

EOPS Program Review

EOPS Program Review Template

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A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

Driven by a legacy of equity and social justice, we provide a personalized connection for our students so they have the navigational capital to achieve academic success. We enhance the student experience by offering solution-based practices. We provide over and above services aimed to encourage, support, and empower students from entry to completion.

Program Level Service Area Outcomes

2. Please list the program-level service area outcomes.

Outcome #1: To meet program requirements and to establish a supportive relationship with the program counselors, EOPS students will schedule at least two counseling appointments each primary quarter.

Outcome #2: To have access to an assigned tutor within week 5 of the quarter, and to be provided the necessary academic intervention support within the most effective timeline for success, EOPS participants will forward their Progress reports to their instructors on time.

Outcome #3: To increase their potential for success, EOPS participants will access priority registration during the programs designated time period.

The chart below shows the total number of students in the EOPS program from AY 2019 to 2023.

	2019-20	2020-21	2021-22	2022-23	2023-24
Asian	68	50	34	26	35
Black	32	23	25	24	27
Filipinx	6	2	5	6	5
Latinx	212	144	132	140	193
Native American	2	0	0	0	0
Pacific Islander	8	5	2	4	2
Unknown Ethnicity	4	2	2	1	2
White	43	38	29	32	31
Total	375	264	229	233	296

B. Counseling Contacts

The chart below shows the number of students meeting with an EOPS counselor at least two times each primary quarter.

AY 2019-20	Fall	Fall	Winter	Winter	Spring	Spring
Ethnicity	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times
Asian	57	42	47	36	40	36
Black	21	12	16	13	16	12
Filipinx	5	1	4	3	2	2
Latinx	169	124	155	120	118	92
Native American	2	1	2	1	0	0
Pacific Islander	4	3	4	3	2	1
Unknown Ethnicity	3	2	3	3	2	1
White	31	20	31	26	30	24
Total	292	205	262	205	210	168

AY 2020-21	Fall	Fall	Winter	Winter	Spring	Spring
Ethnicity	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times
Asian	41	26	36	29	33	26
Black	19	10	18	12	15	10
Filipinx	2	2	2	2	2	2
Latinx	116	82	100	77	75	57
Native American	0	0	0	0	0	0
Pacific Islander	5	2	4	2	2	2
Unknown Ethnicity	1	1	1	0	1	1
White	31	20	30	22	23	20
Total	143	143	191	144	150	118

AY 2021-22	Fall	Fall	Winter	Winter	Spring	Spring
Ethnicity	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times
Asian	28	23	27	25	27	16
Black	14	11	18	15	18	11
Filipinx	3	3	4	4	5	2
Latinx	100	68	95	74	93	49
Native American	0	0	0	0	0	0
Pacific Islander	2	1	2	1	2	2
Unknown Ethnicity	1	1	2	2	2	0
White	21	19	22	16	19	8
Total	169	126	170	137	166	88

AY 2022-23	Fall	Fall	Winter	Winter	Spring	Spring
Ethnicity	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times
Asian	14	9	17	12	19	6
Black	14	11	15	10	18	2
Filipinx	5	3	5	5	5	2
Latinx	109	78	105	82	109	41
Native American	0	0	0	0	0	0
Pacific Islander	1	0	1	1	1	0
Unknown Ethnicity	0	0	0	0	0	0
White	25	17	21	16	19	7
Total	168	118	164	126	171	58

AY 2023-24	Fall	Fall	Winter	Winter	Spring	Spring
Ethnicity	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times	Total # of Scheduled Counselor Appointments	# Meeting w/Counselor At least two times
Asian	25	16	28	20	29	8
Black	19	10	17	11	18	2
Filipinx	4	1	3	4	3	2
Latinx	160	110	161	96	147	43
Native American	1	1	1	0	1	0
Pacific Islander	2	0	0	0	0	0
Unknown Ethnicity	2	0	2	0	1	0
White	26	16	27	18	16	9
Total	239	154	239	149	225	64

3. What are your program's goals in respect to counseling contacts?

(see attachment for data)

The EOPS program's goal is to assure that all enrolled participants are meeting with their counselor two times per primary quarter.

4. What do you observe in the data? What do you want the college to understand about counseling contacts in your program?

- On average, 70% of students met with their counselor two or more times per primary quarter.
- Attendance for two counseling appointments dropped to 50% and lower during each spring quarter during the 2021-22 through the 2023-24 academic years.
- Although EOPS requires participants to meet with a counselor twice per quarter, the data does not specify how many participants met with a counselor only once per quarter or consider other factors that may prevent achieving the program's 100% goal of meeting with an EOPS counselor twice per quarter. For example, EOPS participants who are also involved in other special programs are required to meet regularly with counselors from those programs within the same quarter. According to local policy, EOPS allows continuing students a meeting with a special program counselor to count as a second appointment if approved. Additionally, under special circumstances and until an additional counselor is hired, the program will accept a meeting with a general counselor as a second appointment, provided the counselor is credentialed and the appointment is approved.
- Despite the requirement to meet with a counselor twice per quarter, the data does not account for participants meeting only once or other factors impacting the program's 100% participation goal.
- Among the disproportionately impacted groups identified in the college's equity plan, Black and Latinx students have average attendance rates for two counseling appointments just below 70%, with Black students at 60% and Latinx students at 66%.

5. What actions does your program plan to take in order to achieve your goals?

EOPS will evaluate the factors contributing to participants not meeting the counseling requirement and explore strategies to improve appointment attendance rates.

6. What does your program need to execute this action plan?

To execute this action plan, the program needs:

- **Data track:** Collect detailed information on counseling attendance and identify reasons for low participation.
- **Assessment Tools:** To understand barriers like scheduling conflicts or lack of awareness. Evaluate redundancies with other support programs.
- **Solutions for Barriers:** Develop strategies such as flexible scheduling or better communication.
- **Resources:** Ensure staff and tools are available to analyze data and implement changes.
- **Ongoing Monitoring:** Regularly review progress and adjust strategies as needed.
- Hire an additional EOPS program counselor to meet the program's requirement.

C. Progress Reports

The chart below shows the number of students submitting progress reports on time.

AY 2021-22

	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# submitting on-time	Total # of students	# submitting on-time	Total # of students	# submitting on-time
Asian	28	25	27	22	27	18
Black	14	9	18	13	18	13
Filipinx	3	3	4	4	5	4
Latinx	100	74	95	66	93	58
Native American	0	0	0	0	0	0
Pacific Islander	2	2	2	1	2	0
Unknown Ethnicity	1	0	2	2	2	1
White	21	17	22	10	19	10

AY 2022-23

	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# submitting on-time	Total # of students	# submitting on-time	Total # of students	# submitting on-time
Asian	14	11	17	12	19	13
Black	14	11	15	3	18	6
Filipinx	5	4	5	4	5	4
Latinx	109	65	105	63	109	50
Native American	0	0	0	0	0	0
Pacific Islander	1	0	1	0	1	0
Unknown Ethnicity	0	0	0	0	0	0
White	25	18	21	15	19	10

AY 2023-24

	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# submitting on-time	Total # of students	# submitting on-time	Total # of students	# submitting on-time
Asian	25	21	28	19	29	21
Black	19	11	17	6	18	11
Filipinx	4	3	3	3	3	3
Latinx	160	73	161	81	148	73
Native American	1	0	1	0	1	0
Pacific Islander	2	0	0	0	0	0
Unknown Ethnicity	2	0	2	0	1	0
White	26	13	27	12	25	13

7. What are your program's goals in respect to students submitting progress reports?

The program's goal is to ensure EOPS participants submit completed and instructor-signed progress reports within the designated time frame. This process allows the program to provide timely interventions and support to address students' academic needs effectively.

8. What do you observe in the data? What do you want the college to understand about students submitting progress reports?

The data presented is a snapshot and does not include late progress reports, which are still evaluated and processed to ensure students receive support as needed and available. However, the program's goal is to connect students with tutoring support within the first five weeks of the quarter. Among students who submitted progress reports on time, Black and Latinx students—identified as disproportionately impacted groups—have an on-time average submission rate of 60%. Progress reports serve two primary purposes:

- To identify academic support and intervention needs, ensuring students receive the assistance required to succeed early in the quarter.
- To initiate and foster one-on-one interactions between instructors and students, encouraging meaningful conversation and connection.

9. What actions does your program plan to take in order to achieve your goals?

To achieve its goals, the program plans to:

- **Increase Reminders:** Regularly remind students to submit completed and signed progress reports on time.
- **Provide Clear Instructions:** Ensure students understand the requirements and deadlines for progress reports. To support this, we are developing a CANVAS-based Program Participants Manual designed to actively engage students in the program.
- **Simplify the Process:** Make it easier for students to submit and track their reports.
- **Follow Up:** Monitor submissions and reach out to students who miss the deadline.
- **Offer Support:** Help students meet deadlines through the program's Orientation and offer mid-year reminder workshops and individual assistance.
- **Collaborate with Instructors:** Work closely with instructors to ensure reports are completed and submitted promptly.

10. What does your program need to execute this action plan?

To execute this action plan, the program needs:

- **Communication Tools:** Systems to send reminders and updates to students about deadlines that doesn't overwhelm. We currently use Remind text messaging application but would benefit from a more secure and college-based text messaging system.
- **Instructional Materials:** Resources like the CANVAS Program Participants Manual to explain requirements clearly and includes Easy-to-use tools for students to submit and track progress reports.
- **Tracking Systems:** Tools to monitor submissions and follow up with students who miss deadlines. We currently collaborate with the college's Student Connect early alert program and with the CANVAS tool students will be engaged with their progress report timelines.
- **Staff Support:** staff will continue to oversee Progress Report submissions and continue to provide individual assistance.
- **Instructor Collaboration:** Strong communication with instructors to ensure reports are completed and signed on time.
- **Ongoing Review:** Regular checks to see what's working and adjust strategies as needed.

D. Priority Registration

The charts below show the number of students using priority registration.

AY 2021-22

	Summer	Summer	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg
Asian	21	10	28	18	27	14	27	1
Black	8	3	14	9	18	9	18	2
Filipinx	1	0	3	2	4	2	5	0
Latinx	36	30	100	49	95	40	93	10
Native American	0	0	0	0	0	0	2	0
Pacific Islander	0	1	2	0	2	0	0	0
Unknown Ethnicity	0	0	1	0	2	0	2	0
White	14	11	21	6	22	9	19	3
Total	80	55	169	84	170	74	166	16

AY 2022-23

	Summer	Summer	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg
Asian	8	1	14	8	17	10	19	10

Black	7	2	14	4	15	5	18	7
Filipinx	2	0	5	3	5	3	5	4
Latinx	33	10	109	32	105	46	109	51
Native American	0	0	0	0	0	0	0	0
Pacific Islander	1	0	1	0	1	0	1	0
Unknown Ethnicity	0	0	0	0	0	0	0	0
White	8	3	25	2	21	8	19	7
Total	59	16	168	49	164	72	171	79

AY 2023-24

	Summer	Summer	Fall	Fall	Winter	Winter	Spring	Spring
	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg	Total # of students	# of students using priority reg
Asian	9	2	25	8	28	15	29	23
Black	8	2	19	5	17	5	18	5
Filipinx	1	0	4	1	3	3	3	1
Latinx	58	19	160	43	161	86	147	80
Native American	0	0	1	1	1	1	1	0
Pacific Islander	1	0	2	0	0	0	0	0
Unknown Ethnicity	0	0	2	0	2	0	1	0
White	11	5	26	8	27	16	26	11
Total	88	28	239	66	239	125	225	120

11. What are your program's goals in respect to priority registration?

The program's goal is for 100% of participants to utilize and benefit from first-tier priority registration, which is available to all EOPS participants.

12. What do you observe in the data? What do you want the college to understand about priority registration?

The data shows that only 40% of EOPS participants are utilizing first- and second-tier priority registration, highlighting a need for improvement. While intentional outreach efforts and increased on-campus presence have shown some improvement, the majority of program participants are not accessing this critical resource.

Additional factors to consider about Priority Registration:

- Priority Registration is not based on current enrollment. For example, Summer Session is optional for continuing students to attend. Which a drop in usage should occur.
- Many students have reached their educational goals and will exit after spring quarter and will not access priority registration for future quarters.
- Students who are recently admitted to the program with no previous enrollment have access to priority registration, once approved.
- Continuing students not enrolled during summer have access to priority registration for fall.

13. Describe the proposed actions or next steps to maintain or improve the data by student group.

To improve priority registration participation by EOPS students, the program plans to:

- **Increase Awareness:** Send clear messages about the benefits and availability of priority registration.
- **Engage Students:** Host early outreach events on-campus and online to encourage participation.
- **Support New Students:** Guide new participants on how to access and benefit from priority registration.
- **Promote Summer Enrollment:** Highlight the value of using priority registration for summer courses
- **Promote Fall Priority Registration:** strengthen efforts to outreach to continuing students not enrolled during summer session and prepare them for the fall priority registrations date.
- **Monitor Progress:** Regularly review data to identify trends and adjust strategies as needed.

This strengthened communication, proactive outreach, and targeted support can help more students utilize priority registration, ensuring they meet their academic goals and benefit fully from the program's resources.

14. What does your program need to execute this action plan?

To execute this action plan, the program needs:

- **Communication Tools:** Systems to inform students about priority registration early.
- **Staff Support:** Team members to lead outreach events and assist students in-person and virtually.
- **Student Guidance:** Reference resources to help new students understand and use priority registration.
- **Promotional Materials:** Clear materials (virtually and on-campus) explaining the benefits of priority registration, including for summer courses.
- **Data Tools:** Systems to track participation and measure success.
- **Funding:** Designate budget for events, materials, and staffing needs.

These resources will help boost participation and ensure students benefit from priority registration.

E. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

The EOPS program will strengthen efforts to ensure participants fully utilize program benefits in a meaningful and engaging way. This approach aims to help students recognize the value of the resources provided, remain compliant with program requirements, and will maximize their opportunity to achieve academic success.

The program's objectives include increasing Service Area Outcomes as follows:

- **Counseling Contacts:** Increase the rate of students meeting with counselors twice per primary quarter by 30%.
- **Progress Report Submission:** Improve on-time submission rates by 40%.
- **Priority Registration Participation:** Increase participation in first- and second-tier priority registration by 40–60%.

2. What is your implementation plan for the above-mentioned objectives?

To achieve the above objectives, the EOPS program will:

Improve Communication Practices: Send clear and timely messages through email, text, and CANVAS to emphasize the importance of meeting the two meetings counseling requirement, progress reports, and priority registration.

- **Increase Outreach Engagement:** Host workshops, events, and virtual sessions to guide students in meeting requirements mid-quarter with an emphasis on first year participants to support orientation.
- **Offer Personalized Support:** Through retention efforts, provide one-on-one help for students meeting required deadlines
- **Make Services Accessible:** Continue to offer hybrid counseling options to help students meet the two-contact requirement.
- **Track Progress:** Use tools to monitor counseling, progress report submissions, and registration participation, and follow up with students who need extra support.
- **Motivate Participation:** Highlight the benefits of compliance, like academic success and access to resources, to encourage engagement.

The above actions will help the program achieve its goals and improve outcomes for students.

3. What barriers has the program faced in implementing improvements?

The program has faced several barriers in implementing improvements:

- **Staffing Limitations:** The absence of a designated retention specialist has hindered follow-up efforts, CANVAS student engagement management, and the ability to sustain social media and text messaging initiatives effectively.
- **Technology IS:** The lack of a sustainable and uniform program information system makes it challenging for staff and counselors to access student records, program notes, and progress efficiently, delaying interventions and support.

- **Communication Overload:** Students are often overwhelmed by general college communications, making it difficult for EOPS messages to stand out. This limits the effectiveness of reminders and program-specific information, reducing student engagement and participation.
- **Reassessment and pause of the Summer College Readiness Program:** This program, designed to give graduating seniors a head start in college and introduce them to EOPS, faced low enrollment due to challenges in selecting an appropriate modality and scheduling dates that did not conflict with students' early summer plans or other support programs.

These barriers have impacted the program's ability to fully implement improvements aimed at enhancing student support and engagement.

F. Enrollment Trends

Enrollment Trends

FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF275.

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	123	115	113	111	137	11.4%
Enrollment	126	118	117	117	140	11.1%
Sections	5	5	5	4	5	0.0%
WSCH	43	38	39	39	47	8.7%
FTES (end of term)	3	2	2	2	3	0.0%
FTEF (end of term)	0.1	0.1	0.1	0.1	0.1	-12.5%
Productivity (WSCH/FTEF)	341	350	354	443	423	24.2%

Data collected 11/15/24

FTES

1. What are your program's goals in respect to FTES?

The FTES goals for the EOPS Counseling 275 center on supporting student retention and success. CNSL 275 is a mandatory orientation course for all EOPS students, making 100% enrollment in the course a primary goal. Its enrollment is directly attributed to EOPS program participation, meaning increases in EOPS program enrollment correspond with increases in participation in CNSL 275, impacting the program's overall FTES.

While the course fulfills orientation goals, its goal is not to directly drive instructional FTES but it meets the program's obligation to provide an orientation to newly enrolled participants emphasizing a pathway to academic success.

2. What do you observe in the data above in relation to your goals? What do you want the college to understand about FTES in your program?

The data highlights key trends affecting the EOPS program and FTES. CNSL 275, a mandatory orientation for all EOPS students, reflects EOPS enrollment but is categorically distinct from instructional FTES. During the pandemic (2019-20 to 2022-23), both EOPS and CNSL 275 enrollments declined due to students' hesitance to return to school and adjust to online learning. Introducing asynchronous online options for CNSL 275 addressed this challenge, becoming a preferred modality due to its flexibility and convenience, which improved enrollment and completion rates.

In 2023-24, EOPS enrollment increased, driving growth in CNSL 275 participation. Evidence of broader college enrollment recovery, along with ongoing outreach efforts, suggests continued growth. The program's FTES directly correlate with EOPS trends, making enrollment critical. The college should recognize EOPS's adaptability in transitioning CNSL 275 online to meet student needs, enhancing flexibility while supporting retention and institutional enrollment goals.

3. What actions does your program plan to take in order to achieve your goals?

To achieve program goals, EOPS will be strategic with its outreach efforts, aiming to increase EOPS enrollment and, consequently, CNSL 275 participation. The program is also focused on improving student success in CNSL 275 by reducing repeats through intentional support, ensuring more students pass the course on their first attempt. To accommodate diverse student needs, CNSL 275 will continue to be offered in a fully asynchronous format, providing flexibility and accessibility. Enhancements to the course design on Canvas will prioritize building a stronger sense of community among students, fostering engagement and retention. Additionally, the program is prepared to add new sections of CNSL 275 if enrollment growth demands it, ensuring all EOPS students can complete the mandatory orientation course. These efforts align with the program's commitment to supporting student success and retention.

4. What does your program need to execute this action plan?

The program prioritizes the need for an additional counselor to address two key challenges arising from increased program participation and growth in CNSL 275 enrollment.

The growing class load reduces the time counselors can dedicate to mandated student contact hours. Adding a counselor would ensure adequate counseling support while allowing existing counselors more dedicated time to teach CNSL 275.

Also, an additional counselor will strongly support program growth. Meeting EOPS guidelines requires fulfilling both the orientation component and counseling contact requirements, which necessitate adequate staffing to ensure compliance and maintain quality support for students.

This would enhance the course by improving the quality of interaction, fostering stronger program bonding, and creating a more supportive online and in person community for EOPS students.

Sections

5. What are your program's goals in respect to sections?

The program's goals for CNSL 275 sections prioritize ensuring adequate availability to accommodate all new EOPS students each quarter. The number of sections offered is adjusted based on enrollment to guarantee every student can access the mandatory orientation. As EOPS enrollment grows, additional sections may be required, necessitating the hiring of an additional counselor to uphold the program's commitment to high-quality instruction and student support. This approach aligns program growth with excellence in services provided.

6. What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The data indicates that the program currently provides an adequate number of CNSL 275 sections to meet the needs of enrolled students, typically offering two sections in the Fall and one each in Winter, Spring, and Summer. However, if program enrollment increases significantly—such as by 100 or more students—the current structure with only two counselors would not be sufficient to accommodate the additional demand. This would necessitate adding more sections to maintain access to the mandatory orientation while ensuring compliance with EOPS guidelines, including the requirement for two counseling appointments per student.

The college should recognize with enrollment growth, to sustain high-quality service and meet mandated program requirements, without additional staffing and sections, the program risks overwhelming the current structure and potentially impacting the high-quality of support provided to students.

7. What actions does your program plan to take in order to achieve your goals?

To meet the needs of CNSL 275 sections, the program prioritizes providing adequate availability each quarter to accommodate all new EOPS students. Section offerings are adjusted based on enrollment to ensure every student has access to the mandatory orientation. As EOPS enrollment increases, the program plans to add additional sections as needed and will seek to hire another counselor to maintain high-quality instruction and support. By proactively monitoring enrollment trends and aligning resources with demand, the program ensures that growth is managed without compromising its commitment to excellence in services and student success.

8. What does your program need to execute this action plan?

To execute this action plan, the program will use Precision Campus to analyze EOPS enrollment trends to adjust CNSL 275 section offerings accordingly. An additional counselor will need to be hired and trained to support the growing number of students while maintaining high-quality instruction and services. Adequate budget support is essential to cover the costs associated with adding new sections, staff, and resources. Proactive planning and collaboration among staff, the scheduling department and access to resource allocation, in preparation for future growth. This comprehensive approach will enable the program to meet the needs of all new EOPS students without compromising its commitment to excellence.

Productivity

9. What are your program's goals in respect to productivity?

The program's goals regarding productivity focuses on course completion and ensuring that all EOPS students successfully complete CNSL 275, as it is a mandatory orientation requirement. Productivity is strong during primary terms, with courses filling up and 80-90% of students completing the course successfully.

However, the nature of CNSL 275 as an orientation course limits opportunities for increasing productivity. The course must be offered quarterly to accommodate incoming students, regardless of enrollment numbers, and current capacity is constrained by having only two counselors. If enrollment grows significantly, it will become more challenging to manage productivity while maintaining quality and meeting program requirements, such as the course cap and mandated counseling contact hours.

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about productivity in your program?

CNSL 275, a mandatory orientation course, is offered quarterly to accommodate incoming EOPS students. As the program serves a highly vulnerable population, prioritizing high-quality instruction is essential. This commitment requires maintaining manageable class sizes and adhering to maximum enrollment limits to ensure effective support for students.

Productivity in the program directly connected to the number of new EOPS students enrolling each term. While the program consistently fills its courses and achieves strong completion rates, the unique nature of CNSL 275 as an orientation course demands a focus on quality rather than maximizing productivity. The course's primary role is to support student success and retention, aligning with the program's mission.

The college should recognize that maintaining high standards of instruction and support for vulnerable students is critical. Productivity depends on the growth and sustainability of EOPS enrollment, with the ultimate goal of ensuring sufficient access and 100% course completion for all participants.

11. What actions does your program plan to take in order to achieve your goals?

EOPS will continue to offer the mandatory orientation course, CNSL 275, every quarter to ensure that all new students entering the program have access to this critical resource. As a foundational component of the EOPS program, the orientation is designed to equip students with the tools, knowledge, and support necessary for academic success. Maintaining this quarterly offering is essential to meet program requirements and address the needs of incoming students.

12. What does your program need to execute this action plan?

In order to maintain productivity it is essential to ensure that the EOPS program has sufficient capacity to support both the orientation course, CNSL 275, and the broader program requirements. As a mandatory component for all new EOPS students, CNSL 275 must be offered quarterly, with adequate sections available to meet the needs of

increasing enrollment. Ensuring capacity involves not only offering additional sections when necessary but also providing adequate staffing to maintain high-quality instruction and student support.

By proactively addressing capacity challenges, the program can sustain productivity levels while continuing to fulfill its mission of fostering retention and academic success.

G. Enrollment by Student Demographics

a. By Gender

Enr Distribution by Student Demographics

FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF275.

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	77	61%	79	67%	63	54%	73	62%	95	68%
Male	48	38%	37	31%	51	44%	42	36%	42	30%
Unknown gender	1	1%	2	2%	3	3%	2	2%	3	2%
Total	126	100%	118	100%	117	100%	117	100%	140	100%

Data collected 11/15/24

13. What are your program's goals in respect to enrollment by gender in your program?

The program's goal will be to examine the disparity in gender enrollment, where female students make up more than 50% of the population compared to male students. This analysis will involve exploring potential reasons for the imbalance, such as differences in awareness of the program, perceived barriers to entry, or varying levels of interest and engagement between genders. Understanding these factors will enable the program to develop targeted strategies to address the gap.

The program can also explore opportunities to increase male enrollment in the overall program through tailored outreach efforts, partnerships, and programming. This could include collaborating with community organizations, designing messaging that resonates with male students, and addressing specific challenges or misconceptions that may prevent male participation. Lead by the data results the program aims to ensure inclusivity and equitable access and representation while continuing to support the success of all enrolled students.

14. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The program acknowledges that female enrollment significantly exceeds male enrollment, a trend influenced by program eligibility requirements, which limit control over who can participate in the program. While these requirements ensure fairness, they also create challenges in balancing gender representation.

The college should understand that eligibility for the EOPS program is determined first by income, ensuring that support is directed toward students with the greatest financial need. This criteria is legislated by the state of California, as it prioritizes access for individuals facing economic barriers that could hinder their educational success.

15. What actions does your program plan to take in order to achieve your goals?

While eligibility criteria cannot be adjusted, EOPS can focus on recruitment strategies that target male participants into the program which correlates directly with enrollment into CNSL 275. The program can also prescribe retention-

focused efforts to help ensure male students not only remain in the program but thrive within it. This approach supports the broader goal of equitable student success and balanced representation within the program.

16. What does your program need to execute this action plan?

To achieve its goals, the EOPS program plans to establish strong recruitment partnerships both on and off campus. These efforts will include collaboration with high school representatives to connect with prospective students early and provide them with information about EOPS opportunities. Additionally, the program will work closely with the college's outreach and recruitment team to enhance visibility and reach within the community. By building these strategic partnerships, the program aims to increase awareness, attract a diverse pool of eligible students, and ensure equitable access to EOPS resources for those who need them most.

b. By Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	16	13%	18	15%	12	10%	18	15%	18	13%
Black	12	10%	17	14%	14	12%	12	10%	9	6%
Filipinx	3	2%	1	1%	4	3%	2	2%	1	1%
Latinx	80	63%	55	47%	71	61%	61	52%	95	68%
Native American	1	1%	0	0%	0	0%	0	0%	1	1%
Pacific Islander	2	2%	2	2%	0	0%	0	0%	0	0%
Unknown ethnicity	1	1%	7	6%	2	2%	0	0%	2	1%
White	11	9%	18	15%	14	12%	24	21%	14	10%
Total	126	100%	118	100%	117	100%	117	100%	140	100%

Data collected 1/15/24

17. What are your program's goals in respect to enrollment by ethnicity in your program?

The EOPS program will continue uphold its legislated eligibility criteria which is first determined by income..

18. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The data indicates the following trends in enrollment by ethnicity within the EOPS program, though not exclusively for the CNSL 275 class however it can be reflective. From 2019-20 to 2023-24, there has been a significant reduction in the number of Asian students, a slight decrease in African American and White students, and an increase in Latinx enrollment. Enrollment numbers for Native American and Asian Pacific Islander students have remained steady over this period.

While targeted outreach and support strategies are essential to address enrollment disparities that focus on race and gender, the college should understand that these shifts and their implications are primarily driven by the program's financial eligibility criteria. Those targeted may not necessarily be eligible.

19. What actions does your program plan to take in order to achieve your goals?

To set a plan for targeted and outreach and support strategies to address enrollment disparities while promoting equity and inclusion within the EOPS program.

20. What does your program need to execute this action plan?

To achieve its goals, the EOPS program plans to establish strong recruitment partnerships both on and off campus. These efforts will include collaboration with high school representatives to connect with prospective students early and provide them with information about EOPS opportunities. Additionally, the program will work closely with the college's outreach and recruitment team to enhance visibility and reach within the community. By building these strategic partnerships, the program aims to increase awareness, attract a diverse pool of eligible students, and ensure equitable access to EOPS resources for those who need them most.

H. Course Success

Course Success

FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF275.

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	108	86%	84	74%	81	69%	84	72%	123	88%
Non Success	5	4%	17	15%	15	13%	19	16%	15	11%
Withdrew	13	10%	12	11%	21	18%	14	12%	2	1%
Total	126	100%	113	100%	117	100%	117	100%	140	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	81	85%	55	80%	59	66%	54	72%	86	90%
Non Success	5	5%	10	14%	14	16%	11	15%	9	9%
Withdrew	9	9%	4	6%	16	18%	10	13%	1	1%
Total	95	100%	69	100%	89	100%	75	100%	96	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	27	87%	29	66%	22	79%	30	71%	37	84%
Non Success	0	0%	7	16%	1	4%	8	19%	6	14%
Withdrew	4	13%	8	18%	5	18%	4	10%	1	2%
Total	31	100%	44	100%	28	100%	42	100%	44	100%

Data collected 11/15/24

21. What are your program's goals in respect course success in your program?

The program's primary goal regarding course success is to ensure that 100% of students enrolled in CNSL 275 successfully complete the course on their first attempt. Since CNSL 275 fulfills the mandatory EOPS orientation requirement, achieving this goal is essential to supporting students' academic readiness and compliance with program guidelines.

22. What do you observe in the data? What do you want the college to understand about course success in your program?

Course completion rates for EOPS students are heavily influenced by socioeconomic factors, which they face more frequently than the general student population. These challenges often include work obligations, housing insecurity, family responsibilities, and financial instability, all of which can significantly impact their ability to focus on and succeed in their studies. As a result, success in CNSL 275 is less about academic difficulties or course design and more about external pressures that hinder students' ability to prioritize their education. Addressing these barriers requires a holistic approach, such as how to access additional support services, and targeted resources to help

students manage these challenges. By understanding and addressing these factors, the program can better support students in overcoming these obstacles and achieving success in their courses.

23. What actions does your program plan to take in order to achieve your goals?

To ensure 100% of students successfully complete CNSL 275 on their first attempt, the program plans to provide comprehensive support and resources to prepare students for success. Course content will be regularly reviewed and updated to align with academic readiness and program requirements. Student progress will be closely monitored to identify challenges early and offer timely interventions. The program will improve accessibility by scheduling sections at convenient times and providing flexible options to accommodate students' needs. Collaboration with EOPS staff will be strengthened to ensure students comply with program guidelines and receive the support needed to address individual concerns.

While recent trends show an increase in students from outside Foothill's service area enrolling in online classes and joining EOPS, the program remains dedicated to fostering a sense of community on campus. Plans include reintroducing an in-person option if future data supports this need, ensuring all students feel connected and supported.

24. What does your program need to execute this action plan?

To execute this action plan, the program requires the following:

- **Staff Support:** Adequate staff to support course delivery, monitor student progress, and provide timely interventions.
- **Curriculum Development Resources:** Time and resources to regularly review and update CNSL 275 content to meet students' academic readiness and program requirements.
- **Flexible Scheduling:** Tools and strategies to schedule sections at times that accommodate diverse student needs, including both online and in-person options.
- **Enhanced Support Systems:** Resources to strengthen collaboration with EOPS staff and provide individualized guidance to ensure compliance with program guidelines.
- **Technology:** Reliable tools to support online learning and track progress for students participating remotely, particularly those outside Foothill's service area.
- **Engagement Initiatives:** Efforts to foster a sense of connection, including the potential reintroduction of in-person options if supported by future data.

These resources and strategies will ensure all students have the opportunity to successfully complete CNSL 275 and feel supported throughout their EOPS journey.

I. Course Success by Modality

For Course Success by Modality visit https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EcvC6NjIggBLhlLrv6NTa_cBObVOZ6RtKaro2nMEjLNYIQ?e=G0AeK3

25. What are your program's goals in respect course success by modality in your program?

Since transitioning to an online format, CNSL 275 has seen increased completion rates. To accommodate students who do not live in the area, the program will continue offering the course online. Recent trends indicate a growing number of students from outside Foothill's service area enrolling in online classes and joining EOPS. However, the program remains committed to fostering a sense of community on campus and hopes to reintroduce an in-person option if future data supports this need.

26. What do you observe in the data? What do you want the college to understand about course success by modality in your program?

The data shows that completion rates for CNSL 275 have improved since the course transitioned from an in-person format to being offered online. This suggests that the online modality provides greater flexibility and accessibility, accommodating a wider range of student needs. The college should understand that this transition has been

particularly beneficial for EOPS students who are facing socioeconomic challenges and now who reside outside the service area, making online courses a more viable option for them to successfully complete their requirements.

27. What actions does your program plan to take in order to achieve your goals?

To achieve its goals and accommodate growing enrollment, it would be beneficial to add one additional (online) section of CNSL 275 during both the fall and winter quarters if the upward trend in enrollment continues. This proactive approach ensures that all incoming students have access to the mandatory orientation course, maintaining the program's commitment to supporting student success and meeting program requirements.

28. What does your program need to execute this action plan?

To execute this action plan, the program will require an additional counselor if enrollment continues to grow. This added resource will provide teaching counselors with the necessary time to develop and enhance the CNSL 275 course while ensuring students maintain access to the program's comprehensive and personalized counseling support. This balance is essential to uphold the program's high standards of instruction and student services.

J. Disproportionate Impact

For Disproportionate Impact visit https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/EqLdakzQBYxJoMwmdorfPzcBSyNOZFK5iKYEFcLdSsISxA?e=pgSdhK

29. Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage and number for each group).

According to the document provided, there are no statistically significant disproportionately impacted groups in CNSL 275 course.

30. What do you observe in the data? What do you want the college to understand about disproportionate impact in your program?

N/A

31. What actions does your program plan to take in order to achieve your goals?

N/A

32. What does your program need to execute this action plan?

N/A

K. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Comprehensive Program Review has provided an informative study into the EOPS program's operations and service area outcomes as it continues to recover from the impacts of the COVID-19 pandemic. The data collected serves as a roadmap for achieving program goals, ensuring students understand the program's purpose and will utilize its benefits to support academic success.

EOPS has made progress in addressing challenges. In AY 2023-24, the program initiated a tech initiative to streamline its information system, acknowledging potential costs. Plans are also underway to integrate retention practices into daily operations. The data underscores the importance of regular reassessment of the program to maintain meaningful connections with students over time.

To sustain momentum in enrollment that we are currently seeing and to meet the “over and above” counseling standard, adding another counselor will be crucial. This will help accommodate the required two counseling appointments per quarter, recognizing that students often need additional appointments, particularly as they approach graduation and transfer. Limited appointment availability, not reflected in the data, further emphasizes the need for this additional support. As the program’s CNSL 275 course meets the required orientation, an additional counselor will support this effort as well.

The data underscores the importance of regular reassessment to maintain meaningful connections with students over time.

The data will help the program examine changes in participation linked to environmental factors, such as those experienced during the pandemic. It will also inform strategies to address disparities broadly, individually, and equitably as they emerge.

To sustain momentum in enrollment and meet the “over and above” counseling standard, adding another counselor will be crucial. This will help accommodate the required two counseling appointments per quarter, recognizing that students often need additional appointments, particularly as they approach graduation and transfer. Limited appointment availability, not reflected in the data, further emphasizes the need for this additional support.

Upon reflection, we have identified several actionable steps that are achievable with some restructuring of current processes. These actions, combined with budgetary support, aim to help the EOPS program increase participation, ensure student compliance, and support students in achieving their educational goals.

L. Rubric

Click on the link below to view the EOPS Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EWg5p4u6jFRApAkFeaQk5ycBIAoL8vlchGr96_8_X9hrmg?e=a3p6XK

End of EOPS Program Review Template

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