

College of the Canyons

Santa Clarita Community College District

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Institutional Research, Planning, and Institutional Effectiveness



Extended Opportunities Programs & Services Evaluation Report 2019

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Introduction

The purpose of this research is to evaluate the effectiveness of the Extended Opportunity Programs and Services (EOPS) with regard to student compositions as well as success outcomes of participating students. EOPS was established by Senate Bill 164 in 1969 to identify, recruit, retain, educate and prepare the disadvantaged for career employment and/or transfer. It is a state-funded student support services program that provides special recruitment, retention, and transition services to eligible students. The services offered are "over, above and in addition to" those offered by the college's Student Services division. The primary services include assistance in the following areas: priority enrollment, counseling/advisement, and preparation for transition to four-year colleges and universities.



Historically, the statewide EOPS symbol is a nickel and nails which dates back to a story about a boy in the Deep South who changed his style of walk to be more confident as he jingled these in his pockets. "He walked a little bit straighter and with a little more pride and dignity." EOPS services are intended to provide that dignity and motivation, enabling participants of the program to more effectively define and pursue career goals. It is important that they too have "something to jingle".

Image 1. EOPS/CARE/CalWORKs staff along with the President of LA Southwest College Dr. Seher Awan (former EOPS employee) who spoke at the 2019 Honors Luncheon



Eligibility Requirements

EOPS is a program designed and funded by the State of California to help college students who demonstrate both an academic and financial need. In order to qualify for EOPS students must meet *all five* of the following requirements:

1. Be enrolled in 12 or more units
2. Be a California resident
3. Be low-income and qualify for a CCPG Fee Waiver "A" or "B". (formerly BOG)
4. Have completed fewer than 70 degree applicable units¹
5. Be educationally disadvantaged. Provide proof of one of the following:
 - Not a high school graduate or does not have a GED, graduated from high school with less than 2.50 grade point average
 - Basic Skills/remedial classes (i.e. Assessment scores with placement in basic English or math; Current enrollment in basic English or math and Previous enrollment in basic English or math)²

Methods

Institutional Datasets

Three sets of data were used for this evaluation. First, a 5-year (2013-2019) sample of actively enrolled unduplicated students was used for analyses pertaining to cross-sectional profile of EOPS students in comparison to non-EOPS students, labeled as “Other”. Second, another data set of actively enrolled students across 5 individual years (duplicated across years, unduplicated within) was used to assess trends in the profile of students as well as success rates in the counseling-150 course. Finally, a cohort-based dataset of first-time students across 3 years (2014-15, 2015-16 and 2016-17) was used to assess outcomes pertaining to unit completion, persistence and academic standing. All enrollments are limited to primary terms (fall and spring).

¹ Students who have completed more than 70 units are ineligible for the program. Therefore, they are encouraged to apply at 60 or fewer units so that they can receive the services and benefits for at least the time before they hit 70 units.

² A large proportion of EOPS students are admitted based on this criteria (basic skills need). With AB705 implementation in fall 2019, EOPS eligibility through basic skills placement is being revised and discussed in statewide conferences.

Results

By the Numbers

Annually EOPS serves approximately 500 students (unduplicated within each year) which represents 3% of the general student population per year, and slightly more among first-time students (3.5%). Over the last 5 years, there has been a 3.4% increase in the number of students served and this increase is the same among other students.

Table 1. Annual counts and representation of EOPS students

Annual counts*	EOPS	Other	Proportion EOPS
2014-15	503	20,658	2.4%
2015-16	560	21,115	2.6%
2016-17	611	21,355	2.9%
2017-18	574	21,154	2.7%
2018-19	520	21,370	2.4%
Total (5-year unduplicated)	1,638	55,568	3.0%

*Counts are unduplicated within each year and may be duplicated across year.

Demographic Profile

Demographic characteristics of students in the EOPS program were compared with other students enrolled in the same time period. With regard to race/ethnicity, EOPS students have a higher representation of African American/Black, and Latinx identifying students. In addition, female students and first-generation college attendees are over-represented (66% vs. 52%; 49% vs. 29%). Further details are provided in Table 2.

Table 2. Demographics of EOPS students in comparison to others

N	Race/Ethnicity	EOPS	Other	Gender	EOPS	Other	First Gen.	EOPS	Other
EOPS students 1,638	Native Amer./Alaskan	0.2%	0.3%	Female	66%	52%	First Gen.	49%	29%
	African American./Black	8%	5.5%	Male	34%	47%			
	Asian	3.1%	5.8%	Unknown	0.2%	0.4%			
	Latinx	59.9%	38.2%						
Other students 55,568	White	14.0%	30.5%						
	FilipinX	1.6%	4.1%						
	Hawaiian/Pac. Islander	0.1%	0.2%						
	Two or more races	13.8%	12.5%						
	Other-Non White	0.4%	0.1%						
	Unknown	0.4%	1.1%						

Examining the trend of race/ethnicity representation among EOPS students also indicates that students who have been identified as disproportionately impacted are served at a substantially higher rate than the general student population. Figure 1 provides a visual for the proportion of students served by race/ethnicity. Whereas Latinx students make-up 47% of the general student population, they make up 60% of the EOPS student population. Similarly, African-America/Black students make up 6% of the student population, in the most recent academic year, they made up 9% of the EOPS student population.

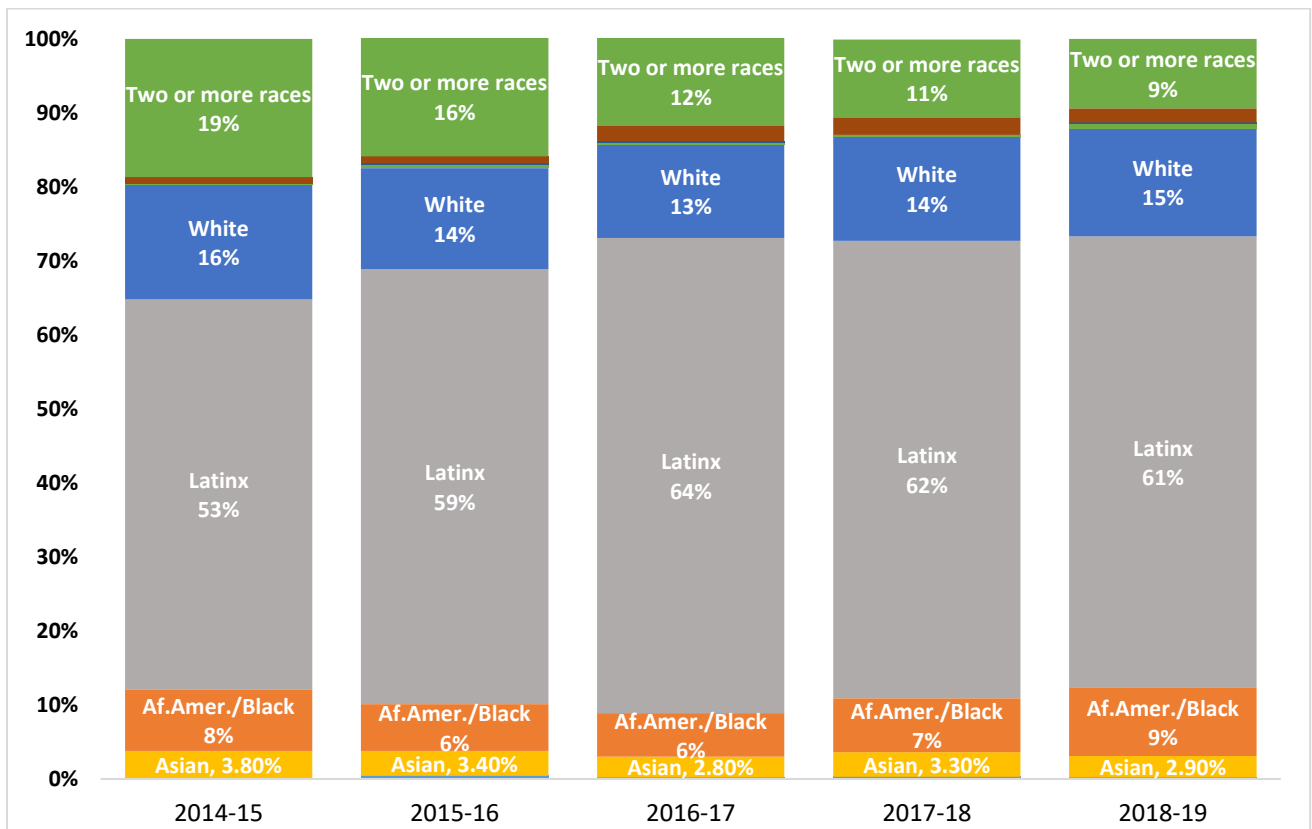


Figure 1. Race/Ethnicity of EOPS students served (5-year trend)

Majors and Program Award Types

The top 10 most common programs/majors are provided in Table 3 and 4 across two most recent fall terms. The types of programs that EOPS students commonly pursue are similar to those of the general student

population. The top three majors among EOPS students include Liberal Arts & Sciences CSU Social & Behavioral Sciences, Pre-Nursing³, and Biological Sciences.

Table 3. Fall 2018 Majors

EOPS	OTHER
Liberal Arts & Sciences CSU Social & Behavioral Sciences	Biological Sciences
Pre-Nursing	Pre-Nursing
Liberal Arts & Sciences IGETC CSU Math & Science	Business Administration for Transfer
Psychology for Transfer	Liberal Arts & Sciences IGETC CSU Soc. & Behavioral Sciences
Biological Sciences	Liberal Arts & Sciences IGETC CSU Math & Science
Business Administration for Transfer	Psychology for Transfer
Liberal Arts & Sciences IGETC CSU Social & Behavioral Sciences	Engineering
Sociology for Transfer	Liberal Arts & Sciences CSU Social & Behavioral Sciences
Biology for Transfer	Liberal Arts & Sciences IGETC CSU Humanities
Accounting	Entrepreneurship and Small Business Management

³ As of fall 2019, pre-Nursing is no longer an available program for selection. Prior students in this program were moved to Liberal Arts & Sciences Math & Science

Table 4. Fall 2017 Majors (Top 10)

*The Pre-Nursing program is being revised as of fall 2019 **Top 10 programs are presented in order of most to least.

EOPS	OTHER
Pre-Nursing	Pre-Nursing
Biological Sciences	Biological Sciences
Psychology for Transfer	Engineering
Accounting	Psychology for Transfer
Liberal Arts & Sciences CSU Social & Behavioral Sciences	Accounting
Engineering	Entrepreneurship and Small Business Management
Liberal Arts & Sciences IGETC CSU Math & Science	Liberal Arts & Sciences IGETC CSU Social & Behavioral Sciences
Business Administration for Transfer	Liberal Arts & Sciences IGETC CSU Humanities
Liberal Arts & Sciences CSU Social & Behavioral Sciences	Psychology
Entrepreneurship and Small Business Management	Kinesiology for Transfer

Tables 5 and 6 provide information on the areas in which EOPS students complete a degree/certificate in. Programs are listed in order of most frequent to least. In comparison, the second column presents this information for students who are not EOPS participants. Areas in which EOPS students earn a degree (AA/AS/ADT) are prevalent in the schools of Social and Behavioral Sciences, Business and Math, Science and Engineering. With regard to certificates, EOPS students earn awards in similar areas to the general student population. One type of certificate program that is common among EOPS students and not in the top 10 frequently earned certificates among other students is Early Childhood Education: Preschool Certificate.

Table 5. Top 10 Degrees Earned (5 years) 2014-2019

EOPS	OTHER
Liberal Arts & Sciences CSU Social & Behavioral Sciences	Liberal Arts & Sciences CSU Soc. & Beh. Sciences
Psychology for Transfer	Accounting
Sociology for Transfer	Psychology for Transfer
Accounting	Nursing: Registered Nurse
Administration of Justice for Transfer	Sociology for Transfer
Communication Studies for Transfer	Communication Studies for Transfer
Mathematics for Transfer	Liberal Arts & Sciences IGETC CSU Soc. & Beh. Sciences
Physics for Transfer	Business Administration for Transfer
Liberal Arts & Sciences IGETC CSU Math & Science	Mathematics
Liberal Arts & Sciences IGETC CSU Soc. & Beh. Sciences	Mathematics for Transfer

Table 6. Top 10 Certificates Earned (5years) 2014-2019

EOPS	OTHER
CSU General Education Breadth	CSU General Education Breadth
IGETC	IGETC
Accounting	Noncredit Intermediate ESL
Noncredit: Management Tool Box	Accounting
Noncredit: Customer Relations	Noncredit Beginning ESL
Early Childhood Education: Preschool	Noncredit Digital Office
Noncredit Intermediate ESL	Fire Technology Pre-Service
Administration of Justice	Non Credit: Workplace Essentials
Noncredit Basic Arithmetic Skills	Non Credit: Management Tool Box
Fire Technology Pre-Service	Non Credit: Customer Relations

Education Goals

Over half of EOPS students select an education goal related to earning a degree and transferring to a 4-year institution, followed by students who are undecided on a goal and those who want to transfer to 4-year institutions without a degree. EOPS students have a higher rate of students indicating that they are undecided on their goal. Additional education goal distributions provided in Table 7.

Table 7. Educational Goals across three cohorts of first-time students (most common to least)

	EOPS	%	OTHER	%
Associate degree and transfer to a 4-year institution	221	55.0%	5123	40.8%
Undecided on goal	57	14.2%	1270	10.1%
Transfer to 4-year institution without an associate degree	41	10.2%	1036	8.2%
Obtain a two year associate's degree without transfer	12	3.0%	393	3.1%
4 year college student taking courses to meet 4 –year requirements	11	2.7%	282	2.2%
Earn a vocational certificate without transfer	11	2.7%	163	1.3%
Improve basic skills in English, reading or math	7	1.7%	130	1.0%
Maintain certificate or license (e.g. Nursing, Real Estate)	0	0.0%	49	0.4%
Other*	28	7.0%	3662	29.1%
Uncollected/unreported	14	3.5%	460	3.7%
Total	402	100%	12568	100%

*Other includes Prepare for a new career (acquire job skills), Complete credits for high school diploma or GED; Discover/formulate career interests, plans, goals; Advance in current job/career (update job skills); Educational development (intellectual, cultural); Obtain a two year vocational degree without transfer; Move from noncredit to credit coursework.

In the following section, student outcomes related to persistence, success (GPA, Counseling-150), academic standing and completion were compared between EOPS students and non-EOPS students.

Persistence

Figure 2 presents the persistence rates across 3 cohorts of first-time students by EOPS vs. other. Fall to spring persistence was higher among first-time EOPS students than among other students (87% EOPS vs. 71% Other). When first-time fall students were followed through the subsequent fall term, EOPS students, again had a higher persistence rate (75% EOPS vs. 61% Other).

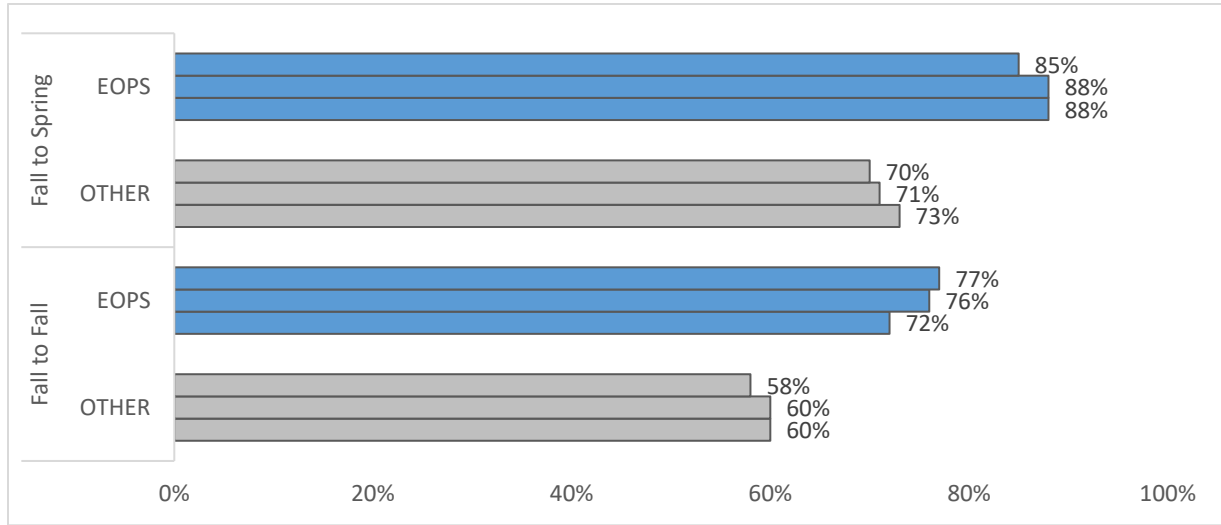


Figure 2. Persistence Rates

Units Earned

For the metric of number of units completed by the end of first and second year respectively, the sample was limited to students whose educational goal included one of the following: Associate degree and transfer to a 4-year institution, Transfer to 4-year institution without an associate degree, Obtain a two year associate's degree without transfer, Undecided on goal, Uncollected/unreported. Across the cohorts, the median number of units for EOPS students was higher than for non-EOPS students with the exception of the most recent cohort where they were the same (details provided in Table 8).

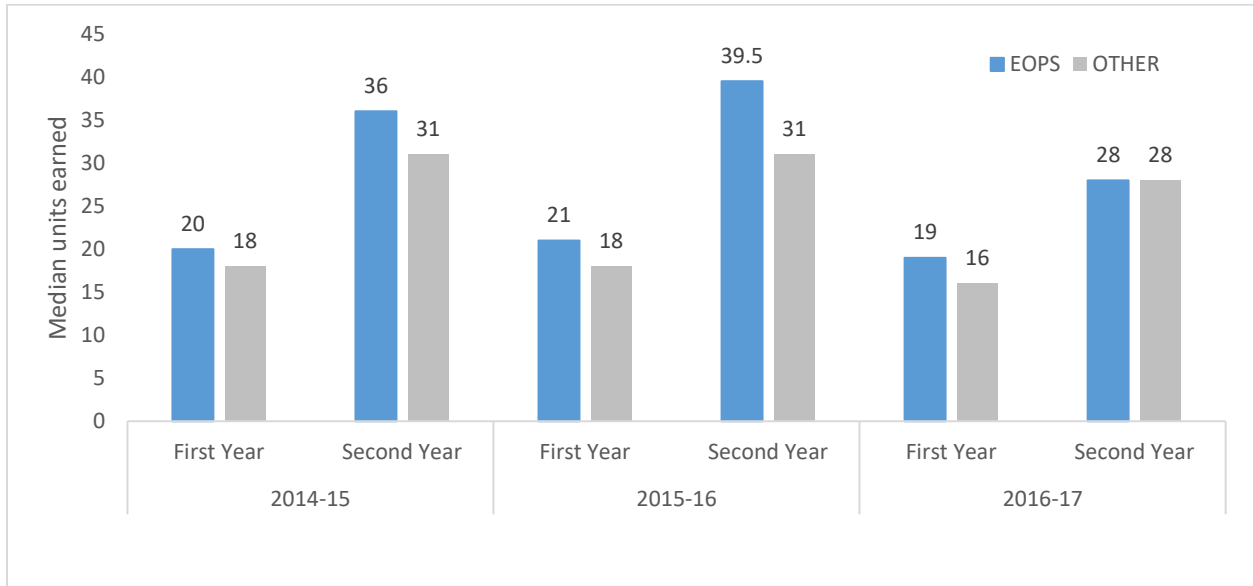


Figure 3. Median number of Units completed by first, and second year

Tests of significance comparing the mean units completed across a pooled sample of 3 first-time cohorts, indicated a statistically significant difference between units earned by EOPS students and units earned by non-EOPS students (first-year $t(6,572) = 2.38, p < .05$; second year $t(6,572) = 2.23, p < .05$).

Table 8. Units earned by the end of first, and second year among first-time students in three cohorts

		First-Year		Second-Year	
		EOPS	OTHER	EOPS	OTHER
2014-15	Median Units	20	18	36	31
	Mean (SD)	18.6 (8.0)	17.3 (9.0)	16.9 (1.6)	30.0 (18.1)
	N	109	2032		
2015-16	Median Units	21	17	39.5	29
	Mean (SD)	18.3 (8.4)	16.1 (9.3)	32.9 (17.8)	28.4 (18.5)
	N	86	2197		
2016-17	Median Units	19	16	28	28
	Mean (SD)	16.7 (9.3)	15.6 (8.8)	28.9 (19.0)	27.7 (17.9)
	N	115	2183		

*Includes primary terms only (fall and spring); limited to first-time students who were enrolled in at least the lowest number of units that the EOPS students enrolled in, during the first fall term (2014-15 units ≤ 5 , 2015-16 units ≤ 3 , 2016-17 units ≤ 5)

Grade Point Average (G.P.A)

Based on a pooled sample of first-time students across 3 years, grade point average (GPA) was similar between students in the EOPS program and non-EOPS students.⁴ Given the program’s focus on providing support to educationally disadvantaged students, these differences are expected. EOPS student are likely to have low GPAs when they enter the program since one of the eligibility criteria is a GPA below 2.5. Therefore similar average GPAs between EOPS participants and other students is indicative of improvement in educational success for EOPS students.

Table 9. Cumulative GPA

	EOPS	OTHER
Median	2.60	2.71
Mean (SD)	2.42 (1.0)	2.45 (1.0)
N	398	9,940

Student Success course (COUNS-150)

Another outcome that was examined was the performance of EOPS students in Counseling-150, “Student Success” course. This course has historically been a requirement for all EOPS students. In this course, EOPS students’ success rates were statistically significantly higher than others enrolled in the same year, $\chi^2 (1, N=5, 5518) = 35.33, p = .000$, based on chi-square test of independent proportions.

⁴ These results upheld when the sample was expanded to all actively enrolled students across a 5-year time period.

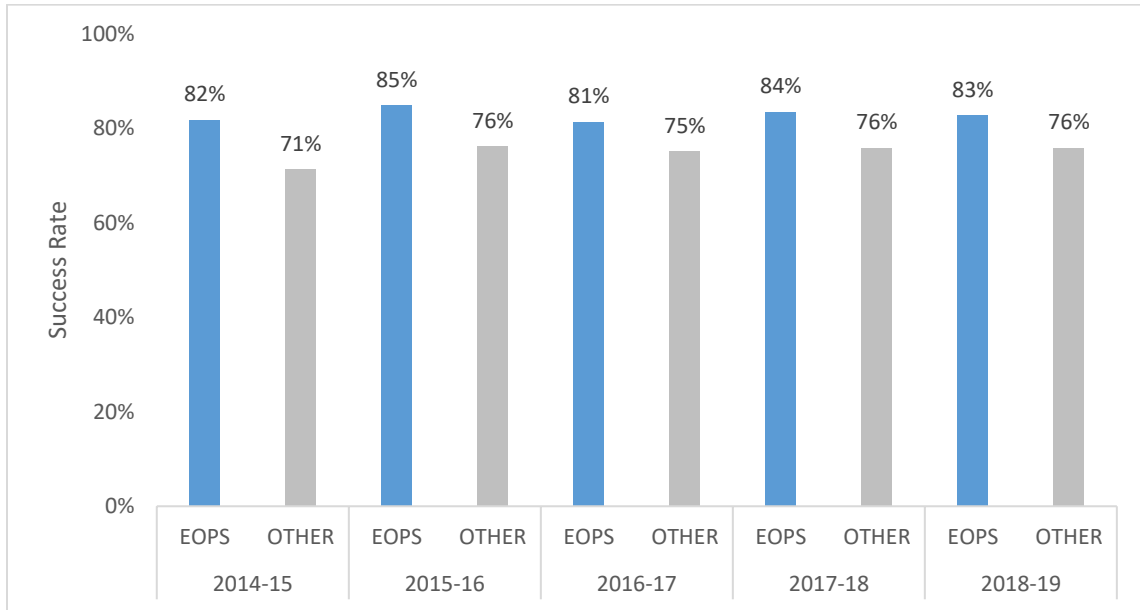


Figure 4. Success Rates in “Student Success” (COUNS-150) over 5-year enrollments

*Limited to first-time enrollment in COUNS-150 and when the enrollment during the year in which the student was part of the EOPS program.

Counseling-150 is offered with multiple section types, one of which includes an “EOPS- emphasis” component. In the recent years, these sections have been made available to all students and therefore EOPS student representation in them has declined. Figure 5 provides the trend of enrollment rates.

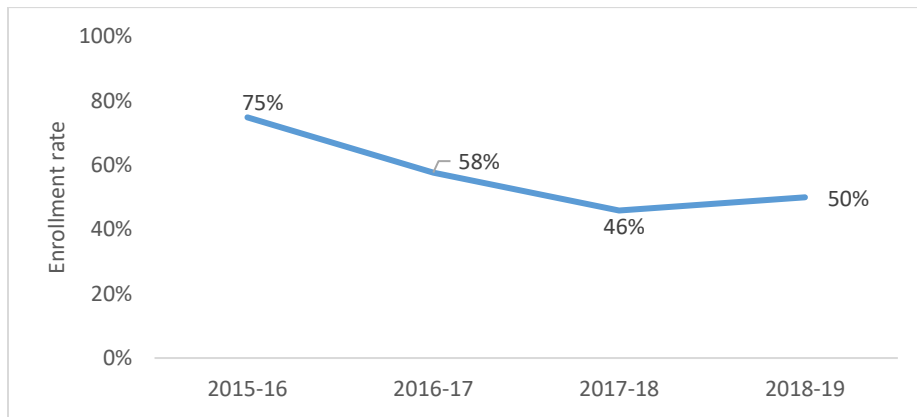


Figure 5. Enrollment rates of EOPS students in EOPS-emphasis sections of COUNS-150

Although students may benefit from a sense of belonging and community with other EOPS students, success rates and retention rates did not vary in a consistent pattern between EOPS students enrolled in the

EOPS-emphasis sections in comparison to the success of EOPS students enrolled in non-EOPS-emphasis sections (Figures 6 and 7).

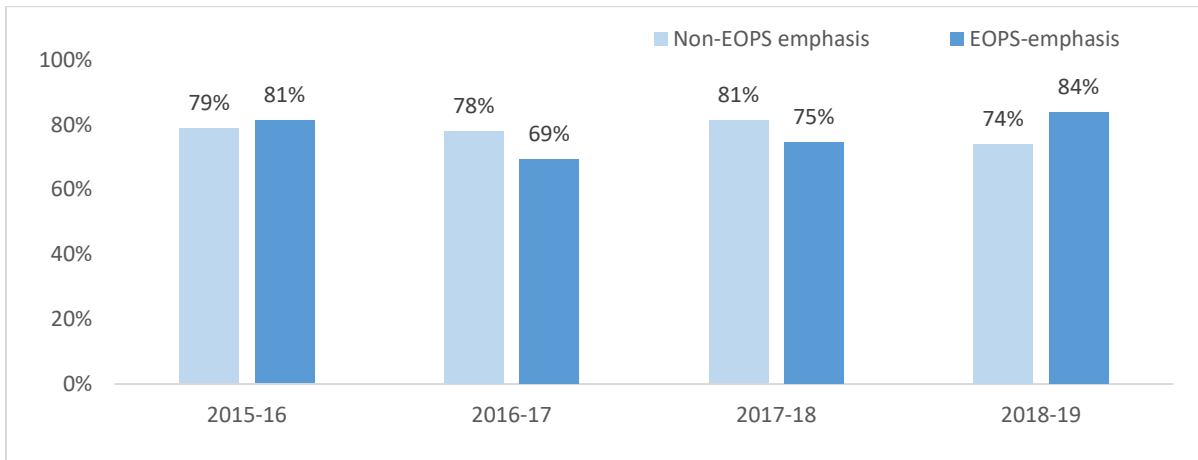


Figure 6. Success rates of EOPS students in EOPS-emphasis sections vs. non-EOPS emphasis sections

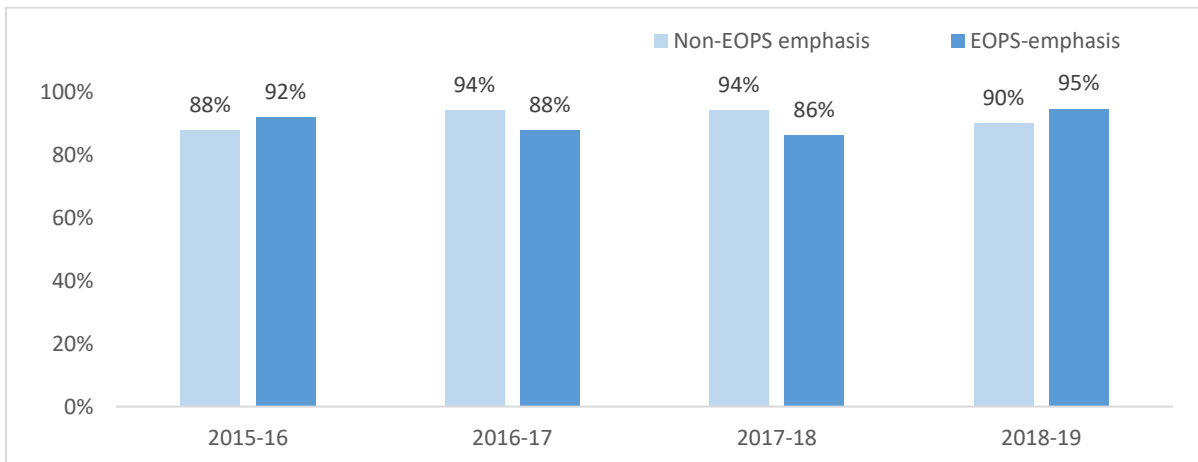


Figure 7. Retention rates of EOPS students in EOPS-emphasis sections vs. non-EOPS emphasis sections

Academic Standing

EOPS students' rate of placing on academic/progress probation was higher than the non-EOPS student groups (19% vs. 9%). One criterion of eligibility for EOPS is a low GPA, therefore EOPS students are starting closer to the GPA level that places students on Academic Probation (cumulative GPA below 2.0).

Image 2. EOPS orientation of how to remain in good standing



When students who place on academic probation are followed through the subsequent term, EOPS students have a higher rate of returning to good standing and fewer of them desist in persisting to the following term (Figure 5). This can partly be attributed to the STEP UP program which provides additional academic and counseling support to students to help them raise their GPA and achieve their academic goals. The support includes the process of identifying ‘faulty’ study habits and/ or behaviors that present barriers to students in achieving their academic goals.

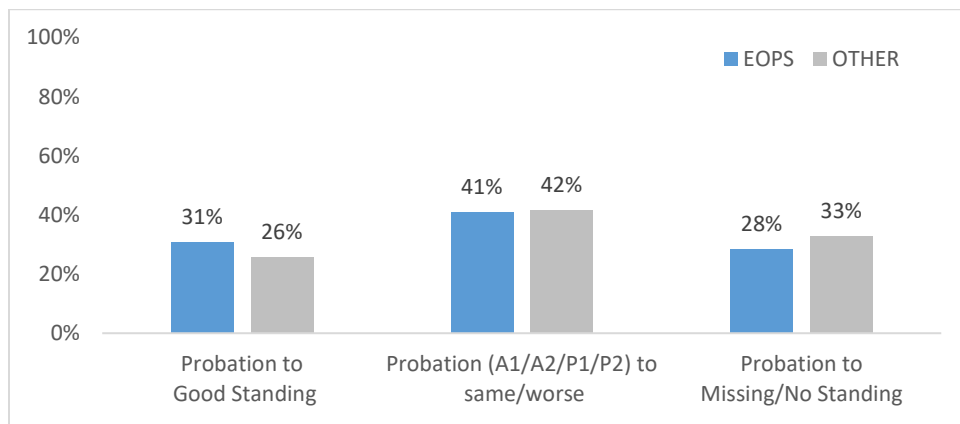


Figure 8. Academic Standing in Subsequent Semester among 1st semester Probation Students

Completion

The outcome of completion, which includes whether students earned a degree or certificate⁵ was assessed within a 3-year time period among EOPS participating students in comparison to other students. In order to have a comparative group, this analysis was limited to those enrolled first fall, in at least 5 units⁶, and indicated an educational goal of A, B, C, D, and E⁷. These data are based on 3 years of fall term starting cohorts of students.

EOPS students' rate of completion (17%) was similar to the rate of completion among non-EOPS students (21%). Although there is a percentage point difference, these were not statistically significant differences ($\chi^2(1, N=5531) = 1.71, p = .191$).

Table 10. Degree/Certificate completion with 3-years of starting Fall term

	EOPS (n=263)	OTHER (n=5,268)
Completed within 3 years or less	20.5%	17.4%
Did not complete within 3 years or less	79.5%	82.6%

Summary Findings

- EOPS students represent 3% of the student population.
- EOPS students represent Latinx and African American/Black students, female students and first-generation students at a higher rate than the general student population.
- The top 10 types of majors and degrees/certificates earned among EOPS students does not vary from the common types of majors and degrees/certificates that other students pursue and earn.
- Over half of EOPS students self-report an education goal of Associate degree and transfer to 4-year followed by students who are undecided on their goal.
- Persistence rates (fall to spring and fall to fall) are higher among EOPS students in comparison to non-EOPS students.

⁵ Certificates of Completion and Achievement were excluded.

⁶ This was determined as the lower limit based on an analyses of the distribution of units enrolled among EOPS students in comparison to non EOPS students.

⁷ These education goals include: Associate degree and transfer, Transfer to 4-year institution without an associate degree, Obtain a two year associate's degree without transfer, Obtain a two year vocational degree without transfer, Earn a vocational certificate without transfer.

- EOPS students earn a higher number units in their first, and second year than non-EOPS students.
- EOPS students have a cumulative GPA that is comparable to the average cumulative GPA among other students.
- EOPS students have higher success rates in COUNS-150.
- EOPS students have high rates of academic probation rates, as well as higher rates of probation students returning to ‘good standing’.
- EOPS students earn a degree/certificate at a similar rate to non-EOPS students with regard to a 3-year completion time-frame.

Student Perceptions

The EOPS program is referenced from time-to-time in survey responses and focus group dialogue. The quotes below are representative of the kind of descriptions that students have uses about EOPS in the recent years. Overall, students share a positive sentiment toward EOPS and when students who are not part of EOPS hear this views, they seem to also be interested in learning more or wish they had known about the program sooner.

- “Goal is to transfer Business major. Supposed to be transferring in FA2017 (graduating in Spring 16, in one year), changed major twice, part of EOPS—helps stay structured and organized with school. They help me make a schedule for myself.” —*Transfer Center Focus Group participant 2016*
- “I prefer face to face counseling, I’m in EOPS and needed to meet my counselor every month. This should be a requirement for regular counselors to see students once a semester.” —*Meta Majors Focus Group Participant 2018*
- “I work full time and come to school, I didn’t have the time to research all the resources available to me...that’s my fault, but I wish I would have known about EOPS.”—*Meta Majors Focus Group Participant 2018*

Image 3. Fall Boutique, an annual event hosted by EOPS



You indicated that you faced at least one of the obstacles listed. Please tell us how you overcame these obstacles and what factors helped you persist at College of the Canyons despite these obstacles.

- “Thanks to the AB 540 and EOPS programs I was able to pay instate tuition and received some financial help.” —*Completion Exit Survey 2016*
- “By qualifying for EOPS, I had the opportunity to meet with counselors on a regular basis.” —*Completion Exit Survey 2016*
- “Visited student center to get help and enrolled in school program like EOPS” —*Completion Exit Survey 2016*

Recommendations

Based on the analyses of profiles, and outcomes of students participating in EOPS, the following recommendations are proposed:

- Explore ways of partnering with the HUB as a higher proportion of EOPS students are undecided on their education goal.
- Explore a proactive approach in guiding students’ likelihood of placing on Academic probation.
 - Consider monitoring EOPS student progress through Canyons Connects (Starfish) implementation.
- Consider wider promotion of the EOPS programs as students have expressed not knowing about its services.