

EL CAMINO COLLEGE
STUDENT SERVICES
Compton Center EOPS/CARE 2012

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

The Mission

The Extended Opportunity Program & Services (EOPS) and the Cooperative Agencies Resources for Education (CARE) at El Camino College Compton Center are dedicated to the delivery of comprehensive programs that encourages the enrollment, retention and transfer of students who are challenged by language, social, economic, and educational disadvantages. The EOPS program provides services to students who meet the following eligibility requirements:

- a.) residents of California pursuant to the provisions of Part 41 commencing with Section 6800 of the Education Code, or qualify under the California Dream Act
- b.) current full-time enrollment at the time of acceptance into the program
- c.) completion of less than 70 units of degree applicable credit coursework in any combination of post-secondary higher education institutions
- d.) qualify for a Board of Governors Grant pursuant to Section 58620 (1) or (2)
- e.) determined educationally disadvantaged by the EOPS Director or designee

In addition to the EOPS program, the CARE program provides services to EOPS students who meet the above eligibility criteria and who are:

- a.) 18 years of age or older
- b.) a single parent and head of household
- c.) currently receiving cash aid from CalWORKs/TANF and
- d.) the parent of at least one child under the age of 14 at the time of admission into the program

EOPS and CARE are designed for the sole purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are "over and above and in addition to" services available to all students. Over and above services are services normally not available to non EOPS/CARE students. These services may include book services, book vouchers, book loans, transportation assistance, meal voucher assistance, classroom supplies, incentive grants for maintaining a cumulative grade point average of 3.0 or higher, direct grants to assist with child care expenses, recognition banquets, workshops designed for single parents, and survival kits which may include a backpack, notebooks, paper, pens, scantrons, dictionaries, and calculators. EOPS strives for innovative and creative ways to enhance and encourage students' academic success and excellence, while fostering the student's personal growth and development.

Strategic Initiatives

The support services provided to EOPS students are provided to make up for the deficit with which EOPS students begin college. By providing over and above services such as three counselor contacts each semester, the EOPS program plays a critical role in promoting student success (Strategic Initiative B). In addition, the EOPS/CARE programs assist the Center with accomplishing Strategic Initiatives B, C, and D by developing partnerships on and off campus. For example, the outreach component of the EOPS/CARE program strives to foster positive relationships in the community by marketing and educating stakeholders about the educational programs and services provided by EOPS at the Center by attending community meetings and presenting information on the opportunities available at the Center, and by developing positive working relations with feeder high schools, adult education facilities, community-based organizations, and other local agencies.

Primary Goals Include:

- to provide quality programs and services designed to increase the number and percentage of EOPS/CARE students enrolled at the Compton Center who are effected by language, social, and economic disadvantages,
- to increase the number of EOPS students served, and
- to assist those students to achieve their educational objectives and goals, including, but not limited to obtaining job skills, occupational certificates, or associate degrees and transferring to four-year institutions. In addition, these services are also designed to assist students in breaking the dependency cycle and to help students achieve self-sufficiency.

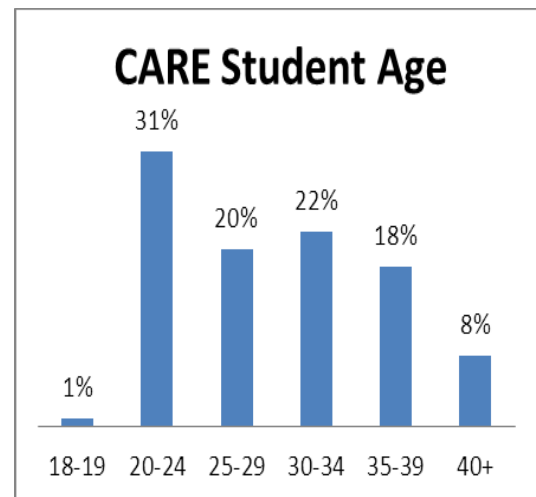
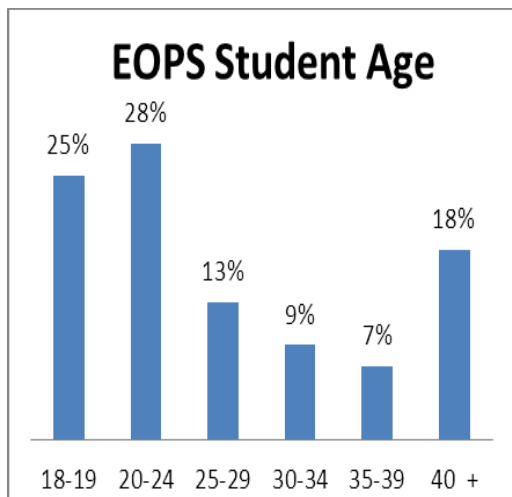
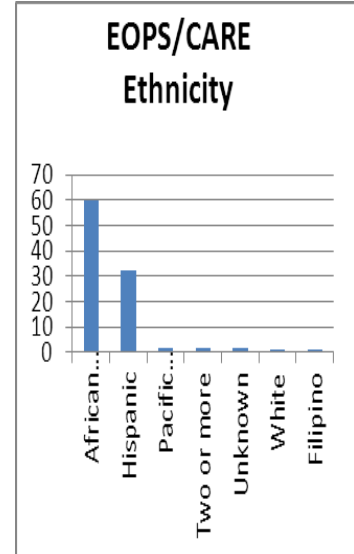
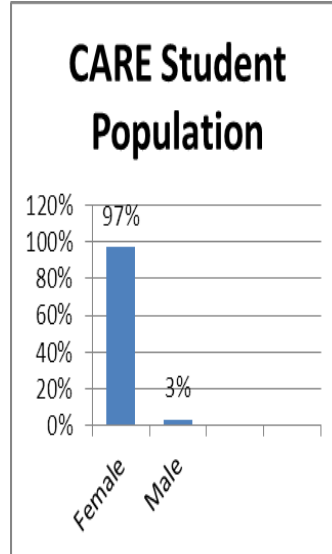
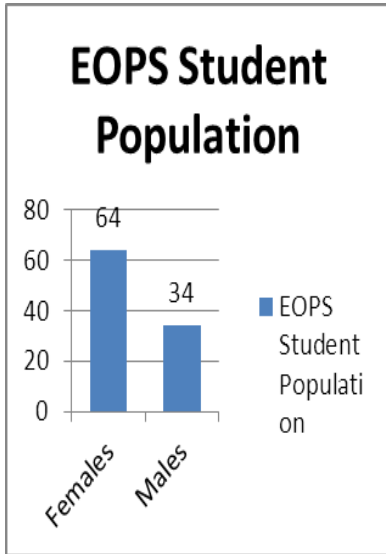
Accomplishment:

2. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.)

During the 2011-12 fiscal year, the Compton Center's student population was 63% female and 37% male. During the same period, of the 1,054 students served by EOPS, 65 % were female and 35 % were male. The majority of students served by EOPS, 53%, were between the ages of 18 – 24, 29% of students served by EOPS were between 25 – 39 years of age, and the remaining 18% of the EOPS students served were over the age of 40. Sixty percent of all enrolled students at the Center were between the age of 16 -24, 33% were between the age of 25 – 44, and 7 percent were over the age of 45.

During the same period, the population of the CARE program, (which is comprised of current EOPS students who are single head of household parents with at least one child under the age of 14 and currently receiving AFDC, TANF, or CalWORKs) was comprised of 97 % female and 3% males. The majority of CARE students, 52%, were between the age of 18 –

29, while 40 % of the CARE students were between the age of 30 – 39, and only 8% of our CARE participants were over the age of 40. The ethnicity breakdown of the EOPS/CARE student population was 60% African American, 32% Hispanic, 2% Pacific Islanders, 2% were two or more races, 2% unknown, 1% Filipino, and 1% White. The campus ethnicity breakdown was 41.15% Hispanic, 40.19% African American, 5.14% White, 4.49% Asian, 2.95% Filipino, 2.9% multi ethnicity, 1.90% unknown, 1.05 Pacific Islanders, and .23 American Indian/Alaskan Native.



3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

Students entering the EOPS program are encouraged to declare their educational goal within the first two semesters on the program. The educational goals available to choose from are: AA, AS, AA Transfer, AS Transfer, or Certificate of Achievement. During the past four years, EOPS students averaged a 60% success rate, a retention rate of 79%, and an 80% persistence rate. In addition, over the past 4 years an average of 104 students graduated and 47 students receive a certificate of achievement annually.

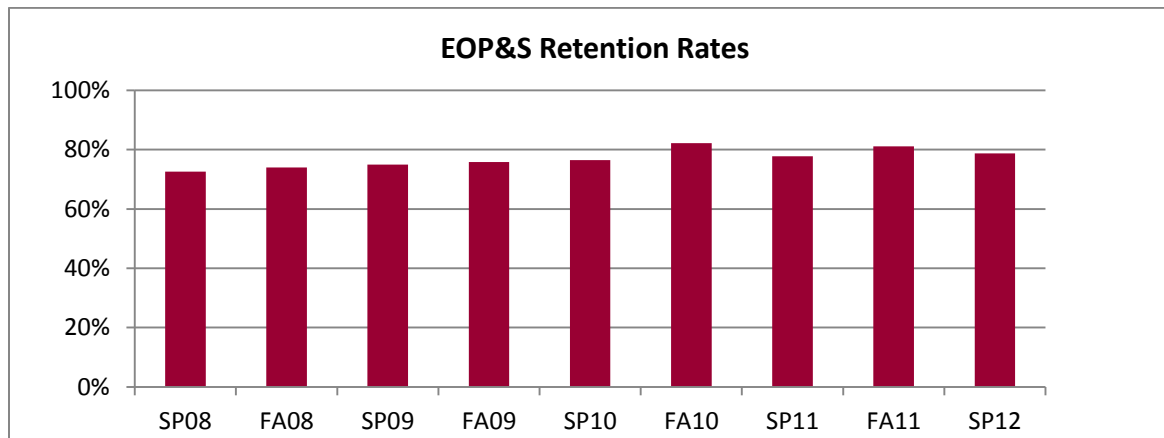
Students who participate in the EOPS program participate in either a new student orientation designed for students new to the EOPS program or a continuing student orientation designed for student continuing in the EOPS program from the prior term. By participating in either orientations, students receive information on the campus services and important policies and deadlines as well as information of the services and requirements of the EOPS program. EOPS students also receive individual counseling for interpretation of their assessment scores and preparation of their education plan. By attending orientation and receiving their education plan, EOPS students have an awareness of the courses required to complete their education goal and the policies of the EOPS/CARE programs and the Compton Center. In addition to the aforementioned counseling contact, EOPS students are required to have three counseling contacts each semester which provides the opportunity for early academic intervention and a follow-up counseling session to assist students in selecting courses for the upcoming semester and/or session as well as to provide an opportunity for students to receive additional counseling as needed to address any concerns or challenges the student may be facing.

EOPS/CARE students are also given the opportunity to participate in a variety of student enhancement and career exploration workshops which are designed to increase self-awareness, as well as success and retention rates. The EOPS/CARE program also provides its participants with a variety of services which include transportation assistance, book vouchers, text book loans, meal vouchers, supplies and incentive grants for students who maintain a cumulative 3.0 grade point average. As participants of the EOPS program, CARE students are eligible to receive all of the above services. In addition to the above services, CARE students are eligible to receive an additional book voucher, participate in a mini-conference each semester which focuses on issues relevant to single parents, and receive a direct grant to assist with child care and other educational related expenses.

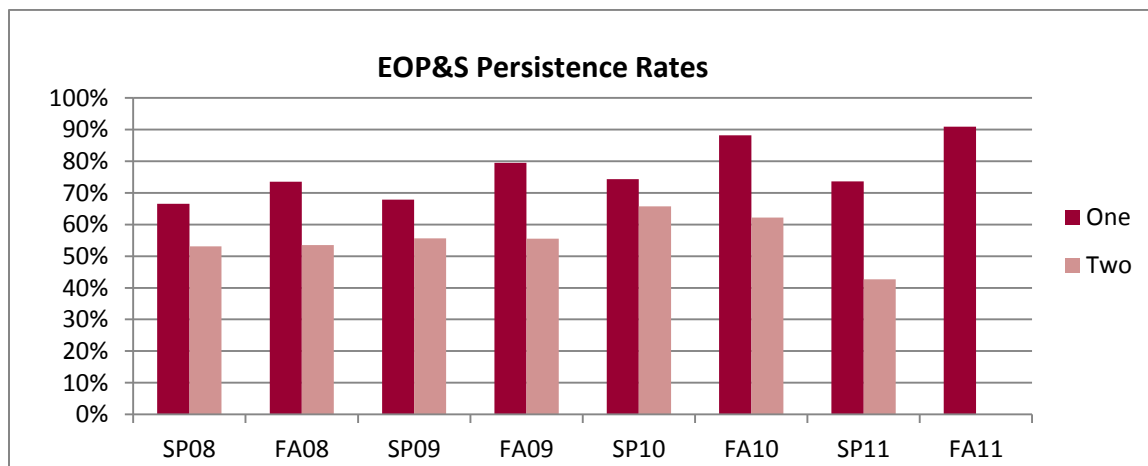
EOPS served 1,054 students during the 2011-2012 fiscal year. The success rate for EOPS students during fall 2011- spring 2012 was 62 % which was slightly above the 61.4% success rate of non EOPS students. The retention rate for EOPS students during fall 2011 - spring 2012 was 79.9% while the retention rate for non EOPS students during the same

period of time was 77.1%. In addition, the persistence rate of EOPS students during the fall 2011 -spring 2012 semester was 74.7% while the average second semester persistence rate for non EOPS students between fall 2007 – fall 2011 was 53%.

One Hundred EOPS students received an associate degree, 44 received a certificate of achievement during spring 2012 commencement, and 97 EOPS students transferred to a four year institution. In addition, 20 CARE students graduated, 20 received a certificate of achievement and 25 CARE students transferred to a four year institution.

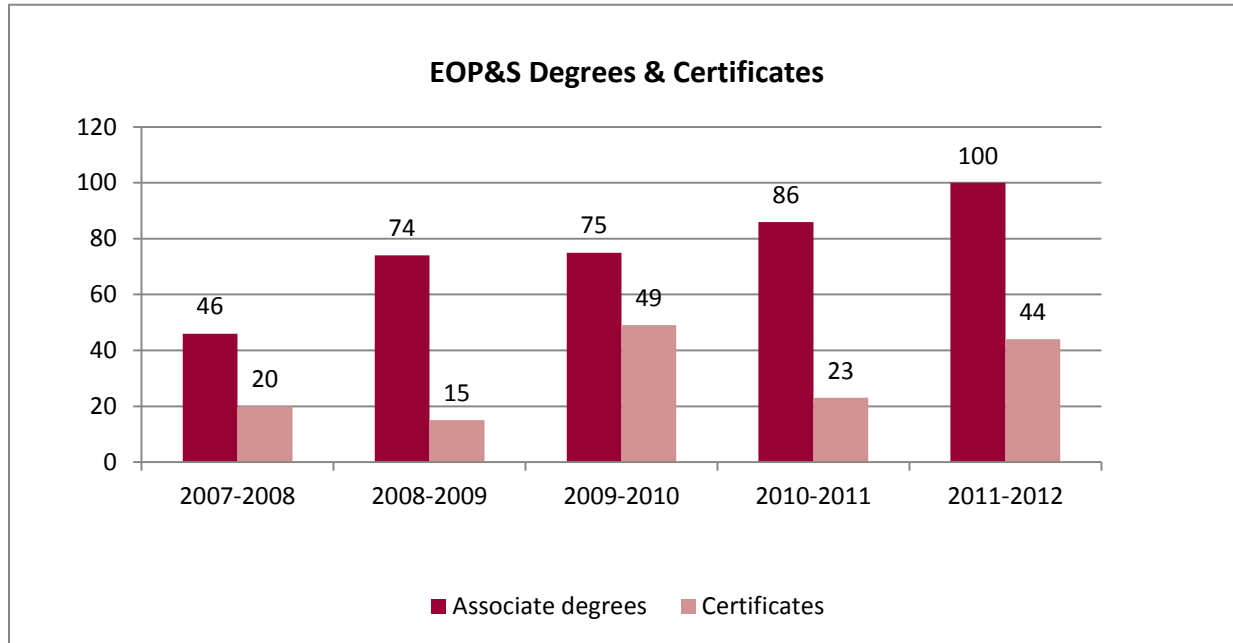


The average EOPS retention rate has remained at approximately 80% over the past two fiscal years which indicates the program has maintained a satisfactory level of effectiveness.

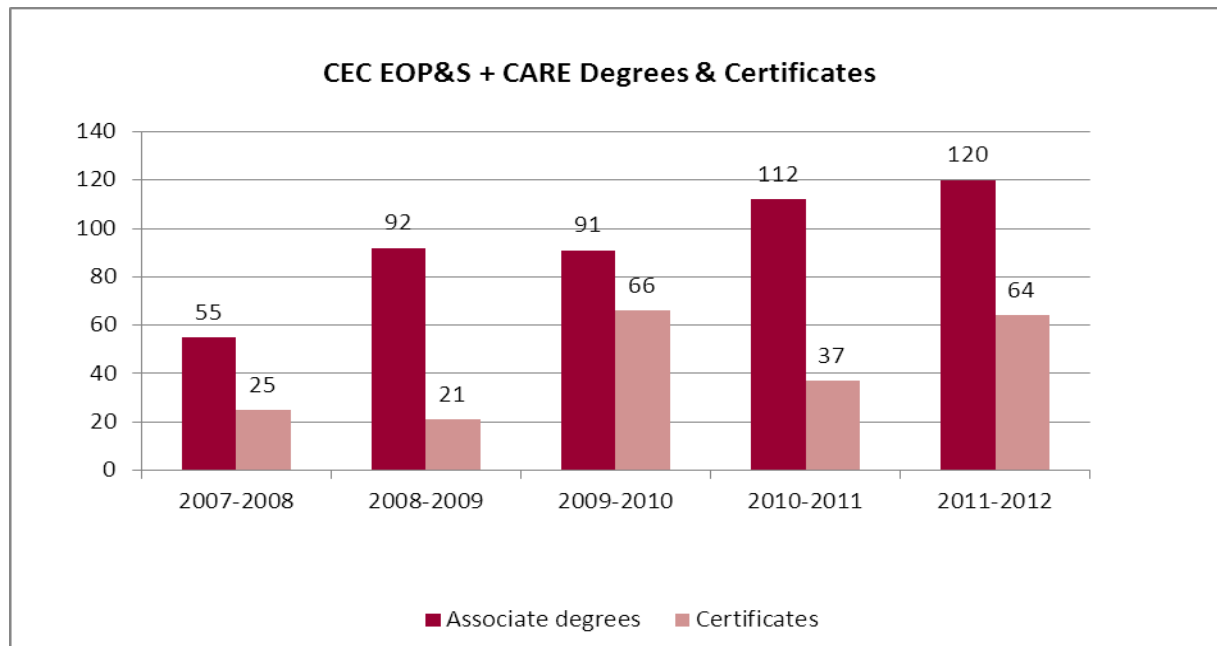


The average persistence rates over the two year period of 2008-09 and 2009-10 averaged approximately 74% and increased to approximately 78% over the following two year period covering 2010-11 and 2011-12. These rates indicate an increase in program effectiveness .

The success rate of EOPS students declined slightly from 64.7 % during 2010-11 to 62% during 2011-12 which indicates a decline in program effectiveness.



Graduation rates have increased each year from 40 students during 2007 – 08 to 100 students during 2011-12. This is an indication that the program continues to be effective in providing the academic guidance and support services needed to assist students in achieving their educational goal.



4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

Since the last EOPS/CARE program review, the EOPS/CARE program achieved the following in an effort to strengthen the quality of educational and support services to promote student success:

- An additional part-time counselor has been hired to strengthen support services (SI B). Hiring the part-time counselor has allowed the program to increase the number and range of enhancement workshops offered to promote student success.
- The campus EOPS website has been updated with current and relevant information and it now provides useful links for students which have strengthened the quality of educational and support services to promote success (SI B).

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

- Establish schedule for business office to provide monthly reports, view only access to monitor salary expenditures, and schedule standing monthly meetings to clear up any irregularities.

This recommendation was partially completed. Although the program has been unable to gain view only access for salary and benefit expenditures, the business office now provides salary reports in excel format on a monthly basis. This information shows the salary and benefits being charged to a program budget. This information enables departments to see the names of individuals being charged to the programs budget. By utilizing this information, the EOPS/CARE department has been able to identify incorrect salary and benefit expenditures being charged to the program budget as well as salary and benefits expenditures which are not being charged to the department that should be charged to the department.

- Identify a location for an EOPS tutorial lab, hire tutors, and purchase computers.

Incomplete

Due to a reduction in the funding level for both EOPS and CARE, this recommendation has not been implemented. In addition, at the present time there is no existing available space for the EOPS/CARE program to utilize for providing over and above tutorial services. The program will request consideration be given to provide space for this service when the Learning Resource Center opens. The impact on EOPS/CARE of not implementing this recommendation is the inability of the program to provide over and above services which if provided may have resulted in higher retention, persistence and success rates.

- Hire two adjunct counselors. Partially complete.

To date, the program has hired one adjunct counselor to provide counseling services to EOPS/CARE students. This hire was made possible through funds becoming available as a result of 40% re-assigned time for one of the current full-time permanent EOPS/CARE

counselors. Funding will be needed to continue the current adjunct counselor at which time the re-assigned assignment comes to an end. The program continues to request funding from the district to provide funding to cover this expenditure when the EOPS program is no longer able to. The impact on EOPS/CARE of not fully implementing this recommendation is longer wait times to see a counselor on either a walk-in basis or by making an appointment.

Student Learning Outcomes (SLO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The Student Learning Outcome for the EOPS/CARE program reads as follows: “After attending an EOPS/CARE Orientation, students will be able to identify their responsibility requirements for remaining eligible for the program”. This SLO was created during an EOPS/CARE staff meeting. The EOPS/CARE program decided this would be a useful SLO because of the need for students to fully understand the requirements, limitations, and responsibilities of being a participant in the EOPS/CARE programs and remaining eligible. EOPS/CARE classified and certificated staff both participate in administering the pre and post questionnaires for the SLO during EOPS/CARE Student Orientations. The faculty and classified staff also participate in the assessment and SLO final report.

2. How does the program ensure that SLO’s are assessed consistently?

To ensure the SLO’s are assessed consistently, the program has embedded the SLO in the orientation process which occurs during the first four weeks of each semester. During this time the data is gathered and assessment occurs prior to the end of each semester.

3. Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

At this time, based on the assessment of the pre and post responses of our existing SLO, the program has determined there is no need to change the existing SLO. The program is exceeding the standards for success. However, based on interactions with students throughout the year, the program has noted that there appears to be a need to reinforce the criteria for continued eligibility through email reminders, posting information on campus bulletin boards as well as on the EOPS/CARE website.

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?

To improve the delivery of services to students, the EOPS/CARE program has shifted from using traditional mail for corresponding with our participants to sending notices directly to student email accounts, and posting notices and other program information and forms on the Center’s web site. By doing so, important program information can be shared with students

in a quicker and more efficient manner. In addition, the program has saved valuable dollars previously earmarked for postage and used those dollars in other areas. The process of streamlining services will continue and eventually result in a paperless process. In order to make this process more efficient, additional workshops will be offered each semester to familiarize new students with navigating the MyECC portal and the EOPS/CARE program website.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

EOPS/CARE metrics data has been helpful as it serves as an indicator of the level of services that can reasonably be expected to be provided during the upcoming year, providing our program allocation remains the same. This data is also useful in projecting the percentage of students who are likely return to the program during the next semester. This allows program staff to estimate the number of new students that can be accepted into the program and the number and dollar value of book vouchers that can be provided in the upcoming school year.

EOPS/CARE METRIC DATA and FUNDING FALL 2008 – SPRING 2012

	2011 – 2012		2010 – 2011		2009 – 2010		2008 - 2009	
EOPS ALLOCATION	\$714,404		\$714,404		\$747,439		\$1,205,530	
CARE ALLOCATION	\$404,906		\$404,906		\$426,216		\$724,997	
	Spring 2012	Fall 2011	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008
Number of students in the EOPS Program	677	734	553	469	633	1,095	977	953
Number of students in the CARE Program	132	125	101	98	124	193	207	187
Number of students receiving EOPS Book Services	624	545	474	356	510	1,006	847	949
Number of students receiving CARE Book Services	131	124	100	89	124	192	203	183
Average EOPS Book Award	\$250.00	\$250.00	\$300.00	\$200.00	\$300.00	\$300.00	\$400.00	\$400.00
Average CARE Book Award	\$250.00	\$250.00	\$300.00	\$300.00	\$300.00	\$300.00	\$250.00	\$250.00
EOPS Retention Rate	78.7	81.1	77.8	82.2	76.5	75.8	75	74
CARE Retention Rate	81	74.1	77.9	78.9	72.2	72.4	73.6	75.5
EOPS Persistence Rate	90.9		73.6	88.2	74.3	79.5	67.8	73.5
CARE Persistence Rate		75.6	79.0	92.9	78.9	81.7	73.8	81.8
Associate Degrees	100		112		91		92	
Certificates	44		37		66		21	

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes. Our student success, retention, and persistence patterns have remained fairly consistent over the past three years.

Moving forward, to increase student success, the EOPS/CARE program needs to hire two additional program assistants to improve intake processes, perform monitoring, follow-up, and student contact, and an additional adjunct counselor to assist students with identifying an educational goal and developing educational plans. As space becomes available for providing over and above tutorial services, at least 4 tutors will also need to be hired for math, English, science, and social studies.

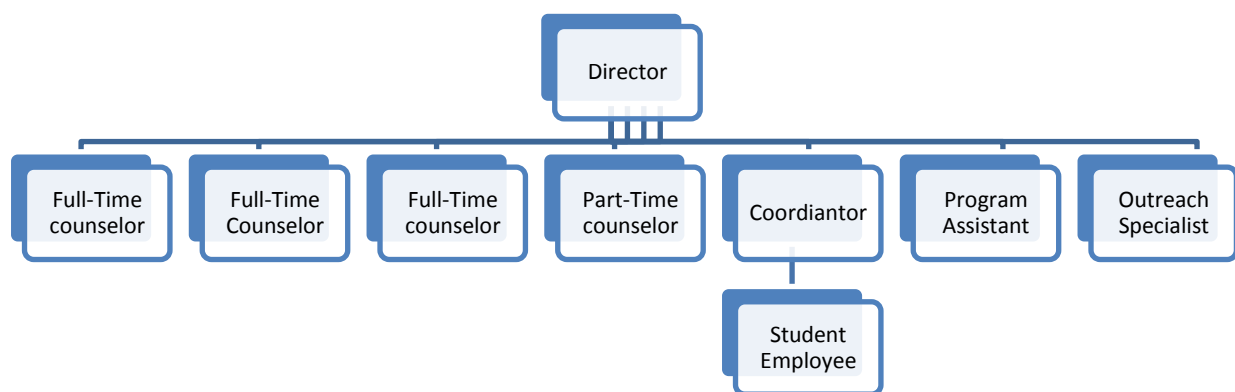
Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

The EOPS/CARE staff members aim to foster positive working relationships with students. The environment in the EOPS/CARE department is very welcoming and warm. The EOPS/CARE staff is committed to working together to create an environment that is supportive of students needs and respectful of our diverse student population. In-house assistance is provided to students who are not familiar with MyECC which helps them feel more competent when they use the portal on their own. The majority of EOPS/CARE staff have worked together for several years and consider co-workers as extended family. The staff works cooperatively together for the good of the program and the students the program serves. The staff is also respectful and caring for the well-being of one another. This harmony creates an environment that is conducive to creating relationships with EOPS/CARE students which allows them to feel a level of comfort. This in turn allows students to confide their personal challenges with the staff which in turn fosters deeper relationships. EOPS and CARE staff also participates on several campus committees and assume leadership roles on campus as well. The EOPS/CARE program collaborates several times a year with the CalWORKs program, and the Transfer/Career Center, Financial Aid, and ASB. Typically, many of the ASB officers are also EOPS/CARE students.

2. Describe the number and type of staff and faculty (include current organizational chart).

The EOPS/CARE staff currently consists of one full-time certificated Director, one full-time classified Coordinator, one full-time classified Program Assistant, one full-time classified Outreach Specialist, three full-time certificated academic Counselors, one part-time academic counselor, and one CalWORKs student worker.



3. Describe facilities or equipment needs for the next four years.

Over the next four years the EOPS/CARE program will need additional space to provide over and above services to students, specifically tutorial services. Currently the program is unable to provide this service to its students because there is no available space. Providing over and above tutorial services to EOPS/CARE students will enhance the potential for success among EOPS/CARE students. In addition, the EOPS/CARE will need updated computers as the current ones become aged and outdated, a color/black and white copier, a black and white printer, replacement desk and chairs as they too are approaching 10 years of usage, an overhead projector for presenting workshops and two replacement computers to replace computers in the EOPS/CARE waiting area which used by students and are currently 7 years old. Students frequently utilize the computers in the EOPS/CARE waiting area the check their email, register, add and/or drop classes. In some cases, student who utilize these computers do so because they do not have computers at their place of residence.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

Currently the EOPS/CARE office is open as follows: fall and spring, Monday, Tuesday, Thursday 8:00 a.m. – 4:30p.m., Wednesday from 8:00 a.m. to 6:30 p.m., and Friday from 8:00 a.m. – 12:00 noon. During the winter session the office hours are 8:00 a.m. – 4:30 p.m., Monday – Thursday and 8:00 a.m. – 11:00 a.m. on Friday. During the summer session, the EOPS/CARE office is open from 8:00 a.m. to 6:30 p.m., Monday through Thursday and closed on Fridays. The EOPS/CARE program provides extended hours one night per week during regular semesters which provides an opportunity for students who are unavailable between 8:00 a.m. – 4:30 p.m., to receive the full range of services provided through the program.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

The EOPS program is governed by Title 5 Regulations which have remained unchanged for several years. However, due to the funding reductions to EOPS programs, the biggest

external factor facing the EOPS program is the state budget. There has been an increase in demand for education and training and a decrease in available financial resources. The Center's community is in great need of the support services provided by the EOPS/CARE program.

In addition, effective January 1, 2013, undocumented students who meet criteria for the California Dream Act will be eligible to apply for the EOPS/CARE program, providing they meet all of the other eligibility criteria of the program. Being able to provide services to Dream Act students will enable students who previously did not meet the residency requirements to potentially become eligible for the program. This will most likely change the current demographics and create a new pool of eligible students. As the number of students served increases so increases the need for additional staff and faculty to provide services to them. In order to provide adequate services to our current and future EOPS/CARE students, funding for additional staff remains a high priority.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

During the fall 2012 semester, the EOPS/CARE program administered a student satisfaction survey. A total of 114 randomly selected students completed the survey. Below are highlights from the survey. Based on the results of the survey, responding students feel are being served in a satisfactory manner by the EOPS/CARE program. The overall feedback has been very positive and there were no indications of students being unsatisfied with the level of services being offered. However, the program indicated it is important to revise the survey to include one or more questions to determine if students feel there are additional services the program should provide that would further assist them in completing their educational goal(s). The EOPS/CARE program indicated that this will be addressed in future surveys.

EOPS/CARE OFFICE SURVEY	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Was front desk available in a timely manner	76%	24%			
The Front Desk was courteous and helpful	81%	19%			
I feel I have enough privacy to discuss my concerns	64%	35%	1%		
The applications instructions were easy to understand	74%	24%	1%		
The procedure to apply was easy to understand	73%	26%			
I would be likely to use the EOPS/CARE office during evening hours after 5:00 pm	66%	26%	5%	3%	
A counselor was available in a timely manner	49%	48%		3%	
The counselor was courteous and helpful	67%	30%		3%	
The counseling services provided helped me in meeting my academic goals	68%	29%		3%	
When talking to the counselor I felt I have enough privacy to discuss my concerns	62%	32%	1%	1%	6%
	Excellent	Good	Fair	Poor	N/A
Hours of operation	49%	50%	1%		
Timeliness of responses to your requests	54%	46%			
Overall quality of customer service	58%	42%			
	Daily	Weekly	Monthly	Never	N/A
How often do you check your email	66%	33%		1%	

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

The survey revealed there is a need to increase the frequency in which students check their email due to the fact that time sensitive information is frequently emailed to students and at this time correspondence is no longer mailed via postal service. Efforts will be made to stress the importance of checking email on a daily basis during the spring 2013 semester. In addition, ways to ascertain student support systems that are not presently in place to meet student needs will become part of the student customer service survey.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

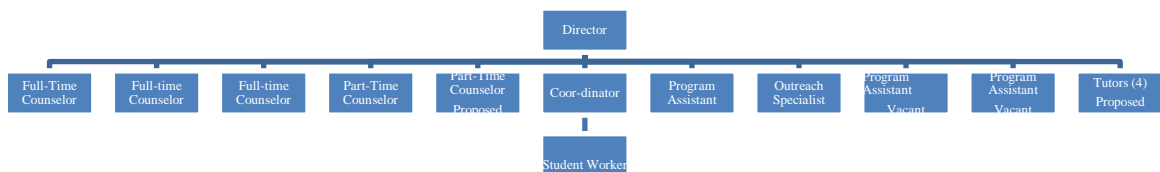
Program strengths:

- EOPS/CARE staff is seasoned, committed student success, dedicated, and very knowledgeable
- EOPS/CARE staff maintains the goal of student success as a guiding principle
- EOPS/CARE staff strive to maintain positive relationships with students
- EOPS/CARE provides a high level of student support services
- EOPS/CARE collaborations with other departments year-round

Program Areas where improvement is needed:

- The program needs to establish an application acceptance timeline that will ensure all application are processed prior to the start of the semester
- EOPS/CARE needs to development a database to better track metrics data and services provided to students
- To assist in increasing student retention, persistence and success rates, a location to provide EOPS/CARE students over and above tutorial services needs to be identified
- The ability to track EOPS/CARE student transfer rates needs to be developed
- The program needs to develop strategies to encourage students to check their email on a daily basis
- The program needs to develop additional strategies to assist students with progress deficiencies
- The program needs to provide more clear and concise student communications
- The program needs to obtain additional relevant student data which can be used to evaluate and improve services

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).



1. Prior to the EOPS program receiving an approximate 39% decrease in funding, during the 2009 -2010 funding year, the EOPS was able to fund the salary of two part-time counselors. In order to assist in increasing the student retention, success, graduation

and completion rates, it is imperative that EOPS/CARE hire two part-time counselors to assist students in selecting majors, understanding requirements of their selected major, selecting classes each semester, and developing educational plans.

2. With the loss of funding as described above, the EOPS program was unable to fill two vacancies which resulted from two support staff leaving employment due to relocation and personal reasons. As a result of not having adequate funding to fill these vacancies, there is now one program assistant performing the duties previously done by three program assistant. The duties of this position are very important as this is often the first point of contact with the program for many students. In addition, a great deal of student compliance monitoring functions, as well as coordinating the orderly delivery of services while several functions different functions are occurring simultaneously are performed by one program assistant.

3. Establish workshops and access for California Dream Act Students

4. Establish an EOPS/CARE database in Access to track services and metric data more efficiently

5. Continue to seek space where EOPS/CARE over and above tutorial services can take place

6. Work with appropriate body to develop a system for tracking Compton Center EOPS/CARE transfer data

3. X Continue Program

____ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized).