

**Berkeley City College
Student Services Program Review**

**EOPS/CARE/CalWORKs 2011-12 Program Review
Self Study**

Executive Summary

Extended Opportunities Programs and Services' (EOPS) primary goal is to encourage the enrollment, retention and transfer of underserved students handicapped by language, social, economic and educational disadvantages, and to support the successful completion of their academic and career goals at Berkeley City College. EOPS offers academic and personal counseling, priority registration, book vouchers, and other support services.

The EOPS program at Berkeley City College enrolls 11% of the colleges' full-time students, thereby supporting the college's student access, success, and retention goals. The program is designed to deliver effective services and activities that promote the success of disadvantaged students. The program has also made a positive contribution towards the college's equity mission. Given its committed staff, track record and the high level of collaboration it enjoys in the college community, the program can still make greater contributions in transforming the lives of underserved students given increased resources.

Cooperative Agencies Resources for Education (CARE) supports EOPS students with children who are County cash aid recipients. The program provides childcare grants, transportation assistance, school supplies, and various workshops on family and career development. The program provides education and training to help students acquire skills that would enable them to get career employment opportunities and break the dependency cycle.

The CalWORKs program serves students who are welfare recipients to achieve long-term self-sufficiency by providing educational and career opportunities combined with effective support services that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce. Through collaboration and advocacy with campus and community partners, CalWORKs prepares these students for career employment and economic self-sufficiency. CalWORKs provides counseling, childcare, job development and/or placement and other essential services to program students. The program collaborates with Alameda and Contra Costa County, Departments of Human Services, in ensuring CalWORKs students have access to available county services. The program contributes towards meeting the College's strategic planning goals of student equity and success.

EOPS/CARE/CalWORKs Success Stories 2010-2012:

- ❖ EOPS served an average of 316 students over the last three years, while State allocations funded only an average of 110 students. CARE and CalWORKs served an average of 24 and 66 students respectively during the same period.
- ❖ EOPS students constitute 11% of BCC's full-time student population and 4% of all matriculating students.
- ❖ In the last three years, 62 EOPS students received Associated Degrees and 13 students received Certificates.
- ❖ Between 2010-2012, 33 EOPS students transferred to the UC system and 38 transferred to the CSU system.
- ❖ 52% of EOPS students identify transfer as their primary educational goal compared to 38% for the general student population

Program needs to meet student demand by:

EOPS/CARE

- A. Providing additional .33 counseling to supplement the current .67 counseling position.
- B. Increasing the current .75 clerical position to a full-time position
- C. Supporting ASBCC's effort to organize a college wide book donation campaign to expand the EOPS Book Loan Program

CalWORKs

- A. Hiring a .50 Clerical Assistant to provide administrative support to the program
- B. Ensuring 75% of all new students meet with the CalWORKs Counselor to plan and enroll in their first semester classes before the start of school
- C. Maximizing students job training and placement opportunities in collaboration with the Berkeley One-Stop Center

INTRODUCTION

Background Information

Extended Opportunity Programs and Services (EOPS) program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their academic and career goals and objectives. EOPS offers academic and personal counseling, advising, priority registration, book vouchers and a book loan program and other support services. EOPS students meet with their counselor twice each semester to design and update their educational plans. Students on academic probation also meet monthly with a counseling intern for advising and attend three student success workshops during the semester. Students also participate in the progress review process conducted in the middle of each semester where in they obtain feedbacks from each of their instructors, get reviewed by EOPS staff and referred to a EOPS counselor if additional intervention is needed to ensure the academic success of students experiencing difficulties in their classes.

Cooperative Agencies Resources for Education (CARE) program provides childcare grants, transportation assistance, school supplies and various family, work and life related coaching and workshops to CARE students who are also EOPS students. This unique educational support program is geared towards assisting students who are welfare recipient and desire job-relevant education to break the dependency cycle.

The EOPS/CARE Programs at Berkeley City College is supervised by the Vice President of Student Services/Director (.5) and staffed by a Counselor (.5), Coordinator (1.0%) Clerical Assistant, II (.75) and three Student Aids. The Coordinator is responsible for planning, organizing, coordinating, and implementing the day-to-day operations of the EOPS/CARE programs. The Clerical Assistant provides a wide-range of support services in assisting the implementation of programs and services.

The EOPS/CARE programs receive more applications each academic year than it can serve, demonstrating the popularity of its programs and services. EOPS students make significant contributions to the enrichment of the college community through their active participation in the leadership of the Associated Students of Berkeley City College, the Ambassador Program and various student clubs.

The CalWORKs program serves students who are welfare recipients to achieve long-term self-sufficiency through coordinated academic/training programs and support services including: academic and personal counseling, child care services, career awareness and job search skills, work study opportunities and coordination with county welfare offices.

As a Welfare to Work (WTW) program for families with children receiving public assistance, the program is designed to assist this population in completing their Associate Degrees or

Certificates in their chosen field of study and move them from public assistance to a career providing independent and sustainable income.

The CalWORKs program acts as a liaison between the Department of Social Services, the student, and the college to ensure the alignment between the students' welfare to work plan and the program they are pursuing at Berkeley City College. To this end, academic and personal counseling, supervised study time and/or tutoring, information and referral services, work study as well as job/personal development and success workshops are provided.

The program is supervised by the Vice President of Student Services and is staffed by a Program Coordinator (.50) Counselor (.50) and a Student Aid. The District has established Partnership with Alameda County Social Services Department.

The Counselor meets with each student twice each semester to develop education plans that integrate the academic and career interests, career goals, skills and labor market trends for each student, reviews and signs academic and program progress reports ensuring that students are engaged in the county required study time for the hours they are scheduled to be in class and makes childcare and work-study recommendations, reviews and completes county documents, communicates with county personnel and evaluates student progress.

Purposes and Needs Assessed

EOPS/CARE/CalWORKs program goals include:

Increasing 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.

Increasing the percentage of underserved students who receive academic training, job search skills and work study opportunities.

Current Components

Extended Opportunities Programs and Services

EOPS implements the following programs, services, and activities to actualize its mission of enrolling and supporting the academic career success of an increasing number of disadvantaged students.

- Recruitment/Outreach Services
- Orientation Services
- Priority Registration Services
- Counseling and Advisement Services

- Tutoring
- Transfer
- Job Search
- CARE Program
- EOPS/CARE Advisory Committee

Unique Aspects of the Program

1. Human Resources

The addition of three graduate interns in the program has contributed greatly in supporting the programs retention efforts. An intern is assigned to work closely with students on academic and program probation through a monthly individual meeting with the students and attendance of workshops to improve their study skills and manage life issues.

2. Progress Review Process

The timely implementation of the progress review, referral and follow-up process connects counselors and faculty in a proactive and effective manner. This intervention process is instrumental in helping EOPS students to overcome success barriers in reaching their academic success and personal development objectives.

3. Transfer Mentoring

The Starting Point Mentoring Program, operated by student mentors from the University of California, Berkeley connects UC student mentors with EOPS students. Mentors encourage, support, and motivate EOPS students to pursue transfer opportunities to UC Berkeley in particular and the UC system in general. Counselors conducted various transfer workshops in collaboration with the Transfer and Career Center. Beginning 2011 prospective EOPS/TRIO transfer students visited four-year colleges in the Greater Bay Area.

4. Tutoring

The Student Learning Resources Center provides tutoring services for EOPS students who are enrolled in Basic Math courses. These students receive one-on-one tutoring as well as additional “as-needed” tutoring services to meet the over-and-above requirement to ensure their academic success. Students enrolled in Basic English courses are enrolled in English Writing Workshops where they receive group and individualized tutoring.

5. Student Networking

EOPS/CARE/CalWORKs students are provided with various activities and opportunities to network among themselves and the larger campus community via Facebook, and Twitter accounts established by EOPS. The EOPS students' lab also provides ample opportunities for students to study, discuss and support each other as they use the computer facilities and a study area.

4. Book Loan Services

The book loan program served an average of 125 students in the last three years. All EOPS students are qualified to borrow available books once they have used the total amount in their book voucher account. The involvement of the Associated Students of Berkeley City College in collecting books for the book loan program will substantially increase the capacity of the program to meet student demands.

Current components (Continued)

California Work Opportunity and Responsibility for Kids (CalWORKs)

CalWORKs at Berkeley City College focuses in four service areas to support student success.

- ❖ Specialized Curriculum Development
- ❖ Counseling
- ❖ Work Study/Job Development
- ❖ Child Care and
- ❖ Coordination with County Staff and BBC Support Services

Inherent in this process is ensuring that students are assessed for placement in classes that are consistent with their development needs, completion of required forms, such as student application/intake, books and supply request lists, child care services, county eligibility certification, etc.

Resources

EOPS/CARE/CalWORKs programs provide a student friendly environment to enhance student engagement with the counseling staff through required two counseling contacts each semester, an additional contact with staff to follow-up on student academic progress, additional advising and problem-solving sessions with counseling interns and student peer advisors, a student lab with computers to do research and print assignments and a referral service to community based organizations such as FamilyPath, for assistance in the areas of mental-health, domestic abuse, addiction, homelessness, food and clothing..

Program Goals

1. Increase the percentage of underserved and underprepared students enrolled in EOPS/CARE/CalWORKs programs that successfully complete their educational objectives and career goals.
2. Increase the percentage of students that receive job search skills, work study opportunities.
3. Increase the percentage of students who receive Associate Degrees, Certificates and/or transfer to four-year colleges.
4. Improve the delivery of programs and services:
 - Maintain the recruitment of counseling interns to work one-one-one with probationary students to promote academic success.
 - Maintain regular contacts with the Financial Aid Supervisor to ensure program students get priority in obtaining work-study opportunities.
 - Continue to utilize Transfer and Career Center resources and facilities to conduct collaborative transfer workshops.
 - Collaborate with the Financial Aid Office to ensure program students complete and submit their application packages on time to receive aid.

Table 1

GOAL	How is the goal measured (indicators)	What are expected outcomes
Improve student academic success	Acquire additional counseling resources	Increase the number of first semester students who complete their education plans before the start of school
Expand work study and career exploration opportunities	Develop workshops to address job search skills in collaboration with the Berkeley One-Stop-Center	Increase the number of students with the skill to create job specific resumes, cover letters and interviewing skills & employment
Increase the number of students with declared majors	Develop and implement a follow up strategy for students to meet with their counselor & complete Ed plans.	Increase the number of students with declared majors to 75% of program students by the end of spring '13 semester.

II. Student Demographic of Those Using EOPS/CARE Services (by numbers)

Table 1

EOPS Student Demographic of Those Using EOPS/CARE Services by numbers

Fall Censes EOPS Total Headcount	2009	2010	2011
	296	330	298

Age	2009	2010	2011
Under 16	0	0	-
16-18	30	36	44
19-24	117	142	104
25-29	39	57	37
30-34	26	26	31
35-54	76	62	73
55-64	7	6	7
65 and Over	1	1	2
Gender			
Female	196	211	230
Male	82	101	68
Unknown	18	18	-
Ethnicity			
African-Am	136	141	197
Asian/PI	19	34	28
Filipino	2	3	7
Latino	34	37	33
Native-Am	3	5	3
White	21	26	23
Other/Unknown	81	84	7
Total:	296	330	298

Note: 2010-11 Data demographic obtained from internal reports.

Summary: Female students constitute the largest gender group (69%) compared to men (31%) and African Americans are the largest ethnic group (44%).

CalWORKs Student Demographic of Those Using CalWORKs Service (by numbers)

Fall Censes CalWORKs Total Headcount	2009-10	2010-11	2011-12
	51	65	80

Age	2009	2010	2011
Under 16	-	-	-
16-18	1	1	-
19-24	17	19	21
25-29	14	20	20
30-34	8	15	20
35-54	11	10	16
55-64	-	-	-
65 and Over	-	-	-
Gender			
Female	46	58	72
Male	5	7	8
Unknown	-	-	-
Ethnicity			
African-Am	33	42	56
Asian/PI	2	4	3
Filipino	1	2	-
Latino	3	8	9
Native-Am	-	-	1
White	8	9	9
Other/Unknown	4	-	2
Total:	51	65	80

Summary: The demographic indicates that the program serves the population that it is designed to serve.

Headcount by Full/Part-time Status

EOPS Fall Census Headcount by Full/Part-time Status

Full/Part	2009		2010		2011	
Full-time	194	66%	202	61%	128	58%
Part-time	102	34%	128	39%	91	42%
Total:	296	100%	330	100%	219	100%

BCC Fall Census Headcount & Fiscal Year FTEs

Full/Part	2009		2010		2011	
Full-time	1,809	24%	1,549	21%	1,524	22%
Part-time	5,839	76%	5,899	79%	5,466	78%
Total	7,648	100%	7,448	100%	6,990	100%

EOPS students represent an average of 11% of full-time BCC students. The program attracts twice as many students as admitted in the program in any given semester. With increased resources, EOPS can increase access to a much larger student population than it has served in the last three years.

Headcount by Matriculation Status

EOPS Fall Census Headcount by Matriculation Status

Matric Status	2009		2010		2011	
Matriculating	247	83%	254	77%	177	81%
Exempt	49	17%	76	23%	42	19%
Total	296	100%	330	100%	219	100%

BCC Fall Census Headcount by Matriculation Status

Matric Status	2009		2010		2011	
Matriculating	5460	68%	4,957	69%	4,781	69%
Exempt	2222	28%	2,078	29%	1,894	27%
Unknown	337	4%	200	3%	236	3%
Total	8,019	100%	7,235	100%	6,911	100%

Summary: 81% of EOPS students are matriculating students compared to 69% for the college, indicating the programs' contribution to the colleges' matriculation goals.

Matriculation Education Goals

EOPS- Matriculation Educational Goal

Matriculation Educational Goal*	2009		2010		2011	
Transfer	151	51%	160	48%	129	59%
AA/AS Degree	23	8%	26	8%	14	6%
Certificate	3	1%	4	1%	2	1%
Improve Job Skills	8	3%	16	5%	6	3%
Discover Career	4	1%	5	3%	2	1%
Ed Enrichment	2	1%	1	0%	1	0%
Improve Basic Skills	7	2%	3	1%	3	1%
Complete HS Credits	3	1%	7	2%	1	0%
Undecided/Other	95	32%	108	33%	61	28%
Total	296	100%	330	100%	219	100%

BCC- Matriculation Educational Goal

Matriculation Educational Goal	2009		2010		2011	
Transfer	2604	34%	2773	37%	2,935	42%
AA/AS Degree	271	4%	291	4%	254	4%
Certificate	74	1%	73	1%	72	1%
Improve Job Skills	736	10%	738	10%	608	9%
Discover Career	262	3%	216	3%	212	3%
Ed Enrichment	493	6%	349	5%	274	4%
Improve Basic Skills	159	2%	119	2%	113	2%
Complete HS Credits	65	1%	107	1%	47	1%
Undecided/Other	2,984	39%	2,782	37%	2,475	35%
Total	7648	100%	7,448	100%	6,990	100%

Summary: 52% of EOPS students identify transfer as their primary educational goal followed by “Associate Degree” 8% compared to BCC’s 38% and 4% respectively.

III. Student Performance and Feedback (Outcomes)

Degree and Certificates

EOPS- Number of Award by Type

Deg or Certificate	2009		2010		2011	
AA/AS Degree	20	83%	22	100%	20	69%
Certificate	4	17%	0	0%	9	31%
Total:	24	100%	22	100%	29	100%

BCC- Number of Award by Type

Degree or Certificate	2008-09		2009-10		2010-11	
AA/AS Degree	206	77%	284	77%	214	65%
Certificate	62	23%	87	23%	114	35%
Total:	256	100%	371	100%	331	100%

Summary: EOPS students receiving Associate Degrees represent 9% of BCC's AA/AS recipients.

Transfer

EOPS Number of Transfer to CSU and UC

	2008-09		2009-10		2010-11	
CSU	18	60%	10	50%	10	48%
UC	12	40%	10	50%	11	52%
Total:	30	100%	20	100	21	100%

BCC Number of Transfer to CSU and UC

	2008-09		2009-10		2010-11	
CUS	91	43%	75	38%	118	47%
UC	120	57%	121	63%	131	53%
Total:	211	100%	196	100%	249	100%

Summary: While EOPS represents 11% of BCC's full-time students, they represent 13% of BCC's transfers to the CSU system.

Student Surveys

Table 3

EOPS

	2009 (#/%)		2010 (#/%)		2011 (#/%)	
Success	Fa54.70%	Sp60.70%	Fa61.00%	Sp56.50%	Fa60.20%	Sp62.30%
Retention	Fa69.90%	Sp68.00%	Fa73.20%	Sp68.00%	Fa73.30%	Sp73.40%
Persistence FA to SP	81%		77%		81%	

BCC

	Fall 2009 (#/%)		Fall 2010 (#/%)		Fall 2011 (#/%)	
Success	FA65.10%	Sp65.10%	FA67.80%	Sp64.90%	FA65.60%	Sp67.20%
Retention	FA73.40%	Sp75.30%	FA74.40%	Sp76.00%	FA77.60%	Sp75.20%
Persistence FA to FA	7,649 (44%)		7,457(46%)		-	

Summary: EOPS students persist at a much larger rate of 64% compared to BCC's 36%.

IV. Program Effectiveness

Part A.

The EOPS/CARE Director and Coordinator are members of key regional, district and college committees and governance groups where they can advocate for the programs students, obtain valuable operational information and share program goals, objectives and developments.

While participation in these committees/groups serves as a venue to share program specific issues and advocate for the interests, concerns and challenges of EOPS/CARE students, it also provides an opportunity to obtain vital information that can be integrated in program services and activities to the benefit of program students.

- Contributing towards improving and/or expanding curriculum relevant to under prepared students
- Integration of instruction and student services
- Identifying possible collaborative opportunities for resources

Part B

B.1 How many students do you serve (unduplicated)?

EOPS	2009-10	2010-11	2011-12
Total number	304	346	298

CalWORKs	2009-10	2010-11	2011-12
Total number	51	65	80

B.2 How many appointments do you make on any given day?

EOPS	2009-10	2010-11	2011-12
Appointments*	30	30	30

CalWORKs	2009-10	2010-11	2011-12
Appointments*	15	15	15

* Total of daily appointments scheduled for EOPS Counselor – include appointments with counseling intern.

B.3 How many contacts do you make with students?

EOPS	2009-10	2010-11	2011-2012
Appointment	Fall '09 - 235	Fall '10 - 245	Fall '11 - 230
Attended Summary	Spring 10 - <u>366</u>	Spring '11 - <u>228</u>	Spring '12 - 251
	Total: 601	Total: 473	Total: 481

CalWORKs	2009-10	2010-11	2011-2012
Appointment	Fall '09 - 127	Fall '10 -	Fall '11 - 176
Attended Summary	Spring 10 -	Spring '11 -	Spring '12 - 184
	Total: 127	Total: -	Total: 360

V. Student Learning Outcome

EOPS conducted student learning outcome assessment surveys in 2010-2011 academic year, to assess the level of personal responsibility students on academic probation took to actualize their academic success after attending and participating in the individualized and group student success meetings and workshops. The surveys were administered at the beginning and the end of the fall 2011 semester.

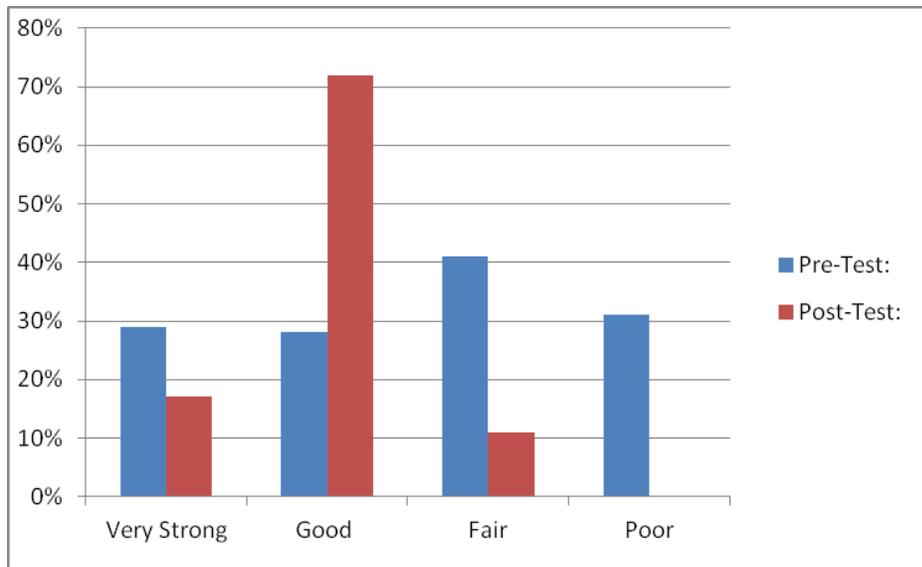
Assessment Tool:

A five-question survey was administered at the beginning and end of the fall 2011 semester to EOPS students who were placed on academic probation and attending individualized and group student success meetings.

EOPS Survey Summary:

Question 1. How do you feel about your ability to manage your own academic success?

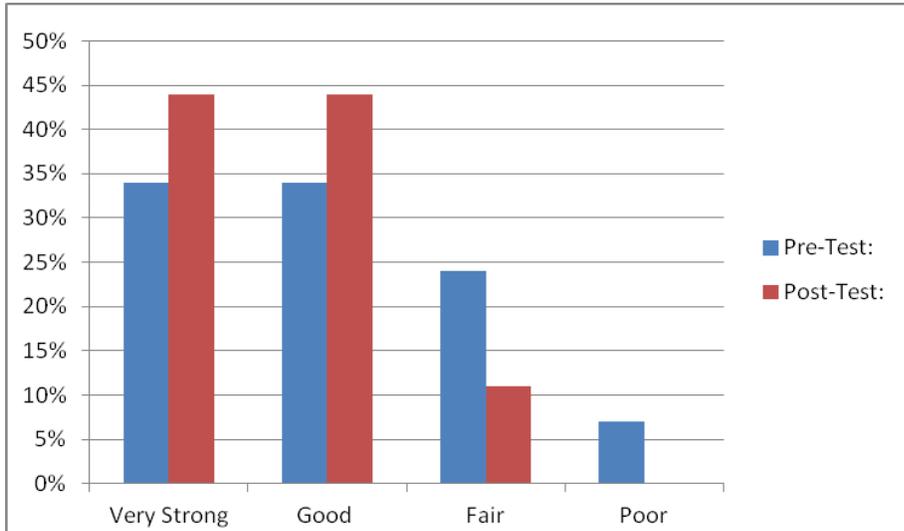
	Very Strong	Good	Fair	Poor
Pre-Test:	29%	28%	41%	31%
Post-Test:	17%	72%	11%	0%



Summary: The pre-test result for survey question No. 1 indicated that the majority of the respondents felt that they had the ability to influence their own academic success. The post-test, however, showed a lower percentage of participants rated very strong ability in managing their success. The variance may indicate the participants increased skills in better evaluating their abilities and develop achievable goals following their monthly meetings with their counselor.

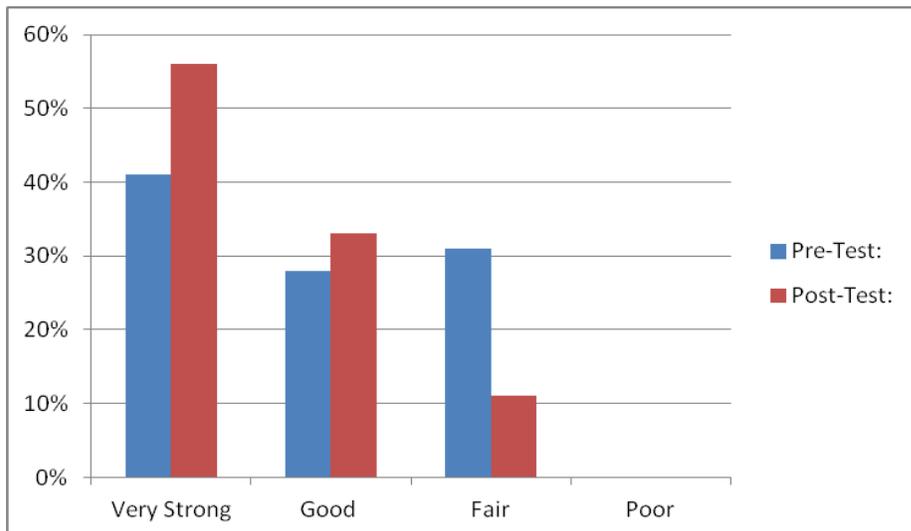
Question 2. How do you rate your confidence in expressing your difficulties in the classroom?

	Very Strong	Good	Fair	Poor
Pre-Test:	34%	34%	24%	7%
Post-Test:	44%	44%	11%	0%



Question 3. How do you rate your ability to [participate in classroom/group discussions?

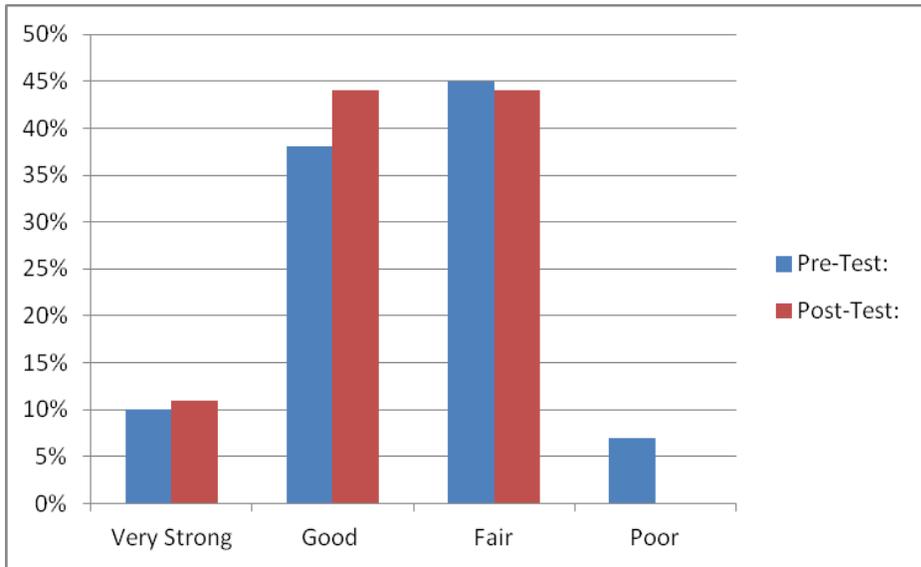
	Very Strong	Good	Fair	Poor
Pre-Test:	41%	28%	31%	0%
Post-Test:	56%	33%	11%	0%



Summary: The considerable change respondents demonstrated in Q2 and Q3 may reflect the effectiveness of the opportunity they were given to participate in group discussions and the support and encouragement they received in the group discussions.

Question 4. How do you rate your time management and study skills?

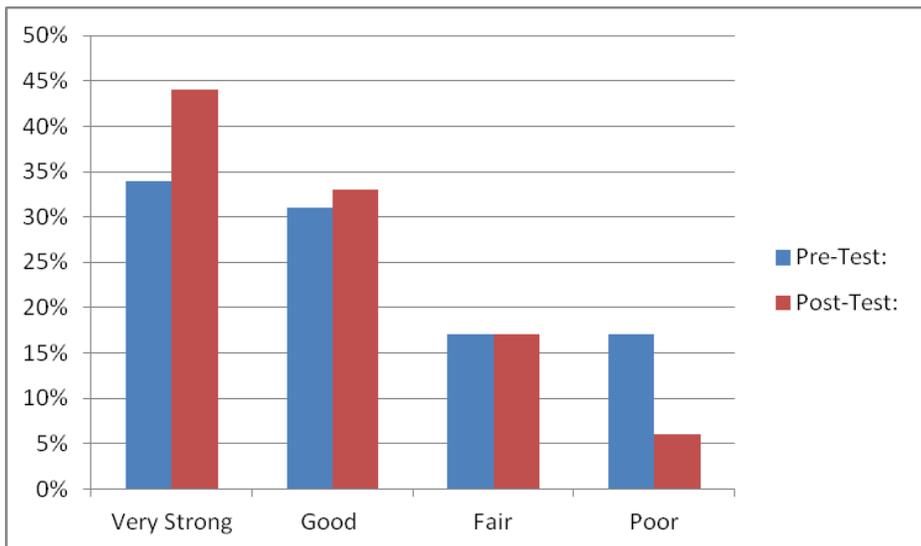
	Very Strong	Good	Fair	Poor
Pre-Test:	10%	38%	45%	7%
Post-Test:	11%	44%	44%	0%



Summary: The very high closeness between respondents' pre and post ratings of their time management skills indicates a highly realistic level of self evaluation in this category.

Question 5. How do you rate your ability to network with other students?

	Very Strong	Good	Fair	Poor
Pre-Test:	34%	31%	17%	17%
Post-Test:	44%	33%	17%	6%



Summary: There was a 30% increase in the number of respondents' who rated their networking abilities as very strong. 17% of participants who rated their networking ability as poor lowered to 6% in the post-test thereby demonstrating the benefits of the success program.

EOPS Student Learning Outcome Action Plan

Overall students achieved the desired student learning outcomes as indicated in the 5 post-survey questionnaire results. The number of students who rated their success skills "very strong" in the post-survey increased in Q 2, 3 and 5, remained the same in Q4 and was lower in Q1.

The number of students who rated their success skills far/poor had the most substantial decrease in all post-survey questions except in Q4 where it remained about the same.

EOPS will continue to provide these student success individualized and group meetings to help students increase their confidence to be able to manage their own academic success by acquiring and strengthening their class room participatory, collaboration, networking and time management skills.

The survey will be continued in 2012-13. Question 1 will be revised to help students make a more realistic evaluation of their skills to direct their academic success.

CalWORKs

Student Learning Outcomes Assessment – Fall 2011

CalWORKs conducted student learning outcomes assessment surveys in fall 2011 to assess participants skills in developing personal resumes and acquiring job interview skills.

Surveys were administered at the beginning and end of workshops to evaluate students' skills to identify their accomplishments, job skills and appropriate resume formats.

SLOs Assessed

SLO 1. Students will be able to develop personal resumes.

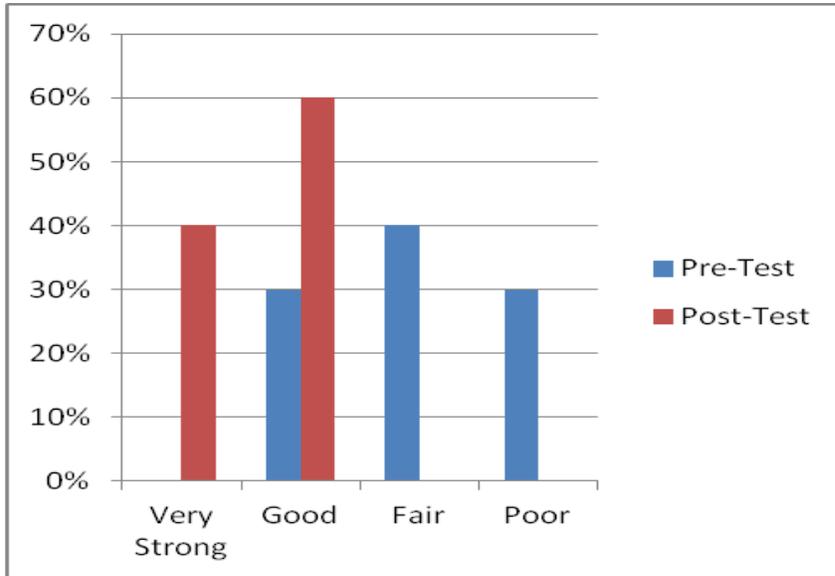
Assessment Results:

A four-question pre-workshop and post-workshop surveys were completed by 10 students who attended the workshop.

CalWORKs Survey # 1 Summary:

Question 1: How do you rate your skills in resume development?

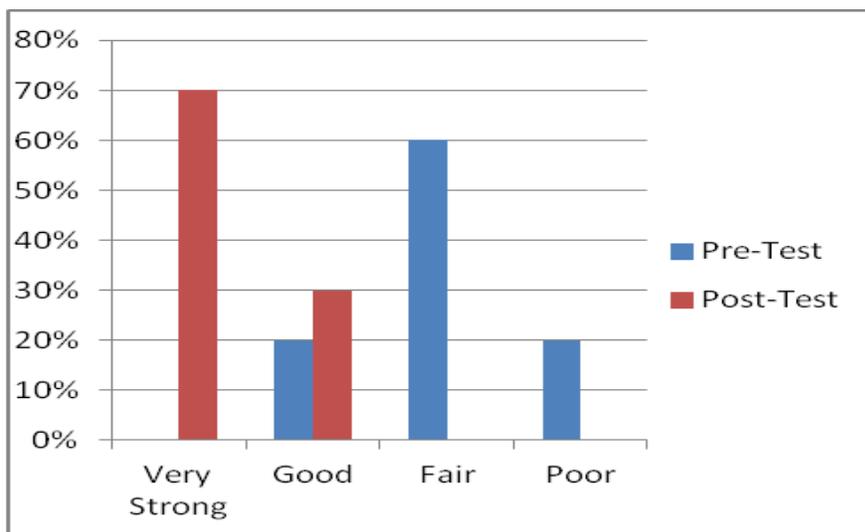
	Very Strong	Good	Fair	Poor
Pre-Test	0%	30%	40%	30%
Post-Test	40%	60%	0%	0%



Summary: There is noticeable improvement in the self-rating of participants after they attended resume writing workshop.

Question2: How do you rate your skills in identifying your accomplishments?

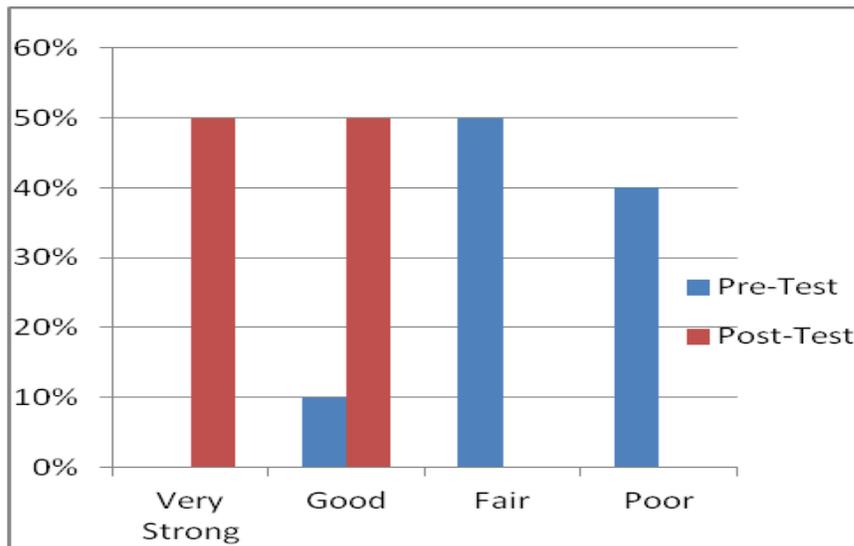
	Very Strong	Good	Fair	Poor
Pre-Test	0%	10%	50%	40%
Post-Test	50%	50%	0%	0%



Summary: The assessment results for the post-test shows that participants make a significant improvement in their accomplishment for resume writing purposes. This result supports the assessment outcomes.

Question3. How do you rate our skills in identifying your job skills?

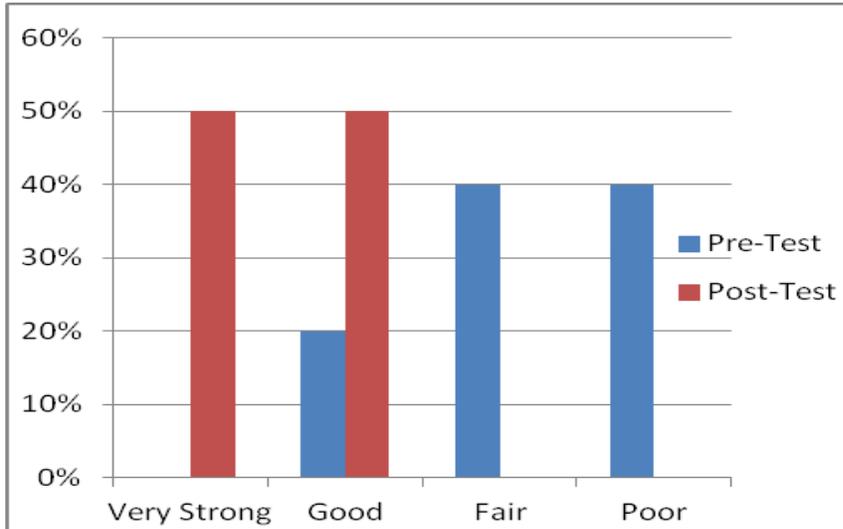
	Very Strong	Good	Fair	Poor
Pre-Test	0%	20%	60%	20%
Post-Test	70%	30%	0%	0%



Summary: Assessment result shows before the workshop 0% participants reported strong skills in identifying job skills, however after attending the workshops 50% of the respondents reported very strong skills in identifying job skills, which is a significant improvement and indicate the effectiveness of the services provided.

Question 4: How do you rate your skills in choosing a resume format?

	Very Strong	Good	Fair	Poor
Pre-Test	0%	20%	40%	40%
Post-Test	50%	50%	0%	0%

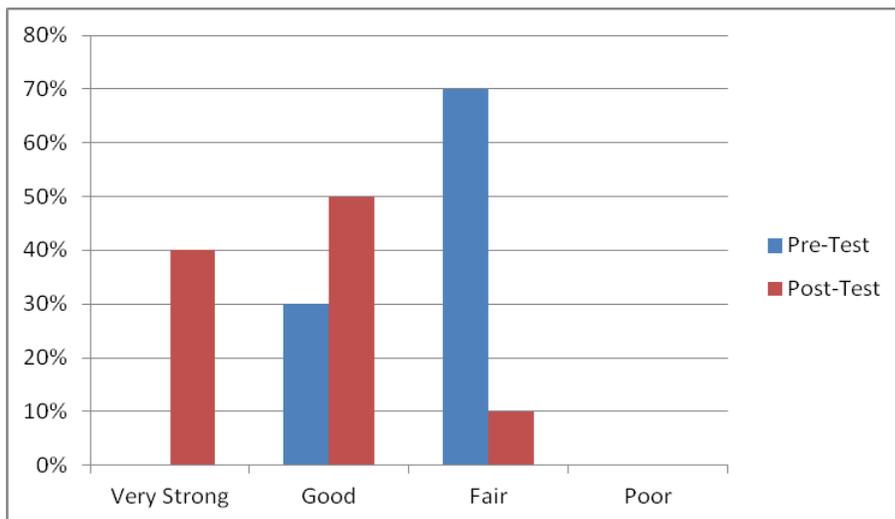


Summary: The assessment results for pre-and-post-tests indicate that overall participants self-rating improved and students developed skills in choosing the right resume format.

CalWORKs Job Interview Survey # 2 Summary:

Question 1. How do you rate your skills in indentifying job qualifications and requirements?

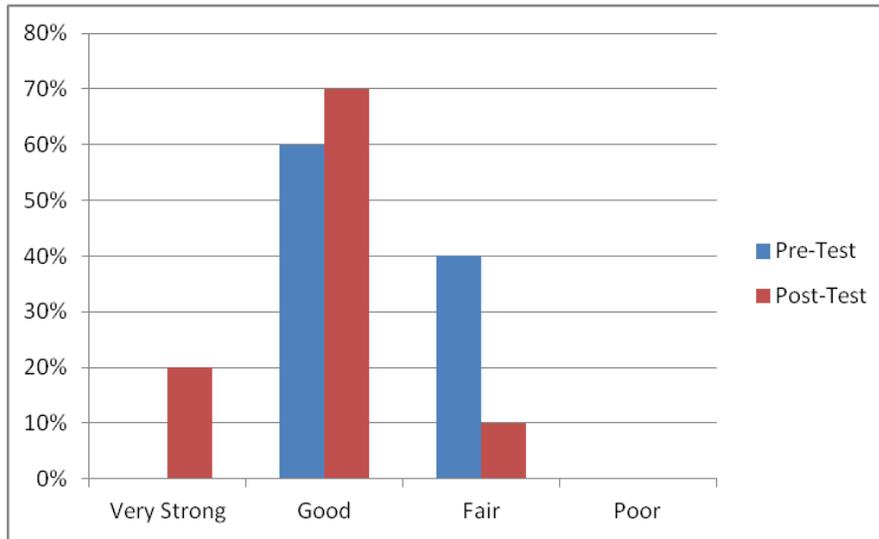
	Very Strong	Good	Fair	Poor
Pre-Test	0%	30%	70%	0%
Post-Test	40%	50%	10%	0%



Summary: In the post-test assessment the percentage of students who rated their skills at “very strong” increased from 0 to 40% while those who rated their skills “fair” decreased from a high of 70% to a very low 10%, a great demonstration of the effectiveness of the workshop.

Question 2. How do you rate your skills in researching a perspective employer?

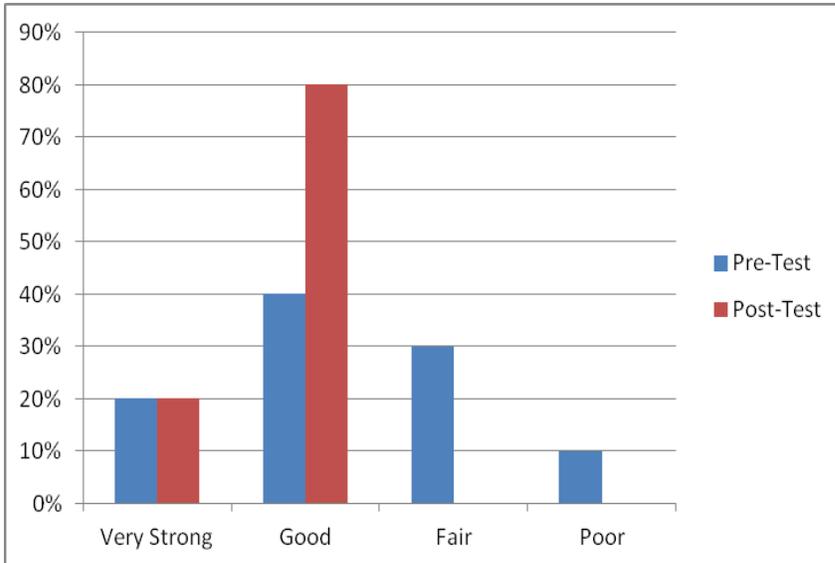
	Very Strong	Good	Fair	Poor
Pre-Test	0%	60%	40%	0%
Post-Test	20%	70%	10%	0%



Summary: The percentage of students who rated their research skills in the pretest at “0” increased to 20% and those who rated themselves “fair” decreased from 40% to 10%. Here again demonstrating the capacity of the workshops to deliver the learning outcomes stated from the outset.

Question 3. How do you rate your skills in summarizing your qualifications?

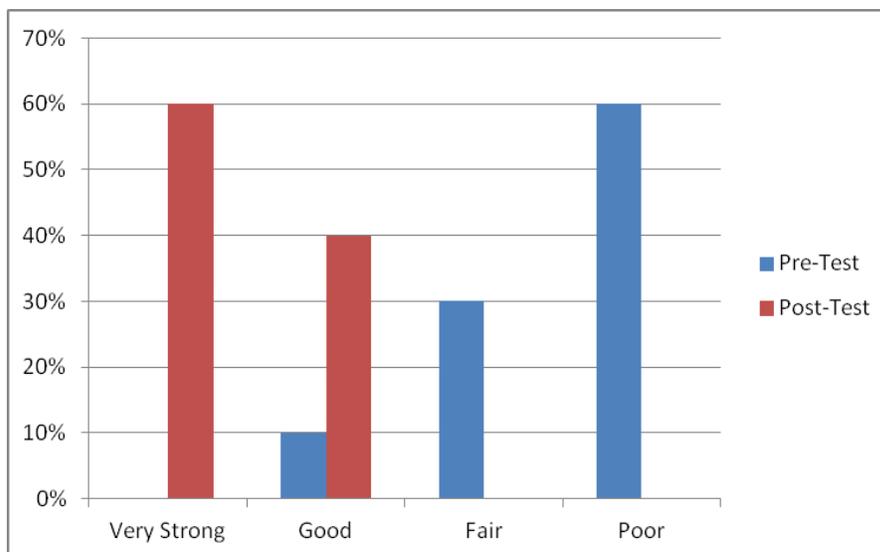
	Very Strong	Good	Fair	Poor
Pre-Test	20%	40%	30%	10%
Post-Test	20%	80%	0%	0%



Summary: The percentage of students who rated their abilities to summarize their job skills made a 100% shift from poor/fair to “Good”.

Question 4. How do you rate your skills in the level of confidence for your job interview?

	Very Strong	Good	Fair	Poor
Pre-Test	0%	10%	30%	60%
Post-Test	60%	40%	0%	0%



Summary: 100% of the students, who rated their skills between “fair” and “poor” in the pre-test, rated their skill as either “good” or “very strong” in the post-test.

CalWORKs Student Learning Outcome Action Plan

Students achieved great success in moving from the lowest end of their ratings to the highest two categories. 100% of the students who rated their skills fair/poor moved up to very strong/good.

Continue to provide workshops on interview techniques, identifying job qualification and skills requirements in the 2012-13 academic year.

VI. Action Plan

A. Future Needs

Following a recent Student Success Strategies Forum attended by EOPS, CARE and CalWORKs program supervisors, counselors and staff of the four campuses (Berkeley City college, College of Alameda, Laney and Merritt Colleges), the following activities were prioritized as having critical impact in advancing student success.

Counseling

- ❖ Hire a counselor during the summer sessions to provide first time EOPS students to complete their first semester education plan and enroll in those courses to ensure their academic success.
- ❖ Increase the current .75% clerical position to a full-time position to provide 100% front-office coverage.
- ❖ Hire a .50 clerical assistant to provide the necessary customer service to CalWORKs students.
- ❖ Acquire additional funds to expand the Book Loan Program.

- ❖ Include faculty in EOPS cultural and program activities to increase faculty-program collaboration

B. Future Goals and Program Assessment

The programs will continue to play a critical role in the academic success of underserved students and continually assess the quality and delivery methods of its services as well as increase program capacity to promote its mission of:

- Enrolling, graduating and transferring an increasing the number of disadvantaged students
- Assessing student learning outcomes and
- Improving delivery of programs and services.

C. Strategic Planning

Even though the EOPS program is funded by the State Chancellor's Office to serve 101 students in the 2011-12 semesters, the program served about 300 students, which is a 300% increase over the cap.

The program needs to implement the following strategies to ensure that it meets its program mandates of increasing the percentage of students who receive their AA/AS degrees, Certificates and transfer to four-year colleges.

- Reduce the number of students enrolled in the program annually to 200.
- Conduct early outreach to make sure that at least 75% of new students have completed their application forms before the start of school.
- Students enrolled in Basic Math Courses are familiar with the Student Learning Center and the appointment tutoring schedule process at the end of each EOPS orientation.

D. Equipment Needs

- Laptops
- Bar-code scanner and data storage software for book-loan program
- Heavy Duty Copy Machine
- Scanners for EOPS computer lab
- Fax Machine

AACJC Recommendation #5

- A. EOPS/CARE/CalWORKS programs lost over 40% of its annual allocations. Following are the impacts of the budget cut on the quality of the programs' support services.
- The vacant full-time EOPS/CARE Counselor position was filled with a part-time counselor. As a result, the percentage of students who meet with their counselor three times a semester (Title V requirement) has been reduced by 50%.
 - The .75EOPS/CARE Clerical Assistant position that has not been increased to a full-time assignment has negatively impacted customer service and timely assistance to program staff.
 - The unfilled .50 CalWORKs Clerical Assistant position has created a critical shortage in human resources to provide optimum support to students and program staff.
 - The reduction of the book voucher amount from \$200/semester from \$100-150/semester has created a substantial financial burden on low-income students thereby negatively impacting their chances for persistence, progress and eventual success.
- B. EOPS/CARE/CalWORKs programs have endeavored to sustain the quality of support services to program students by implementing the following collaborative and supplemental activities
- Students are referred to Graduate Counseling Interns for advising purposes and to counseling staff in other support programs.
 - Student Aids paid out of Federal Work Study funds are hired and trained to provide basic support services.
 - A book loan program has been created with some program funds and text book donations from students.
- C. The program recommends that the college implement the following recommendations to ensure the maintenance of quality educational support services and programs.
- Increase current .67 EOPS counseling position to 1.0.
 - Increase the current EOPS .75 Clerical Assistant position to 1.0
 - Hire a .50 Clerical Assistant for the CalWORKs program.