

Extended Opportunity Programs and Services- EOPS

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The Crystal Report shows that in the fall 2018 semester 74% of the EOPS students earned a 2.0 or better.

The Crystal Report shows that in the spring 2019 semester 75% of the EOPS students earned a 2.0 or better.

The Chancellors office data shows that EOPS students statewide have a better GPA than those that are non-EOPS.

The Chancellors office data shows that EOPS students earn more awards than non EOPS students.

DataMart statistical data shows that EOPS has been growing every year.

SARS report show that 79% of the students are in compliance with program requirements.

SARS reporting shows that 80% of the students served have developed an educational plan.

The EOPS staff reflects the ethnic makeup of the students that we serve

EOPS established the first digital educational plan at MJC.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

The CARE program has been recognized by Region V as an exemplary program.

The Bridge Program has been recognized by Region V as an exemplary program.

The EOPS office offers a variety of counseling venues: walk-ins, individual appointments, group, instructional and in fall 2019, online counseling will be available.

The three mandatory appointments allow the counselor ample time needed to create an educational plan and most importantly a connection with the student.

EOPS Counselors have created and used an educational history form as part of a holistic philosophy/ approach to counseling. This gives the counselor the opportunity to better meet the student where they are.

EOPS Counselors are involved in the different department cohorts; so, they are involved across the campus.

EOPS offers different cohort programs within EOPS: CARE, Bridge, College Readiness, and Athletics

The EOPS services and interventions model is being adopted by the California Community College system because it has proven to work.

EOPS is the original cohort model program that uses intentional efforts/services to reach and serve students.

EOPS is a model equity program

3. What do others see as the program's strengths?

The EOPS office has a rich history of empowering students with innovating and intentional services.

The EOPS office has established good working relationships in the college community in an effort to better serve our students.

The EOPS program commends academic success and highlights student achievements via the EOPS ceremony, Bridge, CARE, and College Readiness Programs.

EOPS creates a network for students that are composed of staff, faculty and student peers.

The EOPS program encourages student involvement/participation in volunteer activities on and off campus.

Community Colleges statewide view the EOPS program as a model program and have been institutionalizing our services/interventions.

The EOPS counseling faculty in the department mirrors the diversity of the students that we serve.

The EOPS program has a rich history of empowering students to continue with their educational journey.

The EOPS program has the highest alumni now working at this institution.

EOPS has collaborated with Stanislaus County /Cal Fresh to provide workshops and pre-qualify students for additional services from the county.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

SARS data indicates that 79% of the students are in compliance with the program, which is part of the learning outcome.

Internal data show that 98% of new EOPS students understand the program services. Determine by a pre and post- test.

The EOPS program has a rich history of empowering students to continue with their educational journey.

According to the state chancellors office, data concludes that poor students coming from EOPS, after graduation, still earn less than non-EOPS students.

In the fall 2019, EOPS will be working with the Career Center piloting employment services; employment skills, workshops and eventually job placement.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

The folder system to track students in EOPS is out dated and time laboring.

The data shows that 20% of the new student are removed for noncompliance.

Datatel shows that the EOPS male representation (30%) is not equitable.

The use of technology needs to improve

Additional funding needs to be structured to insure that we meet the mandated district match.

The EOPS program is staff heavy and could have a direct affect to student services in a bad budget year.

6. What disproportionate gaps need to be addressed?

The male is disproportionately underrepresented.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Better utilization of technology to modernize procedures and improve efficiency.

Ongoing training in areas such as mental health crisis and transfer.

Using technology to better improve our outreach efforts and communication with potential and current students.

To better meet students where they are, more Counselors should be trained in online counseling.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

20% of the EOPS student are out of compliance each semester.

2% of the new students taking the pre and post-test do not understand the service in the EOPS program.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Develop a work readiness cohort for students pursuing a certificate, and AS/AS degree.

Introduce an online counseling service as part of the state mandated contacts.

Expand mental health services within EOPS.

The EOPS program will be providing outreach counseling efforts to those student that meet the EOPS financial eligibility requirements to recruit and enroll student in the program.

The new funding formula lines up perfectly with the students that are served in EOPS.

Studies show that EOPS students involved with other programs do better academically than students who are not.

10. What are some industry or disciplinary trends that could enhance the program?

Possibly invite former EOPS students to share their employment journey.

EOPS Counselors should remain involved with the campus pathways to become more familiar with major and career trends.

Connect Bridge students, as pilot program, with internships through the career center.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

There are always possible changes to title V that threatens to dismantle the program.

Legislative changes such as AB 705 have a direct effect on our program and students.

The state budget is always a factor in EOPS.

Block Grant Funding would in essence dismantle the EOPS program.

The cost of text books at the MJC book store.

The lack of food options for students at MJC

The lack of transportation services to expose students to the different CSU and US campuses.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

The state Chancellors office not understanding the mission of EOPS and interpreting the regulations in a way that it affects the program.

The political climate and changes will have a direct impact in the future of undocumented EOPS students.

Multiple measures has had a direct impact on how we make EOPS students eligible for the program.

The college (s) offering of certificates that do not lead to financial independency.

The college(s) continue not offer full degrees that are online.

The college(s) continue to require textbooks that cost more that students can afford.

Data shows that non participating EOPS students are more likely to earn a living wage.

13. What other obstacles does the program face?

Multiple measures has had a direct impact on how we make EOPS student eligible for the program The lack of funds necessary to maintain the services that have become essential to student success.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Increase the number of students served	Equity	Student Support
Increase the number of students that are in compliance with the program	Programs / Services based on Scholarship of Teaching and Learning	Student Support
Continue to develop cohorts within EOPS; Workforce training, Bridge, CARE, CR, and EOPS Athletes	Innovative Education	Student Support

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Designated Counselor to do outreach educational plans/and provide multiple venues for EOPS orientations; group, individual, and online.	Goal #1	Increase the unduplicated head count for 2019-2020
Change the curriculum for Bridge to reflect the AB 705 changes	Goal #3	Reduce the number of non-degree applicable units
Outreach to EOPS students that have not made any appointments	Goal #3	Increase the number of students that are in compliance
Increase the efficiency of the EOPS department as it pertains to student services and technological systems to better track data of the program; program compliance, certification, transfer and graduation.	NA	NA

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Level.	Provide the opportunity for staff to attend the EOPS Conference	1	6000
Prof. Level.	Provide training for all counselors on Myer Briggs and Strong Inventory	1	3000
Equipment	Replace old computers	4	5000

Technology	Cranium Caf - online counseling	1	1000
Technology	Conversion of Paper folders- Electronic folders	4	5000
Personnel	Hire a full time counselor	1	100000