



## IEC Executive Summary

**Academic Year**  
**2013-2014**

Program Name: **EOPS**  
Date Reviewed: **March 2014**

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### **Major Program Goals:**

1. Increase transfer and graduation rates to catch up to the general college population
2. Increase enrollment to serve more eligible students
3. Provide over-and-above support services to empower students with economic, social and educational challenges.

### **Concerns/Trends:**

1. Transfer rate slightly lower than the rest of the college population
2. Changes for SSSP regulations and funding related to enrollment priorities and core services.
3. Security concerns
4. More students eligible than can be accepted into the program
5. Need for continued or increased access to health related information, including mental health services.

### **Plans for Addressing Concerns:**

1. Continue to enhance and revise practices for student success with intrusive counseling, progress report monitoring, follow-up with students on probation with phone calls, email, mail, face book and workshops.
2. EOPS representation on committees establishing enrollment priorities, policies and orientation. Ensure EOPS participation on the Student Equity Committee. Collect data on these new initiatives as well as changes in MIS data collection for EOPS.
3. Add alarm system to improve security
4. Coordinate health related information, including on-campus mental health services, to ensure that all EOPS students have access.

### **IEC Recommendations:**

1. Continue to focus on strategies for improving student success, and student achievement of educational goals, i.e. transfer and graduation and/or other ed plan goals.
2. Work with MIS and the Office of Institutional Research to collect data related to new regulations
3. Continue to provide EOPS representation on SSSP and student equity committees.
4. Address security concerns by installing alarm system or other security enhancements.
5. Continue to plan for increased enrollment to ensure that EOPS is ready when the funding is in place, including adding a part-time counselor to serve the off-sites.
6. Collaborate with mental health services task force to establish program for mental health counseling services.



## Self Study Summary

<b>Academic Year</b>	<b>Name of Program</b>	<b>EOPS</b>
<b>2013-2014</b>	<b>Date Reviewed</b>	<b>March 2014</b>

Extended Opportunity Programs and Services (EOPS) provides student support services to low-income educationally disadvantaged students to encourage access, graduation and transfer. The program offers a comprehensive foundation of “over and above” services that include counseling, pre-priority registration, orientation, outreach, transfer, book services, academic monitoring, computer lab, workshops, university visits and EOPS Club. Within EOPS, Cooperative Agencies Resources for Education (CARE) serves single parent cash aid recipients. A key element of the EOPS and CARE programs is the close working relationship with the counselor and the development of a multi-term education plan that guides the student to graduation and transfer. Personal encouragement and mentoring that fosters student achievement is at the heart of both programs.

State budget fluctuations greatly influenced the EOPS allocation between 2009-2013 resulting in a 40% reduction in funding. Consequently the number of students served was reduced from 555 to 367 as well as funding for books, overload counseling, grants and tutoring. In 2013-2014, EOPS received a partial restoration of funds which allowed us to increase the number students we serve to 400 as well as book vouchers, textbook lending library, supply vouchers and overload counseling. With the improvement in the state economy there is evidence that the EOPS budget will be fully restored in the future so that we may serve more students. Although staff has remained consistent, we will need to invest in a part-time counselor to better serve more students at the off-site locations. As counseling is a major component of EOPS we plan to continue to focus on increasing the rate of EOPS students graduating or transferring by 40%. Data reflects that EOPS students graduate and transfer at a slightly lower rate than the general population most likely due to the fact that students enter the program at the developmental English or Math level. Our students encounter many life challenges associated with poverty as well as work commitments.

New services include a special focus on serving foster youth. For the past three years, EOPS has been serving 30-50 foster youth annually. EOPS staff developed a foster youth website, provides outreach, orientation, follow-up and collaboration with the Gilroy and Hollister Youth Councils to coordinate services for incoming foster youth. With the passage of AB12 in 2010, foster youth may receive a housing allowance if they are in school or working. We anticipate that an increasing number of foster youth will choose to attend Gavilan in the future and EOPS is poised to assist them.

Legislation in 2012 allowed AB540 students who are undocumented to obtain services from EOPS. Staff provided outreach to this special population who do not receive financial aid and who will benefit from counseling and textbook assistance. Currently we serve 25, AB540 students and anticipate that number will increase.

EOPS staff will remain active in the “Student Well-Being Initiative”, the Mental Health Task Force and Medi-Cal Administrative Activities to address the physical and mental health needs of our low-income students. Staff has obtained training at Regional Summits through these projects on Kognito, specific mental and physical health resources and the Affordable Care Act. Improving access to health services will result in a higher retention rate as our students tend to have a higher incidence of untreated health issues.

The Student Success and Support Program will have a major impact on EOPS and Gavilan College. EOPS staff will participate on committees that will create the policies and procedures that will be implemented in the next few years such as priority registration, orientation and education planning. EOPS is the model for student success and has been providing orientation, multi-semester education plans, progress monitoring and follow-up since its inception in 1969. It will be important to accurately capture the MIS data that relates to EOPS services as we will contribute significantly to the SSSP funding formula. Changes to the BOG fee waiver may also have a great bearing on continuing EOPS students as there is a proposal to discontinue the fee waiver for students who do not make progress after two semesters. This will increase the likelihood that students who cannot afford full tuition will drop out. The overall affect on EOPS and Gavilan College enrollment will need to be considered and assessed. Data will need to be collected on these new initiatives as we go forth in creating policies for the Student Success and Support Program and the Student Equity Plan.