Annual Update Plan 2016-2017
Student Services and related Programs of Service

Unit/Program Name: EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS)

Section I. Program Plan

Complete Table A by:

a. Briefly state goals linked to Student Services Outcomes (SSOs) first and then remaining goals based on the data in the upcoming sections. Incorporate goals from the comprehensive Program Review Self-Evaluation and the Annual Update. Identify the programs involved, whether goal are linked to an SSO improvement plan, align to a strategic planning objective. Additional goals may be added if desired.

b. Briefly describe progress on your unit goals, i.e., activity completed up to September 2015.

c. Briefly describe the anticipated measurable outcomes from the implementation of your unit goals in 2016-2017.

<table>
<thead>
<tr>
<th>Unit/Program Goal</th>
<th>List Programs Involved</th>
<th>Based on SSO Improvement Plan: Y/N Indicate which program report(s) in TracDat provides verification</th>
<th>Alignment with Educational, Technology, or Facilities Master Plan Objectives</th>
<th>Progress to Date Description of Previous or Ongoing Activities</th>
<th>Anticipated Improvements on Measurable Outcome of Unit/Program Goal</th>
<th>Additional Resources Required in 2016-2017 to accomplish unit goals</th>
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<tbody>
<tr>
<td>Improve student preparation, remediation and retention, via collaboration with Student Services Departments and Academic Affairs</td>
<td>Student Services Departments, Learning Center, Writing Center, Math Lab, Academic Programs</td>
<td>Y</td>
<td>Goal 1: Ensure</td>
<td>On going, we are always trying to improve success for low income and educationally disadvantaged students, it the mission of EOPS. EOPS continually collaborates with various departments including DSPS, Math</td>
<td>Improve student success for low income and disadvantaged students</td>
<td>Staffing Another counselor and classified is needed on the main campus and another counselor and classified is needed at South Gate. Student workers are needed as well.</td>
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For questions about the Program Review Annual Update Planning process, contact Ruben Arenas at Institutional Effectiveness and Advancement: (323) 415-4152 OR arenasr@elac.edu.
<p>| Increase the number of students that transfer to 4 year colleges and universities | Counseling, Transfer Center, and OIEA | Y | Goal 3: Enhance | Ongoing EOPS Counselors attend university conferences to better inform our students on transfer. Attendance of campus Transfer Events by EOPS Counselors. Attendance of Transfer Committee on campus by Dean of Student Services over EOPS. | Increased rates in EOPS student transfers | Staffing. Another counselor and classified is needed on the main campus and another counselor and classified is needed at South Gate. Student workers are needed as well. |
| Increase the number of students served to over 2000 per year. Provide recruitment and outreach services at the main campus and offsite | Outreach and Recruitment, New Welcome Center, Community Agencies &amp; | Y | Goal 2: Create | Ongoing. In spite of budget cuts over the past 7 years, EOPS has been able to serve about 1900 students. For the 15-16 FY, the EOPS allocation has been partially restored and is near the 2004-2005 | Exceed the 2000 student count. | Staffing. Another counselor and classified is needed in order to properly serve and appropriately address the special needs of the Foster Youth group that EOPS is now responsible for per the State. There are over 500 Foster Youth identified at ELAC and we strongly suspect that there are many more who have not self identified. This is why a team of |</p>
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<th>Collaboratives</th>
<th>funding level. However, we will now be serving the Foster Youth population that will require additional counseling and intense case management.</th>
<th>an EOPS counselor and classified is needed to be dedicated to this population primarily at the Main Campus but also at South Gate.</th>
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Section II. Program Review Response

Complete Table B by:

a. Reporting progress on program review recommendations
b. Stating the anticipated outcomes and progress to date

### TABLE B.

<table>
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<tr>
<th>Recommendation</th>
<th>Progress to Date</th>
<th>Anticipated Outcome of Unit Goal</th>
<th>Additional Resources Required in 2016-2017</th>
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<td>That the program collaborate with the Counseling Department in the implementation on SB 1456 to integrate EOPS services into the Student Success and Support Program Plan.</td>
<td>EOPS has had several meetings this past and current academic year to address the issue of ELAC students on probation. A probation workshop was designed by general counseling to assist students on academic probation. The probation workshops for EOPS were customized by adding the topic of &quot;how to right an appeal&quot; in an effort to best assist our EOPS Students. The first series of workshops were offered in Spring 2014 and the second series are currently underway during the Fall 2014 semester. All EOPS Students on probation are sent several e-mail blasts by EOPS encouraging them to attend a Probation Workshop and explaining their risk for being probation</td>
<td>Improve student success and have students no longer be on probation, thus keeping their EOPS Priority Registration. Also be helping student be more successful by providing follow up and case management. This would align with our unit goal, &quot;Improve student preparation, remediation, retention and via collaboration with Student Services Departments and Academic Affairs.</td>
<td>Full time EOPS counselor dedicated to probation issues is needed to fully develop the Student Success program in EOPS. Part of this would include probation workshops, counseling, follow up, and tracking in EOPS. A counselor dedicated to probation students who can address all of their special needs is necessary. The Student Success and Support Plan mandates that we assist our students on probation and help them become successful students. We need a counselor that will work in a prevention and intervention mode with our students that are either on probation or at risk of being on probation. Our hope is that with this counselor will obviously work with students on probation but will also be able to prevent students from...</td>
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EOPS AUP 2016-2017.docx
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<tr>
<th>Being disqualified from attending ELAC for 1 year and losing their priority registration with EOPS, in addition the EOPS Students on probation are called several times and again encouraged to attend a Probation Workshop. Workshop covers, time management, goal-setting, campus resources and other services intended to help the perform better academically. Grade improvement strategies are also reviewed. After the attendance of the workshops follow-up with these students is provided. EOPS works closely with the Counseling Department in reporting Probation Workshop attendance and progress.</th>
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<td>We are also in need of a counselor that is primarily dedicated to South Gate. The students at South Gate deserve a full time counselor who is there more than 1 day a week. Trust and rapport is very difficult to build with our students at South Gate when they know that there is an EOPS Counselor only there one day a week. Since the summer of 2014 and we have not been able to provide any EOPS Counseling at South Gate because the EOPS counselor assigned to South Gate 1 day a week was on an extended maternity leave and had complications after. This counselor is not able to go to South Gate now, due to childcare issues.</td>
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<td>That the program assess whether the allocation of counseling hours, amongst full-time versus part-time, is optimal for meeting student needs.</td>
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<td>EOPS met with OIE and it was determined that the allocation of counseling hours amongst full-time vs part-time is not sufficient. The major factor with this was a lack of funding due to the major cut of funds that EOPS experienced over the last 6 years. Currently, there is a 500 student to 1 counselor ratio. This is not sufficient to meet the needs of our students and state mandates. Additionally, counselors-student contact time has been reduced because of the additional duties that are required by the state for SSSP which include inputting and tracking into the SIS.</td>
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<tr>
<td>Would be able to better serve more students, thus meeting the goal of serving more students by hiring more hourly counselors and an additional full-time counselor dedicated primarily to South Gate</td>
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A full-time counselor at South Gate would also be able to work with CARE students (those on CalWORKs qualifying for EOPS/CARE and Foster Youth. Hourly counseling needs to be increased at the Main Campus as well so that we are providing more hours of service to students as we did 6 years ago before the budget cuts. Additionally, a classified staff member primarily dedicated to South Gate would be needed as well as student workers. The reason that EOPS Counseling has not been increased both full-time and part-time is due solely to budget. The EOPS budget could not support more positions, in fact 3 years ago I had to close a classified position due to lack of funding. Historically, we have not received very much financial assistance from the general fund for the EOPS Program even though it is a requirement by the State.
Section III. Program Description

College Mission:
East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.

Goal 3: Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

In collaboration with the District’s Mission, ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.

Please update your program description in light of the College Mission.

1. Provide any changes to your programs of study or programs of service since completion of your previous program review annual update in September 2014.
   
   EOPS will be serving the Foster Youth Population starting in the Spring of 2016 as mandated to the State Chancellors Office.

2. Describe any trends, recent events or activities that have impacted your program(s) since completion of your previous program review annual update in September 2014. Please be specific for each unit’s program.

   AB1456, Student Success Initiative, and new collaborations such as GO ELA, and Foster Youth have most impacted EOPS. The potential loss of priority registration for EOPS students on probation has meant that we are now providing more services to these students to help them in maintaining their satisfactory academic progress whether it be through workshops or individual meetings with counselors to create "Probation Workshops" this means that more counseling hours are required. Additionally, because more accurate tracking of services to students is being mandated, more work for classified has to be done.

   a. Which of these trends, events, or activities have most impacted your programs?
   An issue that will impact EOPS Students in the near future is that of maintaining a GPA of 2.0 in order to keep one's BOGG Fee Waiver and Financial Aid. This is of great concern to the EOPS/CARE Programs since one of the criteria for program admittance and continuance is qualifying for the BOGG Fee Waiver. When this takes effect, it will greatly impact our students because they will not be allowe to continue to be in the EOPS/CARE programs and therefore not be able to receive any of our services such as counseling, priority registration, tutoring, and book service. Additionally, they will not be able to receive any other form of financial aid including grants and loans. Without Financial Aid, our students will be forced to quit college.
Although we are involved in some very exciting collaborative efforts such as GOELA and a Foster Youth Advisory Committee. Staff, as well as I, am involved in many more activities for these collaborations.

Cuts to funding this past academic year continued to impact EOPS in its ability to provide more funds for book grants to our students. This is especially significant since book costs continue to increase. This is a severe hardship for our EOPS Students. If they cannot purchase their books then they cannot succeed in class.

b. What efforts have been made to address the impacts of these trends, events, or activities? 
Currently Student Services in collaboration with Academic Affairs is working on a campaign to inform students of the possible loss of BOGG Eligibility. EOPS is includint this in their customized EOPS Orientations so that new students to the program are aware of the the fact that if they lose their BOGG Status, then they will no longer be eligible for EOPS. This has huge ramifications for not only EOPS students but for the entire student population at ELAC and in the district.

c. What effect have these trends, events, or activities had on the ability of your unit to contribute to the College Mission?
In order to meet the dramatic changes that we find ourselves facing in EOPS, it is time to re-examine the organizational model to include having an Associate Dean dedicated to EOPS/CARE, more counselors and classified. All of these many changes that are occurring, as well as, the upcoming changes that we will be faced with in the near future will require a different staffing model and organizational chart.

3. If your responses to questions 1 and 2 did not describe the previous and ongoing activities in support of your unit’s goals, please provide that description below.
Section IV. Program Assessment

The College Mission has broad planning goals that are the basis for all other college planning documents and unit plans. Together these four goals provide a foundation for building a true agenda of student success.

Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

1. Evaluate your efforts to improve student-centered support services using the data profile provided by OIEA, at http://www.elac.edu/facultyStaff/oie/ataglance.htm, or other relevant data such as Point of Service survey results, or Student Service Outcome assessment results. What plans have been put in place to improve these outcomes since completion of your previous Annual Update Plan in September 2014? In particular, assess your unit’s work in the Student Success and Support Program.

We have incorporated Probation Workshops to assist students get off of probation, assist with their appeals, and prevent them from losing their priority registration. The mission of EOPS is to assist the students in any way to help them be successful and improve retention. This is done via the 3 contacts that they receive (2 with counselors, 1 progress report), tutoring, priority registration and workshops. Per State mandate, EOPS students must complete assessment and an Student Educational Plan (SEP) before they may join the program. Additionally, we inform our EOPS students if they have not completed the college orientation which will affect their priority registration. In essence, what we do with our students in EOPS is assist with them meeting the mandates of the Student Success and Support Program, thus receiving more funding for SSSP.

Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.

1. Evaluate how your unit or program contributes to the success and retention rates for different demographic groups identified in the data profile provided by OIEA, at http://www.elac.edu/facultyStaff/oie/ataglance.htm, or other relevant data such as Perkins CTE Core Indicator Reports or the attached data pack. What efforts have been planned, or have taken place, to address any inequities since completion of your Annual Update Plan in September 2014? In particular, assess your unit’s efforts that align with the college Student Equity Plan.

Equity Facilitator has been working very closely with the Dean of Student Services over EOPS in examining the Equity Data. The many of the identified groups in ELAC’s Equity analysis, are groups that EOPS currently serves. There is not much discrepancy in the retention and success rates. Overall, students in EOPS have a higher success and retention rate (85%) than the general population. EOPS will continue meeting with OIEA and the Equity Facilitator to further investigate gaps, retention and success the near future.

Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

1. The college strives to reach non-traditional students. Review the college-wide enrollment data provided by OIEA or at http://www.elac.edu/facultyStaff/oie/ataglance.htm, or the attached data pack. Additionally, assess relevant data on your unit’s services pertaining to access.
Please describe what efforts your unit has planned or taken to increase access to the college for these underrepresented groups since completion of your previous Annual Update Plan in September 2014. In particular, assess your efforts identified in the college equity plan.

EOPS is designed to assist low-income, first generation, educationally disadvantaged/basic skills, students with disabilities, foster youth, single parents. It is mandated that we do so and the EOPS Guidelines spell out the services that we must and can offer. We can only provide services to students that meet the criteria of EOPS as prescribed by the State. We have been involved in various outreach efforts with the campus including ELAC LIVE, GO ELA Partnership, Campus Events such as Job & Career Fairs, Counselor Day, High School Day to name a few. Additionally, we do presentations throughout the campus and off campus. Most recently we have developed a partnership with Homeboy Productions.
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

1. Please discuss any improvement that have been made as a result student services outcomes assessment or other data driven processes.

   Overall, we have learned that EOPS students feel that the program has been of great benefit to them. We have increased our computer lab by adding several more computers for a total of about 15 computers. Lines have been reduced when applications begin for EOPS by streamlining the process as well as lines for books by not making them come to the EOPS Office first. We continue to be open evening hours which students indicated is very helpful to them. These are only some of the improvements. We have so many success stories every year. This past year one of our former EOPS Students applied and was accepted to Graduate School. What is even more amazing is that she came to the United States about 8 years ago not speaking English and has successfully completed her Associates, Bachelors and soon her Masters Degree.

   Also discuss any plan changes.

   We will completing a Student Services Point of Service Survey in the near future in order to revisit our Student Learning Outcomes. We are currently in discussions with OIEA regarding the creation of this survey.

2. Discuss how your unit/program used any budget augmentations received in 2014-2015. Please be sure to include a short analysis of the impact of the augmentations.

   We did not receive any augmentations, EOPS is categorically funded program.

3. Please use the attached AUP Budget Augmentation form to request resources for implementing planned changes, if needed. Be prepared to describe the expected outcome of the requested resources on the augmentation form.
APPENDIX “A”

Purpose of the Program Review and Annual Update Process
The purpose of Program Review is to provide a venue through which the college can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The program review process promotes a self-reflective evaluation of programs in a manner in which faculty can identify programmatic successes within their disciplines, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success. Each unit completes an annual update of their efforts. This update is used to provide the college with an indication of improvement in student learning and the resources needs for each program. The Annual Update serves as the central planning document for requesting and prioritizing resources.

The values of program review:

- Strengthening of programs through faculty led self-evaluation and goal setting;
- Fostering inter-departmental cooperation and communication;
- Stimulating dialog on student success and programmatic improvements;
- Evaluating each programs unique contribution to the College’s Mission and Strategic Goals;
- Promotion of long-term planning focused on the use of data;
- Ensuring that curriculum and offerings meet student needs and promote student progression;
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations.
- Enhance transparency about college programs to the broader community.

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to your department. It is recommended that each department make all efforts to include all faculty, staff and administration. Each department may include additional information in their Annual Update Plan (AUP) as needed to fully describe their department. The Office of Institutional Effectiveness and Advancement is available to assist each department in their efforts to complete their AUP.

In order to streamline the submission and distribution process, the Annual Update Plan MUST be submitted by email in its original format to the Office of Institutional Effectiveness and Advancement to ensure a digital record of your completed work. No hard copies will be accepted. Please complete and submit your completed Annual Update Plan and attachments by Wednesday, September 30, 2015, 12:00 noon to Maribel Carbajal-Garcia at CarbajM@elac.edu, and ALL full-time faculty members and the adjunct representative (if applicable) in the department must be cc’ed on the email.

This document includes, the official application for the faculty Hiring Prioritization Committee and the Staff Human Resources Committee. There is a separate AUP Budget Augmentation Request form that is due September 30 with the AUP. Late or incomplete applications will not be considered for resource allocations, though update information will be allowed. There will also be a Perkins Request form. Departments will be notified regarding budget and resource requests in the spring, following receipt of budget projections from the District Office.