

EOPS/CARE Advisory Committee Meeting



APRIL 29TH, 2019

The EOPS Team

TEAMWORK

Alone we can do so little.
Together we can do so much.

Helen Keller

EOPS/CARE Counselors

- Tony Rivas
- Hector Sanchez
- Natalie Paredes

EOPS/CARE Adjunct Counselors

- Narineh Karimian
- Armine Akopyan
- Luzolo Luzombe
- Diana Casas
- Selene Roman

Classified Staff

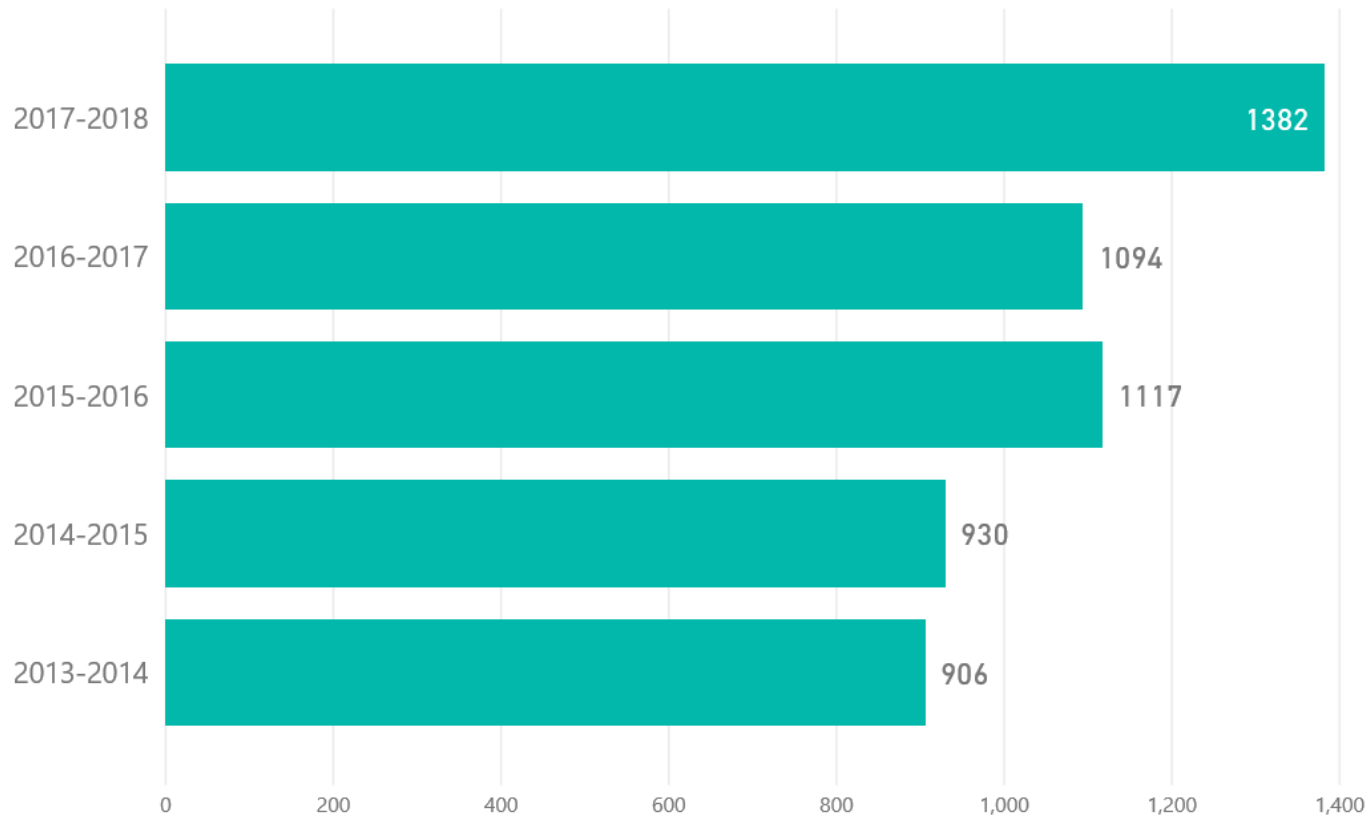
- Kaitlyn Yrineo
- Alex Brambila
- Huu Bui
- Debbie Erickson
- Evie Loadjaja
- Carla Tablas

Hourly Staff / Student Workers

- Odalinda Chavez
- Raymone Dashiell
- Destiny Nunez
- Marivel Sanchez
- *Tutors (17)

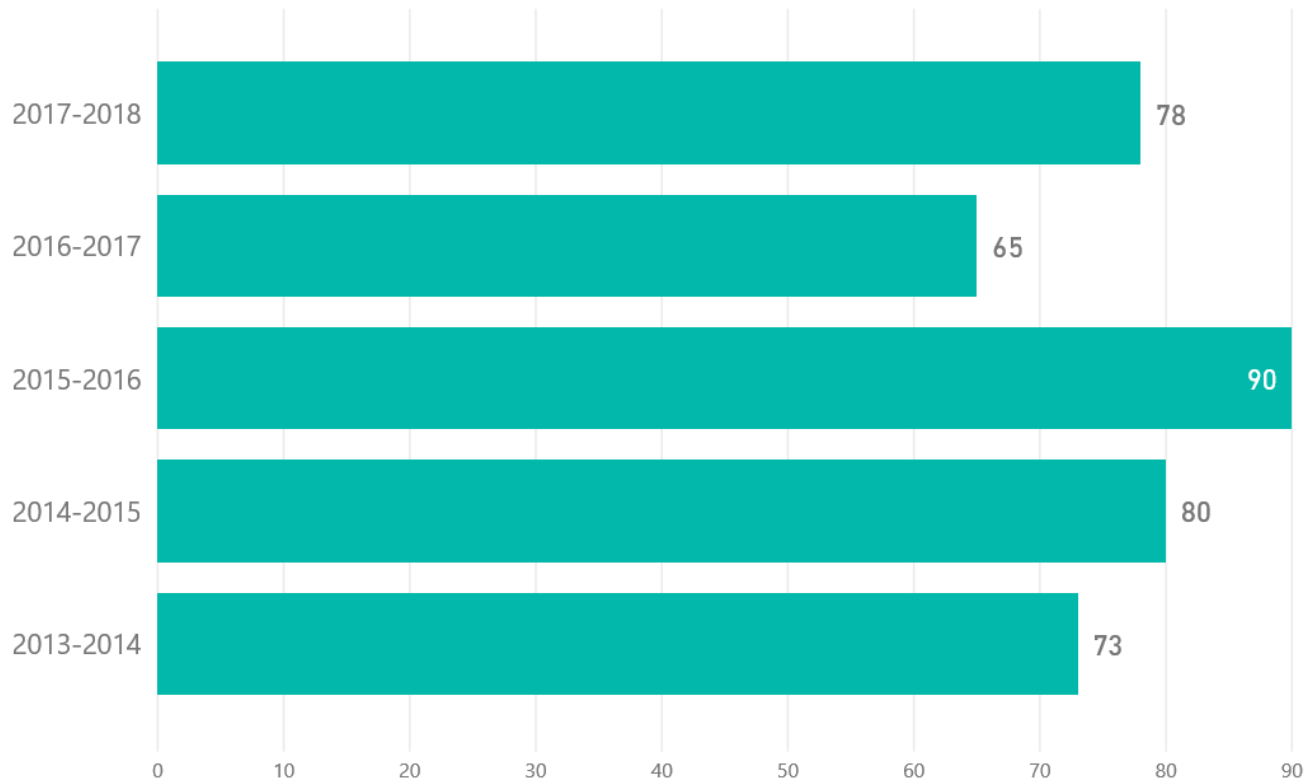
Our EOPS program is growing!

Distinct Count of EOPS only Students by Academic Year



CARE Students

Distinct Count of CARE only Students by Academic Year

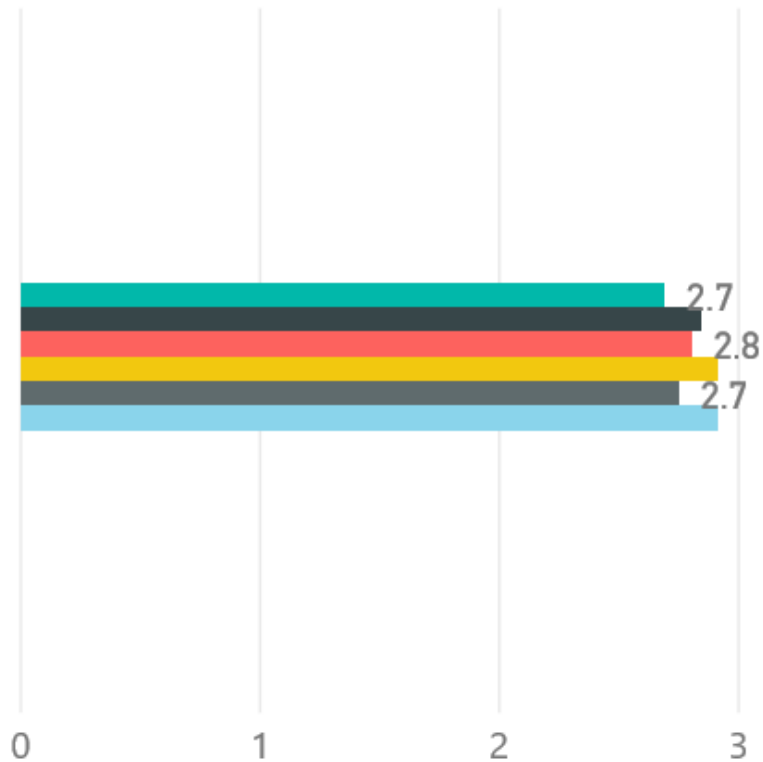


Average Cum GPA of EOPS Students

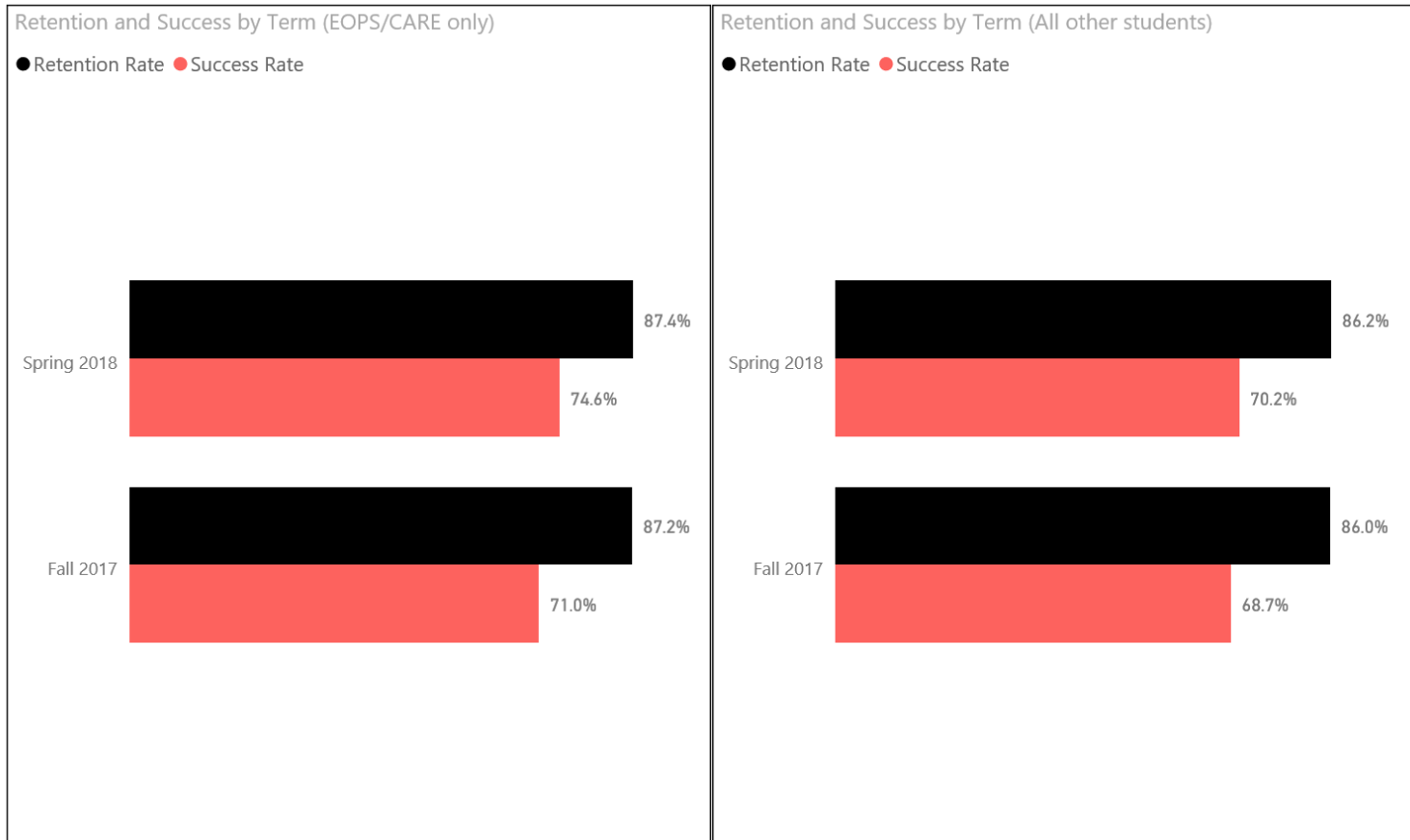
Average Cumulative GPA

Term

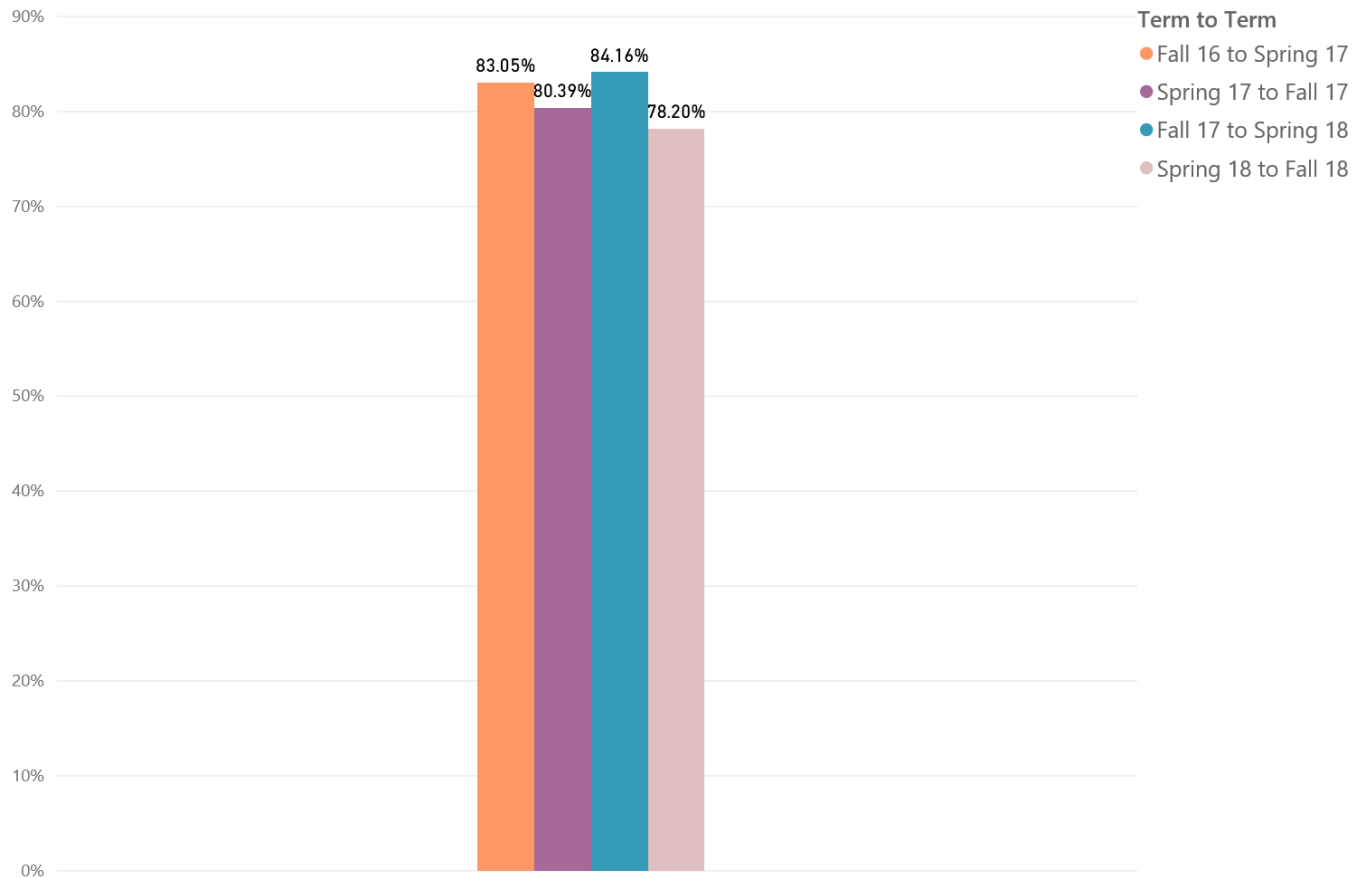
- Fall 2018
- Summer 2018
- Spring 2018
- Winter 2018
- Fall 2017
- Summer 2017



Retention & Success Rate

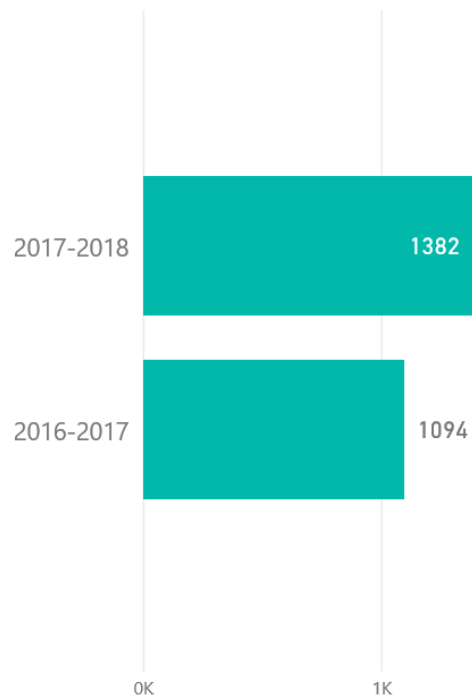


Persistence among EOPS Students

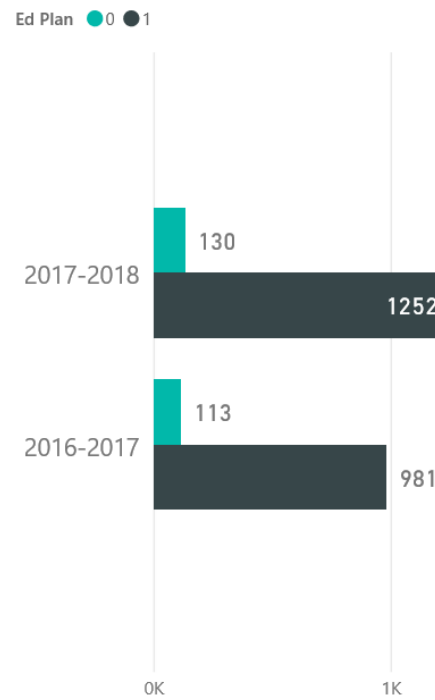


Comprehensive Ed Plans

Headcount

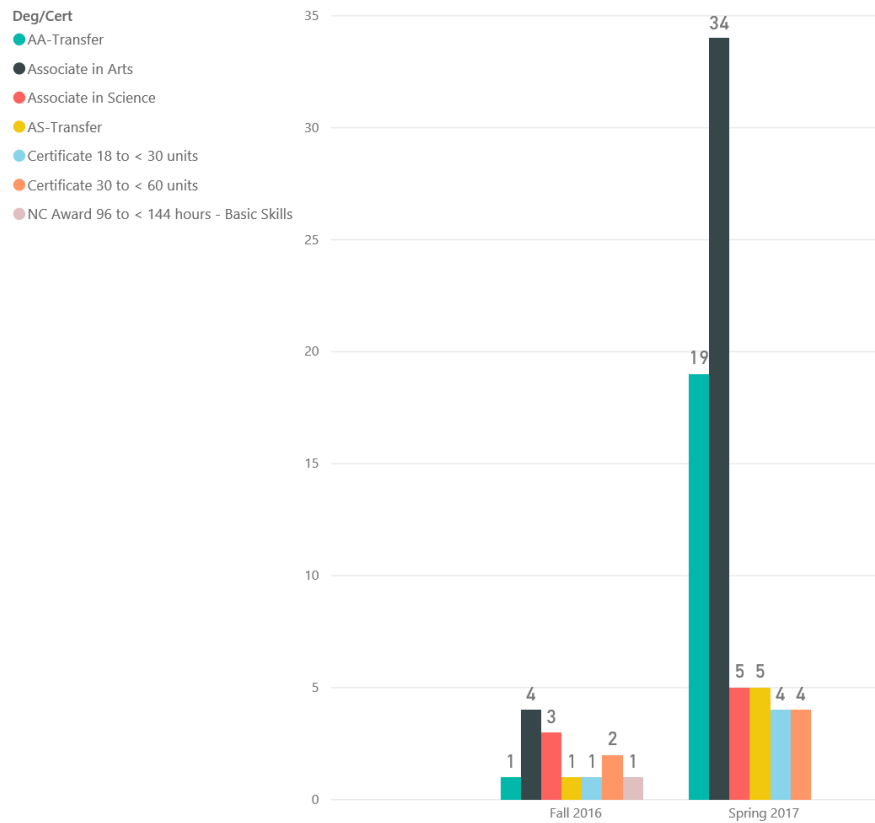


Count of Education Plan

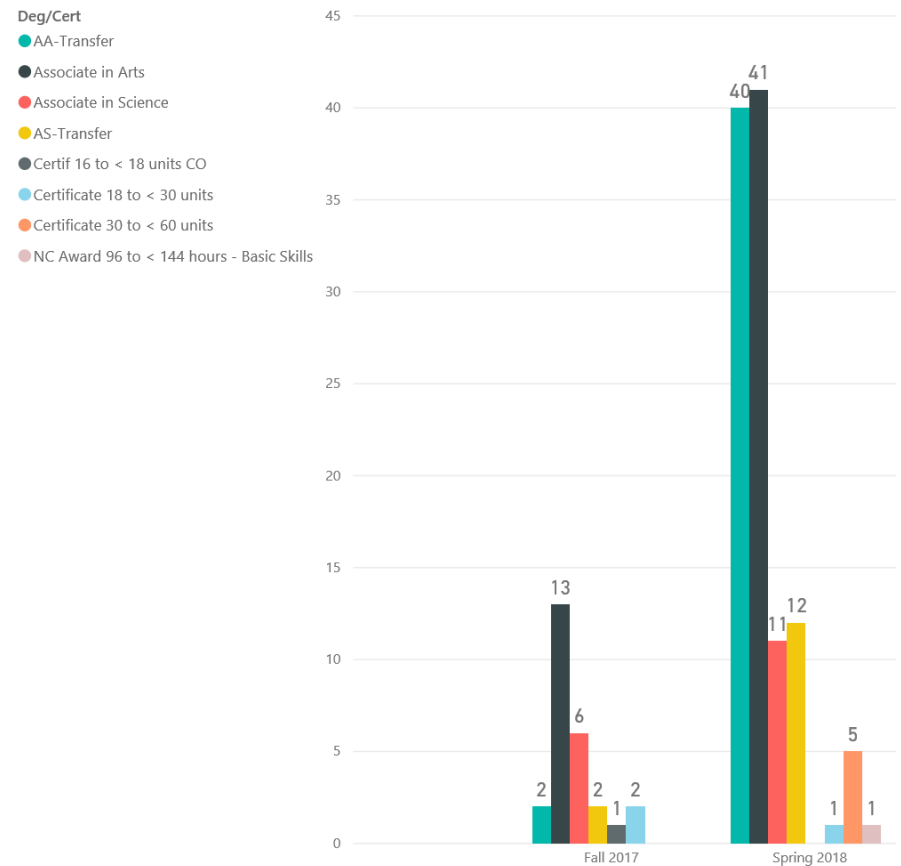


Degree/Certificate Count

Count of EOPS/CARE Student Degree/Certificate Receipt by Term



Count of EOPS/CARE Student Degree/Certificate Receipt by Term



Tutoring

Academic Year 2018-2019	Students Served	Total Hours	Tutors Working	Success Rate
Summer 2018	34	722.3	6	88%
Fall 2018	195	5315	20	84%
Winter 2019	39	742.6	5	88%
Spring 2019	130		17	
2018-2019 Total	398	6779.9	48	

Guided Pathways

- ❖ Guided pathways provide students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.
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Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Guided Pathways

The Problem/The Need	The Focus/The Solution
We focus a lot on the front end (SSSP core services) but do not focus enough on follow through	Development of comprehensive ed plans with ongoing monitoring and feedback to students to track progress
Majors have too many required courses; difficulty in completing required course sequences	Program mapping by faculty to clarify required courses, scheduling of classes, sequential ordering
Students become stalled out in making timely progress toward degree completion/transfer	Changing curriculum, requirements, momentum point recognition, push out messages to inform/guide
Students placing into basic skills classes need critical support to make progress through the sequence and not become discouraged, bored, or disillusioned	Integrate taking basic skills classes with taking courses in major/career clusters early on instead of waiting to complete basic skills classes

Guided Pathways

The Problem/The Need	The Focus/The Solution
Students are “forced” to make uniformed choices as they start their enrollment process	Provide guidance to students at the earliest points of contact – including career guidance
Many first timestudents are firstgeneration whodon’t have a clearidea/focus about college	Outreach andinreach efforts with highschoools and community; includefinancial aid at earliest point
Students have too many choices which is confusing	Streamline number of majors/choics;create career clusters/meta majors
We focus a lot on the front end (SSSP core services) but do not focus enoughon follow through	Development of comprehensive ed plans with ongoing monitoring and feedback to students to track progress

AB 705

- ❖ Students are to be placed into **transfer-level** English and math classes and are expected to complete these courses in their first year of enrollment
- ❖ Colleges are expected to provide support to enable students to be successful
- ❖ Colleges may place students lower than transfer-level if they can prove students would benefit from a lower placement
- ❖ Current assessment instruments will NOT be approved for continued use

What is meant by multiple measures?

- ❖ The concept is to use more than just a single test score to place a student into English or math courses.
- ❖ External research has been conducted to prove that the use of students' high school grades and courses are far better predictors for placement and student success than objective test scores.

Student Centered Funding Formula

- ❖ The state has decided to amend the historical funding of community colleges based on “head count” otherwise known as Full Time Equivalent Students (FTES)
- ❖ This new funding formula began with the current year and is being phased in over 3 years
- ❖ The new formula resulted in tremendous revenue increases for some districts and reductions for other districts. Mt. SAC is somewhere in the middle.

Student Centered Funding Formula

Base Grant = 60% [70% to begin; 65% next year]: based on enrollment (FTES)

Supplemental Grant [low income students] = 20%: based on # of students receiving Pell Grant; # of students receiving CA Dream Act; # of students receiving Promise Grant (BOGW fee waiver)

Student Success Incentive Grant = 20% [10% to begin, 20% next year]: # of students receiving

- Associate Degrees
- Associate Degrees for Transfer (ADT) – *bonus points for ADTs*
- Certificates of 16 units or more
- Completion of transfer-level math or English in first year
- Successful transfer to a four-year university
- Completion of 9 or more CTE units
- Attaining a living wage

Student Testimonials



Community/Partner Feedback & Updates



Thank you for your time.