# Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

**COLLEGE OF ALAMEDA
EOPS/CARE Program Review Report**

**Fall 2016**

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# COLLEGE OF ALAMEDA
# EOPS/CARE Program Review Report

1. **College: Alameda**

   **Department, Program or Administrative Unit: Student Services EOPS/CARE**

   **Date:  September 27, 2016**

   **Members of the Program Review Team:  Toni Cook, Mary Shaughnessy, Charles Washington**
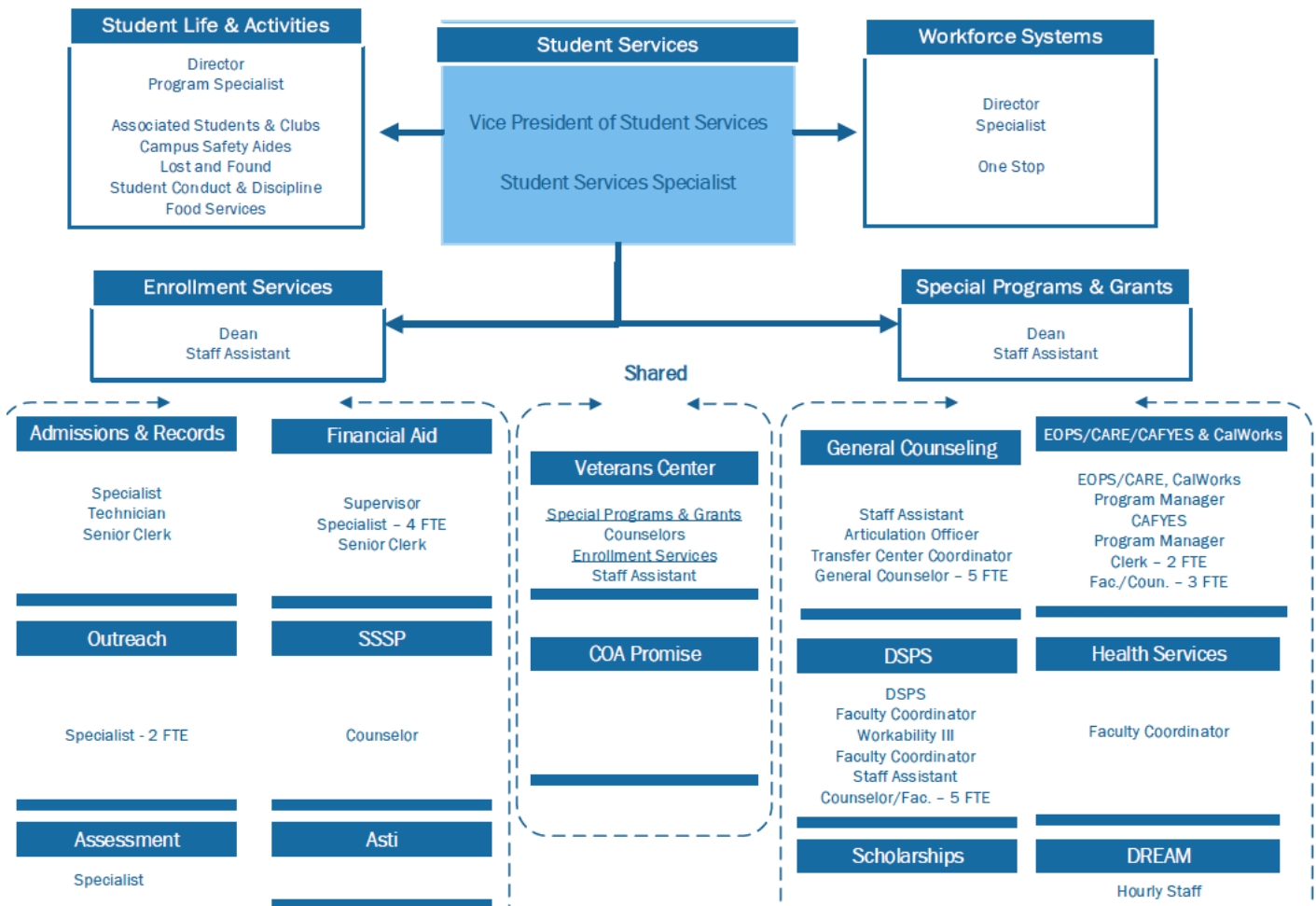
   **Members of the Validation Team:  Toni Cook, Mary Shaughnessy, Marissa Nakano**

2. **Narrative Description:  Educational Opportunity Programs and Services (EOPS**) program is for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers.  The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities. Also, students are assisted with admissions and financial aid applications to four-year institutions.

   **The Cooperative Agencies Resources for Education (CARE**) program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle."  As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population.  Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals.  Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options.

3. **Organizational Chart:**

Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.

**Student Life & Activities**
Director
Program Specialist

Associated Students & Clubs
Campus Safety Aides
Lost and Found
Student Conduct & Discipline
Food Services

**Student Services**
Vice President of Student Services

Student Services Specialist

**Workforce Systems**
Director
Specialist

One Stop

**Enrollment Services**
Dean
Staff Assistant

**Special Programs & Grants**
Dean
Staff Assistant

Shared

**Admissions & Records**
Specialist
Technician
Senior Clerk

**Outreach**
Specialist - 2 FTE

**Assessment**
Specialist

**Financial Aid**
Supervisor
Specialist – 4 FTE
Senior Clerk

**SSSP**
Counselor

**Asti**

**Veterans Center**
Special Programs & Grants
Counselors
Enrollment Services
Staff Assistant

**COA Promise**

**General Counseling**
Staff Assistant
Articulation Officer
Transfer Center Coordinator
General Counselor – 5 FTE

**DSPS**
DSPS
Faculty Coordinator
Workability III
Faculty Coordinator
Staff Assistant
Counselor/Fac. – 5 FTE

**Scholarships**

**EOPS/CARE/CAFYES & CalWorks**
EOPS/CARE, CalWorks
Program Manager
CAFYES
Program Manager
Clerk – 2 FTE
Fac./Coun. – 3 FTE

**Health Services**
Faculty Coordinator

**DREAM**
Hourly Staff

Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

The EOPS/CARE program has a collaborative relationship with the Dean, Enrollment Services, as well as the program areas under her supervision; which includes Assessment, Outreach, Admissions and Records and Financial Aid. In addition, the EOPS/CARE program continues to enjoy an excellent relationship the newly appointed Vice President of Student Services, Director of Student Activities and Campus Life, as well as other student services such as CalWORKs, DSPS, and Transfer Center. The program enjoys a collaborative and cooperative relationship with the campus Wellness Center. The Dean of Special Programs and Grants continues to exhibit a collaborative relationship with the Vice President of Instruction, and the two Instructional Divisions, Learning Communities, as well as the "One Stop" Career Center. Given the restrictive nature of categorical programs, the Dean, Special Programs & Grants, and the EOPS/CARE Program Manager meets regularly with the Budget Administrator.

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

The 2015-2016 EOPS/CARE application represented a restoration of 95% of the funding previous received before the 2009-2010 decrease. As such, EOPS/CARE officials in the state chancellor's office have underscored the importance of each campus adhering to the EOPS Title 5 regulation, Article 3. Program Standards, 56230 Full Time Director. "Each college receiving EOPS funds shall employ a full-time EOPS director to directly manage and/or coordinate the daily operation of the programs and services offered, and to supervise and/or coordinate the staff assigned to perform EOPS activities. Colleges having less than full-time EOPS director positions may continue such positions upon approval of the

Chancellor. The Chancellor shall consider the number of students served, the size of the EOPS budget, and the scope and level of services offered when approving requests for less than full-time EOPS director positions."

The EOPS/CARE program continues to meet the required two times with the Advisory Board. The terms for several members has expired, and the two EOPS/CARE students have graduated. The Dean will conference with the VPSS to make new suggestions for member on the advisory committee.

## 4. Student Demographic Data:[i]

For Departments and Programs, please enter the following demographic data for the past three years.

| Department or Program Name: **EOPS/CARE** | Year 1 2013-2014 | Year 2 2014-2015 | Year 3 2015-2016 | % Change (year 1 to year 3) |
|---|---|---|---|---|
| Total Students Served (Headcount) | 596 | 564 | 648 | 8.7% |
| Gender:  Male | 208 | 191 | 229 | 10% |
| Gender:  Female | 343 | 367 | 419 | 22% |
| Gender:  Unreported | 45 | 6 | -0- | 86.6% |
| Age: 18 & 19 | 191 | 144 | 167 | -12.5% |
| Age: 20 -24 | 193 | 177 | 211 | 9% |
| Age: 25 - 29 | 52 | 76 | 73 | 4% |
| Age: 30 - 39 | 49 | 75 | 86 | 75% |
| Age: 40 - 49 | 44 | 56 | 72 | 63.6% |
| Age: ≥50 | 31 | 36 | 39 | 25.8% |
| Ethnicity: African-American/Black | 210 | 190 | 181 | -13.8% |
| Ethnicity: Asian | 178 | 192 | 246 | 38% |
| Ethnicity: Hispanic/Latina/Latino | 100 | 86 | 94 | -6% |
| Ethnicity:  Native American/Pacific Islander | 4 | 2 | 2 | -50% |
| Ethnicity:  Filipino | 17 | 14 | 14 | 17.6% |
| Ethnicity:  White | 23 | 29 | 50 | 117% |
| Ethnicity:  Two or More Races | 25 | 25 | 27 | 8% |
| Ethnicity:  Unknown/Non-Respondent | 29 | 26 | 32 | 10% |
| Special Populations:  current or former foster youth | 13 | 17 | 20[ii] | 53.8% |
| Special Populations:  Veterans | -0- | -0- | -0- | -0- |
| Special Populations: students with disabilities | 34 | 39 | 44 | 29% |

- Using the data entered for your program, briefly explain the changes in students served for the past three years.

  The most dramatic shift over the past three years is that of African Americans. Over the last three years, the African American population has decreased 13%; and the most dramatic increase, 38%, is the Asian population. There continues to be a noticeable increase in the number of students whose age range is 40-49 years. With the advent of the CAFYES program in the Spring 2015 semester, there should be a noticeable increase in number of foster youth students receiving services; especially since the aforementioned program is a module of EOPS/CARE and its guidelines/regulations are relatively the same.

## 5. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report, if applicable, for your department, program or administrative unit.

*Questions:*

- How does your program ensure that students are aware of the program level outcomes and/or service area outcomes for your area?

  **EOPS/CARE**
  **Demonstrate information competency - Activities**: Students are given information about EOPS/CARE program requirements that is offered during the first two weeks of each semester, During each orientation meeting, the Mutual Responsibility Contract (MRC) is read and discussed as it is important to underscore that the EOPS/CARE program is not a "book program," – it is a counseling program:  And each student in the program is required to meet with their respective counselor three times per semester.

  **Develop self-awareness and confidence - Activities** - New student orientation; and reading, discussing and compliance with the provisions of the Mutual Responsibility Contract.

  **Demonstrate technological literacy - Activities** - On-line selection of classes during the priority registration period; email communication between EOPS/CARE program officials and students; and usage of technology to carry out non-school related activities such as on-line banking.

  Where are the program level outcomes and/or service area outcomes published?  If they are on a website, please include a live link to the page where they can be found.

  **http://alameda.peralta.edu/eops-care/eopscare-student-learning-outcomes/**

- Briefly describe at least two of the **most significant changes/improvements** your program 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 program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  **Improvement 1**. Priority registration continues to be a service provided to EOPS/CARE students. Even though Section 58108 of Article 1, of Subchapter 2, of Chapter 9, of Division 6, of Title 5, of the California Code of Regulations, was amended during the 2011-2012 legislative session to include other student groups, EOPS/CARE students retained their priority enrollment "level 1" status per March 12, 2014 memo from Linda Michalowski, Vice Chancellor Student Services and Special Programs.  Therefore, once the "priority enrollment" date is established the EOPS/CARE Program Manager and the counselors engage in a "campaign" like manner to notify students via email, EOPS/CARE website, and College of Alameda "Facebook" page of the importance of taking advantage of this service.

  **Improvement 2.**  With the 23% increase of the EOPS allocation 2014-2015, COA was able to hire a new full time counselor.  This insured that EOPS/CARE counselors continued to meet with students the required three appointments per semester.  In addition, implementation and usage of the SARS grid in 2007 and the call system in 2008 continues to enhance each counselor's ability to effectively track, monitor and contact students to ensure that they complete the Title V requirement of meeting with their respective counselor three times each semester.  This, combined, with enforcement of the Mutual Responsibility Contract, distribution and return of the Academic Performance Report, are the primary methods used to address issues of performance, as well as persistence and retention.

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process.  Please state the program level outcome and/or service area outcome and attach the data from the "Assessment Findings and Action Plan" section of TaskStream, if applicable, for each example.

  **Plan 1**.  2013 and 2014 Student Success Score Card clearly indicates that the two populations who come least prepared for college work at College of Alameda are African Americans and Hispanics.  With the availability of

increased EOPS/CARE resources, combined with Equity and CAFYES, the opportunity to create an integrated approach to raising the achievement of the African American population requiring the support of all of the aforementioned programs should significantly increase.

**Plan 2. Serving more Effectively Emancipated Foster Youth** – With the acquisition of the CAFYES resources, EOPS/CARE is in the process of developing a more effective strategy to recruit and serve emancipated foster youth.

- Describe your programs participation in assessment of <u>institutional level</u> outcomes (ILOs).

    The importance of ILOs, as well as the program's Student Learning Outcomes are discussed in the program's faculty/staff meetings, the annual retreat, and individually with the Dean, as well as informally among each other.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the "Goal Alignment Summary" from TaskStream, if applicable.

    **Students will demonstrate information competency (ILO 1: Problem Solving & Decision Making)**
    **Students will develop self-awareness and confidence (ILO 4) Engage in respectful interpersonal communication**
    **Students will demonstrate technological literacy (ILO 1: Problem Solving & Decision Making)**

- What do members of your program do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

    There are regular EOPS/CARE staff meetings in which the service area outcomes are discussed. Of particular importance is the means of assessment that will be used to measure the outcome, and the results of the assessment. For example, with the increased emphasis on technology, there was agreement to include in the student survey a question that asked what kinds of technological equipment students had. What was discovered was that an overwhelming majority of the students had access to a computer, but less than 48% had access to a printer. In a more recent survey, staff discovered that 97% of the students had a cell phone; however, only 71% had what is referred to as a "smart phone."

- 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 COA EOPS/CARE program has not initiated a student satisfaction survey within the last three years. With the 2009-2010 in Fund 1 resources, one of the first employees to be eliminated was the campus-based Researcher. However, the implications of the 2014 Community College Survey of Student Engagement (CCSSE), survey was with EOPS/CARE counselors and/or in the unit's staff meetings.

- 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 COA EOPS/CARE program actively encourages students to participate in a variety of student activities; as well as achieve academically. For example, a majority of the ASCOA Senators for the past three years are EOPS/CARE and/or CalWORKs students; and a sizable number of students have been sponsored members into the Phi Theta Kappa honor society. During the 2013-2014, 2014-2015 and 2015-2016 academic years, the size of the graduating class continues to increase; and a sizable number of students continue to be recipients of the President's Medallion. The valedictorian for the 2015-2016 class was an EOPS student who had an earned GPA of 4.0

**6. Student Success and Student Equity:**

**For Specialized Support Services Programs:**

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?

  EOPS/CARE does not offer any classes. However, COA Course Completion rates for the populations that command the focus of EOPS/CARE are described on page 50 of the College of Alameda 2015-2016 Student Equity Plan.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  **Discussion**: *The July 15, 2016 Analyses of Achievement Gaps for African American and Hispanic Students* conducted by the Peralta Community College District Department of Institutional Research states "students participating in EOPS demonstrate higher overall course success rates in comparison to nonparticipants across the 4 colleges (average of 1.7% to 7.2% higher." Page 9. African American students participating in EOPS exhibit higher overall course success and retention rates in comparison to nonparticipating African American students at all 4 colleges. Page 12.

  There is a more extensive discussion (pages 42-60) pertaining to course completion rates in the COA Student Equity Plan. What is most discerning is the comparative information pertaining to distance education. "The overall COA success rate for students in distance education is 65.25%. Among all COA students in distance education, African Americans are the only group below the Proportionality Index threshold of .85 for course completion at .71. This represents a 41.20% success rate compared to White Non-Hispanic students at 69.54%.

  Among all COA students in non-distance education, African Americans and American Indians /Alaskan Natives are below the Proportionality Index threshold of .85 for course completion at.83 and .77 respectively. This represents a 55.59% success rate for African Americans and51.68% for American Indians / Alaskan Natives compared to White Non-Hispanic students at71.52%.

  The overall COA success rate for students in non-distance education is 66.99%. For students with low incomes in distance education coursework the success rate is 61.82 compared to68.67 for students not identified as low income. The success rate for students not identified as foster youth is 66.20 while the success rate of non-distance education foster youth is 52.23." p. 42,
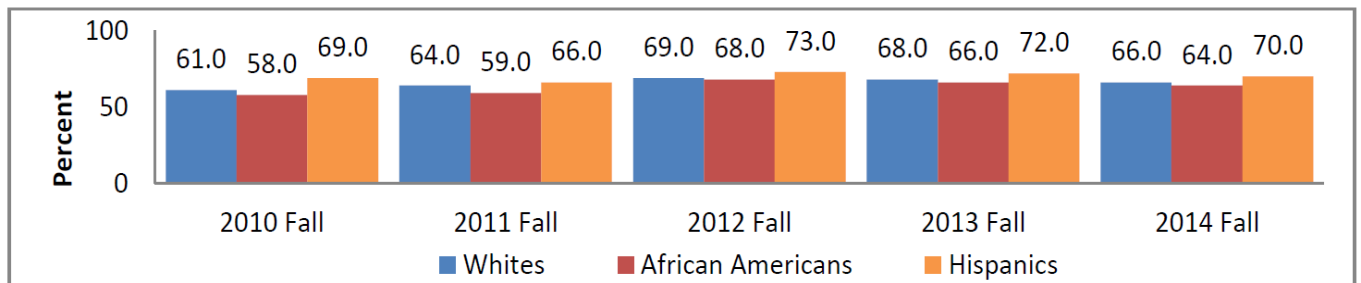
- Briefly describe the program's overall retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the program's retention rate compare to the district retention standard?
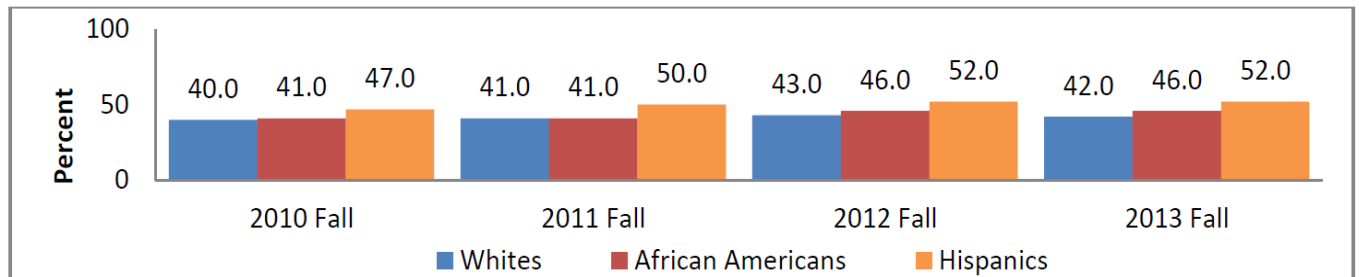
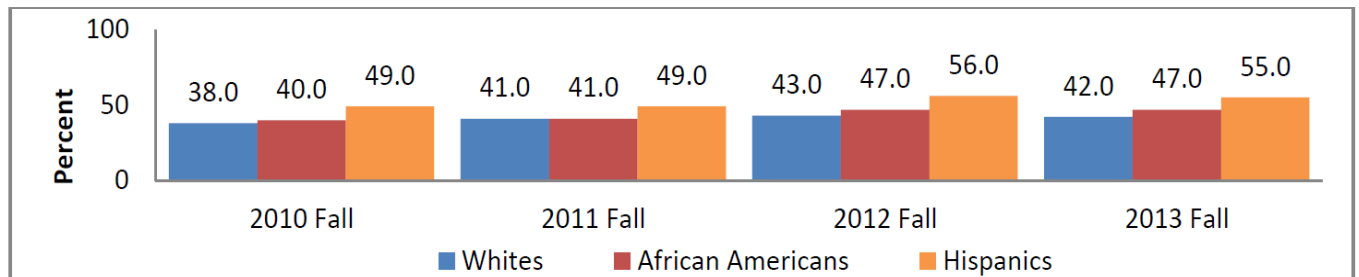**Fall to Spring Retention**

PCCD
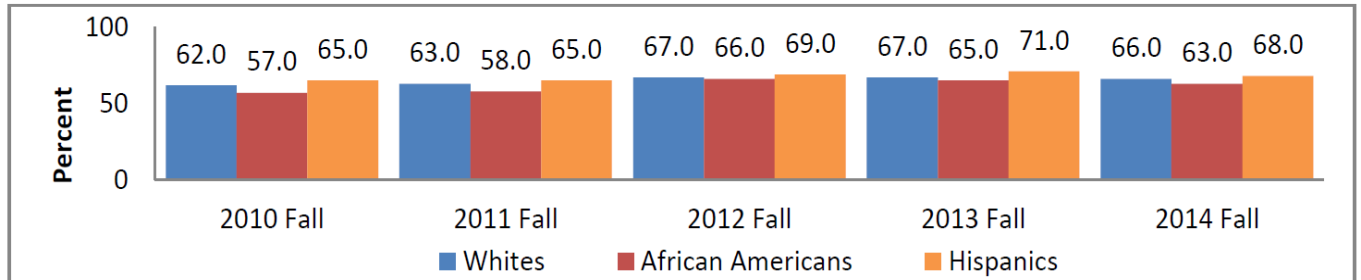


Alameda



*July 15, 2016 Analyses of Achievement Gaps for African American and Hispanic Students,* Peralta Community College District Department of Institutional Research, page 19

**Fall to Fall Retention**

PCCD



Alameda



*July 15, 2016 Analyses of Achievement Gaps for African American and Hispanic Students,* Peralta Community College District Department of Institutional Research, page 20

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- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  For the Fall to Spring retention rate, students participating in EOPS manifest higher retention rates (averages of 12.8% to 22.6% higher) in comparison to nonparticipants across the 4 colleges. Similar trends are observed for the Fall to Fall retention rate, with EOPS participants having a higher retention rate across 4 cohorts (averages of 11.5% to 19.7% higher) in comparison to nonparticipants across the 4 colleges. Specifically, African American students participating in EOPS exhibit higher overall course success and retention rates in comparison to nonparticipating African American students at all 4 colleges. Pgs. 8 &10, *Analysis of Achievement Gaps for African American and Hispanic Students, June 15*, 2016, PCCD Institutional Research

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

  In the absence of a Retention Counselor and/or Retention Specialist, the program will collaborate with the Early Alert Counselor to explore the development of a strategy that targets EOPS/CARE students who are performing at a 2.0 or less. In addition, counselors believe that the required three meetings, combined with the mid-year Academic Report, will continue to be an effective approach to increase course retention/completion rates of EOPS/CARE students.

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

| | Year 1. | Year 2. | Year 3. |
|---|---|---|---|
| Number of students that completed orientation | | | |
| Number of students that completed assessment[iii] | | | |
| Number of completed Student Educational Plans (SEPs) | | | |
| Number of Abbreviated versus Comprehensive SEPs | | | |
| Total number of follow-up services | | | |
| Number of Early Alert referrals[iv] | n/a – see end note | n/a-see end note | See – end note |

- What has the department/program done to improve SSSP services? What is planned for the next three years?

  The three EOPS faculty/counselors and program manager clearly understand the importance of SSSP services. For example, all EOPS/CARE applicants must evidence having completed the on-line orientation and completion of the assessment examination before being admitted to the program. A review of the spring data pertaining to number of abbreviated and comprehensive Student Education Plans (SEP) Spring 2016 indicates that the three EOPS/CARE counselors completed 365 plans – 121 abbreviated and 244 comprehensive plans. A review of the files indicate that all of the 648 students served during the 2015-2016 academic year, have a SEP>

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

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

  Full-time faculty headcount _____**3**_____

  Part-time faculty headcount _____**0**_____

  Total FTEF faculty for the discipline, department, or program _____2.3_____

  Full-time/part-time faculty ratio _____n/a_____

  Classified staff headcount, if applicable _____**1**_____

  Administrative staff**: 1.5**

  Other: Student Workers - 2

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors. EOPS/CARE guidelines requires students to meet with their counselor three times each semester. - With the restoration of funding to 95% of where I was 2008-2009, the need for an adjunct counselor will be most evident. In addition, the need to hire at least one additional student worker as the "first language" of 21% of the students served is Arabic. Finally, if the resources permit, two EOPS/CARE dedicated tutors will be retained as the student success data continues to underscore the need to focus on the achievement of African American males.

- Describe your current utilization of facilities and equipment. The space that is currently dedicated to the EOPS/CARE and CalWORKs programs is no longer sufficient as there is a third module, CAFYES, has been added. CAFYES is a program whose sole focus is emancipated foster youth. The program is supported by three dedicated staff persons – 1 program manager – 1 clerical assistant and 2 adjunct counselors. Currently, the adjunct counselors utilize what is made available when a full time counselor is absent  In addition, to the addition of the CAFYES staff, the Dean, Special Programs & Grants, will hire a staff assistant who will be sitting in the open as there is no enclosed office space. Adequate storage space remains available.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors.

  The College of Alameda EOPS/CARE faculty and classified professionals have not requested any technological support over and above what is currently available. Needed upgrades to computers and printers are being provided by SSSP resources.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, and data on the number or type of services provided, survey results, and/or other factors.

  The facilities are current as the three person CAFYES staff is desperately in need of space. I am pleased to underscore that the Vice President of Student Services is actively engaged in the location of the needed space.

**8. Community, Institutional, and Professional Engagement and Partnerships:**

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

  The College of Alameda EOPS/CARE faculty/staff is small, but extremely active. Counselors continue to voluntarily serve on hiring committees, and district-wide committees such as counseling and Early Alert. The CalWORKs/CARE counselor is the Faculty Advisor for the college's Phi Theta Kappa chapter. The Program Manager continues to serve as an active member of the college's Classified Professional Senate, as well as an active volunteer on hiring committees.

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

  The EOPS/CARE program is sensitive to the fact that many of the students are confronted with challenges that requires staff to develop relationships with community-based agencies located in the Cities of Oakland and Alameda. For example, during past three years, staff discovered that one of the principle challenges that many students suffer is hunger. As such, the Dean, Special Programs and Grants, gained the permission of First African Methodist Episcopal Church to utilize its access to the Alameda County Food Bank to secure food and vegetables when students requested such. In addition, staff enjoys a healthy relationship with agencies such as Alameda Family Services, Oakland and City of Alameda Housing Authority, and several county and city elected officials who have access to resources that many of the students require.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making. –

  The COA EOPS/CARE program does not have any adjunct faculty. There are two "new" members of the classified professional staff, and both are actively involved in budget training.

**9. Professional Development:**

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

  The faculty/counselors continue to attend the Annual EOPS/CARE conference; as well as conferences sponsored by UC and CSU system. The Dean, Special Programs and Grants will continue to attend the CAFYES professional development meetings sponsored by the state chancellor's office, as well as the spring EOPS technical training seminar.

  Two "new" classified professionals were hired fall 2016. Both are currently engaged in training associated with learning how to do requisitions, budget transfers, and purchasing. In addition, a CAFYES Program Manager and a Staff Assistant for the Dean, Special Programs & Grants will be hired during the Fall 2016 semester; and they two will need extensive budget training.

**10. Department, Program or Administrative Unit Goals and Activities:**

- Briefly describe and discuss the program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

(1) **Serving more Effectively Emancipated Foster Youth**

**(2) Recruitment of Latinos and African American Males**

(3) **Continue to ensure that EOPS/CARE students are enjoying a diverse collegiate experience while remaining focused on achieving their academic goal.**

(4) **Strengthen and expand the membership of the EOPS/CARE Advisory Committee**

## Goal 1.  Support Services:

**Serving more Effectively Emancipated Foster Youth** – With the acquisition of the CAFYES grant, EOPS/CARE is in the process of developing a more effective strategy to recruit and serve emancipated foster youth.  A staff member from Beyond Emancipation organization will join the "team."

**Activities and Rationale:**

A great deal of the excitement for 2015-2016 centers on the opportunity to use the newly acquired CAFYES resources to build a program that attracts and retains at least 125 emancipated foster youth to the College of Alameda.

- **Goal 2. Student Success and Student Equity:**

**Increase presence of Latinos and African American Males** – The goal remains that of increasing the presence of Latinos and African American males by 10-12% is for the first time a real possibility.  Collaboration with the Outreach Department, proposed development of a first year learning component, combined with targeted efforts funded by EOPS and CAFYEs renders this effort a doable possibility.

**Activities and Rationale:**

COA EOPS/CARE staff continues to promote the importance of increase the participation of African American males, and Hispanic students by at least 5% each academic year.  Given the 37% increase in EOPS/CARE resources, combined with targeted usage of Student Equity and CAFYES resources, and engaging in a collaboration relationship with the recruitment and outreach component, the probability of achieving the goal of increasing the presence of African American and Latino in both programs to that of 10-12% is achievable.

- **Goal 3.  Student Success:**

**Ensure that EOPS/CARE students are enjoying a diverse collegiate experience which remaining focused on achieving their academic goal.**

**Activities and Rationale:**

The COA EOPS/CARE program actively encourages students to participate in a variety of student activities; as well as achieve academically.  For example, a majority of the ASCOA Senators is EOPS/CARE and/or CalWORKs students; and a sizable number of students have been sponsored members into the Phi Theta Kappa honor society.  During the 2015-2016 academic year, the EOPS/CARE graduating class consisted of 77 students.  A sizable number of the graduates were awarded scholarships, as well as transferred to several University of California and CSU Universities.  It remains the goal of all three programs to insure that we encourage EOPS/CARE and/or CAFYES students to maximize the college academic, as well as student activities experience.

- **Goal 5.  Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Strengthen the EOPS/CARE Advisory Committee**

**Activities and Rationale:**

The COA EOPS/CARE program continues to nurture and promote the importance of having an Advisory Committee.  The term of several of the Advisory Committee members has expired.  Membership on the EOPS/CARE Advisory Committee will be expanded to include representation from the high schools, community organizations whose focus is serving the 24-39 year old population.

# Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
Prioritized New Resource Requests Summary[v]

**College: Alameda**

**Program: EOPS/CARE**

**Contact Person:  Toni Cook, Dean, Special Programs & Grants**

**Date:  9/27/2016**

| Resource Category | Description | Priority Ranking (1 – 5, etc.) | Estimated Cost | Justification (page # in the program review narrative report) | District-College Goal & Institutional Learning Outcome |
|---|---|---|---|---|---|
| Human Resources: Faculty | | | | | |
| Human Resources: Classified | | | - | | |
| Human Resources: Student Workers | | | | | |
| Technology | | | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Facilities | | | | | |
| Professional Development | | | | | |
| Other (specify) | | | | | |

# Appendix B

## PCCD Program Review
## Alignment of Goals Template

College: Alameda

Program:  EOPS/CARE

Contact Person:  Toni Cook, Dean, Special Programs & Grants

Date:  9/27/2016

| Program Goal | Institutional Learning Outcome | PCCD-College Goal and Institutional Objective |
|---|---|---|
| 1. **Serving more Effectively Emancipated Foster Youth** | Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. | **A: Advance Student Access, Equity, and Success** **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. |
| 2. **Increase presence of Latinos and African American Males** | Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. | **A: Advance Student Access, Equity, and Success** **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus. |
| 3.  **Ensure that EOPS/CARE students are enjoying a diverse collegiate experience which remaining focused on achieving their academic goal.** | Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member | **A: Advance Student Access, Equity, and Success** **A.5   Student Success:**  Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment |
| 4.  **Strengthen the EOPS/CARE Advisory Committee** | Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. | **B: Engage and Leverage Partners** **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses. |

# Appendix C

## Program Review Validation Form and Signature Page

**College: Alameda**

**Department, Program or Administrative Unit: EOPS/CARE**

**Part I.  Overall Assessment of the Program Review Report**

| Review Criteria | Comments:<br>Explanation if the box is not checked |
|---|---|
| ☑<br><br>1.  The narrative information is complete and all elements of the program review are addressed. | |
| ☑<br><br>2.  The analysis of data is thorough. | |
| ☑<br><br>3.  Conclusions and recommendations are well-substantiated and relate to the analysis of the data. | |
| ☑<br><br>4.  Department, program or administrative unit planning goals are articulated in the report.  The goals address noted areas of concern. | |
| ☑<br><br>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals. | |

**Part II.  Choose one of the Ratings Below and Follow the Instructions.**

| Rating | Instructions |
|---|---|
| ▣<br><br>1.  Accepted. | 1.  Complete the signatures below and submit to the Vice President of Instruction. |
| ▣<br><br>2.  Conditionally Accepted. | 2.  Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair. |
| ▣<br><br>3.  Not Accepted. | 3.  Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise.  Notify the Dean and Vice President of Instruction of the non-accepted status. |

**Part III.  Signatures**

**Validation Team Chair**

_____       _____       _____
Print Name                                                        Signature                                                          Date

**Counseling Department Chair**

_____       _____       _____
Print Name                                                        Signature                                                          Date

**Received by Vice President of Instruction or Vice President of Student Services**

_____       _____       _____
Print Name                                                        Signature                                                          Date

[i] California State Chancellor's Office, Data Mart

[ii] There were 20 foster youth students in the EOPS/CARE program academic year 2015-2016. However, 15 "new" foster youth were deemed eligible for admittance into the CAFYES program as College of Alameda was selected by the state chancellor's office as one of the 10 CAFYES pilot programs.

[iii] All EOPS/CARE applicants must show proof of having taken the Peralta assessment test before being admitted. If the applicant took an assessment test at another institution of higher education, the results must be submitted before being accepted in the program.

[iv] Peralta has not yet activated the Early Alert system. However, the EOPS/CARE program initiates the Academic Progress Report which is initiated mid-year each semester. Students are required to garner from each instruction an assessment of their performance in a grade form and report the findings within a defined deadline. Any student whose report indicates that the mid-year assessment is C- or below is called and asked to make an appointment to meet with their counselor who so that a remediation plan can be developed.

[v] All of the financial costs associated with the maintenance of the college's EOPS/CARE and CAFYES programs will be paid from the categorical funds allocated to sustain the aforementioned programs.
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