



# 2014-15 Service Area Program Review

<b>DEPARTMENT/PROGRAM</b>	Extended Opportunity Programs & Services (EOPS)
<b>DESCRIPTION/PURPOSE</b>	<p>The mission of the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) program at Imperial Valley College shall be to supplement the regular education programs of the college to encourage the enrollment of students handicapped by language, social and economic disadvantages, and to facilitate the successful completion of these students' educational goal and objectives.</p> <p>The EOPS Program at Imperial Valley College</p>

# I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
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**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data driven assessments to measure student learning and student success.

1.1 Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.

1.2 Develop an institutional score card to assess student learning

# II. PROGRAM GOALS

## A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your



<b>3</b>	<b>PAST PROGRAM GOAL #3</b>	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013 2014 (Section II C): N/A		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met  Describe how this program goal increased student achievement and/or program effectiveness in 2014 2015: N/A		<input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

## B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. *Attach electronic excel file with graphs or trend data, do not include them in the narrative below.*

- a. **Strengths**

Discuss what you do well in your program/department.

Program success rests on two strong elements; the bond formed between the counselor and student and EOPS staff working together as a team.

EOPS counselors form a strong bond with their students thus assuring frequent communication between the counselor and student. This in turn assures the student staying on task and the counselor having knowledge of any problem or potential problem that the student may encounter. The student is also more apt to make full use of program services.

The whole of EOPS staff works as a team. Counselors will see students that are assigned to another counselor in the event that their colleague is absent, sometimes doubling their work load to ensure that the student is provided

b. Weaknesses

Discuss areas in your program/department that need improvement.

A weakness that was experienced this year was the change in staff. As of July, the program has had three different Office Assistants, this made it difficult during peak period for the program with the ending of summer school and the beginning of the new semester.

c. Opportunities

Discuss opportunities for program improvement.

The utilization of a Retention Specialist would assist students in the program by conducting study skills workshops including but not limited to:

- Financial Literacy
- How to build a better resume
- Note taking
- Time management
- Applying to UC/CSU
- Applying for financial aid
- Interviewing skills
- Adapting to the college life
- EOPS orientation
- Transfer workshops

Students would benefit from these workshops because for some of them, this is their first college experience and may need some guidance into college life and adulthood. These workshops may also be taken by students who are having difficulty with their classes and may be implemented for students who fall under academic probation. Another responsibility that the Retention Specialist would have would be to assist students in technology including but not limited to:

- Blackboard
- Starfish
- Student Email

Another service that could be provided



e. Program changes

What program changes, if any, do you expect to have a positive effect on students?

A retention specialist would have a positive effect on students because they would be able to conduct study skills workshops. These study skills workshops would assist students to transfer into adulthood and assist them in becoming responsible adults.

The addition of a full time permanent counselor would alleviate the current counselor student rate and would permit counselors to spend more time with their students.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

There is still the goal of hiring a permanent Counselor in the department as well as the Retention Specialist within this year. The program is currently contacting students via email and is currently developing social media outlets to have better contact and interaction with the students. The program is also in process of reviving the EOPS club to involve students in extracurricular activities on campus.







<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>

- 1.2    1.4
- 2 Student Learning Outcomes
  - 2.1    2.4
  - 2.2    2.5
  - 2.3    2.6
- 3 Resources
  - 3.1    3.4
  - 3.2    3.5
  - 3.3
- 4 Leadership & Governance
  -

<b>Timeline:</b>			
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>	
<input type="checkbox"/> One Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	