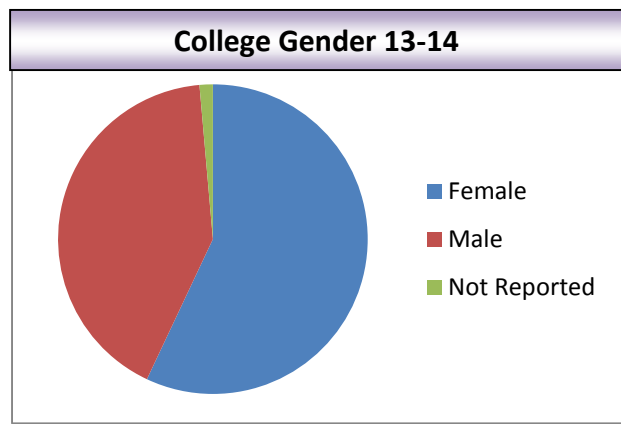
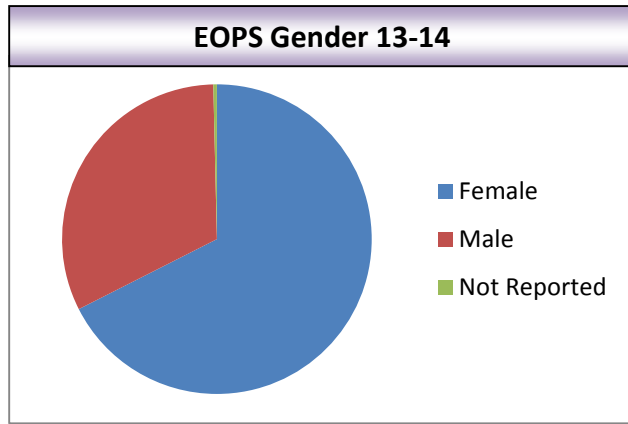


Gender 2013-2014

2013-2014				
Gender	Program		College	
	#	% of Total	#	% of Total
Female	181	67.54%	4194	57.01%
Male	86	32.09%	3061	41.61%
Not reported	1	0.37%	102	1.38%
Total	268	100.00%	7357	100.00%



Gender related to data clearly indicates that EOPS has served more females than males in the past few years. We are serving a percentage that does not reflect the overall college gender demographics.

The recent study, “Examining the Status of Men of Color in California Community Colleges: Recommendations for State Policymakers” states that the persistence, completion, and achievement rates is significantly lower for African-American, American Indian, Hispanic, and Pacific Islander males, as compared to white and Asian males at California Community Colleges. The EOPS program at College of Marin has a responsibility to attempt to address this disparity by increasing the numbers of males of color that we serve, and doing what we can to assure their success.

Measuring Student Progress

1. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

Student progress is tracked in EOPS in a variety of ways. On an individual basis, whenever there is contact by a staff member or counselors, a note is made in the student file. Students are required to have three contacts each semester. The staff also monitors midterm grades for each student.

Student Learning Outcomes: Assessment and Analysis

The program level 2013-2014 SLO for EOPS (and CARE) is the following:

The EOPS counselors provide information and guidance that supports students in choosing and achieving their educational goals.

We attempted to assess this SLO in two ways. First, we gathered qualitative data from surveys sent out to all EOPS students. Out of the 292 current EOPS students in the spring 2014 semester, 69 completed the student survey. This 24% response rate may not have statistical significance, but it does provide data that indicates if those surveyed felt like their counselor helped them to choose and achieve their goal.

The second way we attempted to assess our SLO was only partially successful. Using data from Banner, we tried to gather quantitative data that showed a comparison between and the general student population and EOPS students regarding educational goals, choice of major, and completion of educational goals (degree or certificate).

Quantitative Data Analysis**Educational Goals**

Using the data dashboard, we compared the percentage of fall 2013 EOPS students who had declared educational goals, versus the percentage of the general college students. 1% of EOPS students were undecided, versus 16% of the general college population. At first glance, it may appear that EOPS students had declared their educational goals at a higher rate. But if only first semester students are allowed to choose “undecided” as a goal, then because the number of new students in EOPS would be so much smaller than the general population, the data would be skewed. Therefore, based on the available data, we cannot conclude that EOPS students are declaring their educational goals at a higher rate than the general student population. We also cannot determine the impact of counseling on the declaration of educational goals from this data.

Choice of Major

Assuming the premise that choice of a major is an integral part of an educational goal, then data showing how many EOPS students have declared a major versus the general student population is relevant to the assessing the program SLO. Using the data dashboard, we compared the percentages of declared majors of both populations for the past three years. At first glance, the percentage of undeclared majors appears to be around 20-21% for both groups. But in looking more closely at the fall 2013 data, it appeared to be different from what we have observed in their EOPS files.

Investigation into the source of the “major” data reported from Banner through the Data Dashboard revealed some possible reasons for this. First, “major” data is generated when the student enters it at the time of registration. It is not drawn from the major that the student has discussed with their counselor when their Student Education Plan (SEP) is entered or updated in Degree Works. The major and SEP data recorded in our EOPS files (which has now been entered into Degree Works) also seems to differ from the data in the Dashboard. Second, students are still unable to change their major in their MyCOM accounts. Without the convenience of being able to update their major electronically, students have little incentive to

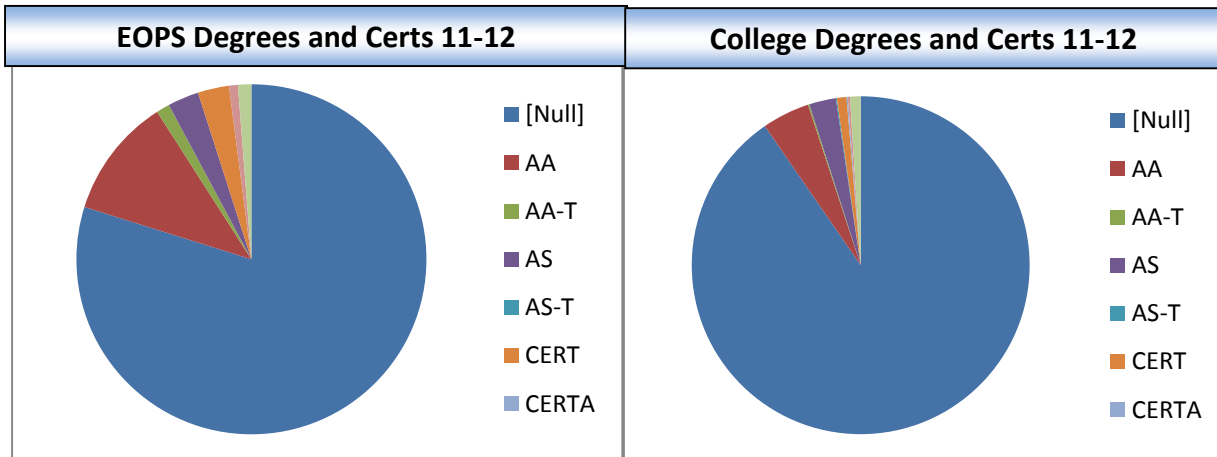
make the update, particularly when they may have updated it in Degree Works. Therefore, the impact of the quantitative data related to choice of major does not address the EOPS SLO at this time.

Completion of Educational Goals

This last piece of quantitative data did provide a means for assessment of the EOPS SLO. We looked at the degree and certificate outcomes for EOPS students versus the general college population going back three years.

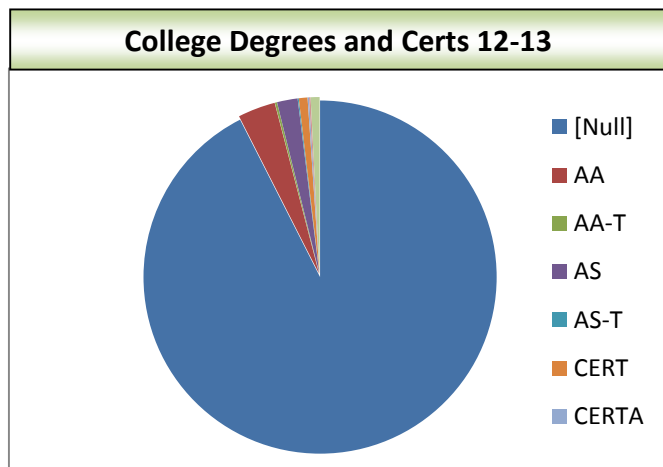
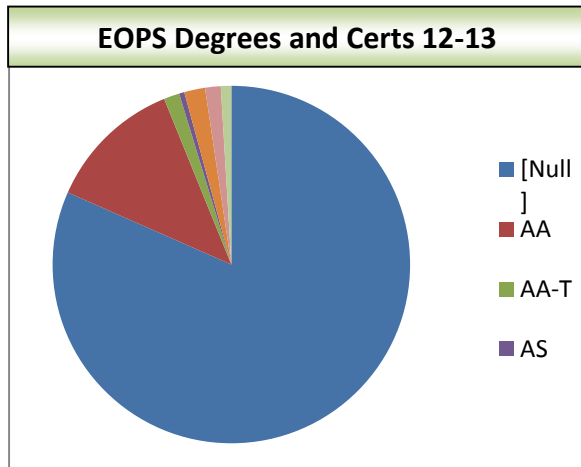
2011-2012 Degrees and Certificates

2011-2012				
Degree or Cert	Program		College	
	#	% of Total	#	% of Total
[Null] – No degree or cert	194	79.84%	7486	90.40%
AA	27	11.11%	377	4.55%
AA-T	3	1.23%	11	0.13%
AS	7	2.88%	212	2.56%
AS-T	0	0.00%	8	0.10%
CERT	7	2.88%	76	0.92%
CERTA	0	0.00%	10	0.12%
CERTF	2	0.82%	17	0.21%
CERTT	3	1.24%	84	1.01%
Totals	243	100.00%	8281	100.00%
Overall Degree Percentages	EOPS	20.16%	Gen	9.6%



2012-2013 Degrees and Certificates

2012-2013				
Degree or Cert	Program		College	
	#	% of Total	#	% of Total
[Null] – No degree or cert	173	81.60%	7616	92.52%
AA	26	12.26%	283	3.44%
AA-T	3	1.42%	16	0.19%
AS	1	0.47%	155	1.88%
AS-T	0	0.00%	8	0.10%
CERT	4	1.89%	65	0.79%
CERTA	0	0.00%	11	0.13%
CERTF	3	1.42%	11	0.13%
CERTT	2	0.94%	67	0.81%
Totals	212	100.00%	8232	100.00%
Overall Degree Percentages	EOPS	18.4%	Gen	7.48%



Official data from the 2013-2014 year is not yet entered into Banner. However, the internal data we have tracked (based on the Graduation Applications the counselors have completed this year) indicates that the percentage of degrees and certificates will be very similar to previous years.

Overall, based on this data, we can conclude that EOPS students achieve their educational goals at a proportionately higher rate than the general college population. Because EOPS students have 3 mandatory contacts with their counselor each semester and general students do not, we can also conclude that EOPS counseling may have a positive impact on EOPS students reaching their educational goals.

A statewide EOPS impact study done in 2012 with over 64,000 EOPS students from 97 colleges also showed that in most of the categories they assessed, EOPS students outperformed the general student population.

In summary, this is what the study found:

- o One-year retention for EOPS students was higher (89% vs. 85%)
- o Two-year retention for EOPS students was higher (75% vs. 69%)
- o Transfer English completion for EOPS students was higher (40% vs. 39%)
- o Transfer math completion for EOPS students was higher (23% vs. 20%)
- o EOPS students completed more transferable units (28.2 vs. 25.4)
- o Degree and certificate completion for EOPS student was higher (11% vs. 8%)
- o EOPS students were more likely to complete 60 or more transferable units with a grade point average of 2.0 or more (12.3% vs. 9.6%)
- o Transfer rates for EOPS were lower overall (5.8% vs. 6.3%) but EOPS students were more likely to transfer to a CSU or UC

College of Marin was not able to participate in this study because we did not have the ability to easily track this kind of data by EOPS cohort at the time.

Qualitative Data Analysis

The following questions and data are from the current EOPS student survey and address this year's SLO:

- 1) **My EOPS/CARE and/or CalWORKs counselor has provided me with degree, transfer, certificate and/or job skill information that has assisted me in choosing my educational goal.**

Outcome:

93.94% Strongly agree or agree

6.07% Disagree or strongly disagree

- 2) **My EOPS/CARE and/or CalWORKs counselor has provided support and guidance towards achieving my educational goal.**

Outcome:

96.92% Strongly agree or agree

3.08% Disagree

Based on this qualitative data, we can conclude that a large majority of those surveyed feel their counselor helps them to both choose and achieve their educational goal. This data also indicates that we are meeting our 13-14 program level SLO.