



2018-19 Program Review – Student Services

Berkeley City College

EOP&S/CARE

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

EOP&S

The mission of Extended Opportunity Programs and Services (EOPS) at Berkeley City College is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. EOPS provides students with services including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, tutoring, book grants, transfer assistance, workshops, and special cultural awareness activities.

CARE

The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide academic and financial assistance to students who are single heads of household with dependent children and receive CalWORKs and or TANF benefits. CARE students receive supplemental counseling and advisement services; assistance with child care and transportation; textbooks and school supplies; workshops, activities, or classes to enhance personal development, parenting or study skills; group support; peer networking; and information and referrals to campus and community based human services programs.

List your Faculty and/or Staff

EOPS / CARE Staff

Dr. Stacy Shears Vice President of Student Services, Manager; Brenda Johnson, Dean of Student Services, Director, Ramona Butler Coordinator; Alejandra Oseguera, Counselor, Tauheeda Alexander, Clerical Assistant II

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Improve Student Success and Retention:

The need of counseling services continues to be high among students. Not all students are able to schedule an appointment that best fits their schedule. We work around this challenge by providing phone appointments when available. An additional part-time counselor is needed to ensure late afternoon and evening students have access to counseling services. **BCC GOAL I**

Comprehensive Tutoring Services

Providing comprehensive tutoring services to students in math, English, and science courses is a priority for EOPS/CARE students. Currently we have student tutors that work around their school schedule which is not enough to support program demands.

Employee Training

Establish dates and times for monthly training for classified, faculty and student employees to ensure everyone has current information on the program activities, campus technological updates and events, and identify areas of improvement.

Student Engagement

Increase efforts to encourage student engagement on campus:
Develop pathways for students to become aware of BCC programs and services, engage students in campus activities, and encourage students’ participation in transfer based events and programs.

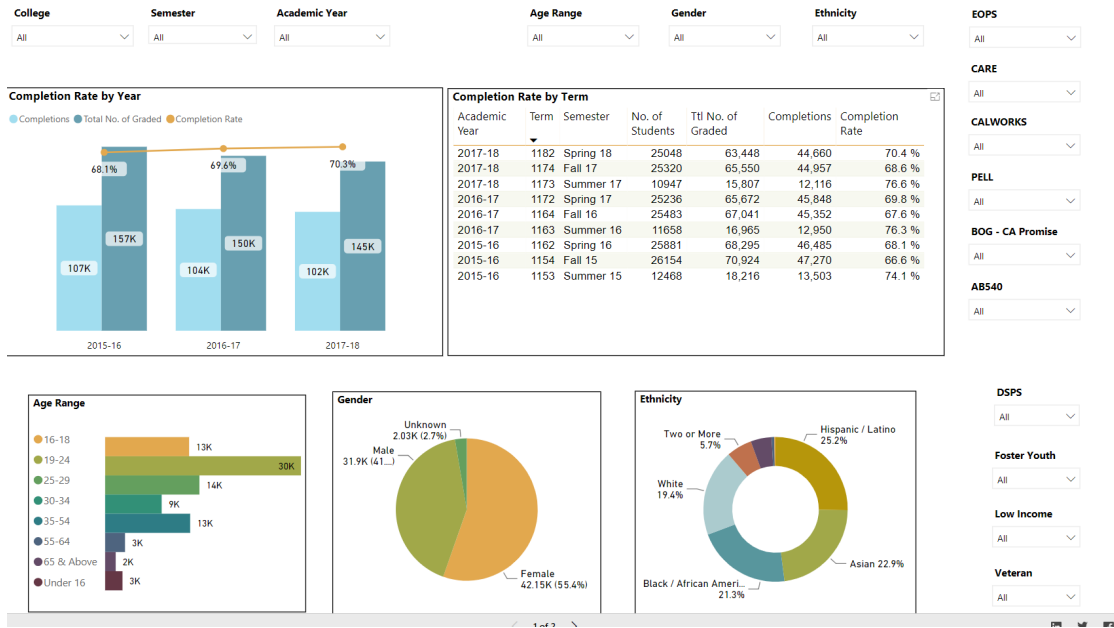
Collaboration

Expand collaboration with community partners and sister colleges to enhance EOPS/CARE services.

Describe your current utilization of facilities, including labs and other space

The EOPS/CARE program utilizes our current area to store files, books, and supplies.

Students Served



Special Populations Power BI dashboard

Please enter your College Mission Statement

Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

Please enter your Student Services Mission Statement

The mission of the Office of Student Services at Berkeley City College is to provide comprehensive, high quality programs, services, and guidance which enhance student access and contribute to the success of our students. Our goal is to empower students to make informed decisions that will facilitate their learning and achieve their goals

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission

EOPS program essential functions are tied to our mission which is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. Our moto of “over and above” allows us to provide additional support to our program participants including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, tutoring, book grants, transfer assistance, workshops, and special cultural awareness activities.

Like EOPS, Cooperative Agencies Resources for Education (CARE), a supplemental program's essential mission is to provide academic and financial assistance to students who are single heads of household with at least one dependent child under age 18 and receive CalWORKs and or TANF benefits. CARE "over and above" services include all EOPS services and assistance with child care and transportation along with workshops, activities, or classes designed to enhance personal development, and parenting support.

"Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives..."

After attending the EOPS/CARE New Student / Continuing Student orientations, students will be able to **a)** identify services available to them as EOPS/CARE participants; **b)** understand their responsibilities as EOPS/CARE students; **c)** identify the different academic programs, and student services available to them at Berkeley City College.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The goal of EOPS/CARE is to support all program participants during their academic career at Berkeley City College. All new EOPS and CARE students attend mandatory EOPS/CARE orientations to familiarize them with the programs, services, regulations, college catalog, academic standards, financial aid procedures, transfer to UCs/CSUs, and student success programs, such as, DSPS, NextUp, CalWORKs, Umoja ASBCC, Transfer Alliance Project (TAP), Transfer Guarantee Admission (TAG) and UC Berkeley's Stiles Hall. These relationships give collaborative support to students, which allow them to pull from campus and community resources while working towards their academic goals of certificate /degree, and transfer.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program or administrative unit provides.

The EOPS program provides services over and above what the college campus already offers. State and Federal laws which include funding can dictate the number of students that EOPS/CARE serves and what services we are able to provide. EOPS implementation guidelines as indicated in the California Education Code, Title V regulations, require EOPS/CARE to institute an Advisory Board Committee. The advisory board is made up of community partners, campus administrators, staff and faculty, CSU and UC student services department representatives, and student mentors. Recommendations from the board allow the program to recalibrate services in order to maximize student support.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veterans' status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

Department or Program Name: EOPS/ CARE	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Total Students Served (Headcount) EOPS / CARE	255 / 14	269 / 11	295 / 9
Gender: Male	83 / 0	97 / 0	117 / 0
Gender: Female	158 / 14	162 / 11	167 / 0
Gender: Unreported	0	0	3/0
Age: ≤ 19 years	76/0	83/0	92/0
Age: 20 -24	76/1	93/3	103/3
Age: 25 – 29	23/7	26/4	27/1
Age: 30 – 39	26/5	25/3	27/4
Age: 40 – 49	19/1	15/1	20/1
Age: ≥50	21/	17	18/
Ethnicity: African-American/Black	73 / 6	93 / 6	82 / 7
Ethnicity: Asian/Pacific Islander	0/ 0	/1	63/ 1
Ethnicity: Hispanic/Latina/Latino	62 / 4	59/ 3	49 / 1
Ethnicity: Native American	1/0	0	0
Ethnicity: Two or more races	16 / 1	3/ 0	21 / 0
Ethnicity: White	38 / 1	39/ 0	45/ 0
Ethnicity: Unreported	14 /2	10/ 1	10 / 0
New Students Disabled	23/1	21/1	22/0

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

The EOPS/CARE programs provide SSSP services as part of state requirements. Once students are accepted to the program they attend a New/ Continuing student orientation, counseling and advisement, and follow up support services

Please provide the following information about these specific SSSP services, as applicable, for students in your program or college over the past three years:

# of student that completed orientation	2015-2016 : <u>255 students</u> 2016-2017: <u>269 students</u> 2017-2018: <u>295 students</u>
# of students that completed assessment	N/A
# of completed Student Educational Plans (SEPs)	All program participants have a Comprehensive SEP
# of Abbreviated versus Comprehensive SEPs	N/A
Total # of follow-up services	EOPS/CARE programs require that all participants attend three counseling appointments during the semester to ensure that they develop a comprehensive SEP, mid-term progress evaluation, a wellness check, and registration assistance when needed. Once a student is ready for transfer the EOPS/CARE counselor will assist students with transfer options.

What has your service area done over the last 2-3 years to improve SSSP services?

The EOPS/CARE program counselors and staff attend Counseling Division, and Student Services Council meetings to review SSSP objectives. Program staff use SARS to accurately track student appointments and follow up when necessary with students and campus partners to ensure that students are supported under SSSP guidelines.

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Total FTEF faculty for the program (Counselor)	<u>1</u>
Classified staff (Coordinator & Clerical Assistant II)	<u>2</u>
Administrative staff: (Manager & Director)	<u>2</u>
Student Employee (Clerical, Tutors, Peer Advisors)	<u>8</u>

Students Served – Assessment

List your Service area outcomes

As a result of the personalized program services and the regular follow-up provided by EOPS/CARE staff, students will learn to utilize the EOPS/CARE program by completing the three mandated counseling contacts, submit mid-semester progress reports, participate in priority registration, and utilize book voucher services in a timely manner.

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

Information about the EOPS / CARE program outcomes can be found within Berkeley City College’s Student Services Assessment and action plan PDF document

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/EOPSCARE-Assessment-and-Action-Plan.pdf>

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

EOPS/CARE Counselors have modified the orientation services to focus more intently on the Golden Four CSU entrance requirements.

- 1) Oral Communication
- 2) Critical thinking
- 3) Written communication
- 4) Math concepts
- 5)

EOPS/CARE allows counselor approved phone appointments to assist students who may not be able to come to campus.

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

Plan 1. Update our EOPS Application and Mutual Responsibility Contract

Plan 2. Continue exploring how the program can maximize book services.

Plan 3. Continue to assess our services and improve based on program needs

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

The EOPS/CARE program administered a student survey at the beginning of the semester to assess the effectiveness of academic support to students, and to determine effectiveness in disseminating information about program requirements, and campus and community resources. An additional survey was given to students as a follow up to determine if there was a difference between new and continuing student understanding of program services. As a result of the surveys EOPS/ CARE staff and faculty were able to implement additional professional development opportunities, streamline services for program participants and create a more comprehensive orientation. Examples include

- Spend additional time reviewing the Mutual Responsibility Contract

- Increase the numbers of reminders, emails, automatic phone calls, and text messages students receive for submission of their progress reports, priority registration, and courteous reminder calls for counseling appointments, workshops and other important academic related information.
- Extend lab hours for evening students.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

The EOPS program's effectiveness is based on student success as indicated in our MIS Data, Degree and Transfer data provided by our program counselors to our District Admissions and Records department.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The EOPS/CARE program coordinator, counselors, and clerical staff engage in all institutional efforts to recruit, register and enroll new and returning students to the college. Through verbal and written materials the EOPS/CARE program is able to provide program information and confirm program eligibility.

Committees and department participation include:

- Assessment & Orientation
- Admissions and Records
- Disable Students Programs & Services (DSPS)
- Financial Aid
- General Counseling meetings
- College Roundtable
- PERSIST & PERSIST to College
- UMOJA community program
- SSSP Committee
- Student Equity Committee
- Student Services Council
- Student Activities and Student Life

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The EOPS/ CARE program engages in outreach activities in an effort to support incoming students. By utilizing relationships with community partners and the campus' Student Services Departments the EOPS / CARE program is able to collaborate for student enrollment and program eligibility.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The EOPS /CARE program makes training available to all adjunct faculty members. Training can include

- Professional Development opportunities
- Campus Counseling Department meetings
- State of California Trainings
- EOPS/CARE Advisory Committee meetings

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	.5 Clerical Assistant 1.0 Classified Math tutor .5 Classified English tutor	33,000.00 10,000.00 10,000.00	2000.00 700.00 700.00	35000.00 17,000.00 17,000.00
Personnel: Student Worker	2 student workers for clerical support 3 student tutors- 2 Math 1 English	20,000.00	500.00	20,500.00
Personnel: Part Time Faculty	.5 Counselor	35,000.00	23,000.00	58000.00
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Software and system update trainings to improve job performance, customer service, other professional development offerings / Professional Development is an important part of EOPS/CARE program continued improvement and success. Needed trainings include <ul style="list-style-type: none"> • Customer Service • Technology to improve job performance <ol style="list-style-type: none"> I. Microsoft Office II. SARS / Starfish III. PeopleSoft IV. Outlook 365 V. Adobe Acrobat Pro 	7,000.00
Professional Development: Personal/Individual PD needed	Stress management, Self-Care, Communication verbal and nonverbal cultural competency and sensitivity.	

Prioritized Resource Requests Summary - continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies	Printer paper, printer ink cartridges,/ The EOPS/CARE program needs the college to provide funds for ink cartages, print paper and other necessary items as EOPS	1,500.00

	budget is limited and unable to meet the increasing demand of the computer lab supplies.	
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Secure online database for application submission / To streamline admission process, EOPS/CARE needs a secure software system to make the EOPS/CARE application available online. This will allow students to submit their application online, upload supporting documents, have access to check application status and schedule their mandatory EOPS/CARE new student orientation online.	1,500.00
Technology & Equipment: Replacement	Two workstations, one multi-function printer. The EOPS Front desk needs updated computers: Currently the front desk is equipped with three PCs, one for the clerical staff and two computers for student aides. The two computers that our student employees use are outdated, slow, and do not support the use of current updated online programs and software. Those computers need to be replaced with new PCs for improvement in timely completion of projects and maintain best customer service. EOPS/CARE program also requests one additional heavy duty printer for student usage in the computer lab. Currently the EOPS/CARE program has one heavy duty printer and one small inkjet printer that barely meet the needs of students.	15,000.00

Prioritized Resource Requests Summary – continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other	Storage space for EOPS/CARE files and supplies / The EOPS/ CARE program is in need of a storage room to store old students' files, outdated textbooks from the EOPS/CARE Book Loan program, and supplies. Currently our storage space is behind a classroom with limited access for staff.	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost

OTHER		
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