



# Extended Opportunity Programs & Services Program Review



# Modesto Junior College

## Student Services Program Review

2017

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## Program Mission and Accomplishments

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

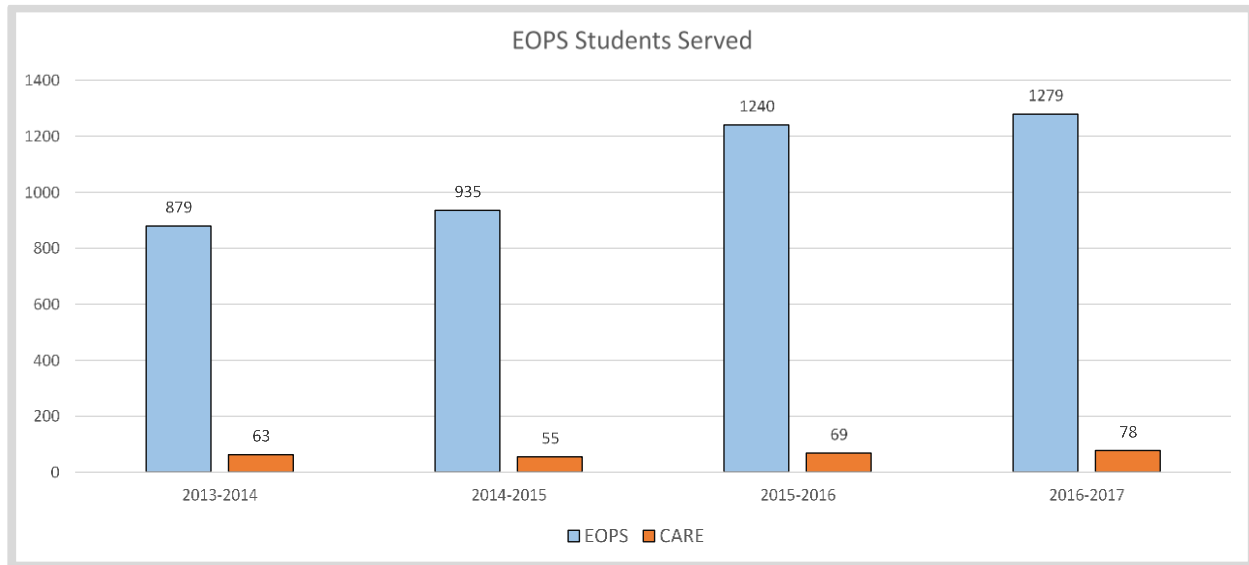
It is the intent and purpose of the Legislature in establishing the Community College Extended Opportunity Programs and Services (EOPS), to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objectives and goals, including, but not necessarily limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions." \*Education Codes, Article 8, Community College Extended Opportunity Programs and Services, Section 69640, Legislative findings and intent; community college extended opportunity programs and services; rules and regulations; goals.

Briefly describe the activities and accomplishments of the department since the last program review.

The Modesto Junior College EOP&S Program served an impressive 1,279 students. Making MJC the third largest program in Region V. The program has grown at a steady pace in the last couple of years. The goal for the next few years is to grow the program to serve 1,600 students.

# Extended Opportunity Program and Services

Historical perspective

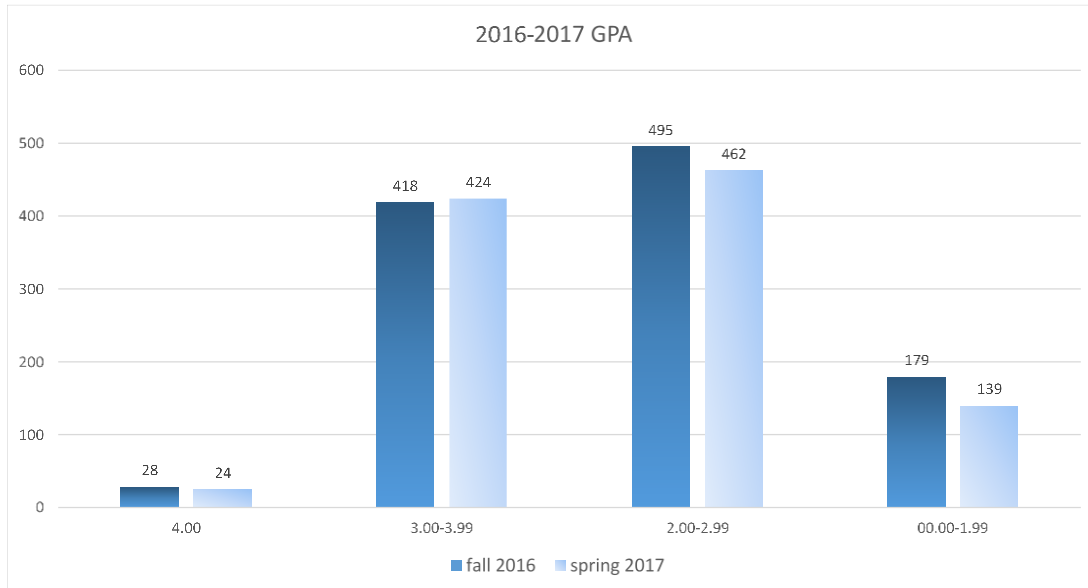


\*\*\*\* The EOPS program continues to growth....

The program objective for 2016-2017, was to maintain as many services as possible while holding our students accountable. This past year we were able to continue to offer book vouchers, paid transcript fees, and bus passes. We were also able to provide workshops that proved to be essential in the academic success of our students; to include, financial aid workshops, CSU and UC application workshops, scholarship workshops and TAG workshops. Every year the EOPS staff collaborates to determine new ways to add more intervention components to our program. For example, this year we were able to pay for sashes for all of the students that participated in the MJC graduation ceremony.

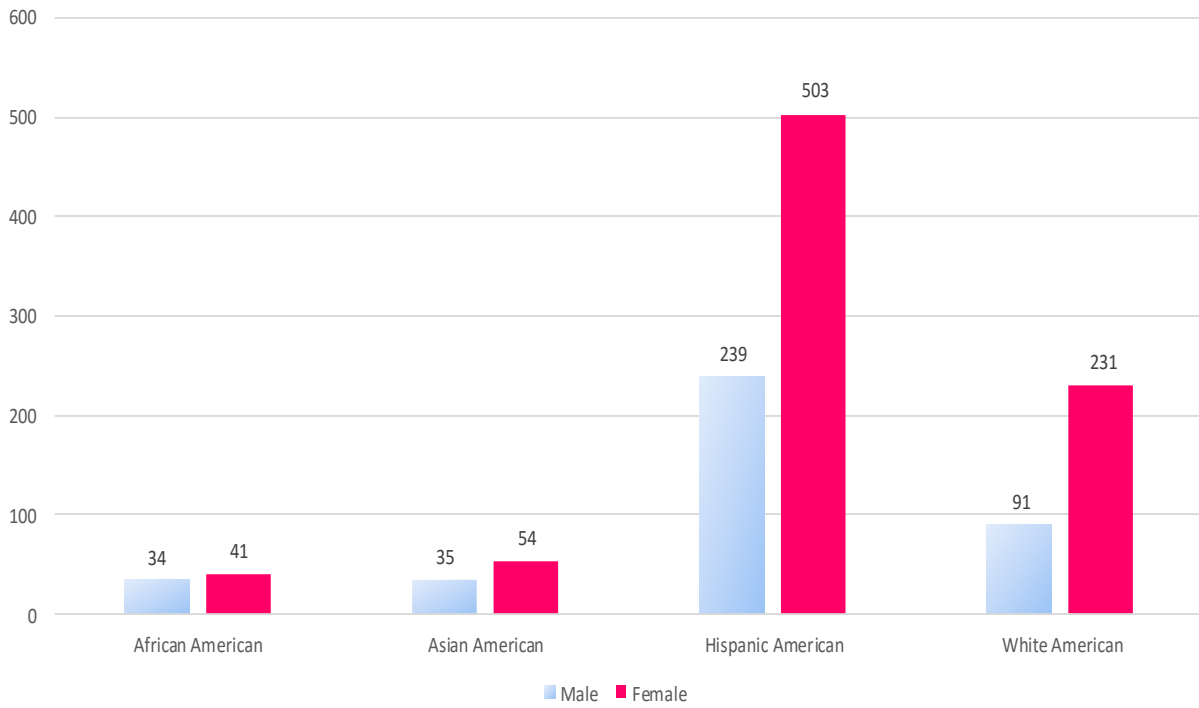
The EOPS program serves academically and economically disadvantage students. For some of our students, the grade point average is more a reflection of their personal situation and not their academic ability. It is rewarding to see what our most disadvantaged students can do academically when they have the necessary resources to succeed. In the fall semester, 84% of the EOPS students earned a 2.0 GPA or better. In the spring semester, 87% of the students earned a 2.0 GPA or better. More impressively, 33% of EOPS students earned a 3.0 GPA or better.

## Extended Opportunity Programs and Services

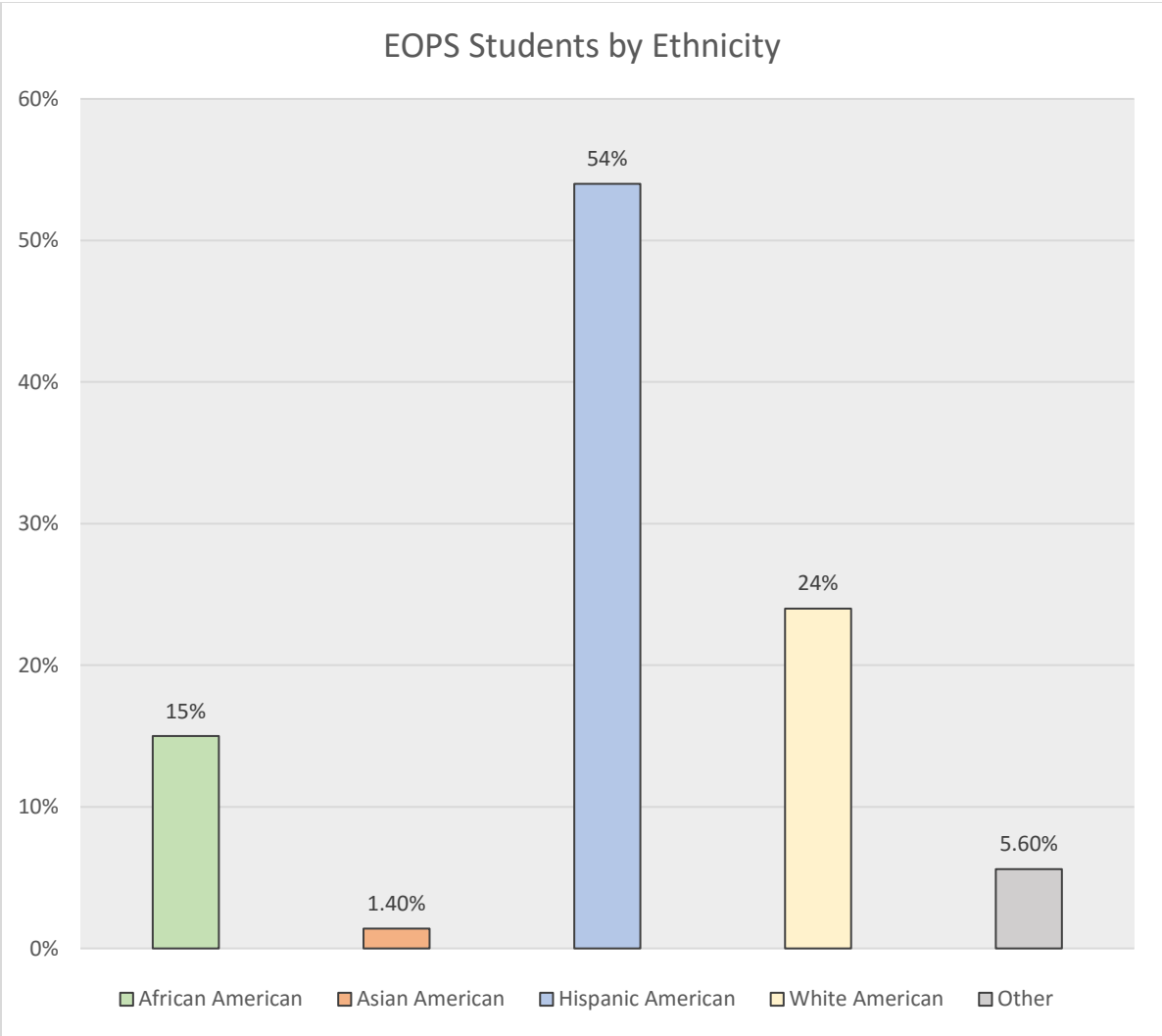


The EOPS program is looking at issues of gender equity and how can we better balance the representation of our male students. Income must be a factor in having a better understanding of the population that we serve. Historically, our low-income male students feel obligated to work to assist supporting their families therefore, abandoning the thought of higher education or working to attain a career. Gender equity is an area that we must continue to monitor and to look at ways to bring the margins closer.

## EOPS By Gender



The EOPS program continues to have one of the most diverse student populations at Modesto Junior College. With Hispanic students being the largest number of students being served.



In the 2016-2017 academic year, the EOPS Cooperative Agencies and Resources for Education (CARE) program, served an unduplicated count of 78 students. The goal is to grow the program at a pace where the budget can sustain the services and activities. Students in the CARE program benefit from the wrap-around services that are in addition to EOPS. Services such as; bus passes, gas cards, book vouchers and child care assistance. The core of the program consists of the mandatory workshops that students must attend to remain compliant. The workshops are designed to meet the needs of the CARE student as a parent and as a student. The workshops address topics such as; positive parenting, domestic violence, leadership, applying for scholarships, dealing with anxiety, career awareness and preparedness and budget management.

One of the most moving and inspiring CARE activities was the Holiday Social. This event included two parts, the first component consisted of CARE students submitting a gift request on behalf of their children for a toy in the price range of \$10-\$20 dollars. Employees then "adopted" a child and purchased the gifts to be given out at the event. Over 50 students and over 100 of their children participated. We had tremendous support throughout the college—donations totaled approximately \$1,800.00 in gifts. In the second part of this event, the children had the opportunity to meet Santa, take a picture, and receive their gifts. The students and their children send thank you notes to the staff and administrators for their support.

Academically, CARE students do well considering the challenges they face not only as students, but as single heads of households, parents, first generation college students and as low-income individuals, they continue to excel academically.

In the fall of 2016, the Modesto Junior CARE Program served 68 students. Students did their best, despite the many personal and economic challenges they faced to maintain their course loads, grade point averages and overall program compliancy.

#### 2016-2017 STUDENT SUCCESS-Fall 2016

|  |            |
|--|------------|
| Fall 2016 Percentage of students with a 3.0 or higher GPA: | <b>45%</b> |
| Fall 2016 Percentage of students with a 2.0-2.9 GPA:       | <b>19%</b> |
| Fall 2016 Percentage of students with a 1.9 or below GPA:  | <b>36%</b> |

#### 2016-2017 STUDENT SUCCESS-SPRING 2017

|  |            |
|--|------------|
| Spring 2017 Percentage of students with a 3.0 or higher GPA: | <b>47%</b> |
| Spring 2017 Percentage of students with a 2.0-2.9 GPA:       | <b>29%</b> |
| Spring 2017 Percentage of students with a 1.9 or below GPA:  | <b>24%</b> |

In addition to the CARE program, the EOPS program offers two additional programs: Bridge and College Readiness. These programs are designed to introduce the students to the community college through the EOPS program and services. College Readiness is a 6 week summer program that prepares recent high school graduates for their college experience. The program has a cohort of classes (e.g. guidance, study skills and health) and students have the opportunity to visit CSU and UC campuses. The Bridge program is a semester-long program that is intensive, demanding and firmly encourages personal advancement especially in the area of behavior and more importantly, education while emphasizing the value of an education. The cohort of classes consist of; health, study skills, math, and reading, with mandatory tutoring. Students in the Bridge program are recruited from continuation schools, community agencies, community programs and foster youth.



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# Student Achievement and Completion

## College Goal for Student Achievement

### ***Increase Scorecard Completion Rate for Degree and Transfer***

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCCO Scorecard by 2022.

### Success

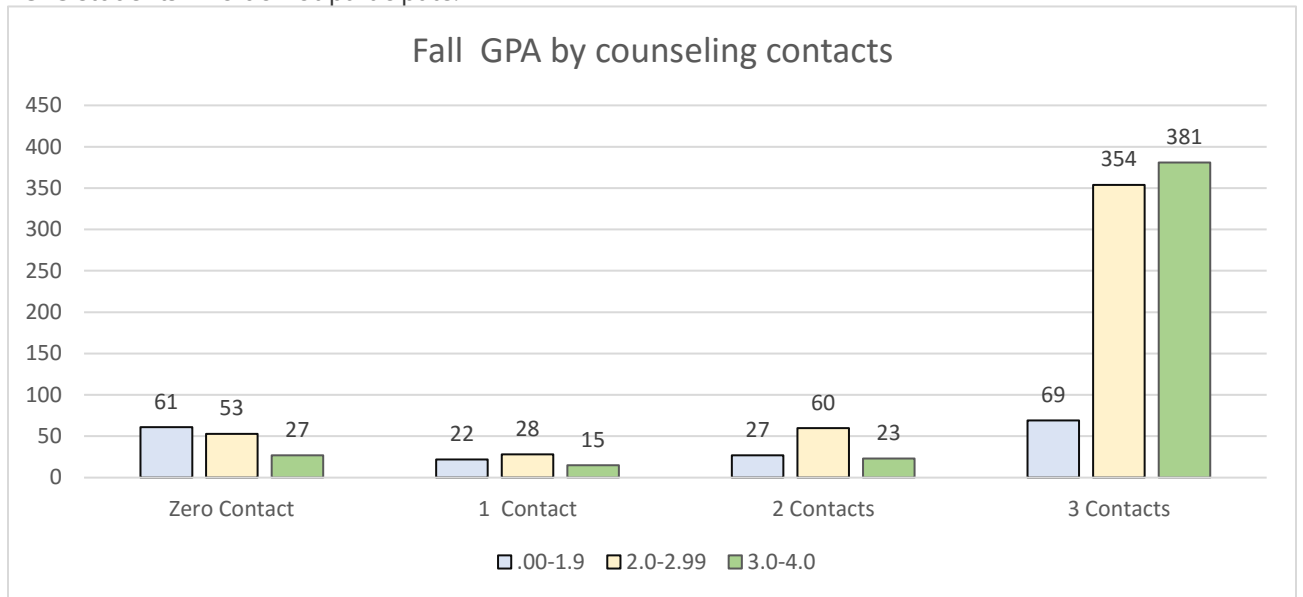
The following questions refer to data from the [Success Rate Data Dashboard](#) or data regarding student achievement from the Office of Institutional Effectiveness. If using the data dashboard, use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

First, define the achievement data you are using for program review. What groups are you measuring? What indicators are you measuring? For how long (two-year trends are recommended)? Is there a comparison group—for example, against the college average or students who do not participate in your activity?

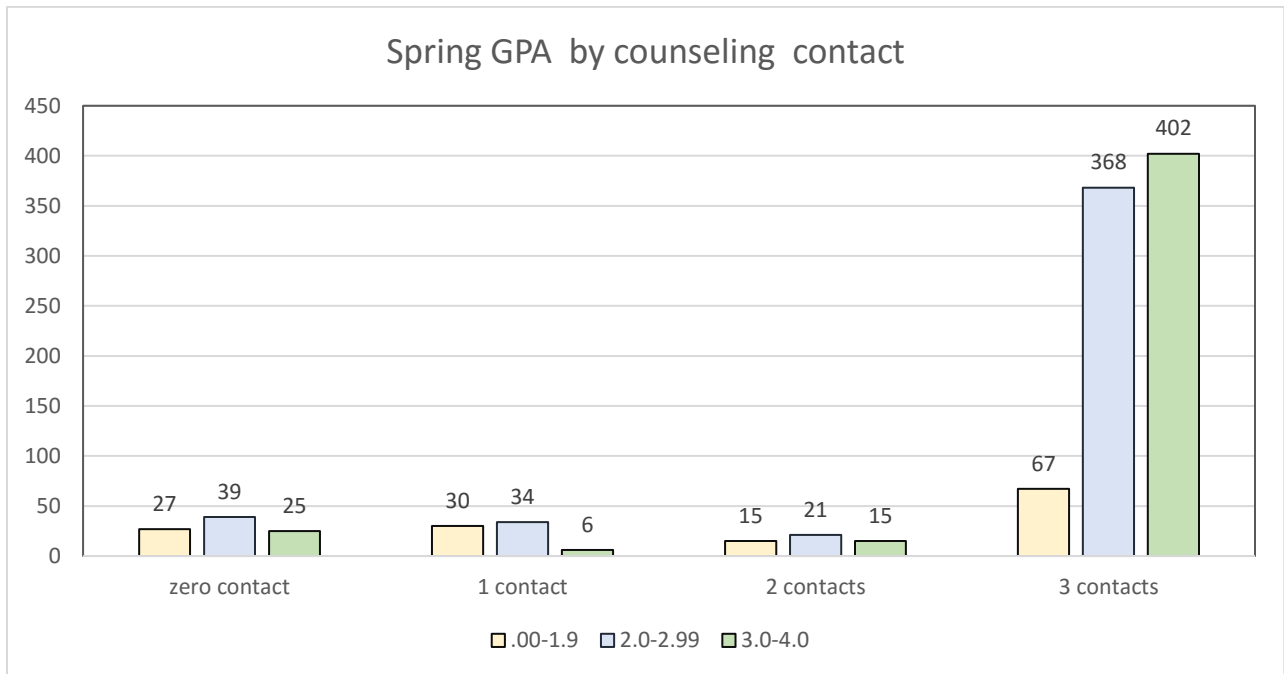
The EOPS program is extremely proud of the students served. Especially in the area of academic success. For some students, just coming on campus, enrolling, and making it through one semester regardless of GPA is in itself an accomplishment. It is also important to note that a comparison of EOPS students to the MJC student body is not a true comparison. There are some key elements that we must consider when making this comparison for example, income and academic disadvantage. A true comparison would be measuring EOPS students' academic success against those EOPS students that did not participate in the program.

For the 2016-2017 academic year, the following 'GPA by Counseling Contact' charts indicate that EOPS students fully engaged in the program, experience more academic success than

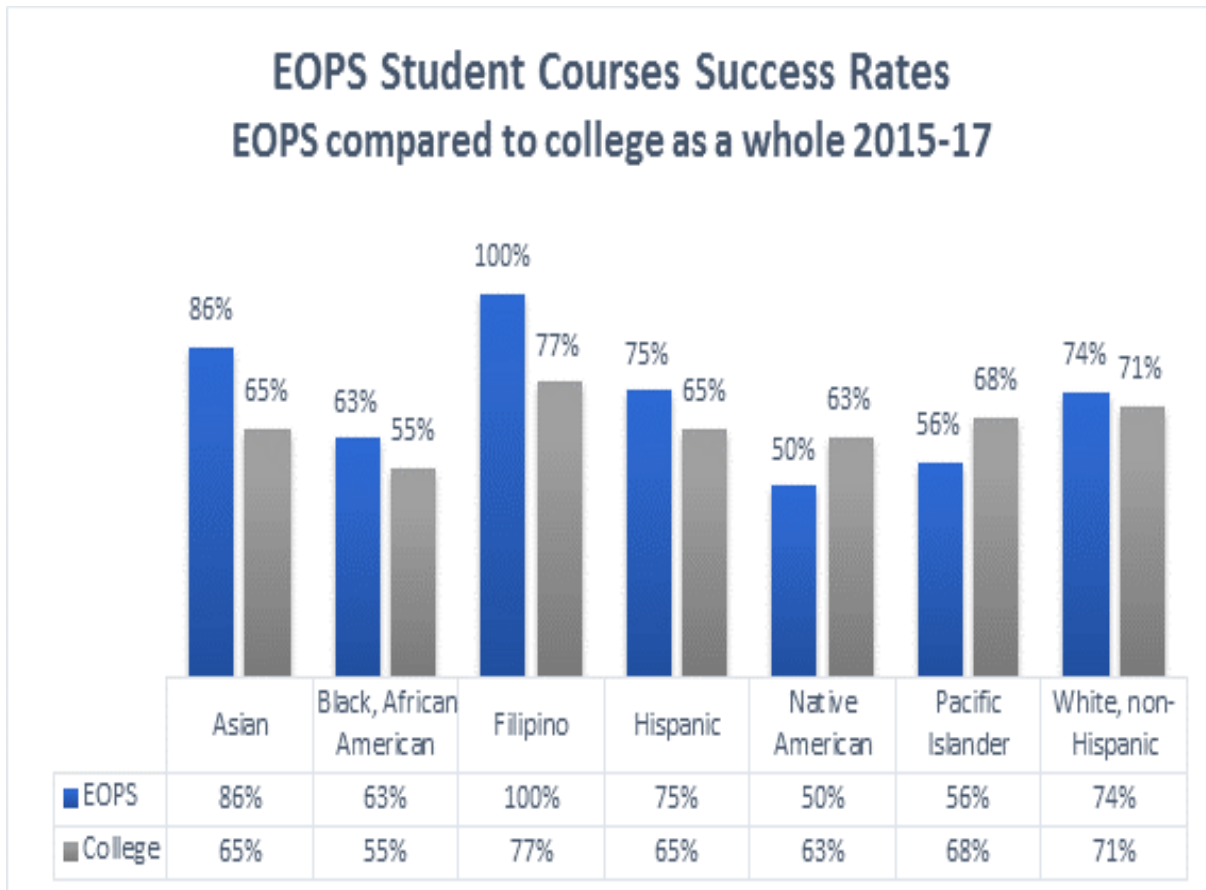
EOPS students who do not participate.



As shown in the chart above, in the fall semester, it was only in the zero contact group that the .00-1.99 GPA was the prevailing GPA range. Furthermore, on the below chart for the spring semester, the percentage of students earning a 0.0 -1.9 GPA declines with the number of contacts. In the zero contact group, 30% of the students that made zero attempts to see a counselor fell below a 1.9 GPA. In the three contacts group, only 8% of the students that made three appointments earned a 1.9 GPA or less. Moreover, the fall and spring charts indicate those students who fully engage in the EOPS program experience, reap the highest level of academic success.



In terms of completion rates, the EOPS students did well compared to the MJC student body considering, again, that the comparison of both groups is not a directly fair comparison. The academic, personal and financial challenges for the general population is unknown and unconfirmed whereas, EOPS students are confirmed to be disadvantaged in all of the aforementioned areas. That being said, the EOPS students still do well compared to the general MJC population in terms of rates.



Consider your data. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data? Write a brief analysis.

Part of the annual EOPS reporting includes course success rates of the students for the academic year. The Modesto Junior College EOPS staff are all in agreement that the interventions and services (e.g. counseling, the services; book vouchers, priority registration, advising, and program celebrations) are essential to the success of our students and ultimately our program. The EOPS program at MJC and throughout the state has established a rich history of helping the disadvantaged reach their academic goals. We, at MJC will continue to empower, encourage, and challenge our students to fully understand the power of an education.

Given the data, what is your set goal for success? Do your department and individual course rates meet this goal? If your rates for success are lower than your goals, what are your plans to improve them?

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# Student Learning Outcomes

## Instructions

This section of the Program Review measures support services learning outcomes, service area outcomes, and institutional learning.

## SSLO / SAO/ ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website or through a specific data set prepared for your area. Using these charts, you can identify your current rates in student learning outcomes. You will consider your outcomes, set a department goal, examine your SLO data, and outline a plan for any needed improvement.

Note for those using the [Learning Outcomes Dashboard](#) website: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each SSLO will need to be mapped to each applicable SAO and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at [gopaln@mjc.edu](mailto:gopaln@mjc.edu).

## Student Learning and Outcomes Assessment

Please review your Student Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website or through the specific data set prepared for your area.

For each SAO that your SSLOs inform, you will find your overall rate. You will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your support services areas.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the service area outcomes (SAOs), and institutional outcomes (ILOs) in your analysis.

### **Service Area Outcomes (SAO)**

What is your set goal for SAO success? Do your overall rates meet this goal?

The EOPS Program has established the following SAO: students will understand EOPS/CARE services and follow the regulations necessary to maintain program eligibility.

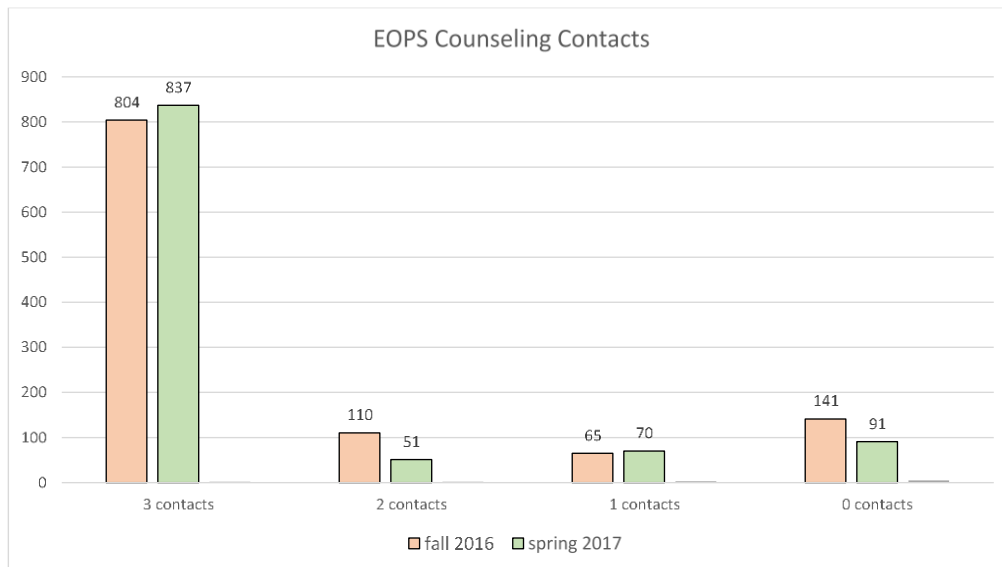
Support Service Learning Outcomes:

1. EOPS/CARE students will understand and follow the Mutual Responsibility Contract.
2. EOPS /CARE students will be knowledgeable about EOPS /CARE program requirements and services.

The first learning outcome is measured by how many students attended the three mandatory counseling appointments. In the fall semester 72% of the EOPS students made three appointments and in the spring semester 80% made three appointments.

# Extended Opportunity Programs and Services

## 2016-2017



The second learning outcome measures how knowledgeable new EOPS students are about EOPS services. During EOPS orientations, new EOPS students take a pre- test followed by a post-test. In spring 2017, of the 279 new EOPS students, 95% were able to identify the EOPS services.

### Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

The EOPS SAO is best tied to the “Personal and Professional Development” of the college. The EOPS students are being held accountable for the program requirements, they are being empowered to reach the highest level of education and we are teaching them self-sufficiency. Assisting the students to obtain their academic goals will eventually lead to self-reliance and

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# Program Analysis

## Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested, and also supply the names of classified professionals and administrators in your area. Additional comments or narrative can be added below.

| Faculty Name     | Position Title: Full-Time or Part-Time     | Hire Date (optional) |
|------------------|--|----------------------|
| Donna Louie      | Counselor-Full Time                        |                      |
| Layla Spain      | Counselor- Full Time                       |                      |
| Ben Riley        | Counselor-Full Time                        |                      |
| Schimjel Skaria  | Counselor-Full Time                        |                      |
| Martha Estrada   | Counselor-Fulltime(EOPS and CalWORKs       |                      |
| Patricia Jacquez | Adjunct Counselor                          |                      |
| Anthony Frias    | Adjunct Counselor-EOPS and CalWORKs.       |                      |
| Hector Duarte    | Assistant EOPS/CalWORKs Director-Full Time |                      |

| Classified Professional Name | Position Title: Full-Time or Part-Time | Hire Date (optional) |
|------------------------------|--|----------------------|
| Aida Trejo                   | Program Assistant- Full Time           |                      |
| Aslin Williams               | Office Assistant Clerk-Full Time       |                      |
| Tanya Smith                  | Program Specialist- Full Time          |                      |
| Letty Blanco                 | Program Specialist- Full Time          |                      |
| Brenna Jones Bonson          | Administrative Specialist-Full Time    |                      |

| Administrator Name | Position Title: Full-Time or Part-Time | Hire Date (optional) |
|--------------------|--|----------------------|
| Hector Duarte      | Assistant Director –Full Time          |                      |

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## Long Term Planning and Resource Needs

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

The goal of the EOPS program at Modesto Junior College, is to grow the program over the next 5-6 years to serve an unduplicated count of 1,600 students. The other goal is to increase the number of students that make the three mandatory contacts. In order to meet these goals, the EOPS program would need to hire another fulltime counselor to meet the needs of the students and stay in compliance with the three mandatory counseling appointments per EOPS regulations. Office space will also be an issue and something that we will have to address. Services at both campuses will also play a major factor in our program in the next few years. Is it feasible for our program and budget to offer EOPS services at both campuses? This is an area we need to continue to monitor and research. It is evident that the college is striving to be more student oriented and improve student access. With the outreach efforts of the MJC pathways center, I am confident that we should meet our goal in the near future.