Contra Costa College

2018 EOPS/CARE Program Review, CCC Unit Plan & Program Review
EOPS/CARE [C1065] EOPS/CARE

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CCC Vision

Contra Costa College strives to be a premier college that celebrates innovation, collegiality and diversity, and is committed to transforming students' lives.

CCC Values

- COMMITTMENT to helping students learn and to improve the economic and social vitality
   of communities through education;
- RESPONSIVENESS to the varied and changing learning needs of those we serve;
- DIVERSITY of opinions, ideas, and peoples;
- FREEDOM to pursue and fulfill educational goals in an environment that is safe and
   respectful of all students, faculty, classified staff, and managers alike; and
- INTEGRITY in all facets of our college interactions and operations.

CCC Strategic Directions

1. Equitably improve student access, learning, and success;
2. Strengthen community relationships and partnerships;
3. Promote innovation, create a culture of continuous improvement, and enhance institutional effectiveness; and
4. Utilize resources effectively to support student learning and success.

A. Annual Summary

A.1 Major accomplishments, improvements or modifications affecting the unit over the past year
Beginning in the 2016-17 academic year, we saw several changes in the EOPS/CARE program at Contra Costa College. CCC Extended Opportunity Programs and Services (EOPS) hired a new Full Time Counselor. Additionally, with the anticipation of the college possibly getting the CAFYES which the new manager drafted along with our sister colleges, EOPS began the work of intentionally connecting with current and former foster youth students as well as developing partnerships with agencies to support these students. We continued to develop partnerships with programs on campus where low income students tended to cluster - Financial Aid, DSPS, etc. - and approached them with strategic and targeted recruiting efforts. Our annual summer program once again served students who were transitioning from local high schools to college and appears to be growing momentum with students transitioning.In planning for the academic year, we knew that all EOPS programs across the state were in a growth mindset. We also knew that the growth we'd experienced in the previous year was not entirely sustainable - exceeding the planned target of 750 students . With this in mind, we planned a 7% increase to serve 800 unduplicated students for the year. Because we had exceeded our previous target, we expected we would. Also, because we are aware that we are in a high need community, our outreach efforts needed to be measured so as not to over extend the program budget to meet the high demand. By planning strategically, we were able to get the desired numbers without jeopardizing the programs ability to continue to impact students. Also, With the full deployment of our online application to boost application intake we were able to accurately track the demand for the program and manage acceptance. Understanding the recognized needs of our community, we were able to turn that into a positive outcome to support our students. With the goal of 800 students we were able to meet that goal and ever so slightly surpass it by 3 students. While this was not a significant overall growth for the year, it allowed us to see the potential for growth to not only meet the state requirement, but to continue to be funded accordingly.

EOPS scholarship: We offer at least four scholarships for which EOPS students can apply:
One EOPS Foundation Scholarship and three scholarships for EOPS transfer students. Since the last program review in 2014 Julie Skoler, one of our counselors, took on the lead responsibility of the EOPS scholarships and grew the scholarships from offering only two scholarships at $200 each to three, and sometimes four scholarships at $750 each. She has raised between $2500 and 3500 each year from external donors, providing more than $2350 dollars in scholarships each year to transfer students. The recipients are acknowledged at the Annual Scholarship Awards Program and the EOPS graduation ceremony each spring semester.

Innovations:
ESARS: We added ESARS to EOPS website to that students are able to make online appts. using E-SARS based on EOPS compliance.   EOPS appts. are also available on our portal as "Book an Appt." Students have more access and do not have to come to our office to make appts. Appts. are also screened prior to the day of the appt. to be sure students are EOPS.

Academic Progress Report (APR) online Dropbox: APR dropbox was developed via an online platform so that students who are enrolled in online courses can conveniently submit their APR as a PDF to our office. Again, saving an in-person trip into our office.

APR Centralization: EOPS APR is working to be centralized campus-wide as a model for Promise, Athletics, Scholars. Once a student is identified for their specific cohort the program disseminates the student information to their cohorts for any needed follow up thus improving the wrap around support the student might need.

EOPS began using the Flex Calendar to educate classified staff and faculty on the Nuts and Bolts of EOPS to clarify any myths, discuss program policy and procedures and also get feedback on strengths and benefits for students.

Outreach:
Outreach has always been something that EOPS did but we improved our outreach significantly over the last year. With the hire of a new Outreach Coordinator, we began to promote EOPS to potential community college students at feeder high schools. We conduct presentations and the coordinator follows up with application workshops to help students complete the EOPS application. We also table at community events to not only promote the EOPS program, but also to share   academic and general support services on campus. We now use a referral form to obtain email addresses to then email students a link to the EOPS application.And we also ask all counselors to use this referral form to refer students.
Once students apply to the program, we follow up with them to provide one-on-one support throughout the application process.

A.2 Major trends affecting the unit over the past year
The ongoing major trend in EOPS remains the needs of our students. For example, while the state mandates that we spend $117,863 on textbooks for students, the demand of our students in an urban community required us to rethink this mandate. Being an urban campus, our location in a mostly low income neighborhood and push to continue to serve more students demands that we increase the offerings of books service. By the end of the academic year, EOPS served 1312 students overall. Of that number, 1095 (83%) utilized book vouchers during the year amounting to $259,923. This 121% increase in textbook spending is an indicator of the needs of the students on our campus and a reflection of where our college is located and the ever increasing needs of our students coupled with the rising costs of textbooks. Also, more of our students are finishing the semester with the required 2.0 GPA. During FA16, 401 students (75%) met this target, and 74% (433 students) in SP17. The value of counseling as a service continues to be one area that our students continue to utilize. While overall we are serving more students, we see that use of counseling dips toward the end of the term and we are looking at ways to remedy that. An area that remains a concern though is our recruitment and delivery of services to students earlier in the term. With our outreach coordinator out during much of the recruitment window, we found ourselves scrambling to recruit students and getting them into the program later in the term.

In the CARE and CalWORKs programs, we are experiencing a very sharp decrease (statewide) in the number of students we serve. Contra Costa County has experienced a 40% decrease in its roster which translates to the number of students we are able to serve. The major factor contributing to the decline is the fact that there is a greater emphasis on work as opposed to education that leads to work. More individuals are going into the work force and coming off the rosters though the employment they have cannot realistic sustain them long term without the training necessary to keep or advance in the job. Also, with CalWORKs in particular, the agreed options of majors always presents a challenge for potential students as the county will pay for books relevant to the local employment market, majors the student may not be interested in and thus making their ability to stay and succeed in college difficult. We are still working with the county to consider a revision or inclusion of non-Career Technical Education majors.

A.3 challenges that have prevented implementation of the unit's adopted strategies/activities that support the college's strategic directions over the past year
As the original Equity Program in the state college system, EOPS has always worked to improve access and define innovative ways to support low income students. Our major challenge remains improving this access through proper outreach and development of community partners as we look for ever innovative ways to deliver services to our students. For example, we developed an online application to streamline our recruiting process and better identify gaps. However, our community being extremely low income may not always have access to computers. We purchased some computers we use during outreach events, but there is still a need to innovate here. We will continue to explore what we can do to have our students access services on our campus and program easily.

2018 EOPS/CARE Program Review, CCC Unit Plan & Program Review
EOPS/CARE [C1065] EOPS/CARE, continued

B. Staffing Analysis

B.1 Describe the impact of staffing patterns/levels on the college's strategic directions.
Strategies implemented to improve the delivery of services within and by the unit:

#	Impact
1	Our unit suffers from the lack of a CARE/CalWORKs Coordinator. We can potentially hire a position that will be funded 50% CARE and 50% CalWORKs or make percentage adjustments based on costs. Otherwise, we could bring on a program assistant that straddles both programs to support the work needed. This position will ensure that the CARE and CalWORKs programs have greater coordination and focus to help those eligible students succeed.

B.2 Considering the workload of the unit since your last update:

B.2.a: Has staffing increased, decreased, or remained the same?   **Increased/decreased/same:** decreased

Describe why.

While we recognized the need to augment staffing, restrictions with funding prevented us from moving forward. Beginning in 2008, all EOPS and CARE programs across the state had a 40% reduction in their allocations. In 2015-16, the state restored all programs to their pre 2008 levels meaning that the restriction of funds is no longer an issue, and we have improved our staffing accordingly. Also, over the last 2 years, we had to adjust Counseling staffing in CalWORKs because of the sharp decline in students served. We reduced counseling by one counselor and also reduced the number of hours of the one remaining on staff, but augmented that person by offering EOPS counseling hours.

B.2.b: Does the staffing structure meet the unit's needs?   **Yes/no:** no

If not, why?

Currently, we do not have a coordinator for our CARE program and one of the program assistant in EOPS doubles as the

program coordinator. This puts undue strain on the ability of that staff to get their work done as they also have to coordinate for another program that has students with even greater needs.Until we hire a Coordinator or Program Assistant for CARE and CalWORKs, the unit will keep having team members step up to support the gap and this has always impacted our ability to be effective in some areas as we compensate in others. Additionally, we have a space issue that is challenging but not insurmountable.

B.2.c: Steps can be taken to improve unit's efficiency within its current resources

Hiring the coordinator or Program Assistant position for CARE and CalWORKs.

B.2.d: Are there critical professional development needs for staff that can result in improved success.Yes/no: no

If yes, please describe.

There are always needs for staff. For example, improving service delivery to students using new technology, Designing new management information system or database to track students.Training on new ways to outreach to high schools and adult learners. And an overall professional development in on-boarding students.

B.3 (optional) If requesting staffing augmentation, please describe position title,
FTE, permanent or hourly/seasonal nature, relationship to strategic directions,
linkage with AUO, and any other justification.

#	Position Needed	FTE	Related Strategies	Academic Year	Approx Compensation	Shared by other units?

Contra Costa College

2018 EOPS/CARE Program Review, CCC Unit Plan & Program Review
EOPS/CARE [C1065] EOPS/CARE, continued

1	CARE /CalWORKs Coordinator		CARE/CalWORKs	2018-2019	101,546.63	No

Contra Costa College

C. Resource Analysis

C.1 List equipment (not technology) acquired in the past year, including the source
**   of funds and the impact on the college's strategic directions.**

#	Equipment	Source Of Funds	Impact On Strategic Directions

C.2 List technology (hardware and software) acquired in the past year, including the source
**   of funds and the impact on the college's strategic directions.**

#	Equipment	Source Of Funds	Impact On Strategic Directions

C.3 List facilities projects completed and sources of funds in the previous cycle
**   and impact on student success.**

#	Facilities Project	Source Of Funds	Impact On Strategic Directions

C.4 List any other projects completed and sources of funds in the previous cycle
**   and impact on student success.**

#	Project (non-facilities)	Source Of Funds	Impact On Strategic Directions

C.5 (optional) If requesting resource augmentation, please describe equipment,
**   technology, or facilities need, pricing estimate, relationship to**
**   strategic directions, linkage with AUO, and any other justification.**

#	Need	Pricing Estimate	Relation To Strategic Directions	Link Top AUO	Other Justification
1	Office reconfiguration	2000	Utilize resources to improve student success and access		Because of the location of our office, it is important that we create an atmosphere that is welcoming to students and the community. By reorienting the office space, we increase lobby space and enhance the experience of the students in the office.

2018 EOPS/CARE Program Review, CCC Unit Plan & Program Review
EOPS/CARE [C1065] EOPS/CARE, continued

D. Budget Analysis

D.1.a Utilization of total budget available over five year period
(operating, co-curricular, grants, foundation, other)

Budget Year	Total Funds Available	Total Expenditures
2017	EOPS -$1,028,660 CARE - $158,285 CalWORKs - $278,879	EOPS - $1,034,285 CARE - $158,285 CalWORKs - $223,979
2016	EOPS - $1,082,800 CARE - $166,616 CalWORKs - $266,109	EOPS - $1,082,150 CARE - $146,881 CalWORKs - $251,974
2015	EOPS - $798,086 CARE - $99,613 CalWORKs - $277,823	EOPS - $798,086 CARE - $99,613 CalWORKs - $291,014
2014	EOPS - $798,086 CARE - $99,613 CalWORKs - $292,445	EOPS - $797,754 CARE - $99,613 CalWORKs - $263,445
2013	$646,899	$645,685

D.1.b Comment on over or under-expenditure of funds.

NOTE - All CalWORKs funds returned were done in the appropriate window so as not to impact funding by incurring a penalty.

In 2017, CalWORKs under spent because we were unable to move on the position that needed to be hired and returned money to the state. EOPS over spent by requested more funds to augment student grants from the state.
In 2016, CalWORKs under spent because we were unable to move on the position that needed to be hired and returned money to the state.
In 2015, CARE under spent because we could not process grants in the window for the District to process and had to absorb a penalty in the 2018 year. CalWORKs under spent because we were in transition and a few things were set aside as for review and funds returned to the state
In 2014, CalWORKs overspent because we requested and received more funds from the state for Childcare costs.
in 2013, CalWORKs under spent because we had fewer students use childcare services. Returned funds to the state.

D.2 Budget requests for items not articulated under staffing or resource analysis
(e.g. supplies, travel/conference, student worker, etc.)

#	Item	Justification	Action Plan
1			

E. Status of Prior Augmentation

This section is only required if unit has been funded for an augmentation anytime since the last comprehensive review.

E.1 Please identify resource received and impact on the college's strategic directions:

#	Resource	Impact

Contra Costa College

F. Comprehensive Evaluation
This section is only required every four years as part of the comprehensive evaluation.

F.1 Describe the unit, its purpose, and services provided.
Extended Opportunities Programs and Services (EOPS) is a State-funded student services program that promotes academic excellence among students from low-income, under-represented backgrounds in higher education by offering over, above and in addition services.

Cooperative Agencies and Resources for Education (CARE) is a program integrated with EOPS that offers additional supportive services to EOPS students who are single (heads of household) parents receiving public assistance in order to support their success.

California Work Opportunity and Responsibility to Kids (CalWORKs)is a program designed for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.

F.2.a Identify data used as part of the comprehensive evaluation (e.g survey, SARS data, members served, etc.)
SARS, MIS, Chancellors office reporting

F.2.b Provide an analysis of data findings.
EOPS - As the number of students served has increased, so too has the number of student contacts. Over the last 3 academic
years (2014-15 to 2016-17), we have increased the number of all student contacts by a counselor by over 250%. We have also spent more money and issued more book grants over that same window. We also added bus passes to our transportation support.

CalWORKs and CARE - Statewide, the number of students receiving CARE or CalWORKs services has decreased. This impacts our ability to place people in jobs, or offer childcare to expend all of our funding.

F.3 Provide a listing of unit goals and objectives and related AUOs.)

#	Goals and Objectives
1	Increase the number of students who complete their 3 counseling contact by 5% annually over the next 5 years. We currently stand at 70% and plan to carry out intensive and intrusive counseling to reach this outcome. Similarly, Increase the number for CalWORKs by 2% annually
2	Increase the number of student/teacher interactions by requiring all students visit their instructors during office hours for progress reports. As we collect data on the success of students who engage with instructors, we will educate instructors and students as to the value of this practice and share the outcomes for students and instructors who have made this part of their practice.

F.4 Prior Validation Recommendations
1. We recommend the department restore staffing once funds become available in order to relieve exhaustion, bring up morale and serve more students.
2. we recommend the department continue working on the four SLO's that were not achieved and develop a plan to incorporate them into your next planning session and re-evaluate at a later date.

F.5 Analysis of unit's accomplishments and areas for continued improvement.
1. Since funding has been restored, we are looking forward to restoring staffing to the appropriate levels needed to serve our growing population of students served.
2. We are making measured progress in some areas of the four SLO's from the previous program review. They SLO's were:
  a)EOPS/CARE students will meet with the program counselors the required three times per semester as stated in the

2018 EOPS/CARE Program Review, CCC Unit Plan & Program Review
EOPS/CARE [C1065] EOPS/CARE, continued

EOPS/CARE Mutual Responsibility

   Contract.
   b) EOPS/CARE students will have an educational plan completed by their EOPS/CARE Counselor on Web Advisor.
   c) EOPS/CARE students who do not maintain a 2.0 G.P.A. will attend the Mandatory Academic/Progress Probation workshop prior to receiving program
   services.
   d)EOPS/CARE students will comprehend the EOPS/CARE Mutual Responsibility Contract and EOPS/CARE Policies & Procedures.

- We improved the number of students completing 3 counseling contacts by 16% in the last 3 academic years (2015-2016 = 749) (2016-2017 = 809) (2017-2018 = 903)
- We saw more students complete the workshops for non-compliance - we are averaging a 14% increase in the number of students completing these workshops in the last 2 academic years which presents a concern that more students are being non-compliant. (2016-17= 73 students; 2017-18 = 85 students)
- We saw more students complete a comprehensive ed-plan - In the 2016-17 academic year, we observed that 82% of our students completed a comprehensive educational plan, a 7% increase from the previous academic year.
- We had more students who comprehended the EOPS Contract. This is one area where we need to improve as evidenced by the number of students being flagged for non-compliance. In 2014-15, we had 130 students, 2015-2016, we had 167; and in 2016-17 we had 212 students. While more students are getting counseling done, it is the other requirements that continue to be a challenge.

Contra Costa College

2018 EOPS/CARE Program Review, CCC Validation & Recommendation Form
EOPS/CARE [C1065] Team

Recommendations from last comprehensive program review mandated by validation team
1. From 2016: 1. We recommend the department restore staffing once funds become available in order to relieve exhaustion, bring up morale and serve more   students.
2. We recommend the department continue working on the four SLO's that were not achieved and develop a plan to incorporate them into your next planning session and re-evaluate at a later date.

2.

3.

4+.

Contra Costa College

2018 EOPS/CARE Program Review, CCC Validation & Recommendation Form
EOPS/CARE [C1065] Team, continued

Part A: Overall Assessment of the Instructional Unit Program Review
Evaluate the Instructional Unit Program Review for completeness and quality of the analysis. Choose one of the ratings below (accepted/not accepted) and indicate the review criteria that led to the rating. Follow the instructions to complete the validation.

Rating	Reviewing Criteria	Instructions to Validation Team
✔ Accepted	✔ The self-study reflects a thorough effort to present a well-rounded review of the academic program; analysis of each data element is thorough, unbiased and accurate; narrative information indicates clear connections of the program to community and institutional goals and mission; conclusions and recommendations are well-substantiated by the analysis of the data and are achievable.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
	☐ The self-study reflects a substantial effort to present program information; analysis of data is thorough and accurate; narrative information is complete and addresses the criteria; conclusions and recommendations relate to the analysis of the data and are achievable.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
	☐ The self-study presents adequate program information; analysis of data measures is provided; narrative information is complete; conclusions and recommendations relate to the analysis of the data.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
☐ Not accepted	☐ The self-study report contains some inaccuracies and/or is lacking in certain sections. The report must be revised and resubmitted in order to meet the requirements of the IUPR process.	Do not complete Part B, C or D. Return to IUPR Committee with instructions to revise and return within specified timelines and inform Instruction Office of status.
	☐ The self-study report contains inaccurate information and/or is largely incomplete. Substantial revision is required.	Do not complete Part B, C or D. Return to IUPR Committee with instructions to revise and return within specified timelines and inform Instruction Office of status.

Contra Costa College

2018 EOPS/CARE Program Review, CCC Validation & Recommendation Form
EOPS/CARE [C1065] Team, continued

Part B: Commentary on Analysis

#	Commendations	Recommendations
1	We commend the program on establishing innovations in program recruitment, such as deployment of the online application, to meet the target goal of 800 students served.	We recommend that the program consider developing outreach and recruitment plans to address the decrease in the CARE and CalWORKs programs as it relates to the emphasis being placed on work over education. This can include strategies to help inform potential CARE and CalWORKs students about the benefits of college, and may require close collaboration with the Outreach Manager.
2	We commend the program on establishing innovations in program management, such as the ability to book online appointments and submit progress reports online.	We recommend that the program recruit for a Program Assistant for CARE and CalWORKs, which can also help with accomplishing recommendation #1.
3	We commend the program on its fundraising efforts to increase the number and dollar amount of EOPS scholarships available to students.	We recommend that the program establish a procedure to track its contract data so that it may be reviewed periodically to identify exactly which requirements of the EOPS contract are a challenge for compliance. This data can then be used to implement an action plan to increase student compliance.
4		While we commend the program on implementing Dropbox to allow for online submission of APR's, we recommend that the program implement a method that would allow for APR's to be completed online, such us through Canvas. Currently, students email it to instructors who have to print it, fill it out, and scan it, before emailing it back to the student. Additionally, this is an area where EOPS can collaborate with other departments that also require progress reports, such as Adelante, Gateway, and Athletics, so that the procedure for completing APR's is streamlined campus-wide.

2018 EOPS/CARE Program Review, CCC Validation & Recommendation Form
EOPS/CARE [C1065] Team, continued

Part C: ValiValidation Team Conclusions
Program meets community/student needs and mission of the college.

Contra Costa College

2018 EOPS/CARE Program Review, CCC Validation & Recommendation Form
EOPS/CARE [C1065] Team, continued

Signature Page -- please SIGN and DATE

Validation Team Chair/Lead/Contact: Monica Rodriguez

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Validation Team Member: Trung Nguyen

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Validation Team Member: Brandy Gibson

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Validation Team Member:

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Validation Team Member:

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Validation Team Member:

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Validation Team Member:

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Validation Team Member:

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IUPR Chair/Lead/Contact: George Mills

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Department Chair:

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Vice President, Instruction:

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