

Bakersfield College

2017 Program Review – Annual Update

Program Name: EOP&S, CARE, and CalWORKs

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The EOP&S, CARE and CalWORKs Programs at Bakersfield College support student success by providing a better understanding to open access and an awareness of resources, foster independence and being advocates for transformation. In general, the EOP&S, CARE and CalWORKs programs at Bakersfield College educates and embraces eligible students from diverse backgrounds through a foundation of mutual respect and understanding.

The program staff commit to the following actions:

- To eliminate barriers and ensure access to post-secondary education for all eligible students.
- To provide personal accessible services
- To facilitate the transfer and career placement of students
- To facilitate the successful completion of student educational goals and objectives
- To facilitate educational pathways
- To positively affect student self- concept, self-esteem and self-advocacy

Program Mission Statement:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Extended Opportunity Programs and Services (EOP&S)

The EOP&S Program encourages student success through enrollment and retention of students affected by language, social, and economic hardships by providing over and above services, which empowers students to achieve their educational objectives and goals.

Cooperative Agencies Resources for Education (CARE)

The CARE Program collaborates with the Kern County Department of Human Services providing opportunities for EOP&S students who are single head of household in an effort to strengthen students’ retention, graduation, and transfer rates to become economically self-sufficient.

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs Program collaborates with the Kern County Department of Human Services to provide supportive services and resources to students in transition to achieve long-term self-sufficiency and transform lives.

Progress on Program Goals:

A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Increase the number of students served by extending the recruitment efforts to high school seniors and by providing classroom presentations at BC freshman classes in partnership with the BC Outreach Department and the Southern	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: <u>November 2016 – April 2017</u> <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The extensive recruitment efforts made from November 2016 to April 2017 resulted in submission of over 2,900 completed applications from high school seniors and BC freshman students. The program started the AY2017-2018 with over 1,800 students compared to about 600 students around this same time last year. The collaboration with the Outreach Department, Cal-SOAP, and local high schools allowed the program to increase the number of students to be served in 2017-2018. Targeted student recruitment for CARE and CalWORKs is ongoing in partnership

San Joaquin Valley Cal-SOAP Consortium.			with the Department of Human Services.
2. Implement the first Annual Freshman Day event to serve as an official welcome to all incoming EOP&S freshman students.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>August 9-10, 2017</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The first annual Freshman Day was implemented on August 9-10, 2017 with 357 EOP&S freshman students in attendance. The next Freshman Day will include a parent component to encourage support for student success.
3. Offer the first Student Development (STDV) course specifically for first time freshmen EOP&S, CARE, and CalWORKs students.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Aug 19-Dec 9, 2017</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	The first STDV course for EOP&S students is currently being offered this fall 2017 semester. The goal is to increase the number of classes being offered to three by spring 2018.
4. Increase the number of students completing the three counseling contacts requirement for EOPS and additional contact requirements for CARE and CalWORKs.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	With the continued growth in the number of EOP&S students served, the program also increased the number of full-time Faculty Counselors from three to four. However, since two of the three required counseling contacts have to be with a Faculty Counselor, there is a great need to have more counseling hours in order to meet this goal.

B. List new or revised goals (if applicable)

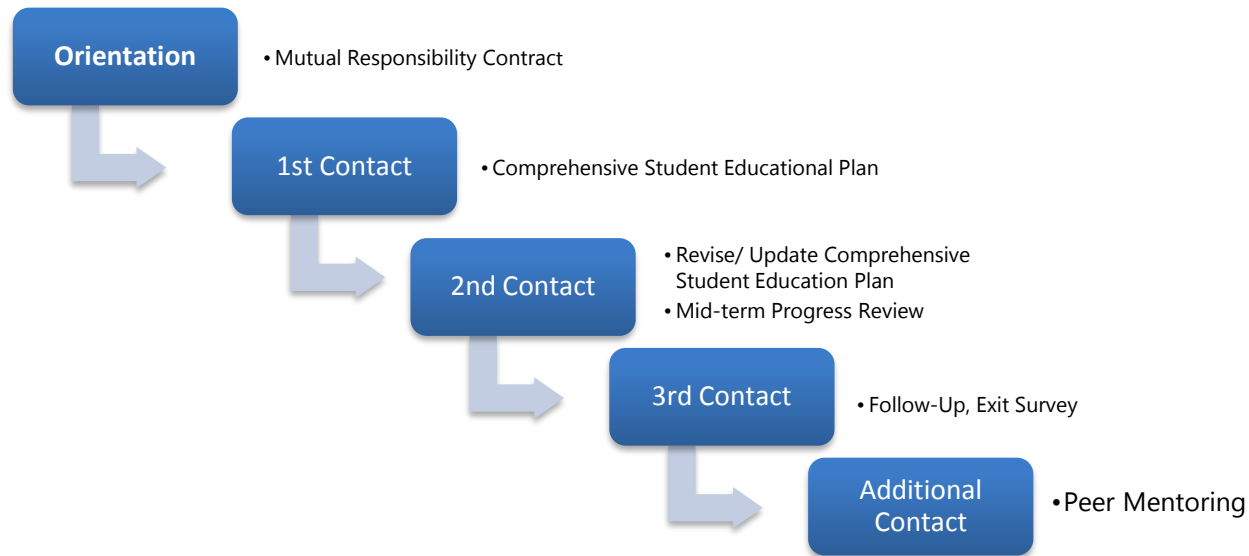
New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>1. Improve the marketing plan for the programs and develop on and off campus partnerships.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p>The EOP&S, CARE, and CalWORKs website was updated at the end of AY 2016-2017. All forms were updated; flyers and bookmarks were developed for outreach and recruitment purposes. This plan was effective as shown in the increased number of students served in AY 2017-2018. The new Director had established relationships with community and high school partners, which also helped throughout the recruitment process. Many of the high school counselors conducted an EOP&S application workshop on behalf of the Director.</p>
<p>2. Provide cross training among all staff to streamline the delivery of services and strengthen employee camaraderie and professionalism.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p>The EOP&S, CARE, and CalWORKs staff participated in a weeklong professional development training during the summer. During this training, all staff members were trained across all programs within the EOP&S group. There were presentations, team building activities, and hands on review process of program regulations in an effort to improve camaraderie and provide a greater understanding of program requirements and reasons for the streamlining of office policies to align with the state mandated program regulations. The Director conducts bi-weekly meetings to strengthen communication and relationships among staff.</p>
<p>3. Streamline office procedures to ensure that internal policies are aligned with state regulations.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p>The streamlining of office policies is an ongoing effort, which will continue to improve over time.</p>

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

- 1) The EOPS/CARE/CalWORKs programs requires students, at a minimum, to have three contacts during the semester. The consistency of these contacts and intrusive counseling allows for meaningful contact through on-going support and encouragement and establishing positive healthy rapport between student and counselors, which result in student success. In addition, students also have access to peer mentors who can relate to them and mentors are trained to address student questions. Research literature on student retention suggests that contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college (Heisserer & Parette, 2002).
- 2) At the start of each semester, students are provided a Comprehensive Student Educational Plan, which is reviewed by Faculty Counselors term by term. This educational plan equips students with a clear pathway to degree and goal completion whether it is a Certificate, Degree, or Transfer course work. The counselor along with the student has input map out the courses the student needs and in the process, the student learns and understand the courses they need and the duration to complete their educational goal whether it is a Certificate, Degree, or Transfer course work. By continuously assessing student educational goals and engaging students in their educational plan, their educational plans become more meaningful. Educational plans are reviewed and modified as needed each semester.
- 3) In addition to intrusive counseling contacts, other support systems in place are proactively monitoring student's progress through tracking of Academic Progress Reports, Academic Probation Follow-Up, and Registration Assistance for Priority Enrollment, Additional Tutoring Support, Educational/Life skills Workshops, Transfer Assistance, and University Campus Visits.

The following flow chart illustrates an overview of the process students in EOPS/CARE/CalWORKs follow during the semester. As long as the student remains eligible, this is a continuous procedure students follow each semester.



The following list shows additional support services provided to students during individual counseling sessions, workshops, or one-day events. The required contacts and integration of additional support services contribute to the success of the underrepresented groups being served.

- Registration Assistance for Priority Enrollment
- Academic Progress Reports
- Academic Probation Follow-Up
- Educational/Life Skills Workshop
- Career Counseling
- Transfer Assistance
- University Campus Visit

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

The headcount for EOP&S students seems to follow a predictive trend of a year of decrease followed by year of increase. The 2014-2015 year was a year of decrease, and then 2015-2016 was a year of increase. However, the trend was broken in 2016-2017 when the unduplicated student headcount continued to increase at 34% from previous year. At the start of 2017-2018, EOP&S has again increased at another 30% from last year. The continued growth of the program presented some challenges in meeting the state mandated three counseling contacts requirement and the ability for current classified staff to provide support to the increased number of students and Faculty Counselors. The SARS Reason Code Summary Report shows that we are behind with our 1st, 2nd, and 3rd counseling contacts.

Reason Code Summary Report

By Name - By Reason Code
7/1/2017 - 10/3/2017

Attendance: Attended Not Attended Not Marked Cancelled

Short Name	Reason Code / Course	Number of Student Contacts
AVASQUEZ		
	1ST_CONTACT	269
	2ND_CONTACT	16
	Total:	285
JSTAMBOOK		
	1ST_CONTACT	277
	2ND_CONTACT	18
	Total:	295
MROSAS		
	1ST_CONTACT	250
	2ND_CONTACT	25
	3RD_CONTACT	1
Total:	276	
VANESSA		
	1ST_CONTACT	264
	2ND_CONTACT	25
	Total:	289

1st Contacts: 1,060
2nd Contacts: 84
3rd Contacts: 1
Grand Total: 1,145

The program growth also presented some challenge in budgeting to accommodate the larger population of students with support in book vouchers and educational grants that have been part of the program services for many years. With the larger population of students, the program cannot equitably accommodate every student with monetary supportive services as it has in past years.

2017-18 Student Services Trend Data

Extended Opportunity Programs & Services (EOP&S)

Student Headcount, Unduplicated ¹	2012-13		2013-14		2014-15		2015-16		2016-17		Collegewide	
	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	2016-17	
EOP&S Students	714	--	939	32%	858	-9%	1,078	26%	1,443	34%	32,645	
Demographic Information												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender²												
Female	537	75%	698	74%	614	72%	777	72%	1004	70%	17,703	54%
Male	177	25%	241	26%	244	28%	299	28%	426	30%	14,501	44%
Age²												
19 & Younger	131	18%	257	27%	266	31%	384	36%	581	40%	11,844	36%
20-29	321	45%	400	43%	383	45%	468	43%	574	40%	14,739	45%
30-39	132	18%	149	16%	116	14%	126	12%	175	12%	3,611	11%
40 & Older	130	18%	133	14%	93	11%	100	9%	113	8%	2,449	8%
Ethnicity												
African American	95	13%	96	10%	65	8%	86	8%	106	7%	1,350	4%
American Indian	4	1%	1	0%	1	0%	2	0%	4	0%	126	0%
Asian/Filipino/Pacific Islander	14	2%	23	2%	26	3%	35	3%	57	4%	1,460	4%
Hispanic / Latino	470	66%	668	71%	648	76%	821	76%	1089	75%	22,002	67%
White	108	15%	119	13%	98	11%	108	10%	147	10%	6,452	20%
Two or more races	22	3%	30	3%	20	2%	26	2%	39	3%	862	3%
Not Reported	1	0%	2	0%					1	0%	391	1%

The headcount for CARE students has decreased steadily over the past few years. In 2016-2017, the unduplicated student headcount was not entered into MIS (Banner) due to the lack of support staffing. The numbers were entered after the deadline, which meant only receiving the 95% cap in budget allocations for 2017-2018. The CARE funding decreased due to this situation. The unduplicated student headcount for 2017-2018 was 79, which decreased 20% from previous year. We are currently ramping up efforts to increase the number of CARE participants.

2017-18 Student Services Trend Data

CARE

Student Headcount, Unduplicated ¹	2012-13		2013-14		2014-15		2015-16		2016-17		Collegewide	
	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	2016-17	
CARE Students	129	--	118	-9%	99	-16%	99	0%	0		32,645	
Demographic Information	#	%	#	%	#	%	#	%	#	%	#	%
Gender²												
Female	122	95%	112	95%	95	96%	94	95%	0		17,703	54%
Male	6	5%	6	5%	4	4%	5	5%	0		14,501	44%
Age²												
19 & Younger	8	6%	7	6%	6	6%	6	6%	0		11,844	36%
20-29	66	51%	63	53%	53	54%	53	54%	0		14,739	45%
30-39	43	33%	33	28%	34	34%	30	30%	0		3,611	11%
40 & Older	12	9%	15	13%	6	6%	10	10%	0		2,449	8%
Ethnicity												
African American	23	18%	20	17%	16	16%	15	15%	0		1,350	4%
American Indian	1	1%					1	1%	0		126	0%
Asian/Filipino/Pacific Islander					1	1%	1	1%	0		1,460	4%
Hispanic / Latino	83	64%	74	63%	66	67%	64	65%	0		22,002	67%
White	18	14%	20	17%	16	16%	17	17%	0		6,452	20%
Two or more races	4	3%	4	3%			1	1%	0		862	3%
Not Reported									0		391	1%

The student head count for CalWORKs students has steadily declined over the past few years. Efforts with CalWORKs recruitment has increased for 2017-2018.

2017-18 Student Services Trend Data

CalWORKS

Student Headcount, Unduplicated ¹	2012-13		2013-14		2014-15		2015-16		2016-17		Collegewide	
	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	2016-17	
CalWORKS Students	140	--	141	1%	130	-8%	100	-23%	81	-19%	32,645	
Demographic Information												
Gender²	#	%	#	%	#	%	#	%	#	%	#	%
Female	128	91%	133	94%	116	89%	94	94%	77	95%	17,703	54%
Male	11	8%	8	6%	14	11%	6	6%	4	5%	14,501	44%
Age²	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	11	8%	11	8%	7	5%	5	5%	1	1%	11,844	36%
20-29	91	65%	93	66%	79	61%	65	65%	56	69%	14,739	45%
30-39	32	23%	30	21%	37	28%	24	24%	20	25%	3,611	11%
40 & Older	6	4%	7	5%	7	5%	6	6%	4	5%	2,449	8%
Ethnicity	#	%	#	%	#	%	#	%	#	%	#	%
African American	13	9%	18	13%	18	14%	11	11%	10	12%	1,350	4%
American Indian	2	1%			1	1%			1	1%	126	0%
Asian/Filipino/Pacific Islander	2	1%			1	1%			1	1%	1,460	4%
Hispanic / Latino	99	71%	94	67%	85	65%	71	71%	58	72%	22,002	67%
White	23	16%	25	18%	24	18%	17	17%	9	11%	6,452	20%
Two or more races	1	1%	4	3%	1	1%	1	1%	2	2%	862	3%
Not Reported											391	1%

2. How does your trend data impact your decision making process for your program?

This process has led to the conclusion that there is a critical need for additional counseling staff and support staff to meet the student mandates as outlined in the categorical regulation. Increasing the three contacts mandate per students served leads to an additional full time counselor. The goal is to expand the EOP&S services to include academic support structures and the amount of students participating in the program to 2,000 students. Creating pathways and increasing case management loads needs adequate staffing. In addition to intrusive counseling techniques, there will be continued focus on the following:

- Additional tutoring hours
- Supervised Study Areas
- Freshman Days

- EOP&S Student Development Class
- Study Skills Workshops
- Technology assistance to students
- University Campus Tours

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

EOP&S has phenomenal Retention and Success rates as are evidence by the Institutional Research and Reporting data below.

2017-18 Student Services Trend Data

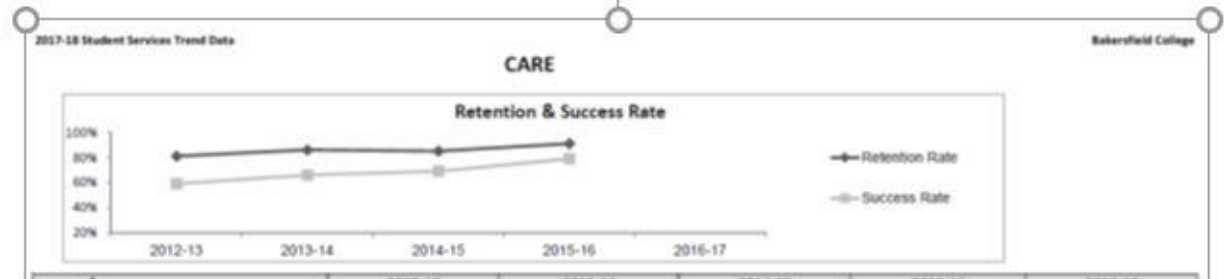
Extended Opportunity Programs & Services (EOP&S)

	2012-13	2013-14	2014-15	2015-16	2016-17	Collegewide 2016-17
Enrollments – Productivity - Outcomes						
Enrollment at Census ³	4,716	5,932	6,534	6,859	8,944	135,098
Average Enrollments/Student	6.6	6.3	7.6	6.4	6.2	4.1
FTES ⁴	508.8	641.4	744.0	778.4	1,018.7	15,822.9
Retention Rate ⁵	86%	88%	89%	90%	90%	89%
Success Rate ⁵	69%	72%	74%	72%	70%	71%



Both CARE Success and Retention rates have shown an increase from 2012-2013 and are on par with the Institution’s overall Success and retention rates. The retention and success rates were not posted this year due to the late submission of unduplicated student headcount but will be available by the next program review.

Enrollments – Productivity - Outcomes	2012-13	2013-14	2014-15	2015-16	2016-17	Collegewide
						2016-17
Enrollment at Census ³	812	703	624	597	0	135,098
Average Enrollments/Student	6.3	6.0	6.3	6.0	0.0	4.1
FTES ⁴	80.9	69.9	67.7	65.8	0.0	15,822.9
Retention Rate ⁵	81%	86%	85%	91%		89%
Success Rate ⁵	59%	66%	69%	79%		71%

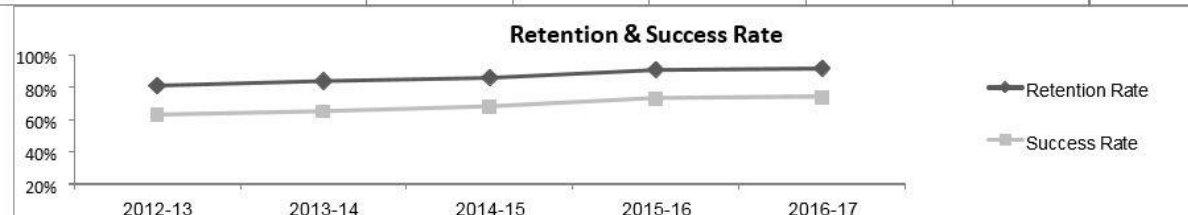


The Retention rate for CalWORKs students has continued to increase each academic year starting in 2012, and remains higher at 92% than the overall student retention rate for the campus. The success rate for CalWORKs students follows a similar trend and has also steadily increased from 2012-2013.

2017-18 Student Services Trend Data

CalWORKS

Enrollments – Productivity - Outcomes	2012-13	2013-14	2014-15	2015-16	2016-17	Collegewide
						2016-17
Enrollment at Census ³	796	772	756	524	428	135,098
Average Enrollments/Student	5.7	5.5	5.8	5.2	5.3	4.1
FTES ⁴	85.3	79.1	83.7	58.1	47.0	15,822.9
Retention Rate ⁵	81%	84%	86%	91%	92%	89%
Success Rate ⁵	63%	65%	68%	73%	74%	71%



4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

The predominant gender of EOPS students remains Female; however, there was a 2% increase in our male population for the 2016-2017 academic year. It appears that the male population of EOPS students may be slowly on the rise.

The EOP&S student population still consists primarily of students between the ages of 20-29; coming in at 40% of the program’s population in the 2016-2017 academic year. A steady increase must be noted for students falling between the ages of 19 and younger, with an even percentage change from previous year in 2016-2017. It appears that the EOPS student population of 40 and over has seen a steady decrease in students from 2012-2013.

The Hispanic student population for EOP&S students has seen a steady increase from 2012-2013; unfortunately, the African American population has seen a continued decrease from 2012-2013. However, both ethnic populations are still higher within the EOPS student population than they are institutionally. Increased efforts in African American recruitment through community partnerships was implemented in an effort to increase the number of students served from this ethnic population.

The CARE population, like EOP&S, primarily consists of females. In fact, 95% of the CARE population is female. The predominant age group among CARE students is between the ages of 20 and 29. The predominant ethnicity of this population is Hispanic / Latino. The African American Population for CARE students has decreased from 2012-2013. Yet, remains higher at 11% than the percentage of African Americans campus wide for the 2015-2016 academic year.

The CalWORKs student population consists primarily of female students. The predominant age group for CalWORKs students is between 20-29 years old; even with the group’s 6% decrease from the 2013-2014 academic year. An 8% increase can be noted for student ages 30-39 from 2013-2015.

The CalWORKs Student population primarily consists of Hispanic/Latino students. Both Hispanic/Latino and African American population had an increase of 1% in 2016-2017, but remains higher than the overall Hispanic/Latino and African American population at Bakersfield College.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i></p>	<p><input checked="" type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	<p>During AY 2016-2017, two full-time faculty counselors were hired through Equity and one more counselor was hired through SSSP. With the program growth, EOP&S/CARE/CalWORKs did not have sufficient funding to continue to pay for Adjunct Counselors. This year, with four full-time Faculty Counselors, each having 33 student contact hours, EOP&S is behind in</p>

		<p>meeting the three required counseling contacts. An additional full-time Faculty Counselor is being requested to meet the student contact mandate.</p> <p>An Educational Advisor focused on the CalWORKs program will ensure program growth, individualized student contacts, and effective programming.</p> <p>The Program Technician position will ensure that data submitted to the Chancellor's Office is accurate and that a new web-based database is instituted within three programs.</p>
<p>Professional Development: Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>Professional development was provided to all staff throughout the year. A summer professional development training improved staff productivity and camaraderie.</p> <p>The Director also provided a FAFSA training to all high school counselors in Kern County.</p>
<p>Facilities: If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</p>	<p><input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>Office space renovation and new furniture was approved and completed during summer 2017. The renovation provided additional office and service counter spaces, which improved the efficiency of processing appointments and decreased the time spent on assisting students.</p>
<p>Technology: If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?</p>	<p><input checked="" type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input checked="" type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>A few printers will be purchased with program funds as replacements for the non-functional student printer and counselors/management printers.</p> <p>The EOP&S/CARE/CalWORKs programs utilize the District's MIS system (Banner) for all reporting purposes to the State Chancellor's Office. The EOP&S/CARE programs needs an internal data system to be used for reporting and decision making purposes. The program has outgrown the current Access-based database utilized over the years.</p>

		<p>The EOP&S/CARE programs staff previously recommend and established the following: Implementation of SARS Texting Incorporated clickers in the orientation Incorporated videos during the orientations</p> <p>The EOP&S/CARE programs staff would like to recommend the following: Create an EOP&S/CARE/CalWORKs app Invest in a web-database to track student progress, program activities, book vouchers, etc.</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>The budget justifications will contribute to increased student success for EOP&S, CARE, CalWORKs as the program will have the ability to increase our unduplicated student headcount and provide the necessary counseling and administrative support for our students to succeed.</p> <p>There is also a need to fund additional book vouchers to accommodate the unduplicated headcount.</p>

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

Overall, The EOP&S/CARE/CalWORKs programs are moving forward with streamlining, accountability, student success, continuing to address equity, access, data tracking, analyzing data and intrusive follow-up services while remaining in compliance. Analyzing the data will help increase EOP&S/CARE/CalWORKs efforts aligning with advocacy for the students the program serve. The fact that EOP&S/CARE/CalWORKs receives state categorical funding on an annual basis allows the programs to support the campus with diversity enrollment, support services, equity, student success and direct aid to students. The increased in unduplicated student headcount affected the programs and the services offered as well as the ability to meet the state mandated three contact requirement. Adequate staffing is crucial in providing the services outlined in the mandates (counseling/advising and front/eligibility staff).

Currently, it is expected for the EOP&S program to serve 2,000 students (2017-2018). The program is aligned with the Student Equity Plan in serving the disproportionate impacted groups by providing a multitude of intrusive services.

- Foster Youth
- Veterans
- Economically Disadvantaged
- African American
- Hispanic Students

The goal is to increase the number of students served in the EOP&S program as well as incorporating academic support systems while maintaining the case management approach. Programmatic support services will include the following for all EOP&S students:

- Additional tutoring hours
- Supervised Study Areas
- Freshman Days
- EOP&S Student Development Class
- Study Skills Workshops
- Technology assistance to students
- University Campus Tours

Staffing will need to be in place to provide the mandated three contacts to EOP&S while increasing the students served. The following positions are proposed to meet the requirements of the grant:

- Full-Time EOP&S Counselor
- Full-Time CalWORKs Educational Advisor
- Full-Time EOPS/CARE/CalWORKs Program Technician

While focusing on the mission of EOP&S the emphasis will also be in assisting with the Student Equity plan in closing achievement gaps among the disproportionate impacted groups mentioned and whom EOP&S serves. With the collaboration and funding from the Equity and Inclusion Office, the EOP&S program will assist with the EOP&S student population in the following student success indicators:

Access:

- In collaboration assist in increasing the number of African American, Hispanic and Foster Youth students completing Comprehensive Student Educational Plans

ACTIVITIES	PROGRAM
Develop and monitor Comprehensive Student Educational Plans for all EOP&S students	EOP&S, CARE, CalWORKs
Engage in Outreach and Recruitment	EOP&S, CARE, CalWORKs
Provide intrusive follow-up services to all EOP&S students	EOP&S, CARE, CalWORKs
Incorporate EOP&S academic support services	EOP&S, CARE, CalWORKs
Open more STDV courses specifically for EOPS/CARE/CalWORKs students	EOP&S, CARE, CalWORKs

Course Completion

- In collaboration assist in increasing African American and Hispanic course completion and the 15 unit per semester milestone

ACTIVITIES	PROGRAM
Continue concerted EOP&S interventions; <ul style="list-style-type: none"> • Progress Reports • Early Alert • Peer Mentoring • Study Time • Additional Tutoring 	EOP&S, CARE, CalWORKs
Provide Transfer workshop and transfer services to all EOP&S students	EOP&S, CARE, CalWORKs
Continue to provide individualized intrusive support based on the EOP&S program curriculum:	EOP&S, CARE, CalWORKs

<ul style="list-style-type: none"> • Academic • Financial • Social • Personal 	
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ESL and Basic Skills Completion

- In collaboration assist in increasing remedial English and Math success for all EOP&S/CARE/CalWORKs students
- In collaboration assist with increasing the number of students completing Math and English during their first semester

ACTIVITIES	PROGRAM
Continue to provide Freshman Day sessions to incoming EOP&S students	EOP&S, CARE, CalWORKs
Continue to provide at-risk interventions while incorporating new academic support interventions	EOP&S, CARE, CalWORKs

Degree and Certificate Completion

- In collaboration assist in increasing the number of African Americans and Hispanic students achieving degrees/certificates

ACTIVITIES	PROGRAM
Develop units interventions at 30 and 48 units to align the CSEP with degree/certificate completion	EOP&S, CARE, CalWORKs
Develop a Career Assessment inventory for all EOP&S students	EOP&S, CARE, CalWORKs

Transfer

- In collaboration assist with increasing the transfer numbers of African American and Hispanic students

ACTIVITIES	PROGRAM

Incorporating tracking mechanisms to track EOP&S students who transfer using a web database	EOP&S, CARE, CalWORKs
Increase the use of the transfer center and transfer activities for all EOP&S students	EOP&S, CARE, CalWORKs
Increase the transfer workshops for all EOP&S students	EOP&S, CARE, CalWORKs

Priorities:

Priority 1: Increase the EOP&S student population 2,000 students (by increasing to 2,000: 6,000 contacts will have to be made each semester)

Priority 2: Address the staffing needs to provide mandated EOP&S, CARE, CalWORKs services

Priority 3: Develop, enhance and implement the academic support services

Priority 4: Provide EOP&S services to the disproportionate impacted groups as outlined in the Student Educational Plan