

BREKELEY CITY COLLEGE

STUDENT SERVICES ANNUAL PROGRAM

UPDATE

2014-2015 Program Review

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.

Success Stories

In academic year 2013-14 EOPS enrolled 23% (280) of the college’s full-time students and expended \$62,245.00 on book vouchers.

The program hired a full-time EOPS/CARE counselor to extend counseling and advising services to EOPS/CARE students and enhance their academic success and retention.

In 2013-14, EOPS offered a total of 600 hours of personalized tutoring in Math to EOPS and CARE students.

EOPS/CARE program successfully assisted 45 EOPS/CARE students to complete their educational goals. 36 Received AA/AS Degrees; 7 Students completed Certificates; 20 students transferred to UC, CSU, and private colleges.

Program Needs (personnel, facilities, technology, funding, equipment, etc)

EOPS/CARE program has needs in the following areas:

Personnel:

- As indicated in the EOPS/CARE previous year Program Review Updates, the program would benefit from the hiring of two classified level tutors. These tutors will be in addition to the imbedded tutorial services students receive in basic math and English classes. The extended tutoring support provided to EOPS/CARE students will help the program with increasing the academic success rate of the participants.
- Since the EOPS program serves close to 300 students per academic year, the one full-time counselor has limited appointment availability to successfully meet with each student three times each semester as required by the Title-Five guidelines. Having an additional part-time counselor will allow the program to offer additional counseling services to the students and help to fulfill their Mutual Responsibility Contract, which requires them to meet at least three times with an EOPS counselor.
- The EOPS program will benefit from hiring an Outreach/Recruitment Personnel Staff, as the position been vacant since 2007.

I. Mission, History, and Description of Service Provided

Mission

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.

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.

History

The 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 to enhance persistence, retention and success rates of students who experience social and 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 welfare-dependent, single heads-of-households and in need of college level education and vocational training to increase employment opportunities.

Description of Services

The following is a list of core services and support EOPS provides to students:

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

EOPS/CARE program orientation: All new EOPS and CARE students attend mandatory EOPS/CARE orientations to familiarize them with the programs services, regulations, college catalog, academic standards, financial aid procedures, transfer to UCs/CUSs, and student success programs, such as, DSPS, TRiO, PACE, ASBCC, Starting Point Mentorship, Transfer Alliance Project (TAP), Transfer Guarantee Admission (TAG) and Stiles Hall.

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

Mid-term academic progress check: each semester EOPS/CARE conducts mid-semester progress report session. Around mid-semester, students are provided an academic progress report form, which they must take to their instructors to obtain feedback on their progress in their courses. Students who are not succeeding academically are provided interventions including referrals to tutoring, academic counseling, and referrals for workshops.

Book voucher: all eligible EOPS/CARE students receive book vouchers 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.

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 vouchers. Students are required to return the textbooks at the end of the semester. The book loan program also provides headphones on a check-out basis for students to use in the computer lab when needed.

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. EOPS staff also actively participates in BCC Expo, Berkeley City College Orientation (BCCO), annual high school counselors' breakfast, and college Pathways programs.

EOPS Computer Lab/Study Area: EOPS/CARE students have a designed computer lab, equipped with 5 computers, a printer, and supplies for students to utilize. Students are also provided two print-cards each semester to use in college computer labs when needed. Students are also provided with a designed study area in the EOPS/CARE computer lab to conduct individual or group-study sessions.

Academic supplies: All new students receive a onetime package of: pencils, pens, notebooks, and binders during the EOPS/CARE orientation.

Retention and Success Program for students on probation: all students placed 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 and referrals to tutorial services, mental health, and community based programs. Students also participate in study skills, time-management, self-development, and career exploration workshops provided by the graduate counseling intern.

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

Student Learning Outcomes (SLOs) / Service Area Outcomes (SAOs)

The EOPS/CARE program developed student learning and service area outcomes that reflect the goals and missions of the program and Berkeley City College.

Student Learning Outcome: As a result of attending the EOPS/CARE orientation, students will be able to a) identify services available to them as EOPS/CARE participants and identify the different academic programs and student services available to them at Berkeley City College b) fulfill their responsibilities as

EOPS/CARE students by completing the three mandated counseling contacts, submit mid-semester progress reports, participate in priority registration, and utilize book voucher services in a timely manner.

Service Area Outcomes: Provide financial and academic support to students.

The following surveys were administrated to students in the summer 2014 session and during new students' orientations at the beginning of the Fall 2014 semester. Analysis of the feedbacks received from students via the surveys is indicated in Section II: Assessment, Evaluation and Planning of the report.

Mapping SLO and SAO to Institutional Learning Outcomes

The 2013-14 EOPS SLO and SAO were linked to two of the seven BCC's Institutional Outcomes: Information Competency and Self-Awareness

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments

Demographic of EOPS and CARE Students

Students Served	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*
EOPS participant	362	390	352	235	259	280
CARE participant	19	26	30	31	21	21
Total	381	416	382	266	280	301

*Fall2014 numbers only.

Gender

EOPS	2009-10		2010-11		2011-12		2012-13		2013-14	
Female	230	64%	243	62%	219	62%	146	62%	159	61%
Male	100	28%	118	30%	100	28%	66	28%	74	29%
Unknown	32	9%	29	7%	33	9%	23	10%	26	10%
Total	362	100%	390	100%	352	100%	235	100%	259	100%

CARE	2009-10		2010-11		2011-12		2012-13		2013-14	
Female	17	89%	21	81%	29	87%	28	90%	17	81%
Male	2	11%	2	8%	1	3%	0	0%	0	0%
Unknown	0	0.00%	3	12%	3	10%	3	10%	4	19%
Total	19	100%	26	100%	30	100%	31	100%	21	100%

Ethnicity

EOPS	2009-10		2010-11		2011-12		2012-13		2013-2014	
African-American	150	41%	173	44%	158	45%	118	50%	108	42%
Indian/Alaskan Native	3	1%	7	2%	3	1%	2	1%	1	0%
Asian	28	8%	32	8%	31	9%	22	9%	37	14%
Filipino	3	1%	3	1%	2	1%	1	0%	1	0%
Hispanic	38	10%	47	12%	48	14%	31	13%	51	20%
Pacific Islander	4	1%	7	2%	3	1%	1	0%	1	0%
Two or More Races	1	0%	14	4%	17	5%	11	5%	14	5%
Non-Respondent	112	31%	75	19%	64	18%	26	11%	14	5%
White Non-Hispanic	23	6%	32	8%	26	7%	23	10%	32	12%
Total	362	100%	390	100%	352	100%	235	100%	259	100%

CARE	2009-10		2010-11		2011-12		2012-13		2013-2014	
African-American	14	74%	18	69%	15	50%	14	45%	13	62%
Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	1	5%
Asian	0	0%	1	4%	1	3%	2	6%	1	5%
Filipino	0	0%	1	4%	0	0%	0	0%	0	0%
Hispanic	1	5%	2	8%	4	13%	2	6%	2	10%
Pacific Islander	0	0%	1	4%	1	3%	0	0%	0	0%
Two or More Races	0	0%	0	0%	1	3%	1	3%	1	5%
Non-Respondent	3	16%	2	8%	6	20%	9	29%	2	10%
White Non-Hispanic	1	5%	1	4%	2	7%	3	10%	1	5%
Total	19	100%	26	100%	30	100%	31	100%	21	100%

Age

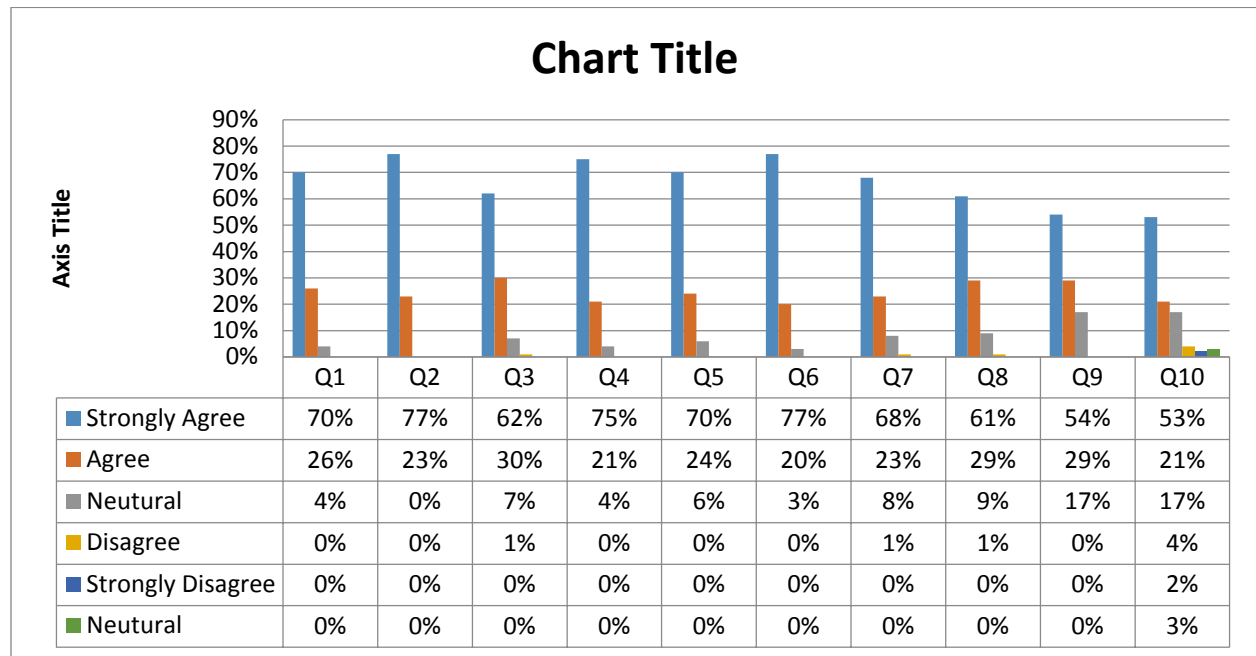
EOPS	2009-10		2010-11		2011-12		2012-13		2013-14	
1 - < 18	3	1%	10	3%	4	1%	5	2%	6	2%
18 & 19	58	16%	77	20%	67	19%	39	17%	73	28%
20 to 24	107	30%	120	31%	109	31%	66	28%	58	22%
25 to 29	57	16%	62	16%	48	14%	26	11%	21	8%
30 to 34	37	10%	33	8%	25	7%	24	10%	30	12%
35 to 39	25	7%	13	3%	23	7%	13	6%	13	5%
40 to 49	41	11%	47	12%	45	13%	34	14%	29	11%
50 +	34	9%	28	7%	31	9%	28	12%	29	11%
Total	362	100%	390	100%	352	100%	235	100%	259	100%

CARE	2009-10		2010-11		2011-12		2012-13		2013-14	
18 & 19	0	0%		0%		0%	1	3%		0%
20 to 24	8	42%	9	35%	10	33%	6	19%	3	14%
25 to 29	3	16%	10	38%	7	23%	10	32%	9	43%
30 to 34	2	11%	1	4%	6	20%	6	19%	4	19%
35 to 39	3	16%	3	12%	4	13%	3	10%	1	5%
40 to 49	3	16%	3	12%	3	10%	5	16%	4	19%
Total	19	100%	26	100%	30	100%	31	100%	21	100%

Student Learning Outcomes Assessment Results

The following ten questions New Students' Orientation survey was administered at the end of the orientations in the Fall 2014 semester.

- Q1. I am aware of the services provided by the EOPS/CARE program.
- Q2. I understand the eligibility requirements for the EOPS/CARE program.
- Q3. I know how long I can remain eligible for EOPS/CARE services.
- Q 4. I know how to remain in compliance with my EOPS/CARE Mutual Responsibility Contract.
- Q 5. I know how to use the EOPS/CARE the book voucher service.
- Q 6. I understand the minimum number of units that must be completed and the minimum GPA requirement must complete each semester to qualify for EOPS/CARE services.
- Q 7. I know how to schedule a counseling appointment with my EOPS/CARE counselor.
- Q 8. I know how to check and use my priority registration.
- Q 9. I am aware of the different educational programs I can pursue at BCC.
- Q 10. I am aware of the Golden Four General Education Courses needed for transfer to a California State University.

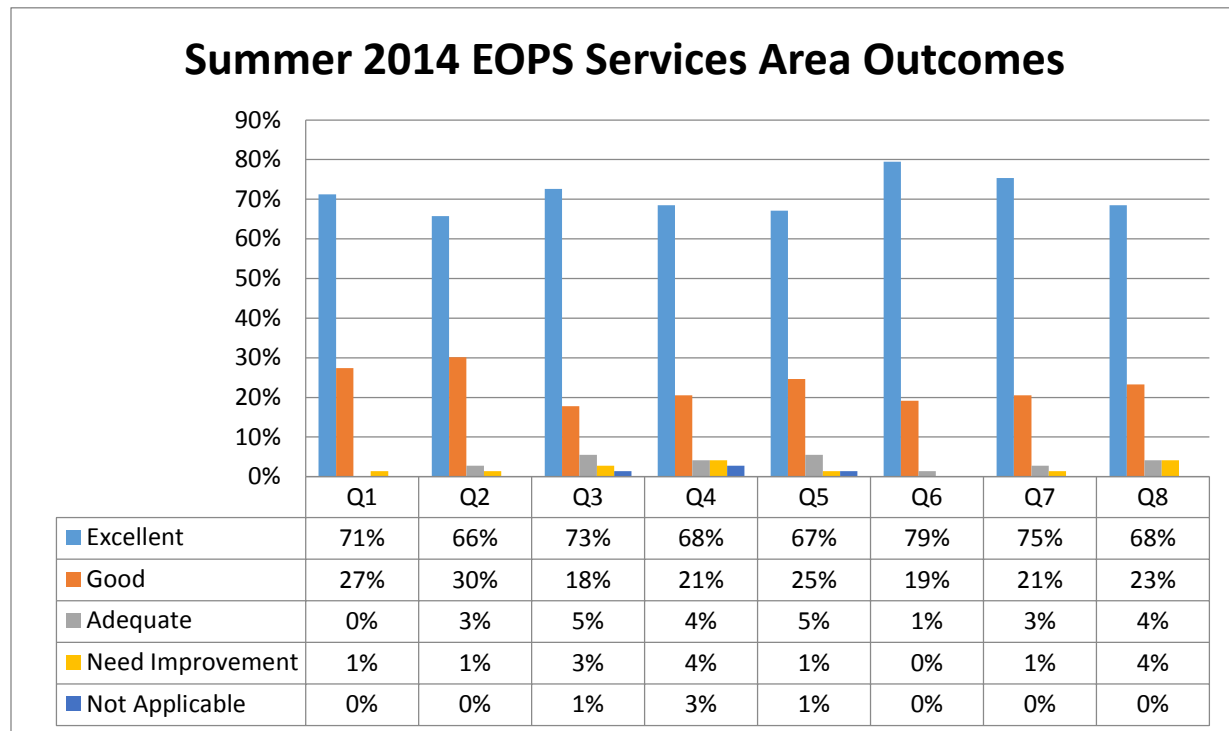


Result Analysis: The survey data indicated that the information provided in the EOPS/CARE new students' orientation helped increased students' knowledge of the programs as majority of them raked "strongly agree" in their ability to identify EOPS/CARE services & eligibility requirements and understand their responsibilities as the EOPS/CARE students.

Service Area Outcomes Assessment Results

The following End-of-Semester survey was administered to students in the summer 2014 session to examine the effectiveness of the EOPS/CARE programs in providing financial and academic support to students.

- Q1. Overall EOPS Program Services.
- Q2. EOPS/CARE Orientation was helpful in providing information about EOPS/CARE services and requirements.
- Q3. My book voucher was processed in a timely manner (within 48 hours after being approved for a book voucher).
- Q4. I was able to schedule an appointment with my EOPS counselor that best met my schedule.
- Q5. I received support and reminders to complete my and submit mid-semester Progress Report.
- Q6. I received reminders about my Priority Registration date.
- Q7. I received reminder notices and/or telephone calls about important deadlines, workshops, and academic related information.
- Q8. I was able to communicate with the EOPS/CARE staff and counselor by telephone, email, or in person in a timely manner.



Results Analysis: the survey data revealed that EOPS/CARE staff provided financial and support services at a positive level of “Excellent” and “Good” in their delivery of services to students. This indicates that students received courteous reminders, sufficient financial support, and accurate information/services from the EOPS/CARE program.

Action Plan for Student Learning Outcomes and Service Area Outcomes

SLO: Overall, students achieved the desired learning outcomes as majority noted favorable remarks related to their ability to identify services provided by the EOPS/CARE program and that they understand their role and responsibility in successfully fulfilling the programs requirements to continue their eligibility for the programs. However, a small number of students ranked their aware of the transfer to a California State University (CSU) at the natural level. Based on this feedback, the EOPS/CARE Counselor and Coordinator will work to increase students awareness of the transfer process to CUS, by ensuring that a sufficient amount of time is spent covering the information during the orientations. Also, the program will offer workshops and counseling services to help students better understand the CUS general education requirements.

SAO: Survey data revealed that majority of the students noted overall positive remarks for the majority of EOPS services and programs, felt they received helpful information during the new students orientation, received financial and academic counseling services in a timely manner, received a sufficient number of reminders regarding important deadlines, and were able to easily communicate with counselors and staff. Although majority of students positively ranked EOPS/CARE delivery of services, it is important to note that the overall ranking was between 65-70%. The following activities and efforts will be implemented to improve delivery of program services:

- Conduct monthly costumer services raining for clerical and student-workers
- Work with the bookstore to shorten the time it takes to process book-vouchers
- Develop a follow-up survey to identify the preferred hours for counseling services. However, due to the limited counseling staff, it will be a challenge to extend counseling staff availability for more than 30 hours per week.
- Increase the numbers of reminders, emails and automatic phone calls students receive for submission of their progress reports, priority registration, and courteous reminder calls for counseling appointments, workshops and other important academic related information.

Qualitative Assessment

EOPS implementation guidelines as indicated in Title 5 and California Education Codes 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 partners: Family Paths, and INROADS, and student representatives. The advisory board meets twice each academic year and plays an instrumental role in implementing the EOPS/CARE programs services and activities. In the 2013-14 academic year, the advisory committee met twice and following inputs were provided:

- In an effort to increase BCC EOPS/CARE student's success and retention rates, the Advisory Committee recommended that the program increase counseling staffing from part-time to full-time.
- Since funding for the Foodie Project is scheduled to end by October 2014, the committee recommended that EOPS request additional Title III grant funds as they funded the initial project.

The assessment tools for service area outcomes included a qualitative assessment tool: a short two-question survey. This assessment tool was administrated both during the summer 2014 session and fall 2014 semester to continuing students. Since the assessment asked open-ended questions, a wide variety of feedbacks were received. The program is currently reviewing and analyzing the plethora of feedback received.

Unit Strengths

Berkeley City College's EOPS/CARE program is successful in recruiting and retaining first generation and low-income students. Though comprehensive services and a case by 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.

1. BCC CARE program supplemental services: financial assistances, extensive case management with academic and personal counseling and advocacy at the county level, are effective in reducing social and academic difficulties of its students. The CARE programs strong relationships with local agencies, such as Bananas 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, the CARE programs close collaboration with the CalWORKs program aids to streamline the intake process and recruitment of students. The programs also continuously engage in efforts to keep the programs participants informed of the changing policies and regulations within the Welfare to Work program and the local counties Social Services Departments.
2. EOPS/CARE programs strength also includes the various ongoing professional development trainings and activities available for the program counselor, coordinator, and staff. The 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. The 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, the coordinator as a member of college and district shared governance meetings, interacts and collaborates with the colleges 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.

Weaknesses

Budget cuts to the EOPS/CARE programs over the last four years reduced the services and programs provided to students in the following areas: book voucher amount, outreach/recruitment services, counseling, transportation grants for CARE, and educational supplies. These services and programs have a major impact of students' academic success and program retention rates, as can be seen by the decline of the program's success and retention rates since the reductions in the budget.

Opportunities

The EOPS Association and other advocates of the EOPS and CARE programs are engaged in efforts to support full restorations of the EOPS and CARE allocations. This will allow the programs to reinstate the services and staffing to the level prior to the budget reductions.

Limitations

1. Limitations of the EOPS/CARE program include:
 - i. Academic achievement- currently BCC EOPS/CARE success and retention rates are slightly lower than 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 continue to 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. Some EOPS/CARE students do not regularly check their Peralta email account and/or do not have access to a computer/internet at on regular basis. This makes correspondence difficult as students do not receive reminders for workshops, priority registration and other important deadlines.
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 hours.

Action Plan for Continuous Improvement

1. Improve Student Success and Retention:
 - i. While the program recently hired one full-time counselor, the need of counseling services continues to be high among students. As indicated in the survey data, not all students are able to schedule an appointment that best fits their schedule. An additional part-time counselor is needed to ensure all students have access to counseling services.
 - ii. Hire two or more classified level tutors to provide comprehensive tutoring services to students in Math, English, and Science courses. Research conducted at BCC indicates that a high percentage of African American students experience challenges in successfully completing college level math class, especially Math 13. This has created an inequity in the transfer and graduation rate of African American students at BCC. The additional tutoring services will address the indicated inequity.
 - iii. Thorough follow-up program-requests for additional classified staff and work-study student workers to update the 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 training for Classified and Student workers:

Establish dates and times for monthly training for the Spring 2015 semester, to ensure all EOPS/CARE staff members are current on the program activities and events and identify areas of improvements
3. Increase efforts to encourage students engagement on campus:

Develop pathways for students to become aware of BCC programs and services, engage students in campus activities, and encourage students' participation in transfer based events and programs.
4. 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. 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

Meet District FTE Target for AY2014-15

All EOPS/CARE participants, with the exemption of students with a disability, are required to maintain a full-time enrollment status in order to receive program services and support. In 2013-14 academic year, EOPS students represented 23% of the college full-time students enrolled. To further increase the FTE of the program, an increase in the counseling staff is needed as it will ensure that all program participants develop and follow their comprehensive student educational plan (SEP) and receive support with making adjustments to their schedule and SEP.

Increase Student Success/Persistence

The EOPS/CARE program has a long history of increasing student's success as it recognizes and support students' potential through various support services, including academic counseling services, book vouchers, 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 departments to enhance students' access to resources relevant for their academic success.

Also, the EOPS/CARE program requirements support students in keeping a satisfactory academic status, as all students are required to complete at least a minimum of 9 or more units with a 2.0 or higher GPA to continue in the program. These requirements help students maintain satisfactory academic records and increase their persistence.

The program also ensures students success via the mid-semester Progress Report. The feedback provided by faculty via EOPS/CARE mid-semester progress reports serve as early alter system and the counseling staff provide interventions to students who are identified as at risk for 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. II RESOURCE NEEDS

Human Resource/Personnel

Current Staffing Level:	Headcount	FTE Equiv.
Faculty (Permanent)	1	1
Faculty (PT/Adjunct)	0	0
Classified Staff (Permanent)	2	2
Classified Staff (Hourly)	0	0
Students	4	0
ICC/Consultant/Other	0	0

Narrative

EOPS/CARE staffing include: one full-time Coordinator, one full-time counselor, one full-time Clerical Assistant, 3 students workers and two work-study math tutors.

The coordinator is responsible for planning, coordinating, and implementing the day-to-day operations of the EOPS/CARE programs. The EOPS/CARE counselor provides academic, career, personal and transfer counseling services to the students, four days a week for total of 30 hours per week. The clerical assistant and student Aids provide a wide-range of support services in assisting the implementation of programs and services. The math tutors provide tutorial services to current EOPS/CARE students, who need additional tutoring services to those provided by the college.

Program Needs: (personnel, facilities, technology, funding, equipment, etc.)

Personnel:

- 0.50 FTE -Two classified level Math tutors
- 0.50 FTE -Two classified level English tutors
- 0.50 FTE – academic counselor/coordinator
- 0.50 FTE- Classified level Outreach/Recruitment Personnel Staff
- 0.50 Classified staff

Facilities:

- Storage room to store old students' files, outdated textbooks from the EOPS/CARE Book Loan program, and supplies.

Technology:

- The EOPS Front desk needs updated computers: Currently the front desk is equipped with four PCs, one for the clerical staff and three computers for student aides. 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.

- The EOPS/CARE program needs a software system for book inventory and check-out program. This will allow the program to maintain updated information on the books and electronic records of students who have borrowed textbooks from the Book Loan program.
- The 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 five of the computers work. Also, the 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.
- To streamline the admission process, EOPS/CARE needs a software system to make the EOPS/CARE application available online. This will assist students to submit their applications online, upload supporting documents, have access to check application status' and schedule their mandatory EOPS/CARE new student orientation online.
- Automated SARS services in the following areas: automated phone calls/texts, reminder emails, and online appointments.

Funding:

- The EOPS allocation provided by the State Chancellor's office is based on a cap of about 150 students per academic year. However, over the past 15 years, the program has served an average of 350 students each academic year. Since the program serves twice as many students than funded for, limited services, including counseling, staff support, and book vouchers, are provided to students. Additional funds as indicated below, both from the Chancellor's office and Berkeley City College general funds will benefit the program in enhancing the EOPS programs and services and ensuring access and equity for deserving students on campus.
 - College funded: 0.50FTE counselor/coordinator position
 - College funded: 0.50 FTE outreach staff
 - College funded: 0.50 FTE classified level 4 tutors
 - State Chancellor's office: \$40,000.00 increased book voucher funds
 - State Chancellor's office: \$30,000 increased in CARE child care funds
 - State Chancellor's office: \$10,000.00 increased in supplies

Equipment:

- Copy machine
- Fax machine
- Printer for EOPS/CARE computer lab
- Ergonomic chairs for the EOPS and CARE offices and front desk staff.