# Berkeley City College
## Student Services Program Review

## EOPS/CARE 2013-14 Program Review Update

### Executive Summary

The Extended Opportunity Program and Services (EOPS) is a state-mandated program designed to increase the percentage, retention, and transfer of students affected by language, social and economic disadvantages by providing "over and above" services to achieve academic success at Berkeley City College (BCC). EOPS provides comprehensive services which include: recruitment of low-income, high-risk, historically underrepresented and educationally disadvantaged students, academic and personal counseling, transfer and career services, specialized program orientation, priority registration, book vouchers, peer tutoring, designated computer lab, and other academic enrichment activities to assist students to complete their academic goals.

The Cooperative Agencies Resources for Education (CARE) program is also a state-mandated program created to expand support services for EOPS students who are single heads of household with dependent children. CARE students receive supplemental academic counseling and advising services; assistance with child care and transportation, textbooks, school supplies, and career development working. CARE program services are intended to assist students with completing college-level courses and acquiring training and skills to increase their employment opportunities and thus become economically self-sufficient.

**EOPS/CARE Success Stories between academic years 2011-2013:**

❖ EOPS has served an average of 300 students over the last three years, while State allocations funded only an average of 110 students. CARE program served an average of 30 students during the same period.

❖ EOPS students constitute 13% of BCC's full-time population and 5% of all matriculating student population.

❖ In the last three years, an average of 20 EOPS/CARE students received Associated Degrees and Certificates.

❖ Between the academic years 2011-2013, an average of 11 EOPS/CARE students transferred to the University of California system, and about 9 EOPS/CARE students transferred to the California State University system and 3 transferred to Private and out-of-state colleges and universities.

❖ Over the last three years an average of 7 EOPS/CARE students received scholarships from BCC, Peralta District, and local community.

**EOPS/CARE Personnel Updates:**

The EOPS/CARE program successfully met the personnel needs identified in the previous year program review updates. The following positions were upgraded:

A. Effective Spring 2014 semester EOPS part-time counselor position will be staffed by a full-time (1.0FTE) counselor funded by the EOPS/CARE program.
B. In Fall 2013, EOPS clerical position was upgrade from .75 position to a full-time position fully funded by EOPS program.
C. Effective Spring 2014, EOPS will hire two peer tutors to provide extended basic Math and English tutorial services to the program participants.


## I. OVERVIEW

### Background Information

**Extended Opportunity Program and Services:**

The Extended Opportunity Program and Services (EOPS) at Berkeley City College is a student success program committed to assist students affected by language, social and economic disadvantages to successfully complete their educational objectives and goals. EOPS is a state funded program and operates following guidelines of Title V California Education Code.  EOPS' primary goal is to increase the number and percentage of students who experience economic, academic, language and social barriers and to facilitate their successful completion of college-level coursework towards obtaining job skills, associate degrees, certificates, and transfer to four-year institutions. The EOPS programs goals are accomplished by providing comprehensive services which are over, above and in addition to the services and programs provided by the college.

**Cooperative Agencies Resources for Education (CARE)**

The Cooperative Agencies Resources for Education (CARE) Program is a state-funded program that provides supplemental support services to EOPS students, who are welfare-recipients, single heads of household, with children under 14 years old. CARE support services include school supplies, child care grant, and transportations assistance. These services are in addition to the services provided to all EOPS participants and are intended to reduce some of the barriers single parents face when pursuing their educational goals. CARE program collaborates with the Department of Social Services in the local counties to extend support services to students.

**EOPS/CARE Program Mission:**

**EOPS:**
The mission of the Extended Opportunity Programs and Services at Berkeley City College is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. EOPS provides students with services including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, basic skills instruction, tutoring, book grants, transfer assistance, and special cultural awareness activities.

**CARE:**
The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide financial assistance to students who are single heads of household with dependent children. CARE students receive supplemental counseling and advisement services; assistance with child care and transportation, textbooks and school supplies; programs, workshops, activities or classes to enhance personal development parenting or study skills; group support; peer networking; and information and referrals to campus and community based human services programs.

**EOPS/CARE Program Purpose:**

- Increase the percentage of underserved students who are enrolled in the college.
- Increase the percentage of students who receive Associate Degrees, Certificates and transfer to four-year colleges.
- Increase the percentage of underserved students who receive academic training, job search skills and work study opportunities.

**Description of Service Provided:**

The following is a list of EOPS/CARE services provided to students during 2012-2013 academic year:

1. Counseling and advisement: EOPS/CARE program provides effective academic, personal and career counseling to all program participants. Each student attends two individualized counseling meetings each semester to prepare and continuously update their student education plan (SEP), as well as to receive referral to other support services that enhance students' persistence and retention rate.

2. EOPS/CARE Program Orientation: All new EOPS/CARE students attend mandatory orientations to familiarize them with EOPS/CARE services and regulations, location and functions of the various college programs and services, college catalog, academic and grading standards, financial aid procedures, passport and registration process, transfer procedure to four-year institutions, and student support and leadership programs, such

as, DSPS, TRiO, PACE, ASBCC, Starting Point Mentorship, Transfer Alliance Project (TAP), Transfer Guarantee Admission (TAG) and Stiles Hall.

3. Priority Registration: EOPS/CARE students receive priority registration each semester per Title V guidelines. EOPS/CARE counselor designates priority registration day as walk-in counseling to assist students with enrollment and other questions.

4. Mid-term academic progress check: in an effort to increase students' retention and ensure students are succeeding in their courses, each semester EOPS/CARE conducts mid-semester progress report sessions. Around mid-semester each semester, students are mailed, as well as emailed, an academic progress report form, which they must take to their instructors to obtain feedbacks on their progress in their courses. Students, who are not succeeding academically, are provided interventions including referrals to tutoring and counseling services in a timely manner. To encourage collaboration from the faculties, EOPS/CARE staff provides information about the progress report process to each faculty on the campus.

5. Book Voucher: all eligible EOPS/CARE students receive book voucher to purchase textbooks through the campus bookstore. The amount of the book voucher varies each semester depending on State allocation and number of participants in the program.

6. Book Loan Program: Students may borrow additional textbooks from the EOPS/CARE book loan program for classes beyond what they were able to purchase with their book voucher. Students must return textbooks at the end of the semester. The book loan program also provides headphones on check-out basis for students to use in the computer lab when needed.

7. Recruitment: EOPS/CARE is involved in various outreach and recruitment efforts throughout the year to recruit perspective eligible students from local feeder high schools, Adult schools and other community programs. The outreach and recruitment efforts include: presentations during campus tours, about EOPS/CARE services, eligibility, and admission process, tabling in BCC Expo, participating in Berkeley City College Orientation (BCCO), High School Counselors Breakfast and First-year Experience program.

8. EOPS Computer Lab/Study Area: EOPS/CARE students have a designed computer lab, equipped with 5 computers, a heavy duty printer, and supplies for students to utilize on the basis of first-come, first-served, one hour limited if students are waiting in line. Students have access to print up to 10 pages (or more if needed) per day. Students are also provided two print-cards each semester to use in college computer labs when needed. Students are also provided a designed study area in the EOPS/CARE computer lab, with access to power outlet and wireless network connection to conduct individual or group-study sessions.

9. Academic supplies: All new students receive one time supplies package of: pencils, pens,

notebooks and binders, during the EOPS/CARE orientation.

10. Probation monthly meetings: EOPS/CARE students on academic probation (GPA below 2.0 or failure to complete a minimum of 9 units, excluding DSPS students) must attend a monthly meeting with the graduate counseling intern. Students are provided personal and academic counseling, referred to other support services to ensure successful completion of their individualized plan for the semester developed in the initial probation meeting at the beginning of the semester. Students also participate in study skills, time-management, self-development, and career exploration workshops provided by the graduate counseling intern.

11. Transfer Advising: EOPS/CARE program assist transferring students with completing admission applications and other forms for colleges and universities. EOPS/CARE counselor and coordinator also assist students with EOP recommendation forms to EOP programs at the four-year institution

## Student Learning Outcomes (SLOs)
 *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*

EOPS/CARE SLOs are assessed on three year cycles. A five-question survey was administrated at the beginning and end of the fall 2011 semester to EOPS/CARE students on academic probation who attended individualized and group workshops with the graduate counseling intern. Results from the five-question surveys indicated that EOPS/CARE probation students, after attending individualized counseling and workshops, enhanced their skills to effectively assess their ability to manage their academic success, gained an increased awareness of their confidence in expressing difficulties in the classroom, showed higher rating of self- abilities to participate in classroom/group discussions, and gained time management skills. The following areas were assessed on the survey:

Question 1:  How do you feel about your ability to manage your own academic success?
Question 2: How do you rate your confidence in expressing your difficulties in the classroom?
Question 3: How do you rate your ability to participate in classroom/group discussions?
Question 4: How do you rate your time management and study skills?
Question 5: How do you rate your ability to network with other students?

Based on SLO assessment EOPS/CARE continues to offer academic and self-development workshops and has improved efforts for program development in the counseling and advising area of the program.

**SLO/SAO/PLO**
**Mapping to Institutional Learning Outcomes (ILOs)**

EOPS/CARE fall 2011 SLO was linked to one (1) of the seven (7) BCC's Institutional Outcomes: Personal Responsibility. As stated in the fall 2011 SLO plan: All EOPS/CARE students on academic probation after attending individualized counseling and monthly workshops will increase their sense of personal responsibility in complying with the EOPS/CARE program requirements.

While Information Competency is another of BCC's Institutional Outcomes, it was not initially linked to the EOPS/CARE fall 2011 SLO. Assessment results support the fact that EOPS/CARE probation students through attending personalized counseling and group workshops gained awareness and information needed to develop effective self-assessment abilities, personal responsibility related to their academic success, help seeking behaviors and time-management skills for achieving their educational goals and transfer to other institutions.

## II. ASSESSMENT, EVALUATION AND PLANNING

### Quantitative Assessments
*Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. Include data used to assess your SLO/SAO/PLOs.*

**Table I:** Student Demographics of Those Using EOPS/CARE Services (by numbers)

| Fall Censes EOPS Headcount | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|---|---|---|---|---|
| Total | 347 | 238 | 253 | 266 |

| Age | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| | Headcount | Percent | Headcount | Percent | Headcount | Percent |
| Under- 16 | 0 | 0% | 0 | 0% | 0 | 0% |
| 16-18 | 24 | 7% | 9 | 4% | 17 | 7% |
| 19-24 | 163 | 47% | 114 | 48% | 89 | 35% |
| 25-29 | 57 | 16% | 37 | 16% | 38 | 15% |
| 30-34 | 29 | 8% | 19 | 8% | 29 | 12% |
| 35-54 | 67 | 19% | 50 | 21% | 67 | 27% |
| 55-64 | 6 | 2% | 8 | 3% | 12 | 5% |
| 65 & Above | 1 | 0% | 1 | 0% | 1 | 0% |
| Grand total | 347 | 100% | 238 | 100% | 253 | 100% |
| Gender | | | | | | |
| Female | 226 | 65% | 151 | 63% | 166 | 66% |
| Male | 103 | 30% | 69 | 29% | 66 | 26% |
| Unknown | 18 | 5% | 18 | 8% | 21 | 8% |
| Total | 347 | 100% | 238 | 100% | 253 | 100% |

| Ethnicity | | | | | | |
|---|---|---|---|---|---|---|
| African Am. | 148 | 43% | 106 | 45% | 126 | 50% |
| Asian/PI | 36 | 10% | 21 | 9% | 25 | 10% |
| Filipino | 3 | 1% | 2 | 1% | 1 | 0% |
| Latino | 38 | 11% | 25 | 11% | 22 | 9% |
| Native Am | 5 | 1% | 3 | 1% | 2 | 1% |
| Other/Unknown | 90 | 26% | 61 | 26% | 52 | 21% |
| White Non Hispanic | 27 | 8% | 20 | 8% | 25 | 10% |
| Grand Total | 347 | 100% | 238 | 100% | 253 | 100% |

**Summary:** EOPS/CARE student demographic support the mission and goals of the program as African Americans students represent the largest ethnic group ( about 46%) of students during the fall 2010 – Fall 2012 academic years.

## Headcount by Full/Part-time Status

**EOPS** Fall Censes Headcount by Full/Part-time Status

| Status | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| Full-time | 251 | 72% | 158 | 66% | 164 | 65% |
| Part-time | 96 | 28% | 80 | 34% | 89 | 35% |
| Grand Total | 347 | 100% | 238 | 100% | 253 | 100% |

**BCC** Fall Censes Headcount by Full/Part-time Status

| Status | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| Full-time | 1210 | 16% | 1154 | 16% | 955 | 15% |
| Part-time | 6240 | 84% | 5823 | 84% | 5350 | 85% |
| Total | 7450 | 100% | 6977 | 100.00% | 6305 | 100.00% |

**Summary:** Majority of EOPS/CARE students are full-time (12 or more unites) students, which contribute to the college FTE.

## Headcount by Matriculation Status

**EOPS** Fall Census Headcount by Matriculation Status

| Matric. Status | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| EXMPT | 78 | 23% | 42 | 18% | 42 | 17% |
| MATR | 269 | 78% | 196 | 82% | 211 | 83% |
| Grand Total | 347 | 100% | 238 | 100% | 253 | 100% |

**BCC** Fall Census Headcount by Matriculation Status

| Matric. Status | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| EXMPT | 2351 | 31.60% | 2070 | 29.70% | 1681 | 26.70% |
| MATR | 4837 | 64.90% | 4738 | 67.90% | 4487 | 71.20% |
| Unknown | 262 | 3.50% | 169 | 2.40% | 137 | 2.20% |
| Total | 7450 | 100.00% | 6977 | 100.00% | 6305 | 100.00% |

**Summary:** EOPS/CARE students' matriculation status is parallel with the college goals to increase number of matriculating students.

## Matriculation Education Goals

**EOPS** – Matriculation Educational Goal

| Matriculation Goal | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| **2 Yr AA** | **27** | **8%** | **15** | **6%** | **21** | **8%** |
| 2 Yr Voc. | 1 | 0% | 3 | 1% | 3 | 1% |
| 4 Yr Req. | 68 | 20% | 38 | 16% | 54 | 21% |
| AA/Transfer | 112 | 32% | 94 | 40% | 97 | 38% |
| Adv. Job | 4 | 1% | 2 | 1% | 2 | 1% |
| Basic Skill | 3 | 1% | 4 | 2% | 5 | 2% |
| Cert/Lic | 3 | 1% | 3 | 1% | 1 | 0% |
| Discover | 5 | 1% | 2 | 1% | 1 | 0% |
| Ed. Dvlp | 1 | 0% | 1 | 0% | 2 | 1% |
| GED | 7 | 2% | 2 | 1% | 0 | 0% |
| New Career | 9 | 3% | 3 | 1% | 0 | 0% |
| Transfer | 57 | 16% | 50 | 21% | 34 | 13% |
| Undecided | 37 | 11% | 18 | 8% | 20 | 8% |
| Unknown | 8 | 2% | 1 | 0% | 8 | 3% |
| Voc. Cert | 5 | 1% | 2 | 1% | 3 | 1% |
| Non/Credit | 0 | 0% | 0 | 0% | 2 | 1% |
| Grand Total | 347 | 100% | 238 | 100% | 253 | 100% |

**BCC-** Matriculation Educational Goal

| Matriculation Goal | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|
| **2 Yr AA** | **291** | **4%** | **254** | **4%** | **249** | **4%** |
| 2 Yr Voc. | 38 | 1% | 38 | 1% | 35 | 1% |
| 4 Yr Req. | 1300 | 17% | 1270 | 18% | 1211 | 19% |
| **AA/Transfer** | **1525** | **21%** | **1651** | **24%** | **1620** | **26%** |
| Adv. Job | 390 | 5% | 343 | 5% | 272 | 4% |
| Basic Skill | 119 | 2% | 114 | 2% | 90 | 1% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cert/Lic | 48 | 1% | 44 | 1% | 35 | 1% |
| Discover | 216 | 3% | 213 | 3% | 162 | 3% |
| Ed. Dvlp | 349 | 4% | 273 | 4% | 194 | 3% |
| GED | 107 | 1% | 52 | 1% | 55 | 1% |
| New Career | 300 | 4% | 225 | 3% | 220 | 3% |
| Non/Credit | 5 | 0% | 15 | 0% | 8 | 0% |
| Transfer | 1248 | 17% | 1284 | 18% | 1197 | 19% |
| Undecided | 1016 | 14% | 854 | 12% | 672 | 11% |
| Unknown | 425 | 6% | 276 | 4% | 216 | 3% |
| Voc. Cert. | 73 | 1% | 71 | 1% | 69 | 1% |
| Total | 7450 | 100.00% | 6977 | 100.00% | 6305 | 100.00% |

Summary: 32% of the EOPS/CARE participants indicated transfer to a four year institution with completing an Associate Degree as their primary goal. 36% of the EOPS/CARE participants indicated completing an Associate Degree without transfer as their educational goal. Less than 9% of the EOPS/CARE participants are undecided of their educational goals.

**Student Performance and Feedback (Outcome)**

## Qualitative Assessments
*Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. Include data used to assess your SLO/SAO/PLOs.*

EOPS/CARE program represents Peralta District and the State Chancellor's Office goals and commitment to advance access, equity, and educational success of students from underserved educational and socioeconomic backgrounds.  EOPS program was established in 1969 with the passage of Senate Bill 164 (Alquist).  The legislature encouraged the California Community Colleges to develop programs and services "over, above and in addition to those regularly offered at the college," and enhance persistent, retention and success rates of students who experience language, social, economic barriers. The legislature further established the Cooperative Agencies Resources for Education (CARE) program in 1982 as supplemental educational support services and activities for EOPS students, who are single heads of household with dependent children and in need of college level education and vocational training to increase employment opportunities. EOPS/CARE program guidelines require both on-and off campus community engagement. As such, Title V California Ed Code guidelines required EOPS/CARE to institute Advisory Committee. BCC's EOPS/CARE Advisory Committee memberships include elected members from college faculty, administrative and student services, UC Berkeley undergraduate admission officers, CSU East Bay EOP and recruitment members, SFSU undergraduate admission officers, Holy Names University Dean of Student Services, and community partner: Family Paths, and INROADS, and student representatives.  The advisory board meets twice each academic year and plays an instrumental role in implementing EOPS/CARE programs services and activities. During the

2012-13 academic year, in effort to increase BCC EOPS/CARE student's success and retention rates, the Advisory Committee voted to reduce the number of students enrolled in the program annually from 350 to 200. The committee also developed EOPS/CARE access to food and resources task force to address the pressing needs of food amount EOPS/CARE/CalWORKs students, especially the homeless students. EOPS/CARE access to food and resources task force has collaborated with Foodie Project, funded by BCC Title III grant, to connect EOPS/CARE and BCC learning community programs participants to local food resources, local government agencies, and community organizations, via monthly workshops and resources directory.

### Identifying Strengths, Weaknesses, Opportunities, and Limitations

*EOPS/CARE Program Strengths:* What are the STRENGTHS of your unit/area?

1. Berkeley City College's EOPS/CARE program is successful in effectively recruiting and retaining first generation and low-income students. Though comprehensive services and case management approach, EOPS/CARE program makes a positive impact on students' academic success. Also through close collaboration with college faculty, staff, and on-campus community programs, EOPS/CARE provides innovative services to students to achieve their personal and academic goals. EOPS/CARE 2010 – 2012 success and retention data shows higher retention and success rates of EOPS/CARE students when compared to the general non-EOPS college population. This indicates the program's effectiveness in promoting student success.

2. BCC CARE program supplemental services: financial assistances, extensive case management and advocacy at the county level are effective in reducing social and academic difficulties of its students. CARE program strong working relationships with local agencies, such as Banana child care referral agency and FamilyPath, allow students to obtain information and support with child care referrals, parenting classes, personal counseling and nutritional services. Also, CARE program close collaboration with the CalWORKs program has assisted with the streamlining of intake process, recruitment of students and support with changing policies and regulations within the Welfare to Work program.

3. EOPS/CARE program strength also includes the various ongoing professional development trainings and activities available for the program counselor, coordinator, and staff. EOPS/CARE counselor regularly participates in monthly counseling department meetings, annual district counselors retreat, conferences for community college academic counselors, and annual counseling Intern supervision trainings at San Francisco State University Department of Counseling. EOPS/CARE coordinator attends the annual California Community College EOPS Association Conference (CCCEOPSA), the New Director's training, the Chancellor's Office technical assistant training, and SSARC/MIS webinars. Also, EOPS/CARE coordinator as a member of college and district shared governance meetings interacts and collaborate with the college various departments and programs on regular basis. The collaborative effects have resulted in shared facilities with

TRiO, CalWORKs, PACE and the Public and Human Services Program creating efficiencies for the programs.


**EOPS/CARE Weaknesses** *What are the current WEAKNESSES of your unit/area?*

Budget cuts to the EOPS/CARE programs over the last four years reduced services and program provided to students in the following areas: book voucher amount, outreach/recruitment services, counseling, transportation grant and educational supplies for students. These services and programs have major impact of students' academic success and program retention rates.


**Opportunities** *What are the OPPORTUNITIES in your unit/area?*

After the passage of the Senate Bill 705 the Board of Governors of California Community Colleges allocated $15 million dollars for EOPS programs across the state. The increased allocation of the EOPS budget across the State is intended to restore the 40% budget cuts. EOPS Program at Berkeley City College received approximately $50,000 in addition to the annul allocation. The additional funds will be combined with the CARE funds to fund one full-time (1.FTE) counselor position starting the spring 2014 semester and thereafter.


**Limitations:** *What are the current LIMITATIONS of your unit/area?*

1. Limitation of the EOPS/CARE program include:
    i. Academic achievement- currently BCC EOPS/CARE success and retention rates are slightly lowered than EOPS programs at the sister colleges. Counseling and tutoring services are needed to increase efforts to ensure students successful completion of their courses and utilization of tutorial and mentor services.
    ii. CARE students experience great delay from the county to provide current "Notice of Action" forms for each semester. This leads to delay in providing service at timely manner.
    iii. Extensive follow-up is needed to ensure EOPS/CARE students comply with the EOPS program requirements and regulations.
    iv. Some EOPS/CARE students do not regularly check their Peralta email account or do not have access to a computer/internet at home, making correspondence difficult, such as counseling appointments reminders.
    v. Need additional staff to assist with development of programs such as, mentoring, single parent groups, African American and Latino Male Retention Group, and EOPS/CARE campus engagement group.

2. Students have expressed great need for the computer lab to remain open after standard business hours (8:00am – 5:00pm). However, the limited staffing and lack of funding restricts the number of hours the EOPS/CARE computer lab can be open to serve students, especially during evening.

**Action Plan for Continuous Improvement**
*Please describe your plan for the continuous improvement of your unit/area.*

1. Improve Student Success and Retention:
    i.   Currently the EOPS program is in the process of hiring one full-time (1.FET) EOPS/CARE counselor which will increase counselor availability and will ensure students receive support with their educational planning, implement intervention in timely manners and conduct academic and personal development workshops.

   ii.   Tutoring Services- provide EOPS/CARE tutoring services to address the increasing need amount the students. The EOPS/CARE tutors will collaborate closely with the Math and English faculty to identify best methods of providing students tutorial services, especially to students in basic math and English classes.

  iii.   Thorough follow-up program- hire work-study students to update EOPS/CARE Access database, identify students who fail to make counseling contact within the first month of each semester, ensure submission of program report, participation in workshops, and priority registration. The student-workers will contact the EOPS/CARE students via phone calls, emails, and mass communication, such as Facebook and Twitter, to remind students of their appointments.

2. Monthly Staff Meeting:
   Establish dates and times for monthly Staff meetings for the Spring 2014 semester, to ensure all EOPS/CARE staff members are current on the program activities and events and identify areas of improvements


3. District-Wide EOPS Collaboration:
   Organize a follow-up of Peralta EOPS Student Success Strategies Forum (PESSSF) to share best-practices across the sister colleges, establish a more comprehensive communication system, and develop programs to engage EOPS/CARE students in campus programs.

4. SB1456 –Student Success Act of 2012 Updates:
   The implementation of SB1456 –Student Success Act of 2012, requires changes to student services delivery, such as matriculation process, priority registration, eligibility for Board of Governors Fee Waivers, and academic goal setting. Traditionally these services have been critical for EOPS/CARE students success, thus, it is very important to inform EOPS/CARE students of changes to these services. Continuous collaboration with Assessment/Orientation, Financial Aid and Admission and Record departments, will assist with informing students of SB1456 requirements.


5. Increase collaboration with In-and-Out-reach, Student Ambassador, Student Activities

and Campus Life for recruitment efficiency:
EOPS/CARE program will be able to recruit eligible students, develop pathways for students to become aware of college programs and services, engage students in campus activities and participate in transfer based programs.

6. Implement use of online scheduling/appointment system:
Collaborate with college Technology Department and Student Services Vice President to explore funds to implement online appointment scheduling system (i.e. SARS) will allow EOPS students to schedule counseling and/or counseling intern appointments any time of the day, from any host with internet access.

**Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion** *Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-http://scorecard.cccco.edu/scorecard.aspx)*

### Meet District FTES Target for AY2013-2014 of 18,830

All EOPS/CARE participants with the exemption of students with disability are required to maintain a full-time enrollment status in order to receive program services and support. As indicated in the "quantitative assessments" section of this annual program update report, more than 80 % of EOPS/CARE students are matriculated students. Increased in counseling services will allow EOPS/CARE programs to ensure all (100%) of the participants develop and continuously update their comprehensive long-term educational plan. Create (and sustain) cohesive follow-up activities to ensure students who drop classes are informed of late start or intersession classes.

### Increase Student Success

EOPS/CAR E program main focus is student success as it recognizes and support students' potential through various support services, including academic counseling services, book voucher, and priority registration and tutoring. The EOPS/CARE program collaborates with several campus departments including CalWORKs, Financial Aid, Transfer and Information Center, Learning Resource Center, Admission and Record office, Disabled Student Program and Services, and instructional programs and department to enhance students' access to resources relevant for their academic success.

EOPS/CARE program requirements such as each student must complete a minimum of 9 or more units with a 2.0 or higher GPA to continue to receive services, encourages students to maintain full-time status as well as perform at a satisfactory level. Students who fail to successfully meet the EOPS/CARE program requirements are classified as EOPS/CARE program students and are required to participate in the EOPS/CARE Success Program. The Success Program requires each probation student to attend monthly counseling meetings throughout the semester to develop a plan for the semester to ensure successful completion of their current semester courses. Success Program students are also required to attend one monthly workshop to topic, including time-management, study skills, test anxiety, access to child care services and mental health.

Also, each semester EOPS/CARE program utilize feedbacks provided by faculty via EOPS/CARE mid-semester progress report as early alter for students, who are identified at risk of not passing their courses. The graduate counseling Intern holds special drop-in appointments during the progress review week. This ensures students have access to counseling services and referral for tutoring and other support services.

## II. RESOURCE NEEDS

### Human Resource/Personnel
Please describe any human resource/personnel needs for your unit/area

**Current Staffing Level:**

|  | Headcount | FTE Equiv. |
|---|---|---|
| **Faculty (Permanent)** | 1 | 1 |
| **Faculty (PT/Adjunct)** |  |  |
| **Classified Staff (Permanent)** | 2 | 2 |
| **Classified Staff (Hourly)** | 0 | 0 |
| **Students** | 4 | 0 |
| **ICC/Consultant/Other** | 0 | 0 |

**Narrative:**
*Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.*

*Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.*

*Describe implications of the current staffing level in your unit/area to overall service delivery.*

EOPS/CARE program is supervised by a full-time Coordinator (1.0 FTE), part-time counselor (.5FTE), however a spring 2014 counselor position will be upgraded to one full-time counselor (1.0 FTE). EOPS Clerical Assistant was upgraded from .75FTE position to full-time (1.0FTE) position in the fall 2013 semester. Four student Aids also provide support services to the program. The coordinator is responsible for planning, coordinating, and implementing the day-to-day operations of the EOPS/CARE programs. The clerical assistant and student Aids provide a wide-range of support services in assisting the implementation of programs and services.

EOPS/CARE program is in the process of hiring two tutors to provide tutorial services to current EOPS/CARE students, who need additional tutoring services to those provided by the college. The tutors will be paid from the EOPS budget and will report to the EOPS/CARE coordinator.

## Human Resource/Personnel Requests

*List your human resource/personnel requests in prioritized/ranked order*
*Human resource/personnel requests will go through the established College and District planning and budgeting process.*

EOPS/Program would benefit from the hiring of two classified level tutors, as over the five years EOPS/CARE program consistently demonstrated needs for tutorial services.

EOPS program will benefit from hiring an Outreach/Recruitment Personnel Staff as the position been vacant since 2007.

## Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area

### Narrative:
*Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.*

*Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*

The EOPS/CARE program would like additional storage room to store old student files, outdated textbooks from the EOPS/CARE Book Loan program, large supplies and equipments.

## Technology

**Narrative:** *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.*

*Describe implications of the current state of technology in your unit/area to overall service delivery*

Current use of Technology: EOPS/CARE personnel routinely use common software including Microsoft Office Suites, Access and Excel for data collections, storage and tracking. Words and PowerPoint are used for reporting flyers, new student orientations presentations and workshops. Outlook is used for emails, calendars and mass communications with the program participants. EOPS/CARE staff also use SARs appointment system to schedule and track students counseling appointments as well as PeopleSoft for gathering academic and demographic information on program participants. EOPS counselor uses assist.org, Eureka, ccctransfer.org to advice students on academic and career options. College laptop and projects are used for orientations and workshops presentations.

## Technology Requests
*Please describe any technology needs for your unit/area.*

### Narrative:
*Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.*

*Describe implications of the current state of technology in your unit/area to overall service delivery.*

1. EOPS/CARE requests the purchase of a laptop for maintaining program documents and to be used when traveling for conferences, trainings and off-campus meetings.

2. EOPS Clerical staff and student aid work desk need updated computers. Currently the work area is equipped with three PCs, one for the clerical staff and two computers for student aids. All three computers are outdated, slow and do not support the use of current updated online programs and software. All three computers need to be replaced with new PCs for improvement in timely completion of projects and maintain best customer service.

3. EOPS/CARE program needs software system for book inventory and check-out program, which will allow the program to maintain updated information on the books in the Book Loan program, as well as assist with maintaining electronic records of students who have borrowed books.

4. EOPS/CARE program also requests updated computers and a heavy duty printer for student usage in the computer lab. Currently the EOPS/CARE computer lab is equipped with six computers, but only four of the computers work. Also, EOPS/CARE program needs the college to provide funds for ink cartages, print paper and other necessary items as EOPS budget is limited and unable to meet the increasing demand of the computer lab supplies.

5. To streamline admission process, EOPS/CARE needs software system to make EOPS/CARE application available online. This will assist students to submit their application online, upload supporting documents, have access to check application status and schedule their mandatory EOPS/CARE new student orientation online.