



College of the Redwoods

# **EOPS End-of-Semester Survey Comparisons**

Fall 2008, Spring 2009 and Spring 2010

Spring 2010

This Report Provided By  
The Office of Institutional Research

# Table of Contents

Introduction .....	4
EOPS Overview.....	4
Survey Administration .....	4
Findings .....	5
EOPS Program Services .....	5
EOPS Planning Assistance .....	9

## Tables

Table 1: Overall EOPS Program Services.....	5
Table 2: EOPS Orientation .....	6
Table 3: Book Voucher Service.....	7
Table 4: Priority Registration .....	8
Table 5: Counseling/Advising Services.....	8
Table 6: Counselor Availability.....	9
Table 7: Completed/Updated SEP.....	10

## Introduction

The EOPS End-of-Semester Surveys (EOPS Surveys) were constructed to measure EOPS students' satisfaction with EOPS programs and services. The purpose of this report is to show a comparison between similar questions from the Fall 2008, Spring 2009 and Spring 2010 surveys.

## EOPS Overview

Extended Opportunity Program and Services (EOPS) was established in 1969 as a social reform program of the California Community Colleges. The program's initiating legislation, Senate Bill 164, encouraged the state's community colleges to develop programs and services to meet the unique educational needs of "students handicapped by language, social, and economic disadvantages;" programs and services "over, above, and in addition to" the regular educational programs of the college.

The purpose of these services was to promote the growth and development of students as individuals and their successful participation in college life. The College of the Redwoods EOPS program began in 1969-70, the same year as the CSU system's EOP and the Cal Grant B financial aid program. It originally was an extension of the college's Financial Aid Office and has grown from serving 60-70 students in 1974-75 to over 1000 students today.

The mission of the EOPS Program at College of the Redwoods is:

- To increase the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.
- To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.
- To increase the number and percentage of EOPS students who are successfully placed into career employment.
- To increase the number and percentage of EOPS students who transfer to four year institutions following completion of the related educational programs at community colleges.
- To strive to assist community colleges to meet student and employee affirmative action objectives.
- To improve the delivery of programs and services to the disadvantaged.

## Survey Administration

The EOPS Surveys were administered using convenience sampling. EOPS staff distributed surveys to students who participated in end-of-semester workshops. Surveys were distributed to all students who participated in the workshops and respondents turned them in at the conclusion of the workshop.

Over the three years of survey administration, the survey questions were altered in various areas. Seven questions remained the same throughout the three years and the following section compares those select questions.

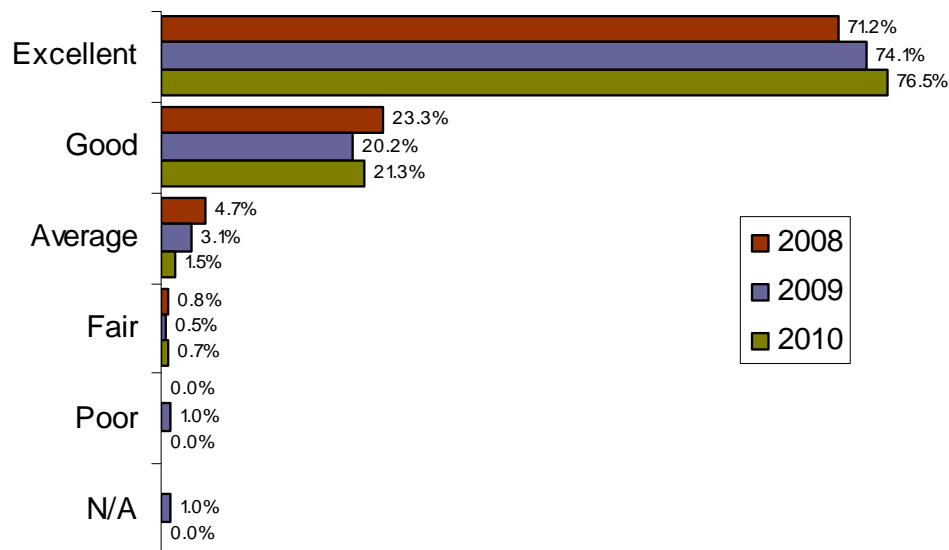
## Findings

### EOPS Program Services

Respondents were asked to indicate their satisfaction with six categories focusing on EOPS services: overall EOPS program services, EOPS orientation, book voucher service, priority registration, counseling/advising services, and counselor availability.

The percentage of respondents indicating that the overall EOPS program services were excellent grew each year of the survey as seen in Table 1. Just over seventy percent of respondents (71.2%) indicated the overall EOPS program services were excellent in Fall 2008. In Spring 2009, nearly three-quarters of respondents (74.1%) indicated the overall EOPS program services were excellent and in Spring 2010 over three quarters of respondents (76.5%) indicated services were excellent.

*Table 1: Overall EOPS Program Services*



The percentage of respondents indicating that the overall EOPS program services were good remained around 20-23% throughout the three years of the survey. Those respondents indicating that the overall EOPS program services were average declined each year beginning with nearly 5% of respondents (4.7%) in Fall 2008 to three percent (3.1%) in Spring 2009 and finally at one percent (1.5%) in Spring 2010.

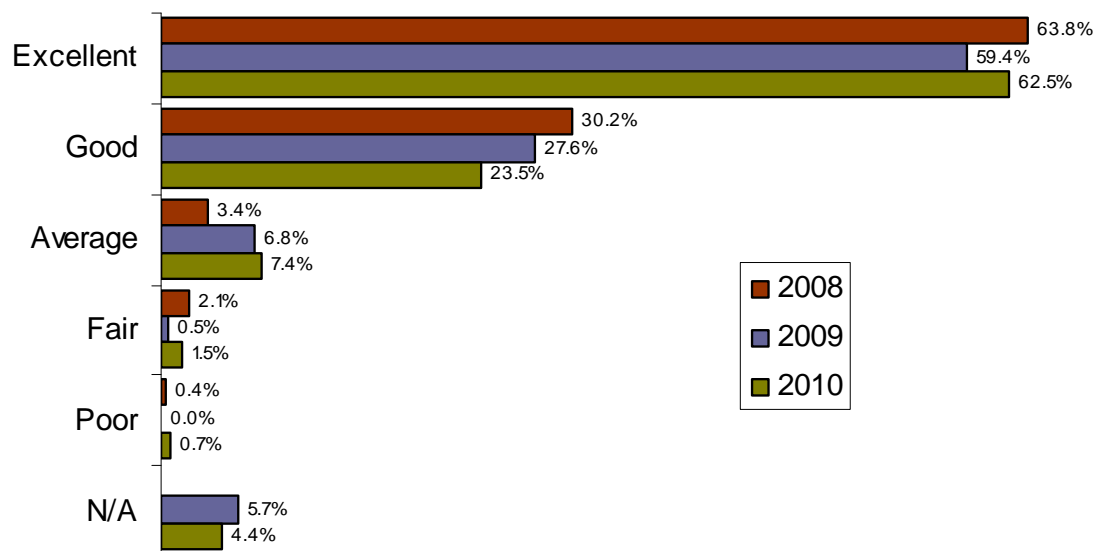
Those respondents indicating that the overall EOPS program services were fair, poor or not applicable (N/A) remained very low throughout the three years with all percentages one percent or less. The Fall 2008 survey did not allow for a not applicable option, thus the following results will not include data for this option.

As shown in Table 2, over half of the respondents indicated that the EOPS orientation was excellent over the three years of survey administration. In Fall 2008, sixty-three percent of respondents (63.8%) indicated the orientation was excellent, in Spring 2009, nearly sixty percent of respondents (59.4%) indicated the orientation was excellent, and in Spring 2010, sixty-two percent of respondents (62.5%) indicated the orientation was excellent.

The percentage of respondents indicating that the EOPS orientation was good decreased from thirty percent (30.2%) in Fall 2008 to twenty-seven percent (27.6%) in Spring 2009 and finally to twenty-three percent (23.5%) in Spring 2010. The number of respondents indicating that the EOPS orientation was average rose each year of survey administration with three percent (3.4%) in Fall 2008, to nearly seven percent (6.8%) in Spring 2009 and seven percent (7.4%) in Spring 2010.

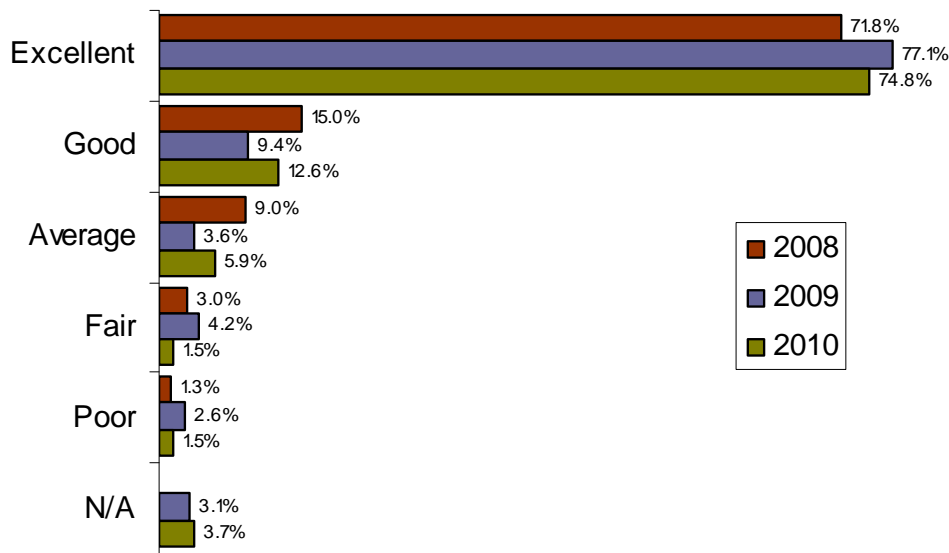
Smaller percentages of respondents indicated that the EOPS orientation was fair or poor, ranging from 0% to 2%. Some respondents indicated that this survey item was not applicable (N/A) which was likely due to a lack of orientation attendance.

*Table 2: EOPS Orientation*



Respondents were asked to indicate their satisfaction with the book voucher service. The majority of respondents during the three years of survey administration indicated that they found the book voucher service to be excellent ranging from 71% to 77% (see Table 3). Smaller percentages of respondents indicated the book voucher service to be good, average, fair, or poor during the three years of survey administration. Only three percent of respondents (3.1% in Spring 2009 and 3.7% in Spring 2010) indicated that this survey item was not applicable.

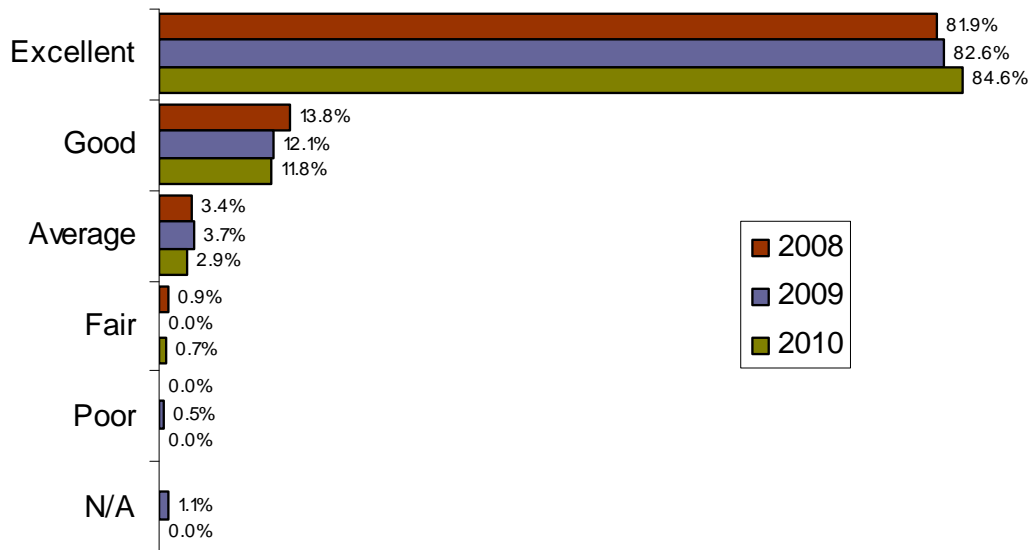
*Table 3: Book Voucher Service*



The majority of respondents indicated that priority registration was an excellent service throughout each year of survey administration (see Table 4 on the following page). As the percentage of respondents indicating that priority registration was excellent each year slowly increased (from 81.9% in 2008, to 82.6% in 2009, to 84.6% in 2010) the percentage of respondents indicating that priority registration was good slowly decreased (from 13.8% in 2008, to 12.1% in 2009, to 11.8% in 2010) showing that respondents became increasingly more satisfied with the service.

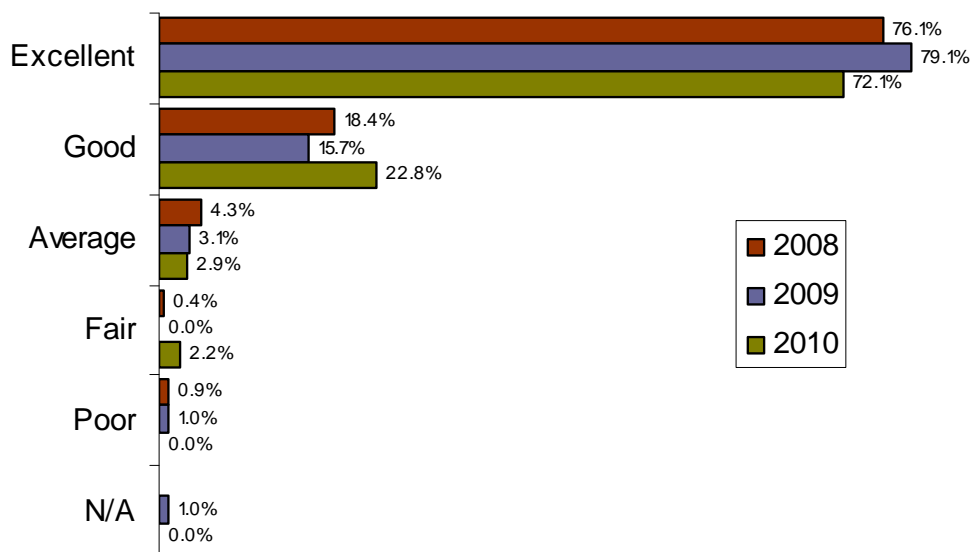
The percentage of respondents indicating that priority registration was an average service remained at around three percent throughout each year of survey administration (3.4% in Fall 2008, 3.7% in Spring 2009, and 2.9% in Spring 2010). Less than one percent of respondents indicated that priority registration was a fair or poor service throughout each year of survey administration while only one percent of respondents indicated this survey item did not apply in Spring 2009.

Table 4: Priority Registration



Over seventy percent of respondents indicated that the counseling/advising services were excellent over each year of survey administration (as shown in Table 5). The next highest percentage of respondents indicated that the counseling/advising services were good over each year of survey administration ranging from fifteen percent to nearly twenty-three percent. Smaller percentages of respondents indicated the counseling/advising services were average, fair, poor or not applicable.

Table 5: Counseling/Advising Services

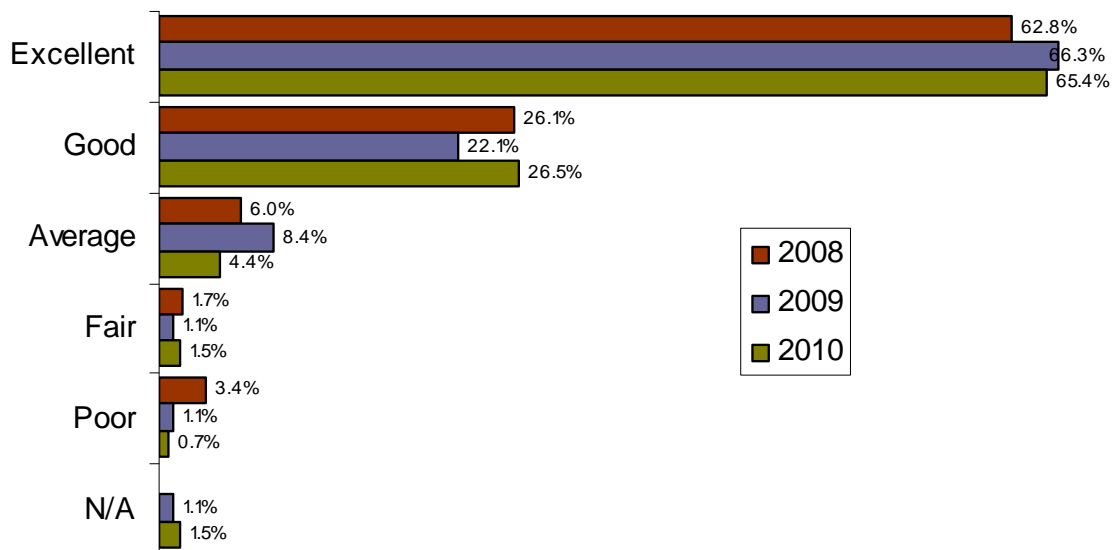




As shown in Table 6, over sixty percent of respondents indicated that counselor availability was excellent through the years of survey administration. In Fall 2008, nearly sixty-three percent of respondents (62.8%) indicated that counselor availability was excellent. In Spring 2009, sixty-six percent of respondents (66.3%) indicated that counselor availability while in Spring 2010, sixty-five percent of respondents (65.4%) indicated excellent counselor availability. Between 22-26% of respondents indicated that counselor availability was good over the years of survey administration.

Four to eight percent of respondents indicated that counselor availability was average with 6% of respondents in Fall 2008, eight percent of respondents (8.4%) in Spring 2009 and four percent (4.4%) in Spring 2010. Smaller percentages of respondents indicated that counselor availability was fair, poor or not applicable.

*Table 6: Counselor Availability*



### EOPS Planning Assistance

The majority of respondents indicated that they had completed/updated a Student Education Plan (SEP) with a counselor during the semester over each year of survey administration (see Table 7 on the following page). Slowing increasing each survey year, eighty-three percent of respondents (83.8%) indicated they had completed/updated an SEP in Fall 2008, ninety-one percent of respondents (91.1%) indicated having completed an SEP in Spring 2009 and nearly ninety-two percent of respondents (91.9%) indicated completing an SEP in Spring 2010.

Table 7: Completed/Updated SEP

