments and followed up with their counselors in EOPS has study lists with majors listed.
2011-2012	Effectiveness of EOPS online Program Admission Orientation for incoming EOPS students	Collected counselor opinions through the Survey Monkey	Overwhelming majority of counselors found the online orientation either useful or very useful for the first counseling session.
% Change			
Trend	increasing		

2.1. Please comment on the percentages above.

More SLOs are being written for the program as they guide us to look at the functions of the program and find more effective ways to perform on a day-to-day basis.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

As we first implemented the online orientation and the quiz to test students' understanding of the orientation we came across many instances where students would forget to bring their quizzes with them. Although a very useful tool, it would not play an important role in the counseling as it was intended if the student didn't have the quiz with him/her during their first counseling session. Therefore, each evening before new students' appointments we called each student reminding to bring the completed quiz with them. That has improved the process substantially.

2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	New degree or certificate development
X	Best Practices Workshops Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

At EOPS regional meetings, we have held best practices workshops to share expertise from various campuses.

Each fall and spring there are mandatory conferences and trainings for EOPS/CARE staff who then come back and share their expertise with the rest.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

The program is constantly responding to students needs:

1. When it became extremely inconvenient for students to wait in long lines to get admitted to the program, EOPS worked hard to come up with an online admission application to accept students online and communicate with students regarding their admission status and the first counseling appointment through MyGCC. Beginning fall 2011, we piloted online program admission application. Students raved about the ease of use of the application and the entire process. If needed, we also offered assistance with application completion in the office.

2. Along with Online admission, a new online program admission orientation was implemented. All students are expected to read the orientation and take the quiz before seeing their counselor for the first time and signing the Mutual Responsibility Contract.

3. In addition, we have created a component of our electronic file system for the book store so that new book voucher eligible students could be immediately identified at the book store without a need to wait a day or so for a book voucher to be uploaded.

3.2 Weaknesses

List the current weaknesses of your program

1. Since the cuts of 2009 the budget has not been restored yet and the program operates on a 55% of the budget. Student grants and book vouchers are being depleted to provide much needed counseling services.

2. As the state is looking at restoring categorical budget we need to look at restoring program services. There are still vacancies in EOPS that have not been filled, both, in classified and counseling positions. Hourly counseling positions have not come back. Student lines are long to see their counselors. The short drop-ins are not good solution for students who need to wait for a long time to see a counselor. More counseling appointments are needed.

3. Inadequate number of staff cannot serve students' needs to its fullest potential.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hire two part-time Student Services Technicians to cover morning and evening shifts.	This will allow the program to successfully serve students year around. We will be able to admit more students to the program. We will have a capability to accurately maintain, contact students for missing documents, (i.e., SEP, contracts), notify students of their program status, determine student's eligibility for book voucher and grants, and notify students when on probation and when they need counseling appointments. Student Services Technicians will be able to provide essential student support services to ensure students are actively participating in the program, thus progressing towards their educational objective: certificate; AA/AS/ and/or transfer goals.	
Hire one full-time counselor	This position will improve student services through quality counseling. It will improve student awareness of certificate, graduation and transfer requirements; it will improve student access by providing articulation information, assessment interpretation, and teaching life skills through student development courses; it will increase student persistence and success in completion of their educational plans for each major/goal.	
Adjust 67% counselor loads to 100%.	The increased counseling time will allow the program to restore more counseling hours and lost Student Development courses, with both being in demand.	

Format Rev. 9.26.12

2012 PROGRAM REVIEW

EOPS <i>FTF Counselor</i>	S:EO-1
-------------------------------------	---------------

Section 4: SSHAC REQUEST

If this is a repeat request, please list the year(s) requested: 2010, 2011

4.1 Please provide data on Student Services faculty hires during the past three years, which will include the full-time percentage of each new hire. Fall 2009: 1-67%, Spring 2010: 1-67%

- a) Current # of full-time equivalent, permanent faculty assigned to the program 5.09
- b) Current # of full-time equivalent, permanent student services personnel worker 1.00
- c) Current # of full-time equivalent, adjunct faculty assigned to the program 0.22
- d) # of full-time equivalent, permanent faculty assigned to the program in Fall 2008 4.60
(1 vacancy)
- e) # of full-time equivalent, adjunct faculty assigned to the program in Fall 2008 1.60
- f) This position is being requested because there is a vacant counseling position that was not filled.
- g) Does this position contribute to program expansion? Y X N____
If yes, please explain: Additional counseling hours will provide for severely depleted counseling hours to meet student demands. It will allow the program to admit and serve more program eligible students. EOPS counselors also teach Student Development 100 and 141 courses that in great demand, but had to be cancelled to free up counseling time. With additional counseling time, these essential courses could be reinstated.

4.2 Status of faculty with reduced or released time assignments (not included in 4.1)

Faculty Name	Release Time Position	% RT	Term of assignment

4.3 How does this assignment relate to the college’s mission statement?

According to our college’s mission statement creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner is one of our commitments. It promotes meeting students educational objective of completing a certificate, Associate degree, or transferring to a four year college. This assignment directly relates to our college’s ability to fulfill this mission statement and to provide students with those support tools that would enable them to complete their set objectives. EOPS provides support services for students who demonstrate the potential to overcome language, educational, and economic barriers to meet their educational needs in a timely manner and succeed academically.

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

One of the planning goals is to ensure that all program students have declared an educational goal and major by the end of second term. It requires counseling intervention to ensure students begin goal searching to identify their areas of interest beginning the first semester with EOPS. Our programs SAOs 1, 2, 4, 5, 6, directly involve counselors. SAO 4, for example indicated that students on probation who complete probation contract with a counselor will improved their GPA. 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. This SAO validated the importance of individual counseling appointments and preparation of probation contracts.

4.5 Describe how this position enhances student success including matriculation outcomes, if applicable.

EOPS students fall to spring persistence rate is 95.6%. This success rate is due to student counselor relationship and the program requirement of regular counseling visits. In fall 2012, 69% of EOPS students completed 12 or more units; 85% of students completed 9 or more units. In addition counselors teach SD 100 (college orientation) and SD 141 (college performance/study skills) courses that have high success rates. In these classes students learn academic success strategies and learn to prepare their educational objectives. Each term counselors work with students reviewing/revising student academic plans ensuring that students are progressing students are progressing towards their educational objectives. This position will improve student services through quality counseling; it will improve access by providing articulation information, assessment interpretation, and teaching life skills through student development courses; it will increase 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. Student Success Initiative has many recommendations that directly involve counselors some of which are as follows: 2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan; 2.4. Require students showing a lack of college readiness to participate in support resources; 2.5. Require students to declare a program of study early in their academic careers.

4.6 Are there anticipated negative impacts for not hiring this position? If so please explain.

EOPS is a state regulated program governed by Title 5, chapter 2.5 regulations. It requires that the program provide counseling services for students to maintain three counseling visits per semester, and one per intersession. Due to college-wide freeze and inability to hire, to meet students' counseling needs, the delivery of counseling services were altered to include group counseling and more drop-in counseling time. In the past, the program has augmented drop-in counseling. The counseling data in the program review document over the period of three years indicated 180 degree shift from 30 min appointments to 15 min drop-in counseling. Although a lot was done to improve EOPS student services in general, increased counseling drop-in, and reduced appointment time had a negative impact on students. They tend to wait longer, and get frustrated when they can't stay with their counselor long enough as there are other students waiting to be served. The program also had to reduce the number of sections offered in Student Development 100 courses to free up counseling time. If not hired, the program cannot sustain, the program cannot sustain the current student demand for counseling support services, student success and persistence rates will drop.

4.7 Are there any other special concerns not previously identified? If so, please explain.

EOPS counselors are very active faculty members of GCC who in addition to student counseling also teach, attend meetings, and participate in committees and task forces for the benefit of the college as a whole. It leaves insufficient time for program counseling. Even with increased drop-in time, there isn't sufficient counseling time available to serve program students effectively. Students wait for a long time to see a counselor. More counselors are needed to support students' counseling needs. The Student Success Initiative calls for more counselors to meet the student success goals set by the state.

2011 PROGRAM REVIEW

EOPS

Student Services Technician

I:EO-2

Section 4: CHAC REQUEST

If this is a repeat request, please list the year(s) requested: 2010, 2011

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

EOPS (Extended Opportunity Programs and Services) needs to fill the Student Services Technician vacancy created by the retirement in December of 2008. EOPS requests to hire two part-time, (19hrs) each, Student Services Technicians to fill the vacant position in order to cover morning and evening shifts. Student Services Technician performs and coordinates complex technical work requiring specialized knowledge of EOPS student services program, laws, and regulations. Please click on link below for detailed job description, or see next page [Student Services Technician](#).

4.2 Criteria:

- a) Are there state or federal mandates particular to this program/service? If so, please describe.

California Ed. Code, Article 8, Section 69640. Legislative findings and intent; cceops; rules and regulations; goals. It is the intend of the Legislature that the Community Colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social, and educational status. It is the intent and purpose of the Legislature in establishing the Community College Extended Opportunity Programs and Services (EOPS) to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals, including, but not limited, to obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions. EOPS is a state regulated program governed by Title 5, chapter 2.5 regulation. The goal of the EOPS at GCC is to assist low-income and educationally disadvantaged students with supplemental educational support services that will enhance their academic success. It provides supportive services to students who demonstrate the potential to succeed in higher education and offers a variety of services that may include, but are not limited to priority registration, orientation, and tutoring, counseling, instruction, development of the student educational plan, group counseling, success workshops, book service and financial assistance.

- b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

In line with state and local program guidelines and the college Mission Statement, Student Service Technicians provide essential student support services to ensure students are actively participating in the EOPS program, thus progressing towards their educational objectives: certificate, AA/AS, and/or transfer goal (SMP 1.1, 1.2, 1.3; 3.1, 3.5; SAO 1, 2, 3, 4, 5; Planning Goals 1,4,10, 13).

- c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

Our EOPS program serves far more students, than the program cap as the need is great. Even with these large numbers our students persist at a higher rate-95.6% (fall 12 to spring 2013 persistence rate). It is due to the coordinated efforts of our entire staff that includes the hourly employees, currently filling for the Student Services Technician position.

- d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

Yes. The position was earmarked to be filled 6 months after the retirement in December of 2008, however, due to college-wide freeze, as all other departments; EOPS was unable to fill the vacancy.

- e) Are there industry standards that directly relate to this position? If so, please explain.

Title 5, Article 5, Section 56260, Staffing Standards: EOPS shall be provided by certificated directors, instructors and counselors and other staff employed by the governing board of the community college district. The new Student Success Initiative requires implementation of additional student services, thus requiring more staff time.

4.3 Additional Information

- a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

These par-time positions will cover (1) morning and (1) evening shifts and will be funded 100% though the categorical program funding (EOPS). No additional resources are required.

- b) Discuss any benefits your program may have lost from not receiving this requested position.

Since this special counseling program provides direct services to students, students are directly impacted by whatever decisions are made regarding these positions. If this vacant position is lost, eligible students cannot be admitted to the program. With students' need in the program increasing and with our diminished ability to serve all the students' needs, it is close to impossible to maintain such complex services with hourly employees. Due to lack of staff time, current program students cannot receive sufficient services to meet their needs.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

Since the retirement in 2008, we had hourly employees fill in and perform the duties of the Student Services Technician. A lot of work was temporarily shifted to the remaining classified staff and much training took place to bring the hourly staff up to speed. EOPS is a complex program with many rules and regulations requiring constant training and retraining. Since hourly work is limited and temporary in nature, it is an unreliable form of service. Current use of hourly employees is not sufficient to provide quality uninterrupted services to students.

d) Describe how this position enhances student success and/or program outcomes.

To meet students' needs the office operates 5 days and 4 nights and week. Student contacts with counselors take place through the classified staff. They perform some of the most essential functions that help the program operate: Student Services Technicians admit students to the program, maintain student files, and contact students for missing documents (i.e. SEP, contracts), notify students of their program status to ensure that students are progressing successfully, determine student's eligibility for book voucher and grant, notify students when they are placed on probation, and when students need a follow-up counseling meeting; schedule counseling appointments, answer student questions in-person and on-the-phone. They establish and maintain effective relationships with students, faculty, and staff.

When the program has decided to implement electronic student file system to enhance the services, Student Services Technicians were the first ones to work on the system to pilot it for the program. They work with the system heavily using it report Matriculation data; MIS data, and most recently, when the program moved to online admissions, to determine student eligibility, admit students, schedule counseling appointments, do file checking, send letters to students and more. All these are a part of the new Student Success Initiative that intends to provide support services to students to ensure their success.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

N/A