

EOPS/CARE PROGRAM REVIEW

El Camino College Compton Community Educational Center

I. Overview

A. Program Profile

The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs are offered through the California Community Colleges Chancellors Office. The primary objectives of the EOPS/CARE program are to provide services designed to assist students in completing their educational goals, to break the dependency cycle, and to achieve self-sufficiency. Both programs are funded by the state and funding is driven by a state allocation formula and the number of students served annually.

EOPS/CARE provides a wide array of services which include; academic counseling, priority registration, orientation, book vouchers, supplies, transportation assistance, meal tickets, tutorial services, cultural awareness, transfer assistance, career assistance, workshops, and both on and off campus referrals.

The EOPS program provides services to students who: 1) are residents of California, 2) have not completed 70 degree applicable units, 3) qualify to receive a Board of Governors Grant (A or B, or C with Zero EFC), 4) have been identified as being educationally and academically disadvantaged, and 5) are maintaining satisfactory progress towards completing their education goal which may be obtaining an associate degree, a certificate, or transferring to a four-year institution. The CARE program provides additional services to EOPS eligible students who are the single parents of at least one child under the age of 14, head of household, and are currently receiving public assistance.

During the 2005 - 2006 fiscal year, the EOPS/CARE program provided services to 1,440 students. The majority of EOPS/CARE participants were women (79%) and the male population was 21%. Of the total EOPS/CARE population, 59 % were between the age of 18 -29, 35% were between 30-49 years old, and 5% of the participants were 50 years of age or older. African Americans comprised 60% of the programs participants and the Hispanic population was 37%. The remaining 3 % of the population were Asian, White, and other non-white. Half (50%) of all EOPS participants received a Pell grant. Additionally, 4 % of EOPS/CARE students were identified as having one primary disability.

B. Status of Previous Recommendations

The last program review was for the 2003-2004 fiscal year. The team made the following recommendations:

- The team recommended that steps be implemented to ensure that all mandated documents including an EOPS application, Education Plan, and Mutual Responsibility contract are properly completed for all EOPS/CARE students and retained in the student's file.

Status: *Beginning Fall 2007 and each semester thereafter, prior to EOPS students receiving services, it will be verified that the student has a completed file with properly completed documents to include at minimum an application, mutual responsibility contract, and education plan prior to the issuance of a book voucher.*

- The team recommended that steps be implemented to ensure that the student eligibility for the CARE program is verified and documented prior to the student receiving CARE services.

Status: *Beginning Fall 2007 and each semester thereafter, all CARE student files will undergo a checklist to verify their eligibility prior to receiving CARE services.*

- The team recommended that steps be implemented to ensure that the student files include documentation showing how the student met the EOPS eligibility requirements and that students who do not meet the eligibility requirements be removed from the program.

Status: *The EOPS application has been revised to clearly denote how the academic eligibility was established for the student. Students will be required to submit high school transcripts when high school GPA is used to determine eligibility. Student's college transcripts will be used to show previous enrollment in remedial courses. It will also be noted on the application when assessment scores are used for academic eligibility and the assessment scores will be readily available via computer.*

- The team recommended that steps be implemented to ensure that the three required counseling contacts occur as described in Title 5 and are properly documented in the student files.

Status: *Beginning with the fall 2007 semester and each semester thereafter, EOPS students will be required to see their EOPS counselor for a new/revised education plan or status check prior to receiving their book voucher. This will serve as the first contact.*

EOPS counselors have been instructed to properly document the status of the student's academic progress and any other information relevant to understanding the student's progress. The second contact will be achieved when students return their progress reports. The third contact will be achieved when students come in for advisement for the upcoming semester and priority registration, or an exit interview upon completion of the program.

- The team recommended that steps be implemented to ensure that the accounting procedure requirements of Title 5 and the Community College Budget and Accounting Manual are followed.

Status: *The new director has attended one new director training and will continue to attend this training on an annual basis to become proficient in understanding the requirements of the accounting procedures and to ensure these procedures are followed.*

- The team recommended that written approval from the college district superintendent /president (or designee) and the Chancellor's Office prior to purchasing equipment and from the Chancellor's office prior to purchasing furniture.

Status: Steps have been taken to ensure prior approval is granted prior to purchasing equipment.

C. **Continuing Recommendations**

All recommendations are expected to continue.

II. **Program Data**

A. **Student Satisfaction**

The EOPS/CARE program does not currently have a student satisfaction survey. During the summer 2007 we anticipate working with the Institutional Research and Planning Department to develop an instrument which will be used beginning in the fall 2007 semester.

Nonetheless, during spring 2007, EOPS spring graduates were requested to complete an "EOPS Exit Profile" questionnaire. One section asked students to list which services they found most beneficial and which services were the least beneficial. Students reported assistance from CARE, assistance applying to universities and fee waivers, counselors, vouchers, and supplies were the most beneficial aspects of the program. Students reported that the least beneficial aspects of the program were

meal tickets (probably due to poor food selection available to redeem tickets), Cal Works, Human Development 8 class and workshops.

Recommendations for improvement:

In addition to continuing to offer services students sited as being most beneficial, EOPS will aim to improve areas sited as being least beneficial by working with EOPS counseling staff assigned to teach HD 8 to look for methods to make the subject matter more relevant, interesting, and useful. In addition, the program will solicit information from students regarding the topics they would like presented at workshops.

B. Student Outcome Data

During the 2005 -2006 year, 57% of EOPS students were enrolled in at least one basic skills course and 3% were enrolled in ESL classes. EOPS students successfully completed their degree applicable courses at a rate of 62%. The success rate for English was 61% and 56% for math.

Recommendations for improvement

- *Develop and implement an EOPS tutorial program which can provide both individual and group tutoring in English, math, and science. In order to avoid supplanting, (which the program was sited for in the past) a location will need to be designated exclusively for EOPS students which is separate from the main tutorial services offered through the college.*

C. Campus/Community Collaboration

Recent EOPS/CARE collaborations included a tour of northern California four-year institutions with regional Transfer Collaboration and Student Support Services whereby nine EOPS students participated in a four day tour of 5 universities, student academic intervention with other categorical and student services departments, and collaboration with Student Support Services whereby cultural workshops were presented.

In addition to these, plans for new collaborations with the EOPS/CARE programs at the Torrance campus are planned for discussion in the fall. Also, future collaborations include plans to collaborate more with the financial aid department to assist in increasing the number of EOPS/CARE students receiving financial aid. This may entail having an EOPS employee serve as a liaison between EOPS and Financial Aid. There will also be collaboration with the CalWORKs department.

D. Program Data Recommendations

- Work with EOPS/CARE counselors teaching Human Development 8 to look for ways of making the class more relevant and interesting to students.
- Solicit from students workshop topics they would like presented
- Develop and implement a tutorial program exclusively for EOPS/CARE students
- Collaboration with Torrance campus EOPS/CARE program and the on campus Cal WORKs department
- Liaison between Financial Aid and EOPS to increase the number of EOPS students receiving financial aid
- development and implementation of a client satisfaction survey and tool to gather other program specific data
- better internal tracking to identify what is and is not effective in meeting program needs

III. Program Requirements

A. Program Support

All campus departments are important to the overall success of EOPS/CARE students. However, the campus departments which are essential to the success of the EOPS/CARE program include; admissions/records, assessment center, financial aid, counseling, bookstore, Learning Research Center, Library, computer labs, bursar, and the business office. In terms of providing support to the program as a whole the Dean of Student Affairs is vital to success particularly in terms of supporting and advocating for the program at the cabinet level. In addition, the academic affairs department is essential in terms of offering and scheduling classes as well as ensuring that instructors are providing a syllabus to students in order for them to know what is required to successfully complete their class. Though perhaps not directly essential to the success of the program, the maintenance department is also important because a clean well maintained campus creates an atmosphere more conducive to learning.

The admissions and records office, assessment center, counseling department, financial aid, and business office have the greatest initial impact on the success of the EOPS/CARE program because 1) students must be enrolled in order for EOPS/CARE to provide services to them, students require enrollment certifications

throughout the year and admissions and records is the keeper of their records, 2) students must participate in assessment testing in order for counselors to provide accurate academic counseling, 3) EOPS/CARE works closely with the main counseling department because it is imperative that all information given in both areas is correct and consistent, 4) students must be deemed eligible for BOGG through financial aid in order to determine if they meet the economic criteria for EOPS eligibility and eventually federal aid, and 5) the business office is essential to program success because it touches every aspect of the program from ensuring funds are available to hire staff and pay staff as needed, being able to maintain proper payment of books purchased from the bookstore, being able to complete the purchasing process for needed supplies and equipment, being able to provide direct grants to students, and being able to maintain financial documentation of program expenditures.

To strengthen the partnership with the above departments, EOPS/CARE staff are participating in the Enrollment Management Committee, EOPS/CARE counselors participate in general counseling meetings and training, and an EOPS/CARE staff member will be given the responsibility of being a liaison for EOPS/CARE students between the program and financial aid to ensure students are awarded their BOGG in a timely manner as well as being fully packaged.

In addition, staff from the EOPS/CARE program works closely with the Learning Resource Center and Academic Intervention Committee to facilitate the process of identifying students in need of tutorial assistance and referring them for services. Also, the program has received a list of tutors who were recommended as candidates for providing tutorial services exclusively to EOPS/CARE students once a location has been established for this purpose.

Finally, throughout the year the director met with various members of the business office staff to verify expenditures including salary and benefits. The process went from business office staff being available to listen to questions and concerns and provide limited information to business office staff being unavailable and unable to answer questions at a crucial time in late May – June. To strengthen this partnership, I think it will be necessary for top level administration to instruct the business office staff do the following:

- provide the various reports needed to monitor salary, benefit and other expenditures on a monthly basis

- provide view only access to salary information to ensure staff is being charged correctly, and
- meet on a monthly basis to clear up any irregularities noted

B. Facilities/Equipment

The current location of the EOPS/CARE program is adequate for existing staff only. There is no room for growth in the event that we regain peak program participation and need additional counseling staff. The current location is inadequate for the purpose of providing a tutorial lab and additional space is needed to maintain inactive files for the required five years.

Immediate facility and equipment needs would include a location for an EOPS/CARE tutorial lab that would accommodate individual and group tutoring, at least 10 computers and work stations, at least one networked printer and a copy machine. Software for math will also be needed.

The long range facility and equipment needs of the program would include a consistent location for EOPS/CARE workshops, furniture for waiting area, an area to store old files, and updating computer equipment as needed.

C. Staffing

The current staffing is inadequate. We currently have two active full-time counselors and one inactive counselor, three program assistants and a fourth that will begin working with the program in the near future, one EOPS Specialist, one EOPS/CARE Coordinator hired as of July 1, one Research Planning Assistant, and one student worker. The status of the inactive counselor is unknown at this time.

There is a need for a part-time clerical person and possibly a part-time person to primarily manage budgets (or maybe one person that could do both). Although there is a need to staff these positions, there may not be adequate office space to house them.

The Research and Planning Assistant member is actually doing outreach and recruitment. I have requested a desk audit in hopes of the position being reclassified, however, human resources have not responded. In the event that the third counselor is unable to return, I plan to request two adjunct counselors to provide

assistance during 2007 – 2008. As mentioned earlier, there is also a need to hire tutors for EOPS/CARE students only.

To ensure that other classified staff members are not performing duties inconsistent with their job descriptions, a classification study should be completed.

In order to stay abreast of policies that effect our students and to receive training that will enhance the level of services, EOPS/CARE staff training should include: new director training, CSU/UC Counselor Conference, improving consumer services, record keeping, datatel, peoplesoft, SARS, computer applications (word, excel, access, ...).

D. Planning

Due to declining enrollment, the program will need to prepare for 5% reduction in allocations for both programs annually. This coupled with increases in salary and benefits will eventually have an impact if the number of participants does not increase. It is hopeful that EOPS will regain its numbers – but that is an uncertainty at this time. For this reason it is imperative to utilize EOPS discretionary funds to make purchases to meet previously stated needs each year. CARE funds can also be utilized for this purpose as well. Both will require prior approval. It is also important to not over extend the budget with too many additional permanent staff.

According to 2005-2006 data, EOPS/CARE students are failing math a rate of 44%. This increases the urgency to provide special tutorial services. By providing math tutorial services and possibly an incentive award for completing a designated number of tutorial contact hours, the failure rate may decrease.

To analyze other internal and external information, the director will meet with the appropriate Institutional Research Development staff during summer 2007, to devise a tool to gather pertinent data which can later be analyzed.

Because most EOPS/CARE staff members work directly with students, the director encourages input throughout the year on how to improve the delivery of services to students. In addition, the staff is also scheduled to have a planning meeting during July, at which time we will discuss our goals for the year and SLO's. Staff members will be asked to give their input on how to best achieve these goals. Because some staff may not be available at

the time of the planning meeting, individual meetings may be conducted with the director and staff member in order to get their input and suggestions.

EOPS Student Learning Outcome

By participating in the educational planning process in EOPS/CARE, students will be able to create and follow a six semester plan.

Types of activities being conducted in order to achieve outcomes

- Human development class will be utilized, especially for new students, to introduce students to the educational planning process, and how to select courses required to meet their educational goal and the proper sequence courses are to be taken in.
Class time will also be devoted to instructing students how to complete an educational plan and students will be given the opportunity to prepare a six semester education plan. Students will be advised to bring the plan they prepare to their counseling appointment to allow their EOPS/CARE counselor to review it.
- During initial meeting with the EOPS/CARE counselor, students will be given a checklist of all the courses required to achieve their goal and the proper sequence courses are to be taken in. Students will also be given a two semester plan initially and advised to make an appointment to receive a six semester education plan.
- During the appointment designated for completing a six semester education plan with the EOPS/CARE counselor, the counselor will review all courses required to meet the student's goal and the proper sequence to take them in. If the student brings the education plan prepared in class to the counseling session, the counselor will review it for accuracy and discuss any errors with the student. Students will be given an official six semester plan and counselor will review it and answer any questions the student may have.
- Workshops will also be offered on a monthly basis to EOPS/CARE students on how to create a six semester educational plan.

E. Program Requirement Recommendations

1. Program Support

Below are the recommendations from the four Program Requirement sections:

- Establish schedule for business office to provide monthly expenditure reports, view only screen to monitor salary expenditures, and schedule standing monthly meeting to clear up any irregularities.
- Implement EOPS - Financial Aid liaison

2. **Facilities and Equipment**

- Identify a location for an EOPS tutorial program
- Purchase computers, printer, copier for tutorial lab

3. **Staffing**

- SARS training (refresher)
- Hire 2 adjunct counselors
- Staff training

4. **Planning**

- Work with Institutional Research Department to develop student satisfaction questionnaire and means of gathering and analyzing pertinent EOPS/CARE data
- Work with counseling staff to make Human Dev. 8 more interesting
- Offer more interesting workshops

IV. Recommendations

Below is a prioritized recommendation list:

- Establish schedule for business office to provide monthly expenditure reports, view only access to monitor salary expenditures, and schedule standing monthly meeting to clear-up any irregularities noted
- Identify a location for an EOPS tutorial lab, hire tutors, purchase computers, printer, copier for tutorial lab
- Hire two adjunct counselors
- Training (refresher) on SARS, datatel, publication software, and consumer services
- Work with Institutional Research Development to develop student satisfaction questionnaire and other means of gathering and analyzing pertinent EOPS/CARE data and workshop preferences

- Designate EOPS/CARE staff who will serve as liaison between EOPS/CARE students and the financial aid office
- Work with counseling staff to make HD 8 more interesting