

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs):

Counseling ,DSP, Puente, Transfer Cener, Career Center, CalWorks, EOPS/CARE

## Report Abstract:

The Counseling, DSP, Puente, Transfer Center, Career Center, CalWorks and EOPS/CARE programs all completed program reviews for 2008-2009. A common thread was that the review process exposed success as well as areas where we need to improve. Data collection was probably the most significant area which needed improvement. SARS implementation and Banner improvements should assist all departments in improving data gathering.

Signature: Mary Gumlia Date: 5/3/10  
Faculty/Staff Representative

Signature: Erin Vain Date: 5/3/10  
Dean/Director

Signature: [Signature] Date: 5/7/10  
President, Academic Senate

Signature: [Signature] Date: 5.13.10  
Vice President

Signature: [Signature] Date: 07-13-10  
Superintendent/President

## Program Review and Analysis for Institutional Support Services

### Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) for the unit? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
CARE students will demonstrate their knowledge of the CARE Program by following their EOPS Mutual Responsibility Contract and the requirements stated on the CARE Acceptance Agreement.	CARE students will continue to receive support and services from the CARE Program.	The CARE Program will utilize information from the MIS ERP Banner System to determine if CARE numbers increased or decreased.
Increase CARE student numbers from the prior year numbers and retain eligible students.	CARE students will continue to receive support and services from the CARE Program.	Compare the number of students served in CARE from prior year to current year.

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

**Goal 2: Student Access**

- Obj. 2.1 – The number of students served
- Obj. 2.2 – Access and success of under-served population
- Obj. 2.3 – Participation rate from feeder schools
- Obj. 2.4 – Student retention and persistence

### Part II Analysis

1. **Identify and explain the trends in:**

**Enrollment** — the usual trend for the CARE Program has been that the CARE students complete and submit an Untaxable Income Form and the CARE Program Questionnaire with their EOPS Application. However during the 2009-10 academic year, the current State budget crisis, the CARE Program discontinued accepting EOPS and CARE Applications for the year. The process included collecting new EOPS and CARE applications, review the applications, move forward the EOPS Applications of the students that met the eligibility criteria, schedule EOPS orientation, EOPS counseling appointments and process the EOPS Book voucher for students to pick-up. CARE students must be determined an EOPS student, receiving cash aid from CalWORKs and demonstrate an unmet need which is determined by the Solano Community College Financial Aid Office. Other factors are considered also before packaging is determined

for each student that the student must demonstrate. If students meet all factors required, students are notified by mail or called to schedule a CARE appointment with the CARE Coordinator.

**Retention**— the retention strategy for the CARE Program for the 2009-10 academic years will include recruitment to increase the CARE Program numbers and to offer CARE Networking meetings and workshops that will be beneficial to the CARE students. The CARE Program is presently moving forward with implementing the above activities to help all CARE students.

Continuing CARE students also received back packs with essential tools to help them during the first networking activity. The CARE students also provided feedback on potential topics for the CARE workshops in the spring semester. Now that the CalWORKs Program has relocated to the EOPS/CARE Department, coordination between the two programs will provide new opportunities for both programs to move forward.

**Fill rate**— in the past, the CARE Program was required to serve 60 eligible CARE students each year, our new CARE student number (due to the budget reduction) will be 36 for the 2009-10.

**Outcomes**— CARE students will demonstrate their knowledge of the CARE Program by following their EOPS Mutual Responsibility Contract and the requirements stated on the CARE Acceptance Agreement. CARE students will receive advising, workshops and networking activities specifically designed for single parents.

CARE Program will also strive to increase the CARE student numbers during the 2009-10 academic and work to retain the students in the program with services and activities.

## Part III Conclusions and Recommendations

### 1. What are the major accomplishments of the program during the past four years?

This is a transitional year for the CARE Program due to the budget cuts from the State of California level which reduced funding sources by over 40% for 2009-10 academic year. The CARE Coordinator reviewed the reduction of resources and has determined the first priority will be focused on the continuing/returning CARE students. CARE Coordinator met with the CARE students in November workshop was entitled Networking and provided lunch for the members that attended.

The recommendations for the CARE Program will focus and provide the following during the Spring 2010 semester.

- Increase the CARE student count to the statewide level for Solano Community College with reduction to the CARE funds, were responsible for serving 60 students, the new target will be for the program to serve 36 CARE students. CARE Coordinator will be working with the CalWORKs Program and with the present EOPS Applications that have been submitted to obtain this goal.
- Also, during the 2008-09 semesters, the CARE students were given a questionnaire to complete about potential workshop topics they would be interested in during the 2009-10 academic years.

- CARE workshops:
  - Financial Aid
  - Parenting
  - Budgeting
  - Career Planning
- The EOPS/CARE counselor has been provided to top topics and will be working with the CARE Coordinator to schedule the above workshops during the Spring 2010 semester.
- During the remaining of the Spring 2010 semester, it will be imperative to focus on the needs of the CARE students and validate their EOPS status during the semester. The EOPS requirements will be enforced in order to provide services to EOPS and CARE students that are following the EOPS Mutual Responsibility Contract requirements of the programs.

**2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

In order to obtain the program goals listed above, the EOPS/CARE counselor, EOPS/CARE coordinator, and staff will be working together to obtain the goals listed above. The CARE Program will also move more to admitting eligible students into the CARE Program during the fall semesters. This will enable the program to focus on student's needs and workshops for the academic year that will help the CARE students to be more successful.

## Program Review and Analysis

### Part I Outcomes

- 1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
EOPS students must demonstrate their understanding, knowledge, and ability to follow their EOPS Mutual Responsibility Contract each semester.	EOPS student will schedule and keep their three EOPS counseling appointments each semester.	Compare prior academic semester EOPS counseling appointments with current semester.
	EOPS student will follow their individual educational plan developed by the EOPS counselor and student.	Compare current class schedule to current IEP.
	EOPS students will complete 6.0 units with a 2.0 grade point average or higher.	Compare current student history with current units completed and grade point average.
	EOPS students will return all EOPS Academic Progress Reports for each class/es they are registered during the fall and spring semester.	Compare current classes EOPS student are enrolled in with the number of Academic Progress Reports submitted.
	EOPS students will enroll during the spring, summer, and fall semester for their classes during the EOPS Priority Registration dates or prior to verification of enrollment status.	Compare registration of EOPS students with the number of EOPS students that have not registered for current semester classes.
EOPS Summer Bridge students will demonstrate their understanding of the EOPS Program and services offered to eligible students. They will also learn how to complete the following requirements to be a Solano Community College student.	Eligible EOPS students that attend the EOPS Summer Bridge will be awarded the EOPS counseling, orientation, priority registration, and the EOPS Book Voucher if they meet the educational and financial criteria of the EOPS Program.	The ERP Banner System will provide the student's registration confirmation and identify which students have completed the FASFA and BOGG Application.

- 2. The specific SCC Strategic Direction and Goal(s) supported by this program:**

**Goal 2: Student Access**

- Objective 2.1 – The number of students served
- Objective 2.2 – Access and success of under-served population
- Objective 2.3 – Participation rate from feeder schools
- Objective 2.4 – Student Retention and persistence

## Part II Analysis

### 1. Identify and explain the trends in:

**Enrollment**— In the past semesters, the trend for the new EOPS students has been to collect EOPS Applications beginning in May, review the student applications during late July. EOPS student applications that demonstrated that they met the eligibility criteria were called to schedule the EOPS orientation and EOPS counseling appointment. After the student met with the EOPS counselor and no adjustments were needed on their current class schedule, the paperwork was forwarded to the specialist to complete the EOPS book voucher paperwork. Eligible students were informed of their responsibility as an EOPS student and the services they would receive from the EOPS Program.

During the 2009-10 academic year and the current State budget crisis, the EOPS and CARE Program discontinued acceptance of EOPS Applications for the year. We collected EOPS Application beginning in May until discontinued accepting application the first week of August 2009. We estimate from May until August that we collected over 250 new students EOPS Applications. Once it was determined by the EOPS staff that we needed to post a flier regarding the program was discontinuing accepting EOPS Applications and we placed a holder on the EOPS Program website informing students the same message. Thereafter we developed an EOPS Interest Form for students interested in submitting an application to the program to complete.

The focus number one focus at the beginning of the 2009-10 academic year was to serve continuing EOPS students first. Continuing EOPS students had to demonstrate their understanding, knowledge, and ability to follow their EOPS Mutual Responsibility Contract from the Spring 2009 semester in order to receive an EOPS Book Service voucher. We provided 183 EOPS Book Service vouchers to the continuing students. EOPS served 483 students during the 2008-09 academic year and 183 EOPS returned to Solano Community College in the Fall 2009 semester.

The program decided to accept 80 new EOPS students during the Fall 2009 semester due to the allocation that the program was expected to receive. Therefore the focus was to serve 263 EOPS students for the semester, until the budget crisis was resolved and we agreed to re-evaluate how many students would be served and admitted to the program for the Spring 2010 semester.

EOPS obligation during the 2008-09 semester provided \$214,889 EOPS Book Services vouchers to students averaging \$445.00 per student. EOPS Transportation (Bus Services) cost was \$4,500 for the academic year and is based on students need. Finally, EOPS Grants were estimated to be \$5,000. During the year we served 355 female and 128 male EOPS students. The largest average age of this population was between 19-24 years averaging 250 students. There were 24 document students that petitioned to receive their certificate or degree during the academic year.

**EOPS SUMMER BRIDGE PROGRAM**—the purpose of the EOPS Summer Bridge Program is to provide high school graduates that are planning to attend Solano Community College a first hand experience of the college life and expectations. Students that registered for the EOPS Summer Bridge Program must demonstrate their understanding of the EOPS Program, how to work within the Solano Community College campus environment, college requirements, and other services offered to the participating students.

Recruitment for the EOPS Summer Bridge Program includes the EOPS counselor visiting the feeder high schools and continuation schools. Students are provided with an interest form and are later contacted by the EOPS counselor with more details about the program.

Past trends in the program have varied each year that we offered the bridge program. The program has been offered at Solano Community College, the Vallejo Center, and the Vacaville Center. We offer the EOPS Summer Bridge Program for three half days to the students that sign up for the program.

Students are provided with an EOPS Summer Bridge backpack, binder, catalog and other essential college student materials. We also provide lunch and a special graduation ceremony on the final day of the program. The bridge students also receive EOPS counseling for the semesters they are enrolled in college by the EOPS counselor.

**Retention**— Our retention strategy was for Fall 2009, was to focus on the EOPS continuing students first. The program provided assistance to the continuing EOPS students from the prior year first before admitting new EOPS students into the program. EOPS served 183 continuing EOPS students from the 2008-09 semester.

EOPS implemented a regular distribution of the EOPS Bulletin during the Fall 2009 semester to clarify the changes in the EOPS Program, student responsibility to remain in the program, and other critical information that the EOPS students need to be successful while attending Solano Community College.

The implementation of the SARs Program at Solano Community College has provided much needed data relating to the EOPS students and their status with the program. Tracking students EOPS counseling appointment status, their submission of EOPS Progress Reports and other critical documents will help the program with the necessary data for the program. Also, Banner has student information that we can obtain to verify the status of an EOPS student during the academic year.

EOPS has formulated a new working relationship with the Financial Aid Director and office staff that allows the EOPS/CARE Coordinator to obtain financial information about EOPS and CARE student's financial status prior to awarding EOPS or CARE funds. This relationship was identified under the leadership of our current Vice-President of Student Services, Dr. Lisa Waits whom envisioned more cooperative interaction between the departments and has provided guidance for the EOPS Program to evaluate whether or not continuing EOPS students are demonstrating their understanding of the program and process. The college embarked upon a need and analysis to determine the working relations between departments. This audit was completed by her request from an outside consultant; she implemented the inclusion of the EOPS/CARE Program for packaging purpose relating to EOPS and CARE funds that were disbursed to eligible students. Determining the unmet need for the EOPS students is critical due to the liability of over awarding students that did not have an unmet need. This has decreased the potential of over awarding EOPS students in a timely manner.

**EOPS Summer Bridge Program**—The students that were enrolled in the EOPS Summer Bridge Program received first hand experience and materials from the Solano Community College campus that would help them be an successful student while attending our campus. The life experience provides valuable information to the bridge students. Also, the EOPS Program provides the bridge students with lunch each day and special treats on the final day of the program.

**Fill rate**— The EOPS Program has been successful in retaining over half of the EOPS students from one semester to the next semester. Open slots will be offered to new EOPS Applications that have been submitted.

**Other Factors**—

**Outcomes**—The EOPS Program will therefore begin to provide support services to eligible EOPS students that are serious about the educational opportunities the Solano Community

College EOPS Program has to offer. We will be know as a program with standards that meet the needs of the students instead of the program that students can go to receive just books. EOPS will not be able to continue to support EOPS students that are not serious about the educational opportunities.

**2. How do the above trends relate to the factors and outcomes identified during the last review?**

At this present time, we do not believe we have sufficient information to determine the outcome of the EOPS Program.

**Part III Conclusions and Recommendations**

This was a transitional year for the EOPS Program due to the budget cuts from the State of California level which reduced our funding sources by over 40% for 2009-10 academic year. The EOPS staff reviewed the reduction of resources and developed a plan to focus on to our continuing EOPS students first. Next we reviewed the EOPS Applications that were submitted to the program in the month of May, June and July. The reductions in the funding source will require the EOPS staff to re-evaluate the delivery of services to EOPS student and prioritize our focus as a program. Retraining EOPS students that submit an EOPS Application to the enforcement of students following their EOPS Mutual Responsibility Contract is a pivotal point for the program and the delivery of services to students. As a program, we will be able to separate the EOPS student that are in compliance to their MRC from those that are not in compliance with their contract.

EOPS is more than an EOPS Book voucher for students to use and this retraining and readjustment will help the program realign it priorities in serving students are demonstrate they understand their responsibility as a member of the program.

For the 2009-10 academic semesters, the EOPS Program will focus on the (1) EOPS continuing students that are following their MRC, (2) review the new EOPS Application that have been submitted for the slots the continuing students have opened, (3) we will focus early next year to release the new EOPS Applications for the 2010-11 and reduce the number of days applications will be available, (4) recommend that we move the number of units that a new EOPS student has completed from 50.0 units to 30.0 units, (5) offer the EOPS orientation and counseling appointments one week earlier to counselor return to work for eligible students, and (6) continue to provide some key essentials for students to be successful.

*EOPS Summer Bridge Program*--The EOPS counselor and coordinator will begin early to recruit the EOPS Summer Bridge students for the 2010 summer. Re-establishing the contact relations with the feeder high schools and continuations schools will help in increasing the number of students we will serve during the bridge program. The EOPS staff will evaluate where to conduct the bridge program that meets the needs of the target population we are charged with serving.



For the 2010-11 academic year, the (1) EOPS counselor, coordinator, and peer counselors will visit several high schools during the spring 2009 semester to recruit high school students, (2) increase the number of participants in the bridge program to 25-30 students, (3) EOPS staff will recommend using one of the three Solano Community College campus that meets the needs of the target population, (4) the EOPS counselor and coordinator will team teach the program, and (5) finally, provide all assistance to qualified eligible EOPS students will receive the same level of services as the continuing EOPS student.

**1. What are the major accomplishments of the program during the past four years?**

EOPS PROGRAM -- The major accomplishments was to grow our EOPS student numbers to 500 EOPS students. As a program we served 483 during the 2008-09 academic year. Next as a program we needed to improve and address the processes for the EOPS Application and the EOPS Book Services Program. Both areas received improvement regarding the application process and the delivery of the book service voucher to the students. We modified the delivery of awarding students with an EOPS Grant to the EOPS Book Service Program. The EOPS Program moved forward with providing EOPS Book Services to all eligible EOPS students within the first three week of classes. Our EOPS dollars were moved to implement the EOPS Book Service Program to serve students up front. This modification to the EOPS Program addressed the needs of the students by providing books and bus tickets to student to help them be a successful student.

*EOPS SUMMER BRIDGE PROGRAM* – The EOPS Summer Bridge Program was implemented during the last three years. Our major accomplishment was to rebuild communications at the feeder high schools to recruit the bridge students. The EOPS Summer Bridge Program was offered at Solano Community College, the Vallejo, and the Vacaville Centers.

**2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

Since, there were not roles and responsibilities in prior year EOPS Program Review as this new focus and target, this does not apply to the current EOPS staff until after we evaluate our new goals and objectives.

PROGRAM REVIEW & ANALYSIS FOR  
INSTITUTIONAL SUPPORT SERVICES  
2009-10

EXTENDED OPPORTUNITY  
PROGRAMS and SERVICES (EOPS)

SUMMER BRIDGE PROGRAM

COOPERATIVE AGENCIES  
RESOURCES FOR EDUCATION  
(CARE)

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