

## Student Success Program Review Update

**Extended Opportunity Programs and Services (EOPS) / Cooperative Agencies Resources for Education (CARE)  
2017-2018**

### Program/Service Description

**Description: Extended Opportunity Programs and Services (EOPS)** is a state funded program designed to provide academic counseling and financial support to students who are from educationally and financially disadvantaged backgrounds. EOPS promotes student success with enrollment assistance, educational planning, and assistance with the cost of required textbooks.

**Mission Statement:** EOPS offers support services that are “over and above” and “in addition to” for students with social, economic, and educational challenges; with the goal of increasing access, retention, and transfer.

**Number of Years at COD: 46 (originating in 1972)**

**Participants in the program/service receive the following benefits:**

- Academic, financial aid, personal, career, and transfer counseling services that must be “over and above and in addition to” the counseling services provided to all students at the campus.
- Support services that are considered “over and above and in addition to” such as payment of tutoring, survival kits, and other related fees not covered by the Board of Governor’s Fee Waiver.
- Development of a Comprehensive Student Educational Plan (SEP).
- Textbook Services, Access to Priority 1 Registration, and Fee waivers for CSU and UC applications.
- Letters of recommendation for scholarships and transfer institutions.
- Caps & Gowns for graduates.
- Specialized workshops on financial and life skills.

**Description: Cooperative Agencies Resources for Education (CARE)** was established to assist eligible single-parent EOPS students to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient. CARE was initiated as the first state-funded program of its kind in the nation. All CARE students must first be accepted into the EOPS program.

**Mission Statement:** CARE is a program for EOPS qualified students that provide additional support to single parents who either themselves or their children are receiving cash aid, under the Temporary Assistance to Needy Families (TANF), to assist them in overcoming obstacles and to expand their educational opportunities. As with EOPS, CARE services must be considered “over and above and in addition to” EOPS services provided, as well as those services available to students at the college.

**Number of Years at COD: 36 (originating in 1982)**

**Participants in the program/service receive the following benefits:**

- Specialized academic, financial aid, personal, career, and transfer counseling.
- CARE Supplemental Textbook Service & Supplies, CARE Child Care Grants, Gas Cards, Meal Cards and specialized workshops.

**Contact Person/Title: Steve Arbuckle, Director, EOPS/CARE/Foster Youth Services**

**Phone:** (760) 773-2538

**Population Served**

**Number of Students Served:** EOPS Increased the number of unduplicated students served to a record 492 EOPS students – an increase of 1 (0.1%) over the prior year (2016-2017). Additionally, CARE increased the number of students served to 76 an increase of 11 (16.9%) over the prior year (2016-2017).

**EOPS Eligibility Requirements** (must meet all criteria below):

- Resident of California or AB540 student
- Enrolled full-time upon acceptance
- Completed less than 70 degree units (*all colleges attended*)
- Qualified for CA Promise Grant (formerly BOG A or B) Fee Waiver
- Be educationally disadvantaged (*need one*):
  - placed into English 50, 51, Reading 51, Math 54 or below;
  - not have graduated from high school or obtained the G.E.D.;
  - graduated from high school with a grade point average below 2.50;
  - previously enrolled in remedial education; or
  - Other factors such as parents are not native English speakers, first-generation college student, student is representative of the population listed in the equity goals of the college.
  -

**CARE Eligibility Requirements:**

*In addition to the EOPS criteria above, CARE students must meet all criteria below:*

- EOPS student at least 18 years of age;
- single head of household;
- a current recipient of TANF/CalWORKs;
- have at least one dependent child of any age; and
- be enrolled full-time upon admission into the program.

**FTES Generated** (*if applicable*): not applicable

**Describe how Program/Service align with and contributes to the College’s Mission:**

*College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.*

EOPS/CARE program’s primary goal is to encourage the enrollment, retention and transfer of students challenged by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. The EOPS/CARE programs are required to provide services that are considered to be “over and above, and in addition to” services in a manner that is clearly demonstrated as “over and above” in quality and/or quantity. The program aligns clearly with the mission of the college and the Counseling Division at COD by providing services that are continuously evaluated and improved, and contribute to the success of students and community. As with COD Counselors, EOPS/CARE Counselors are credentialed faculty designated by the District to serve as certificated counselors as required by

Education Code Section 87274 and who must meet specialized qualifications, as set forth in Article 5, EOPS Counselor Staffing Standards, Section 56264 under Title 5 Regulations of the California Education Code.

## ASSESSMENT REPORT

### 1a) Student Learning Outcome(s). Students will:

1. complete or update their Student Education Plan with their EOPS/CARE counselor each semester.
2. verify submission of their completed Progress Report each semester.
3. complete the FAFSA each year for California Promise Grant fee waiver and Pell Grant.
4. persist in the EOPS program in consecutive terms by meeting terms of the Mutual Responsibility Contract.
5. complete the CARE Workshop requirements each semester if also in the CARE Program.

### 1b) Program Outcome(s) (POs) aligned with course outcome. Select one or more.

#### 1. PERSONAL DEVELOPMENT AND RESPONSIBILITY

Students utilizing this program/service will demonstrate an ability to:

- 1. Display habits of intellectual exploration, personal responsibility, and physical well being.
- 2. Develop individual responsibility, personal integrity, and respect for diverse people and cultures.
- 3. Value and accept people with different cultural and linguistic backgrounds and abilities.
- 4. Understand ethical issues to make sound judgments and decisions.

#### 2. SELF-AWARENESS, SELF-UNDERSTANDING, and SELF-ADVOCACY

Students utilizing this program/service will demonstrate ability to:

- 1. Evaluate their knowledge, skills, and abilities
- 2. Display three components of an effective self-advocate: Self knowledge, define their own needs, the ability to get what they need.
- 3. Develop realistic goals.
- 4. Appreciate the value of feedback.
- 5. Adapt to challenging situations.
- 6. Recognize that knowledge is the key to self-advocacy.
- 7. Teach the people around them.

#### 3. SELF-SUFFICIENCY AND INDEPENDENT LEARNING

Students utilizing this program/service will demonstrate and ability to: Identify and utilize services, programs, and resources to become life-long learners including, but not limited to:

- 1. Study/Learning Labs
- 2. Supplemental Instruction
- 3. Computer-aided tutorials/instruction
- 4. Learning Communities
- 5. Student Development Courses
- 6. Tutorial Assistance
- 7. Counseling Services
- 8. Special Programs for Student Success
- 9. Admissions and Records
- 10. Business Services
- 11. Financial Aid
- 12. Scholarship information

13. Career/Transfer Center Resources

**1c) Institutional Outcome(s) (IOs) aligned with course or program outcome. Select up to three.**

Source: College Catalog section "Who are we?"

**Critical Thinking and Communication**

- 1. Apply principles of logic to problem solve and reason with a fair and open mind.
- 2. Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details, and idea development.
- 3. Apply standard conventions in grammar, mechanics, usage, and punctuation.
- 4. Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking, and writing.
- 5. Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.
- 6. Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.
- 7. Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

**Scientific Inquiry**

- 1. Identify components of the scientific method.
- 2. Collect and analyze data. Skills of data collection include an understanding of the notion of hypothesis testing and specific methods of inquiry such as experimentation and systematic observation.
- 3. Predict outcomes utilizing scientific inquiry: using evidence and assertions determine which conclusions logically follow from a body of quantitative and qualitative data.
- 4. Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
- 5. Recognize the utility of the scientific method and its application to real life situations and natural phenomena.

**Global Citizenship**

*Scientific & Technological Literacy*

- 1. Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- 2. Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.
- 3. Produce oral and written information in various modes and media, using technology such as computers, the Internet, and library databases.

*Ethical Behavior*

- 1. Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage, and compassion into judgments and decision-making.
- 2. Apply ethical reasoning to contemporary issues and moral dilemmas.
- 3. Appreciate the complexity of global relationships between self and others, as well as self and the environment.
- 4. Exhibit respect for self and others.

**Aesthetics**

- 1. Apply and relate theories of aesthetics to everyday life.
- 2. Utilize the creative process to explain universal values such as beauty and truth.
- 3. Apply imagination to artistic expression.
- 4. Value appearance in terms of how pleasing it is in movement, form, and function.

**Personal and Professional Development**

- 1. Self-evaluate knowledge, skills, and abilities.
- 2. Develop realistic goals.
- 3. Display habits of intellectual exploration, personal responsibility, and physical well being.
- 4. Demonstrate an understanding of ethical issues to make sound judgments and decisions.
- 5. Value diverse cultures and populations.
- 6. Value the feedback of others.

**1d) Identify Assessment Tool(s) to Implement**

- Exam
- Final Exam
- Quiz
- Project
- Homework
- Lab Experiment
- Research Paper
- In-class Assignment
- Other – Please specify:
  - 1. EOPS/CARE Student Demographics and Success analysis, COD Office of Institutional Research.
  - 2. Unduplicated List of Students by Reason Code, SARS statistical report.
  - 3. Special Population/Group Financial Aid Summary Report, Chancellor’s Office MIS Data Mart
  - 4. Semester-to-Semester Persistence, MIS Report (Excel data comparison)
  - 5. CARE Workshop Attendance Verification
  - 6. Student Satisfaction Survey, Survey Monkey

**1e) Expected Level of Achievement**

Please refer to Assessment below.

**2) Assessment Semester/Year: Fall 2017 and Spring 2018**

Complete:

2a) Actual Results

2a.1 - 90% of EOPS/CARE students will complete a multi-semester Student Educational Plan each semester.

**2b.1 – Fall ‘17: Met target: 336/372=90%**

**Spring ‘18: Exceeded target: 357/378=94%**

2a.2 – 80% of EOPS/CARE students will complete a Progress Report each semester.

**2b.2 – Fall ‘17: Exceeded target: 331/372=89%**

**Spring '18: Exceeded target: 353/378=93%**

2a.3 - 90% of EOPS/CARE students received the BOG Waiver.

**2b.3 - Exceeded target: 480/491 = 97% (2017-2018 CCCC CO SSARCC Data not yet available.)**

2a.4 - 80% of EOPS/CARE students received the Pell Grant.

**2b.4 – Exceeded target: 316/333 = 94% (2017-2018 CCCC CO SSARCC Data not yet available.)**

2a.5 - 75% of EOPS/CARE students will persist from Fall 2017 to Spring 2018.

**2b.5 - Exceeded target: 327/372=88% of EOPS/CARE students persisted from fall to spring**

2a.6 - 46% of EOPS/CARE students will earn at least 12 units each semester.

**2b.6 - Newly established target: 42% and 51% of EOPS/CARE students earned at least 12 units Fall 2017 and Fall 2016, respectively, while the majority of first general student and general population students earned less than six units.**

2a.7 - EOPS/CARE students will earn a term GPA of at least 2.77.

**2b.7 - Newly established target: In Fall 2017 and Fall 2016, the mean term GPAs for EOPS/CARE students were 2.86 and 2.69, respectively, while first general students and general population students averaged GPA's of 2.29 and 2.12, respectively.**

2a.8 - 85% of CARE students will attend required workshops each semester.

**2b.8 - Fall '17: Exceeded Target: 56/62=90%**

**Spring '18: Exceeded target: 48/53=91%**

2a.9 – 92% of EOPS students strongly agree or agree that EOPS/CARE has been very helpful to them.

**2b.9 - Newly established target: In Fall 2017, an anonymous Survey Monkey survey found that of all EOPS students (new and continuing), 81% strongly agreed and 15% agreed that EOPS was very helpful to them. In Spring 2018, the same anonymous survey given to only new EOPS students indicated that 73% strongly agreed while 15% agreed that EOPS was very helpful to them.**

2b) Explain how collected data was analyzed and evaluated

*2a.1 & 2a.2 - Data collected from the SARS Student Appointment Database for each semester is pulled using the statistical report entitled "Unduplicated List of Student by Reason Code" S – COMP SEP and S FOLLOW UP. Beginning Fall 2018, EOPS students can view the status of their counseling sessions and progress reports in Canvas.*

*2a.3 & 2a.4 - Data compiled from the California Community Colleges Chancellor's Office MIS Data Mart <http://datamart.cccco.edu>*

*The data is collected from each college at the end of the semester. It is then compiled and made available to all colleges through various types of queries made directly from the CCCC CO.edu DataMart website:*

*Select "Queries" from the top right tab*

*Queries*

*Student Services*

*Financial Aid*

*Then click on Financial Aid Summary for Special Population/Group, please click here.*

*Then choose:*

*Select State-District-College - College wide Search*

*Select District-College – Desert*

*Programs – click both EOPS and CARE*

*2a.5–7 – Late each summer, a request is submitted to COD Office of Institutional Research to complete a report on EOPS/CARE Student Demographics and Success. This report compares EOPS/CARE student to first generation student and the general population on various demographics and student outcome measures.*

*2a.8 - CARE students are required to attend two on or off campus workshops each semester in addition to meeting their EOPS requirements. Two CARE Workshop Attendance Forms are distributed to them at the beginning of the semester and they must be signed by the individual conducting the workshop. CARE students must submit the signed forms by a specific date each semester in order to receive their CARE grants. The SARS Grid is utilized to record workshop attendance, and a statistical report is compiled for each semester under the “Unduplicated List of Students by Reason Code: Workshop. The number of students who completed their workshops is compared to the total number of CARE students reported in MIS for the semester. Beginning Fall 2018, CARE students can view the status of their workshop requirement in Canvas.*

*2a.9 – Designed by two graduate student interns, this anonymous survey assesses the following:*

*Services preferred*

*Workshops preferred*

*Helpfulness of EOPS*

*Academic/Personal Challenges to Success*

2c) Identify gaps between expected and actual results from EOPS/CARE Assessment.

2b.1 – Multi-semester SEP –We exceeded our target of 90% for the Fall and Spring semesters. This is one of the fundamental components for students in EOPS/CARE to remain in good standing with the program. Students who did not make this first contact were removed from the program the following semester for not meeting the conditions set forth in their EOPS/CARE Student Mutual Responsibility Contract (MRC). Email “warnings” were sent to students who missed counseling sessions. Beginning Fall 2018, students will receive appointment reminders 6, 3, and 1 day in advance, and a “no show” notification through an automated SARS messaging and add-texting system.

2b.2 - Progress Report – We exceeded our target for the Fall and Spring semesters. Throughout each term, we continually stress the importance of turning in an EOPS/CARE Student Progress Report each term, a requirement addressed early during EOPS Student Orientations through e-mail blasts, and during individual counseling appointments. Beginning Fall 2018, instructors will submit progress

reports through GradesFirst. Students will be able to see the status of progress reports on Canvas, and will be responsible for obtaining signatures on a hard copy progress report if instructors do not submit reports electronically.

2b.3-4 – BOG A & B eligibility: All EOPS/CARE students accepted into the program are verified to have received either the BOG A or B, a stricter eligibility requirement than the Chancellor’s mandate of BOG A, B, or C, due to the number of EOPS applicants far exceeding the number of available “seats”. All new, but not all continuing EOPS/CARE students complete the FAFSA. Additionally, Dream Act (AB540) students are eligible to receive the BOG Fee Waiver, however, they are not eligible to receive Federal Student Aid, such as the PELL Grant, which accounts for the small variance in EOPS PELL Grant recipients noted in the CCCCCO data.

2b.5 – Persistence – We exceeded our target for the Fall and Spring semesters, and increased the rate by 2% compared to the previous year. Contributing to the improved persistence rate were efforts to schedule more students as early as possible for their first counseling contacts, and more timely and persistent “warning” notifications sent to students failing to initially comply with their Mutual Responsibility Contract - as required under Title V, Article 2, Section 56222.

2b.6 – Completing at least 12 units each semester. This is the first year unit completion was included among outcomes to assess. The goal of at least 46% of the students completing at least 12 units is based on OIE reports showing at least 51% and 42% of the EOPS students completing at least 12 units in Fall 2016 and Fall 2017, respectively. It is anticipated that the percentage of students completing at least 12 units each term will gradually increase with implementation of AB705 and Guided Pathways guidelines and with improved and more frequent notifications to students through SARS and Canvas.

2b.7 – Earning a term GPA of at least 2.77: This is the first year GPA was included among outcomes to assess. The goal of at least a GPA of 2.70 is based on OIE reports showing that the mean GPAs for EOPS/CARE students Fall 2017 and Fall 2016 were 2.86 and 2.69, compared to the average GPAs of first generation students and general population students of 2.29 and 2.12, respectively.

2b.8 – CARE Workshop attendance: Our target goals were exceeded both semesters for CARE students who attended two mandatory workshops and met the EOPS requirements, making them eligible to receive the supplemental CARE Child Care grant awarded at the end of each term. The loss of the CARE Child Care Grant is a significant one as the fall grant amount was \$850 and the spring amount was \$775. We will continue to remind CARE students, especially at workshops and through newly implemented Canvas notifications, about the importance of meeting their EOPS and CARE students requirements as stated in the Mutual Responsibility Contract.

2b.9 – EOPS Helpfulness: The goal of the survey is identify what students need and are most interested in to facilitate their academic, professional, and personal development. One explanation for the difference from Fall 2017 to Spring 2019 in the percentage of students who strongly agreed is that, while keeping the quality and quantity even between semesters, students more familiar with and benefiting longer from services will rate those services more favorably.



<b>3) Analyze, Report and Discuss Fall 2017 and Spring 2018</b>		
3a) Document results and outline needed changes in curriculum, instructional materials, or teaching strategies		
<p>As noted in the Assessment above, program and student success goals have been exceeded largely due to sending more regularly reminders to students of their responsibilities as outlined in the Mutual Responsibility Contract. Equally important are efforts by counselors and staff to schedule as many students as possible as early as possible for their first counseling contacts for optimal planning and intervention. However, contributing most to the students' success is the welcoming and supportive environment that is provided by the staff and counselors.</p>		
<b>Dialogue and Implement changes Fall 2017 and Spring 2018</b>		Complete: <input checked="" type="checkbox"/>
<b>Next Assessment Semester/Year: Fall 2018 and Spring 2019 (due October 2019)</b>		Complete: <input type="checkbox"/>

<b><i>Program/Service Specific Outcomes</i></b>		
<ul style="list-style-type: none"> <li>• EOPS/CARE Advisory Committee: While adhering to EOPS Title 5 Regulations (Article 1, 56208) the committee was reconstituted to facilitate communication and improve effectiveness, reducing the number of members from 27 to 20. Changes included 8 removed (DPSS, A&amp;R, Career Center, Education Centers [2], DSPS, MESA, Transfer Center, 2 added (Community, Instructional Faculty), and 2 substituted/changed (CalWORKS to EOPS, General Counseling to Foster Youth).</li> <li>• Adjunct Counselor Scheduling: While maneuvering within budget constraints, the number of appointment times available at the beginning of each semester were increased by shifting a portion of the adjunct counselor's schedule and load plan from summer term to fall and spring semesters.</li> <li>• Student-Centered Workshops: Based on the results of two anonymous program satisfaction surveys and utilization enrollment data specific to campus location, EOPS offered one workshop on scholarships and another on tutoring services.</li> <li>• EOPS/CARE Student Club: To develop a sense of community, EOPS held organization meetings and was successful in having this club chartered by the COD Office of Student Life. Members helped at EOPS activities and mentored new EOPS students.</li> <li>• Priorities in Accepting Applicants (A): To adhere to EOPS Title 5 Regulations (Article 3, 56290), acceptance decisions on equally qualified and eligible applicants increased the proportion of older students, males, and African American students to "ensure that (COD) strives to achieve and maintain a racial, ethnic, and gender composition among income eligible students...who reside in the college service area".</li> <li>• Priorities in Accepting Applicants (B): Following recommendations from the Chancellor's Office conveyed at the Fall 2017 EOPS/CARE New Directors Training for impacted programs, continuing students make up a higher proportion of the incoming class. Specifically, about 60% of the new students for Fall 2018 had earned 20-65 degree applicable units.</li> </ul>		

<b><i>Program Requirements from outside agencies</i></b>		
<ul style="list-style-type: none"> <li>• EOPS Implementing Guidelines, Chancellor's Office, California Community Colleges, Student Services Division</li> </ul>		

- CARE Program Guidelines, Student Services Division – Categorically Funded Programs, Chancellor’s Office, California Community Colleges
- CARE Auditing Guidelines, Student Services Division – Categorically Funded Programs, Chancellor’s Office, California Community Colleges
- Title 5 Regulations/Chapter 2.5 Education Code/Article 8

## RESOURCES

**Staffing for Program/Service: Include Funding Budget Level/Current Staffing Level**

**Funding Budget and Total Funding as Reported on SSARCC 2017-2018 EOPS Final Expenditures Report :**

Salaries & Benefits	\$409,138
Discretionary Costs	\$11,169
Student Aid (Book Service, Academic Survival Kits, Grad. Packs)	\$121,698
<b>Total Categorical/Restricted Funds</b>	<b>\$542,005</b>
General Fund (District Contribution)	\$97,289
EOPS Reallocated Funds (used for textbooks)	\$0
<b>TOTAL</b>	<b>\$639,294</b>

**Funding Budget and Total Funding as Reported on SSARCC 2017-2018 CARE Final Expenditures Report :**

Salaries & Benefits	\$23,505
Discretionary Costs	\$1,641
Student Aid (Book Service, Academic Survival Kits, Grad. Packs)	\$18,398
Student Aid (Child Care Supplemental Grants)	\$81,400
<b>Total Categorical/Restricted Funds</b>	<b>\$124,944</b>
General Fund (District Contribution)	\$0
CARE Reallocated Funds (used for Child Care Grants)	\$0
<b>TOTAL</b>	<b>\$124,944</b>

**EOPS Staffing Levels:**

<b>Position</b>	<b>#</b>	<b>FT/PT</b>	<b>Funding Source</b>
<i>Program Director</i>	<i>1</i>	<i>FT</i>	<b>100% District Funded</b> <i>Program Director</i>
<i>Assistant Coordinator/Counselor</i>	<i>1</i>	<i>FT</i>	85% EOPS 15% CARE
<i>Counselor</i>	<i>1</i>	<i>FT</i>	100% EOPS
<i>Adjunct Counselor(s)</i>	<i>1</i>	<i>PT</i>	100% EOPS
<i>Program Specialist</i>	<i>1</i>	<i>FT</i>	100% EOPS
<i>Program Technician</i>	<i>1</i>	<i>PT</i>	100% EOPS
<i>Work-Study Students</i>	<i>2</i>	<i>Hourly</i>	100% Federal College Work-Study

**CARE Staffing Levels:** Not Applicable – CARE program falls under the auspices of the EOPS program. During 2017-2018, the EOPS assistant coordinator was allocated \$23,505 (or 18% of the total CARE budget) for salary and benefits.

### Facilities

**1) List of all facilities (Please indicate if any of these were added last year):**

EOPS/CARE is centrally located on the second floor of the Cravens Student Services Center (CSSC) Building. During 2017-2018, no changes were made in the suite, which contains five offices, one storage room, two workstations, and two front counter areas.

**2) Assessment of adequacy of current facilities:**

The existing office space adequately provides the work and student use space for EOPS/CARE.

### Equipment and Supplies

**Equipment:** No equipment was added during the 2017-2018 fiscal cycle: Currently, EOPS/CARE equipment includes 5 Dell computers, 3 Dell printers, one Lanier Copier/Scanner/Fax, one HP color printer, 6 Cisco telephones, one HP Officejetpro Fax machine/scanner, and two Fellowes Shredders. We have one large storage cabinet for EOPS and a storage closet for CARE - specific student supplies.

**Supplies:** All supplies for EOPS/CARE are purchased through EOPS funds only. In the 2017-2018 fiscal year, EOPS spent \$11,169 on supplies which included paper, printing cartridges, copier maintenance agreement, postage, as well as college copy charges and a copier equipment lease agreement.

### Summary - Narrative Interpretation

**Staffing for Program/Service:** The 2017-2018 staffing for EOPS/CARE includes 8 staff, both full time, part time and student workers, as follows: 1 full-time program director, 2 full-time Counselors (EOPS/CARE), 1 full-time EOPS Program Specialist, 1 part-time CARE Technician, 1 Adjunct Counselor, and 2 student workers (*funded by Federal Work Study funds*).

**Funding/Budget:** EOPS and CARE funds are allocated by the State of California Chancellor's Office for Community Colleges each year.

**EOPS:** The EOPS Allocation Formula was adopted by the Board of Governors in July 1989 and has three basic elements:

1. Base Allocation - \$50,000 each college
2. Students Served - 90% of remaining funds for students served as reported through MIS
3. College Effort - remaining 10% for college effort in excess of the 15% minimum level

A 2-Year Phase-In of a new EOPS Allocation Formula starts with the 2018-2019 fiscal year. A slight budget increase, mostly from COLA, is anticipated.

In accordance with EOPS Regulations, the District "...shall maintain the same dollar level of services supported with non-EOPS funds as the average reported in the final budget report in the previous three academic years. At minimum, this amount shall equal the three year average or 15% of the average EOPS allocation to that college for the same three base years, whichever is greater..." Reallocated funds are limited and must be applied for each year – typically in the areas of direct services to students served – (i.e., book services).

**CARE:** The CARE Allocation Formula was developed and implemented in Fiscal Year 1989-90:

1. Base Allocation - \$10,000 each college.
2. Balance of remaining funds allocated on the basis of total number of students served statewide.
3. Minimum funding level per program: 95% of previous year allocation.

A 2-Year Phase-In of a new CARE Allocation Formula starts with the 2018-2019 fiscal year. A slight budget increase, mostly from COLA, is anticipated.

**NOTE:** During the 2017-2018 year, funding for EOPS increased slightly -- from \$537,066 to \$542,005 or 1%. The allocation was based largely on the highest number of students served over the previous 3 years. At COD, that number increased only slightly each year. CARE funding decrease slightly -- from \$126,674 to \$124,944, or 1%. The number of students served in CARE increased slightly over the last 3 years, but not to the extent that it did for a number of other programs across the state.

**COURSE INFORMATION**

***NOT APPLICABLE TO EOPS/CARE***

***Course Level Assessment Completed (source: Faculty & OAC Coordinator)***

	Cycle I			Comments
	Assessment	Report & Discuss	Implement Changes	
	Cycle II			Comments
	Assessment	Report & Discuss	Implement Changes	
	Cycle III			Comments
	Assessment	Report & Discuss	Implement Changes	
	Cycle IV			Comments
	Assessment	Report & Discuss	Implement Changes	

***Changes Implemented as a Result of the Assessments (source: Faculty/Dir/Coord/Dean)***

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***Student Success Data for Academic Courses if applicable (source: Office of Institutional Research)***


*Note: Retention is the percentage of students who remain in the course after the census date until the end of the term. Success rate is the percentage of students who earned a grade of A, B, C, or Cr in the class.*

<b>Staffing for courses if applicable (source: Office of Institutional Research)</b>				
<b>Subject =</b>				
<b>FT Headcount</b>				
<b>PT Headcount</b>				
<b>FTEFac FT</b>				
<b>FTEFac PT</b>				
<b>Total FTEFac FT and PT</b>				
<b>% PT/FTEFac Total</b>				
<b>FTEFac OL</b>				

**Summary - Narrative Interpretation (source: Faculty/Dir/Coord/Dean)**

**GOALS/ACHIEVEMENTS/CHALLENGES**

- Program/Service Goal Summary for 2017-2018**
1. Support the development and implementation of a comprehensive student success plan (SMP 1.1).
    - a) Ensure that EOPS/CARE Counselors are teaching EOPS/CARE students about their General Education Graduation requirements (COD, CSU, and UC General Education Patterns) during students’ three (3) mandatory counseling contacts. **Target met or exceeded, with 90% and 94% of students completing and signing a comprehensive SEP Fall 2017 and Spring 2018, respectively (EMP 3.1).**
    - b) Provide comprehensive student services at all campus sites. **Continuing with counseling provided regularly at Indio campus on Tuesdays and Thursdays. Workshops provided at Indio and Palm Springs. Exploring dates and space for intermittent counseling sessions at Desert Hot Spring and Mecca/Thermal campuses (EMP 3.4).**
  2. Model and emphasize team management as a basic management tenet within the program (SMP 4.1).
    - a) Update process and procedures manual for EOPS/CARE to improve staff understanding and training. **Ongoing with cross-training of staff in all areas of Special Programs, academic program criteria and requirements, and community and campus resources (EMP 6.3).**
  3. Provide support for maintaining the programs’ fiscal strength through the development of the annual budget, monitoring expenditures and leveraging resources with an emphasis on compliance with articulate priorities, elimination of waste, and efficiency of operations (SMP 3.1).
    - a) Leverage and manage program resources to effectively and efficiently provide a consistent range of services to approximately the same number of students while maintaining the ability to adjust the amount or type of service needed . **Ongoing through monthly one-on-one meetings with the Dean of Counseling Services, reviews of proposed budget with COD Fiscal Services and the Chancellor’s Office, and review of mid-year report with the Chancellor’s Office (EMP 5.3).**
  4. Model and emphasize team management as a basic management tenet of the programs (SMP 4.1).

- a) Assure consistency and quality of counseling and record keeping among the 2 full-time and 1 part-time counselors. **Ongoing through regular informal and formal staff meetings and email blasts, and review of files each term for record keeping and counseling documentation continuity (EMP 6.3).**
5. Continue to encourage, nurture, and support a college environment that fosters unity as well as recognizes and respects the creative potential and dignity of each individual in the college environment (SMP 4.4).
- a) Support and develop programming for professional development and training opportunities, both on and off campus for all staff members to improve program effectiveness and efficiency. **Ongoing through programs and events sponsored by COD departments, Chancellor's Office, UCs and CSUs, and regional EOPS/CARE groups. Specifically, EOPS/CARE staff attend the CCCEOPSA Annual Conference and the director attended the CCCC New Directors Training Workshop (EMP 6.1).**
- b) Host an Academic Recognition Celebration each semester to honor the achievements of students, with their respective family members in attendance. **Ongoing with events annually scheduled each November and May (EMP 6.1).**
- c) Facilitate and support an EOPS/CARE student club. **Ongoing with organizational meetings held and club charter application submitted each fall semester (EMP 6.1).**

#### ***Program/Service Accomplishments for 2017-2018***

- Issued EOPS Book Service Vouchers of \$250 for Fall Semester 2017 and \$150 for Spring Semester 2018 for all new and continuing EOPS/CARE students.
- Provided academic, financial aid, personal, career, and transfer counseling to students.
- Issued Academic Survival kits to all EOPS/CARE Students.
- Completed multi-semester EOPS/CARE Student Educational Plans (SEPs).
- Provided EOPS fee waivers for EOPS/CARE students transferring to CSU's and UC's and wrote letters of recommendation.
- Provided first priority registration for qualified EOPS/CARE students.
- Mandated progress reports of all students in fall and spring for early alert monitoring.
- Honored EOPS/CARE scholars, graduates, and those who earned certificates during Fall and Spring Academic Recognition Ceremonies.
- Provided caps and gowns for all graduating EOPS/CARE students.
- Conducted and increased outreach activities at EDGE/PLEDGE events.
- Held EOPS/CARE Advisory Committee meeting in both fall and spring-
- Provided CARE Grants for out-of-pocket child care costs to all eligible CARE students in the amount of \$850 for Fall Semester 2017 and \$775 for Spring Semester 2018.
- Provided Gas Cards to all eligible CARE students in the amount of \$200 for both Fall Semester 2017 and Spring Semester 2018.
- Collaborated with the Career/Transfer Center, Financial Aid Office, TASC, and other programs/services on and off campus to provide workshops for EOPS and CARE students.
- Sponsored two students to attend Region IX CARE Conference at CalPoly Pomona, and served on planning committee for same.

- Completed review of advising notes and other documentation in all student files within several weeks of each semester.
- Created an EOPS Textbook Loan library, providing about 130 textbooks and access codes for about 76 classes.
- Supplemented EOPS/CARE funding by:
  1. having Panera Bread cater the Spring 2018 Advisory Committee luncheon meeting.
  2. creating a COD Foundation EOPS/CARE account.
  3. having Trader Joe's provide 6 gift bags, each with \$25 worth of items, for support of workshops and events.

#### ***Student Success Data -Program/Service (source: Office of Institutional Research and CCCO Datamart)***

- A record number of 492 unduplicated EOPS/CARE students were served, or an increase of 1 (0.02%), of whom 77 were CARE students, an increase of 12 (18%) over the previous year.
- Dean's List and/or Honor Roll (3.0 or above GPA): 243 EOPS/CARE students (49%) during 2017-2018, only a decrease of 3 students from the previous year.
- 88% of EOPS/CARE students persisted from Fall 2017 to Spring 2018, compared to 86% from Fall 2016 to Spring 2017.
- The Spring 2018 Success Rate (the percentage of students earning a passing grade in all courses) for EOPS/CARE students was 80.3%, compared to 76.3% for Spring 2017.
- The Spring 2018 Retention Rate (the percentage of students staying enrolled in classes) for EOPS/CARE students was 89.6%, compared to 86.7% for Spring 2017.
- About 42% of the EOPS/CARE students earned at least 12 units Fall 2017, compared to about 21% and 18% of the first generation students and general population students, respectively.
- EOPS/CARE students earned a mean GPA of 2.86 Fall 2017 compared to 2.31 and 2.11 for first generation students and general population students, respectively.
- In 2017-2018, 101 EOPS/CARE students earned AA or AS degrees while 14 earned Certificates, a increase of 27 (36%) and 0 (0%), respectively, from the previous year.

#### ***Program/Service Challenges***

Challenges for the program include the following:

- Providing sufficient number of appointments for all students to complete their first counseling contact (S COMP SEP) by Week 6 of the semester.
- Scheduling counseling appointments proportionately to campuses where students are taking their classes.
- Scheduling counseling appointments between 4:00pm and 7:00pm.
- Providing "drop-in" counseling appointments.
- Scheduling available days and times, and motivating students to attend and take charge of activities sponsored by the EOPS/CARE Club.

#### ***Program/Service Objectives/Goals for 2017-2018***

1. **Met** - During counseling appointments, increase EOPS/CARE student understanding of the college catalog/catalog rights in regard to both Admissions & Records and Financial Aid policies and procedures and launch a survey, similar to the one utilized in General Counseling; thereby allowing for better SLO

outcome measures. Included in the program assessment will be a measure of the students' understanding, skill and use of assist.org for transfer preparation.

2. **Ongoing** - Develop and refine current websites to better meet the needs of our growing student base.
3. **Met** - Increase community based partnerships with organizations linked to helping our target populations served by the programs.
4. **Ongoing** - Increase the outreach and in-reach efforts and coordinate with campus-based outreach operations at Indio, Mecca-Thermal, and Palm Springs centers, to provide services to students attending the off-campus sites.
5. **Not met** - Incorporate the Foster Youth Services program into the EOPS program – a trend currently in place by the State Chancellor's Office under the CAFYES model so when additional funding becomes available, the FYS program can secure a more solid base of funding under the auspices of the 48-year old EOPS model. **NOTE:** The CAFYES application was not accepted, however, the number of FYS students accepted into EOPS totaled 23, 27, and 37 for Spring 2017, Fall 2017, and Fall 2018.
6. **Not met** - Host a Parents Workshop each semester to orient families to the goals and objective of EOPS/CARE and services available campus-wide.

#### ***Program/Service Objectives/Goals for 2018-2019***

- “Front-load” the appointment times for our adjunct counselor earlier in each semester to provide a sufficient number of appointments for all students to complete their first counseling contact (S COMP SEP) by Week 6 of the semester.
- Analyze students' class schedules through Informer reports to schedule an appropriate number of counseling appointments on all campuses, and at later times in the day and early evening.
- Shift and supplement program funds to provide “drop-in” counseling appointments.
- Assist the EOPS/CARE Club in developing a mentorship program for new EOPS/CARE students.

**Completed By: Steve Arbuckle**

**Date: 09/20/18**



**PROGRAM REVIEW UPDATE**  
**NOT APPLICABLE TO EOPS/CARE**

*Program Name:* \_\_\_\_\_

**1. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified) <sup>1</sup>**

List Staff Positions Needed for the upcoming Academic Year. Please justify and explain each faculty request based on rubric criteria for your college. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1. <u>Reason:</u>		
2. <u>Reason:</u>		
3. <u>Reason:</u>		
4. <u>Reason:</u>		
5. <u>Reason:</u>		
6. <u>Reason:</u>		

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New"

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<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

**Program Name:** \_\_\_\_\_

**2. Equipment (excluding technology) Needs Not Covered by Current Budget <sup>2</sup>**

List Equipment or Equipment Repair Needed for the upcoming academic year. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
<b>1.</b> <u>Reason:</u>				
<b>2.</b> <u>Reason:</u>				
<b>3.</b> <u>Reason:</u>				
<b>4.</b> <u>Reason:</u>				
<b>5.</b> <u>Reason:</u>				
<b>6.</b> <u>Reason:</u>				

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

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<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**Program Name:** \_\_\_\_\_

**3. Technology (Computers and equipment attached to them) ++  
Needs Not Covered by Current Budget: <sup>3</sup>**

*NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)*

EQUIPMENT REQUESTED Place items on list in order (rank) or importance.	New (N) or Replace ment (R)?	Program: New (N) or Continuing (C) ?	Location (i.e. Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
							Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification									
2. Usage / Justification									
3. Usage / Justification									
4. Usage / Justification									
5. Usage / Justification									

\* TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.

**++ Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.**

Remember to keep in mind your college’s prioritization rubrics when justifying your request.

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<sup>3</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “justification” section of this form.

**Program Name:** \_\_\_\_\_

**4. Facilities Needs Not Covered by Current Building or Remodeling Projects\*<sup>4</sup>**

<b>List Facility Needs for the upcoming academic year.</b> <b>(Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.</b>	<b>Annual TCO*</b>
	Total Cost of Request
<b>1.</b> <u>Reason:</u>	
<b>2.</b> <u>Reason:</u>	
<b>3.</b> <u>Reason:</u>	
<b>4.</b> <u>Reason:</u>	
<b>5.</b> <u>Reason:</u>	
<b>6.</b> <u>Reason:</u>	

\* Please contact your college VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

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<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

*Program Name:* \_\_\_\_\_

**5. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>5</sup>**

<b>List Professional Development Needs for the upcoming academic year.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<b>1.</b> <u>Reason:</u>			
<b>2.</b> <u>Reason:</u>			
<b>3.</b> <u>Reason:</u>			
<b>4.</b> <u>Reason:</u>			
<b>5.</b> <u>Reason:</u>			
<b>6.</b> <u>Reason:</u>			

\*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

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<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**Program Name:** \_\_\_\_\_

**6. Student Support Services (see definition below\*\*)**

Services needed by your Program over and above what is currently provided by student services at your college. These needs will be communicated to Student Services at your college<sup>6</sup>

<p><b>List Student Support Services Needs for the upcoming academic year.</b>                  Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>
<p><b>1.</b>  <u>Reason:</u></p>
<p><b>2.</b>  <u>Reason:</u></p>
<p><b>3.</b>  <u>Reason:</u></p>
<p><b>4.</b>  <u>Reason:</u></p>
<p><b>5.</b>  <u>Reason:</u></p>
<p><b>6.</b>  <u>Reason:</u></p>

\*\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

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<sup>6</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**Program Name:** \_\_\_\_\_

**7. Library Needs Not Covered by Current Library Holdings <sup>7</sup>**

Needed by the Program over and above what is currently provided. These needs will be communicated to the Library

<p><b>List Library Needs for the upcoming academic year.</b> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.</p>
<p><b>1.</b> <u>Reason:</u></p>
<p><b>2.</b> <u>Reason:</u></p>
<p><b>3.</b> <u>Reason:</u></p>
<p><b>4.</b> <u>Reason:</u></p>
<p><b>5.</b> <u>Reason:</u></p>
<p><b>6.</b> <u>Reason:</u></p>

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<sup>7</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.



**Program Name:** \_\_\_\_\_

**8. Learning Support Center Services Not Covered by Current budget \*.**

<b>List Learning Support Center Services Needs</b> If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.	<b>Total Cost of Requests</b> If the cost is the responsibility of an administrative unit you do not need to list it here.			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
<b>1.</b> <u>Reason:</u>				
<b>2.</b> <u>Reason:</u>				
<b>3.</b> <u>Reason:</u>				
<b>4.</b> <u>Reason:</u>				
<b>5.</b> <u>Reason:</u>				

\*It is recommended that you speak with your college IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

*Program Name:* \_\_\_\_\_

**9. OTHER NEEDS not covered by current budget <sup>8</sup>**

<b>List Other Needs that do not fit elsewhere.</b> Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

*Completed by:*

*Date:*

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<sup>8</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

