

**EL CAMINO COLLEGE AND
EL CAMINO COLLEGE COMPTON CENTER
2015-2016 Student Services
EOPS/CARE Program Review**

Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The Extended Opportunity Programs and Services (EOPS) was established in 1969, amidst the struggle for civil rights and racial equality. Students and community activists held demonstrations to protest the under-representation of minorities and low-income students in higher education. In response to the social and political pressure, the state of California passed Senate Bill 164 and amended the Title V regulations, to authorize community colleges to develop Extended Opportunity Programs and Services for the purpose of supporting economically and educationally disadvantaged students in the community college system. EOPS encourages the enrollment, retention, graduation, and transfer of students.

Since then, EOPS has been operating under the philosophy that everyone has the potential to learn. Necessary support and retention activities were developed to include specialized counseling, priority registration, transportation assistance, early academic intervention, book services, and special orientations.

The design of the EOPS program should reflect the needs within the population it is serving. For example, students with insufficient preparation in English language and/or math skills, as well as students who have competing demands on their academic performance due to parenting responsibilities and their need to work while attending school are in need of "over and above" services.

CARE (Cooperative Agencies Resources for Education) was established in 1982 as a vital supplemental component of EOPS (Extended Opportunity Programs and Services). CARE is a state-funded program designed to provide educational and career services and activities for the academically underprepared students receiving cash aid assistance.

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at El Camino College Compton Center are designed for the sole purpose of enhancing the success of students in meeting their educational goals and career objectives. As a comprehensive program, EOPS is driven by a philosophy of

providing services that are “over and above and in addition to” services available to all students. Over and above services are services normally not available to non EOPS/CARE students. These services include: counseling services, priority registration, new student orientations, transfer assistance, academic achievement grants, university application fee waivers, transportation assistance, educational supplies, graduation cap and gown, spring banquet, early academic intervention, student enhancement workshops, meal vouchers, and other services which are over, above, and in addition to those provided to the general college population. EOPS strives for innovative and creative ways to enhance and encourage student’s academic success and excellence, while fostering the student’s personal growth and development.

Mission statement

The EOPS/CARE program at the El Camino College Compton Center assists in supporting the mission and vision of El Camino College by offering services for students in alignment with the Strategic Initiatives and Core Competencies noted in the following sections:

Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services. EOPS/CARE counselors teach human development classes and provide student enhancement workshops to help students with instructional learning.

Strategic Initiative B: Strengthen quality educational and support services to promote student success. Counseling support – EOPS/CARE counselors provide academic, career, vocational, and personal counseling services to EOPS/CARE students. Educational Plans – EOPS/CARE counselors provide abbreviated and comprehensive educational plans to assist students with their academic and career goals. Progress reports – EOPS/CARE students’ academic progress is monitored by a progress report that students get completed by their instructors. Students not performing satisfactorily see an EOPS/CARE Counselor. Students are referred to tutoring, and other support services to assist students with maintaining satisfactory progress.

Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation. Work closely with specialized program and services such as: Financial Aid, CalWORKs, First Year Experience (FYE), Transfer/Career Center, Welcome Center, Admissions and

Records and other program and services. Director participates in weekly Student Services Manager Meetings, monthly Categorical Operational Meetings and Management Forums, and facilitates monthly EOPS/CARE staff meetings.

Strategic Initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. An important EOPS/CARE component for building access to higher education is Outreach and Recruitment. The EOPS/CARE program outreach activity recruits students from the community and feeder high schools. Outreach involves working with local community and city resources to develop a mutual understanding between various agencies. EOPS/CARE program has an Advisory Committee that meets twice a year to enhance relationships with local high schools, transfer institutions, and business and community based organizations.

Strategic Initiative E: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Staff meetings: The EOPS/CARE Director has staff meetings monthly, counseling meetings, and meets weekly with EOPS/CARE front office staff.

SAO's: Student area outcomes are developed and monitored every semester based on student and program need.

Student Satisfaction Survey: The student satisfaction survey is distributed yearly to assess student and program needs.

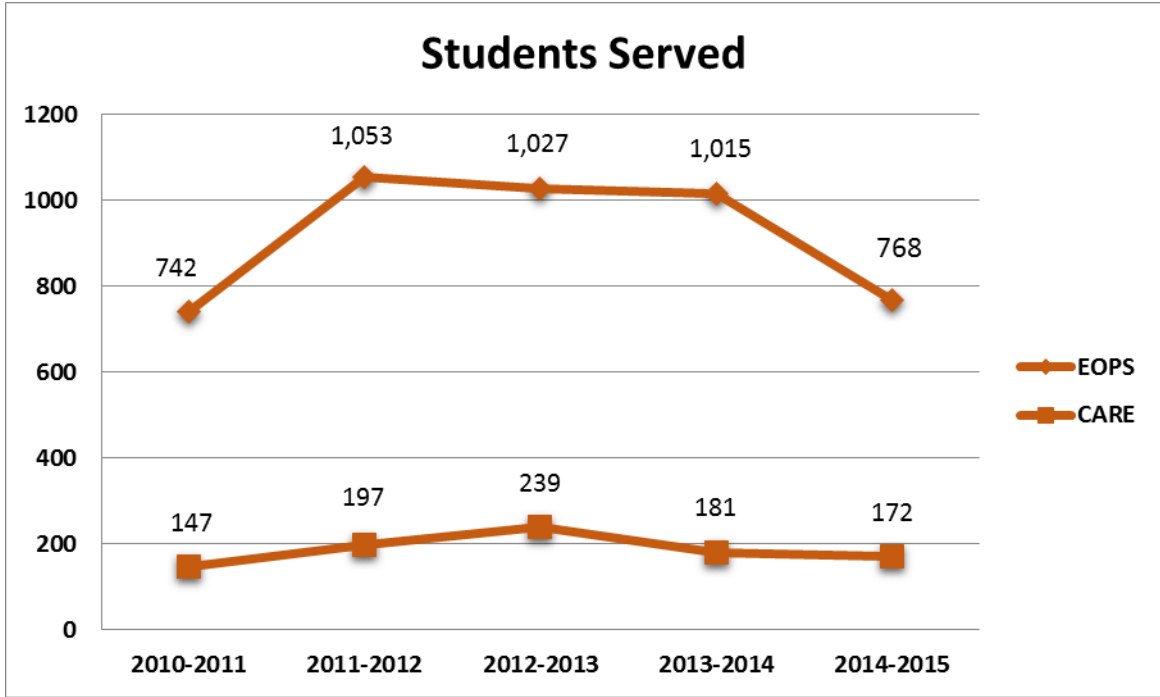
EOPS/CARE Policy Handbook: The EOPS/CARE program developed an EOPS/CARE Policy Handbook that is reviewed every year and changed/updated as needed.

EOPS/CARE Program plan and Program review: The full-time staff and faculty are involved in the EOPS/CARE program plan and program review. In addition, they provide feedback and input on budgetary recommendation(s).

2. Describe the student population served by the program using data. Please note the source of data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

The EOPS/CARE student population is composed of economically and educationally disadvantaged students. The students are often receiving cash aid, first generation college students, AB540 students, foster youth, high school graduates, first time college students, and returning college students. The data below show the number of students served for the last four years. The number of EOPS/CARE students served during the 2014-2015 fiscal year was less than the number of students served in 2013-2014. The decline

appears to be in lack of enrollment at the El Camino College Center and an increase in employment. Approximately 11% of El Camino College Compton Center students are in EOPS/CARE program.



3. Describe how interaction with the program helps students succeed or meet their educational goals.

EOPS/CARE counselors are instrumental in guiding student success and ensuring students meet their educational goals in the EOPS/CARE program at El Camino College Compton Center. Students in the EOPS/CARE program must declare their educational goal within the first two semesters of the program. The educational goals available to choose from are: certificate, degree (AA, AS) and Associate Degree Transfer (AA-T, AS-T). EOPS/CARE counselors provide academic, career, personal, and transfer counseling. EOPS/CARE information is shared with prospective, new, returning, high school graduates, and continuing college students. Furthermore, they develop, update, and maintain accurate educational plans and counseling records for EOPS/CARE students. In addition, they assist with college registration, enrollment, the class selection process, and write letters of recommendation.

EOPS/CARE counselors evaluate academic transcripts in order to assist students to develop an individual education plan. Furthermore, they interpret standardized assessments and interest inventories in order to assist students to establish their educational goals and class placement recommendations. Finally, they provide follow-up counseling services to review student progress at least two to three times a semester, especially for students who are undecided, deficient in skills, and /or subject to probation/dismissal.

EOPS/CARE counselors conduct new student orientations, workshops, and one-on-one counseling session(s). Students are provided a new student orientation guide that welcomes them to the EOPS/CARE program and explains the policies and procedures of the program. Students are informed to check their MyECC email account daily as it is the main method of communication in the office, check bulletin boards for information that is emailed outside the office, and visit our EOPS/CARE website.

EOPS/CARE counselors teach Human Development classes i.e. Orientation to College and Educational Planning (HD 8) and Career and Life Planning (HD 5). In addition, they also participate in the recruitment activities at the High School campuses and the community based organization with the recruitment office staff. EOPS/CARE counselors also make referrals for students to other areas both on and off campus.

EOPS/CARE counselors and staff conduct a variety of workshops for EOPS/CARE students in the fall and spring semester. Workshops are conducted on Career Exploration, Lifetime Career Success, Lifetime Happiness and your Desired Goals, Transfer Information, Graduation Requirements using Technology, Job Search Information, Time Management and other related topics.

In the spring 2015 the CARE program offered workshops specifically targeting the single parent. Workshops conducted included: Financial Planning, Wellness and Nutrition, Parenting, Study Skills, and Workforce Preparation.

The EOPS/CARE program helps students successfully complete their educational and career goals by providing an array of services such as: personal, career, vocational, and academic counseling services, priority registration, new student orientations, transfer assistance, academic achievement grants, university application fee waivers, transportation assistance, educational supplies, graduation cap and gown, spring banquet, early academic intervention, student enhancement workshops, meal vouchers, and other services which are over, above, and in addition to those provided to the general college population.

4. How does the program interact with other on-campus programs or with off-campus entities?

The EOPS/CARE staff maintains a solid working relationship with all segments of the campus and work collaboratively with other faculty, staff, administrators, and other departments and services including: CalWORKs, Student Life, Transfer Center, Welcome Center, Foster and Kinship Education, Special Resource Center, Child Development Center, Associated Student Body, Upward Bound/Math Science, Outreach and Recruitment, Financial Aid Office, First Year Experience, Information and Technology Department, Student Success Center, Vocational Technology, Athletics, Admissions and Records, Business Office, and other related programs and services.

Here are a list of some of the interactions with other on-campus programs

CARE and CalWORKs have a mini conference every fall and spring semester.

Working with the Student Success Center to promote Student Success Center workshops for EOPS/CARE students and specific tutoring services for EOPS/CARE students.

Work closely with Financial Aid Office to promote Financial Aid workshops for EOPS/CARE students.

Work closely with Financial Aid and Admissions and Records regarding loss of Board of Governor's Grant for EOPS/CARE students.

Work closely with Transfer/Career center to promote Transfer/Center workshops for EOPS/CARE students.

Work closely with transfer center representatives to promote EOPS at transfer institutions.

The EOPS/ CARE program works with the Athletic Department to promote an EOPS/CARE women's basketball night and other athletic activities.

Work closely with First Year Experience program (FYE) and promote EOPS/CARE program at FYE orientations.

Work with the Business Office during Thanksgiving to promote a turkey giveaway program sponsored by Senator Isadore Hall.

Work with Child Development Center and ASB to promote Christmas event for CARE students.

EOPS/CARE Counselors work with general counselors to enhance probation workshops for EOPS/CARE students.

EOPS/CARE Coordinator works with Child Development Center to provide child care services for CARE students.

EOPS/CARE, Student Life/Associated Student Body, and financial staff and faculty participated in a team building exercise at the University of California Irvine.

EOPS/CARE Outreach Specialist works with the welcome center and outreach team to participate in campus events.

EOPS/CARE Outreach Specialist conducts classroom presentations.

The EOPS/CARE Outreach Specialist provides recruitment services to the following feeder high schools Compton HS, Lynwood HS, Paramount HS, Dominguez HS, Riley HS, Chavez HS, Centennial HS, and Long Beach Jordan Senior HS. In addition recruitment activities also took place at the following locations throughout the community: Chester Adult School, Lynwood Adult School, Paramount Adult School, Life Line HS, YMCA Greater Los Angeles, Boy's and Girl's Club, El Nido Family Center, SHIELD for FAMILIES, Friends Outside, Crystal Stairs, Hopi Center, Compton Parks and Recreations, Compton Work Source, Love and Unity Church of God and Christ, Community Baptist Church, City of Refuge, Salvation Army, and other local churches. In addition, other EOPS/CARE recruitment and outreach activities were also conducted at the following sites: L.A. County Department of Public Social Services, L.A. County Department of Children Social Services, Youth Opportunity (YO)HS, Inspire Research Academy(Charter School), Kenyon Think Tank, Compton Career Link, and at the Compton ROP programs.

The EOPS and CARE Advisory Committees meet in the fall and spring semesters. The committee members are updated on the EOPS/CARE activities and share information with the EOPS/CARE staff and faculty.

5. List notable achievements that have occurred since the last Program Review.

Since the last Program Review in 2012 the following notable achievements occurred:

The EOPS/CARE program has been working much more closely with the Student Success Center since the last program review in 2012. The Director of EOPS/CARE and the Dean of Student Success have been working together to increase the visibility of EOPS/CARE students using the Student Success Center. The EOPS/CARE department has a student worker who has been designated as the EOPS/CARE Student Success Center liaison. This EOPS/CARE student worker will help educate EOPS/CARE students about the services in the center and help promote existing tutoring services. In addition, we are looking at creating tutoring opportunities specifically targeting our EOPS/CARE students.

There are currently three adjunct counselors who were hired in the EOPS/CARE program to increase the number of students served and continue to promote student success. These counselors have assisted with the following EOPS/CARE activities: 1) student probation 2) summer bridge program 3) website development 4) spring banquet 5) program review 6) application evaluation 7) AB540 education and other assigned activities to assist the EOPS/CARE program.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

The EOPS/CARE program does not have the additional space to have its own tutorial lab, but has been working closely with the Student Success Center to provide tutoring services and access to other resources in the Student Success Center.

Program Environment

1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

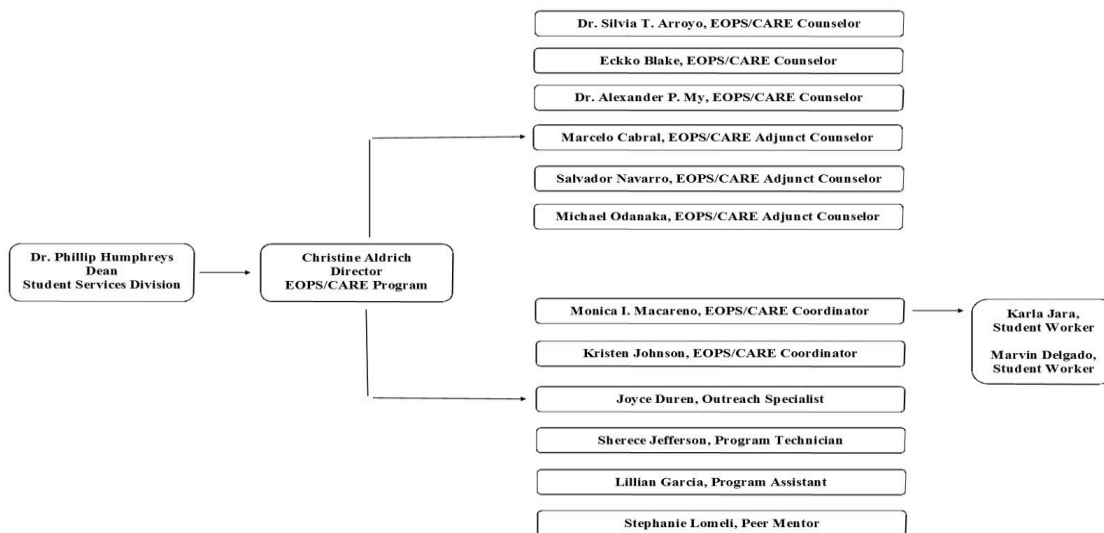
The EOPS/CARE staff and faculty aim to foster positive relationships with students. The environment in the EOPS/CARE department is very welcoming and warm. The EOPS/CARE staff and faculty are committed to working together to create an environment that is supportive of students needs and respectful of our diverse student

population. The program is currently located in U-6. In spring 2016, signage has been installed to increase the visibility of the EOPS/CARE office.

The Director of EOPS/CARE has been able to hire a Program Technician, adjunct counselors, another EOPS/CARE Coordinator, and a full-time EOPS/CARE counselor that replaced a counselor who retired. The Director of EOPS/CARE has been able to increase resources for the EOPS/CARE students. For example, increase the book voucher amount in EOPS and CARE programs, provide weekly school supply giveaways, increase incentive grants for CARE and direct grants for EOPS.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The EOPS/CARE staff currently consists of staff and faculty (refer to organizational chart) one full-time certified Director, two full-time EOPS/CARE Coordinators, three full-time certified academic Counselors, one full-time classified Program Assistant, one full-time Outreach Specialist, one full-time Program Technician, three adjunct counselors, and three student workers.



3. Describe the personnel needs for the next four years.

Over the next four years the EOPS/CARE program will need additional space to provide over and above services to students. The EOPS/CARE Director anticipates that the number of students in the EOPS/CARE program will continue to grow and that we will need to hire more staff to meet the ever growing needs of the EOPS/CARE students. The EOPS/CARE Director would like to hire another EOPS/CARE Counselor and a Program Assistant to assist with the EOPS/CARE program as the program continues to grow.

4. Describe facilities needs for the next four years.

Over the next four years the EOPS/CARE program will need additional space to continue to grow the program. The EOPS/CARE program also needs to be closer to other student services programs and services. There has been discussion about moving the EOPS/CARE program closer to other student services programs in spring 2017. The EOPS/CARE program needs a larger location and its own dedicated classroom for student orientations, workshops, and classes.

5. Describe the equipment (including technology) needs for the next four years.

The EOPS/CARE program needs to look at innovative ways to enhance student communication and program development utilizing computer technology e.g. on-line orientations, on line access to various forms, texting, Facebook, Twitter, Instagram, and other social media outlets.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

The EOPS/CARE office hours in the fall, spring, and summer are the following days and times: Monday, Tuesday, Thursdays 8:00 a.m. – 4:30p.m; Wednesdays from 8:00a.m.- 6:30 p.m. and Fridays from 8:00 a.m. -12:00 p.m. The office is open on Saturdays during the first two weeks of the fall and spring semester.

The EOPS/CARE office has a larger number of students come into the office Monday – Wednesday 10:00 a.m. – 1:00 p.m. due students picking up meal vouchers and having counseling appointments. The EOPS/CARE program provides extended hours one night per week during the regular semester. It provides an opportunity for students who are

unavailable between 8:00 a.m. – 4:30 p.m. to receive the full range of services that the EOPS/CARE program provides.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

The EOPS/CARE program is governed by Title five Regulations which have remained unchanged for several years. The EOPS/CARE program has specific guidelines that must be implemented when serving EOPS/CARE students. EOPS/CARE students must be economically and educationally disadvantaged, enrolled in a minimum of 12 units, be a California resident or qualify under the California Dream Act, demonstrate financial need by qualifying for a Board of Governor's Fee Waiver, and have completed less than 70 degree applicable units. The 70 degree limit can be waived by the EOPS/CARE Director, in cases where the limit would be exceeded by the units required for a student who is in a high unit major.

The EOPS/CARE program at El Camino College Compton Center received a significant increase in funding for the 2015-2016 academic year. EOPS programs received a 35.7% increase and CARE received a 67.37% increase to prior year's allocation. This increase has helped to hire more staff and faculty, increase book voucher amount, and provide weekly school supply giveaways to students.

Today, EOPS/CARE is recuperating from significant cuts that impacted the staffing of the office, the quality of student services and the amount of students we were able to serve. The El Camino College Compton Center is in great need of the support services provided by the EOPS/CARE program.

The students are often receiving cash aid, first generation college students, AB540 students, foster youth, high school graduates, first time college students, and returning college students. There has been a significant increase of Latino students enrolled over the African-American students at El Camino College Compton Center.

The EOPS/CARE program is concerned with EOPS/CARE students who might lose their Board of Governor's Fee Waiver because it will affect the number of EOPS/CARE students we will be able to serve. The EOPS/CARE program is taking steps to increase

counseling services to probation students by providing mandatory probation workshops and have more recently introduced an EOPS/CARE peer mentoring program to target primarily the probation students.

Service Area Outcomes (SAOs)

1. List the program's SAO's.

1. Continuing EOPS/CARE students on EOPS/CARE Program Probation will be able to understand and articulate reasons for probation status and then learn at least one strategy that will assist them in being removed from probation.

The counselors will have the students review and sign a probation contract during the EOPS/CARE Program Probation Workshop.

In the fall semester 2015 we had 35 students out of 75 students complete a program probation contract with an EOPS/CARE Counselor. Those students who do complete a program probation contract with the counselor and abide by the Mutual Responsibility Contract (MRC) will not continue in the program for the following semester.

Students who are currently on probation will start to make appointments with counselors so that data in the spring 2016 can be assessed. (Please see attached copy of probation contract)

2. New students will be able to understand what is expected of them in the EOPS/CARE program after signing the Mutual Responsibility Contract (MRC) in the new student EOPS/CARE orientation.

New EOPS/CARE students will be able to articulate the Mutual Responsibility Contract after completing a survey at the new student EOPS/CARE orientation.

Fall 2015 data of orientation survey

95% correct for #1 (Students must see a counselor 2 times per semester).

97% correct for #2 (Students must maintain academic progress).

87% correct for #3 (Renewal forms should be completed every semester).

91% correct for #4 (Students can participate until completing 70 or more units).

99% correct for #5 (Students must adhere to their Education Plans and Mutual Responsibility Contract).

Spring 2016 data

95% of students answered question #1 correctly (Students must see a counselor 2 times per semester 7/127 chose “1 time” and 28 were missing).

100% of students answered question #2 correctly (Students must maintain academic progress but 15 were missing).

95% (126/132) of students answered #3 correctly (Renewal forms should be completed every semester with 2 choosing “once a year,” 4 choosing “twice a semester” and 23 missing)

92% of students answered #4 correctly (Students can participate until completing 70 or more units 11/133 chose “until he/she graduates” and 22 were missing)

100% of students answered question #5 correctly (Students must adhere to their Education Plans and Mutual Responsibility Contracts but 13 were missing)

The fall 2015 and spring 2016 post survey results show that new EOPS/CARE students are able to understand what is expected of them after signing the Mutual Responsibility Contract in an EOPS/CARE orientation. (Please see attached survey results)

3. Continuing CARE students will complete a student survey during the CARE Forum to identify students’ needs in the CARE program.

CARE surveys will be collected and assessed after every CARE Forum in the spring 2015 and fall 2015.

The CARE program conducted two CARE forums in fall 2015 and one in spring 2016. The forum provided feedback to the services the CARE students received. There were 8 questions that were surveyed. Students learned about the program from Outreach Specialist in EOPS/CARE, CalWORKs program, Special Resource Center, General Counseling, flyers and posters on campus, welcome center, and students on campus.

The most important services to students were priority registration and book vouchers. The level of satisfaction with the CARE program overall was very satisfied. Some of

the things that the CARE program could do to help them succeed academically were priority for child care, EOPS/CARE counselors coordinating with CalWORKs counselors educational plans, and provide tutoring services. The type of workshops students were interested in were parenting, field trips, money management, interviewing skills, managing school and children, and how to take advantage of community resources. The CARE application has proved to be very clear and if there are questions the staff is always willing to help. The application is understandable, self-explanatory and easy to fill out. (Please see attached survey results)

2. How were the SAO's developed? Who was engaged in the creation of the SAO's?

The EOPS/CARE Director involves the EOPS/CARE staff and faculty in the development of SAO's during staff meetings. The EOPS/CARE program works with the El Camino College Compton Center Institutional Research Department to assist with analyzing data and creating graphs and charts.

3. How often are the SAO's assessed and who is engaged in the discussion?

The EOPS/CARE staff and faculty are involved in the SAO's process every semester.

4. What has been done if the SAO's assessment results were not as anticipated?

The number of probation students in SAO's number one who did not schedule an appointment with a counselor to complete a program probation contract were much higher than anticipated. There were 35 students who completed a contract and 75 who did not. The EOPS/CARE program would like to reduce the number of students who do not follow up with scheduling an appointment with an EOPS/CARE counselors by introducing our new EOPS/CARE mentoring program that will primarily target our probation students.

5. Where are the SAO's assessment results shared with staff, students, and the public?

The SAO's assessment results are shared with the EOPS/CARE department every fall and spring semester. SAO's are listed on the EOPS/CARE website and results are

shared with the Dean of Student Services and EOPS/CARE Advisory Committee members.

6. Have the SAO's assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The SAO's were developed in spring 2015 and do not need to be changed or modified at this time.

Program Improvement

1. What activities has the program engaged in to improve services to students?

Some activities engaged in to improve services to students include:

- Hiring program technician, adjunct counselors, and another EOPS/CARE coordinator.
- EOPS/CARE Coordinator hired to help coordinate and increase the number of CARE students.
- EOPS/CARE book voucher increased.
- EOPS/CARE mini summer bridge program summer 2015
- EOPS/CARE counselors conduct probation workshops to EOPS/CARE students.
- EOPS/CARE weekly school supply giveaways.
- CARE workshops tailored for single parent topics such as: parenting
- EOPS workshop collaboration with Transfer/Career Center, Financial Aid, Student Success Center.
- No longer conducting continuing EOPS/CARE student orientations.
- Having students read the student orientation manual during EOPS/CARE Orientations to provide more student interaction.
- Hire more student workers to assist front staff
- Adjunct counselors to assist with the counseling component and special projects such as: mini summer bridge program, probation, outreach, EOPS/CARE student file audit review, and EOPS/CARE spring banquet.
- Made the following forms available in the EOPS/CARE office: EOPS/CARE new and continuing applications, gas card applications, bus token applications, location code request forms, and EOPS/CARE petition forms.
- Continued outreach on and off campus

- Friendly staff and faculty in the EOPS/CARE office.

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years

EOPS Enrollment fall 2011 – spring 2015

The data below shows the EOPS student demographics for the past four years. The EOPS program serves more female than male students in the EOPS program. There has been an increase of Latino students over African-American and the highest age group is between 18-24 years of age. The EOPS program is using this data to improve program services by targeting the students, ethnicity, and age groups who are on this chart.

Term Enrollment	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Gender								
Female	525	485	559	421	502	476	463	420
Male	209	192	204	167	228	179	203	155
Ethnicity								
African-American	428	381	415	310	352	304	286	236
American Indian or Alaskan Native	0	0	0	0	0	0	2	1
Asian	8	9	9	6	4	2	4	2
Latino	250	250	291	243	338	313	337	313
Pacific Islander	9	10	10	7	7	7	7	5
White	15	10	13	6	11	7	9	7
Two or More	9	10	18	12	14	18	17	10
Unknown/Declined	15	7	7	4	4	4	4	1
Age Group								
18 to 24	331	317	372	280	361	327	361	298
25 to 29	98	92	103	98	119	104	85	79
30 to 39	175	148	146	108	113	116	123	105
40 to 49	88	83	89	63	75	59	37	45
50+	0	0	0	0	0	0	0	0
Total	734	677	763	588	730	655	666	575

CARE Enrollment fall 2011 – spring 2015

The data below show the CARE student demographics for the past four years. The CARE program significantly serves more female students than male students. There are more African-American students in CARE than Latino students and the highest age group is between 30-39 years of age. The CARE program is using this data to improve program services by targeting the students, ethnicity, and age groups who are on this chart.

Term Enrollment	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Gender								
Female	120	129	179	132	115	118	112	101
Male	5	3	4	6	5	5	3	3
Ethnicity								
African-American	90	85	117	94	78	81	67	54
American Indian or Alaskan Native	0	0	0	0	0	0	0	1
Asian	3	5	5	3	1	1	1	1
Latino	27	36	52	35	39	39	43	45
Pacific Islander	0	1	1	3	0	0	1	0
White	1	1	4	1	1	1	1	2
Two or More	1	3	3	1	0	1	2	1
Unknown/Declined	3	1	1	1	1	0	0	0
Age Group								
18 to 24	32	40	60	37	28	27	41	28
25 to 29	25	24	44	45	42	37	23	29
30 to 39	59	53	55	38	33	43	39	36
40 to 49	7	12	19	14	13	14	10	8
50+	0	0	0	0	0	0	0	0
Total	125	132	183	138	120	123	115	104

3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

EOPS Success and Retention

	Success		Retention	
	EOPS	Compton	EOPS	Compton
Fall 2010	66.0%	59.6%	82.2%	72.5%
Spring 2011	63.4%	58.5%	77.8%	71.7%
Fall 2011	63.4%	58.5%	82.3%	75.2%
Spring 2012	64.9%	58.9%	82.9%	75.8%
Fall 2012	66.2%	62.9%	82.9%	78.6%
Spring 2013	66.3%	61.6%	82.0%	77.7%
Fall 2013	65.4%	62.6%	82.8%	79.1%
Spring 2014	68.4%	63.4%	84.1%	79.3%
Fall 2014	68.2%	63.0%	85.7%	80.3%
Spring 2015	69.1%	62.7%	84.7%	78.8%

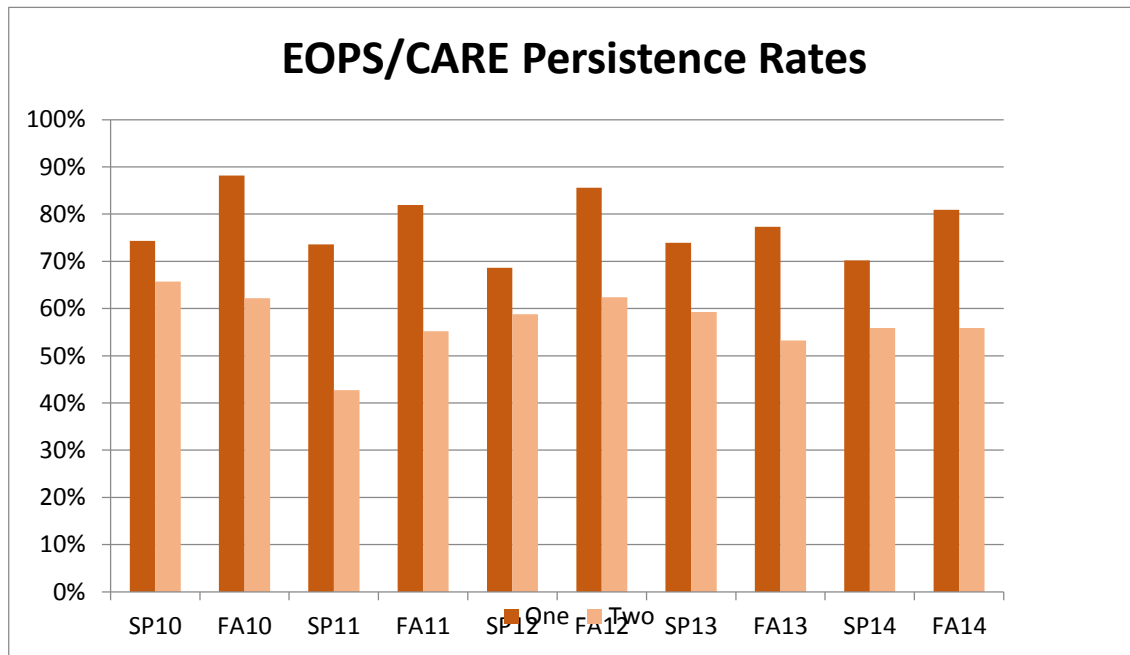
CARE Success and Retention

	Success		Retention	
	CARE	Compton	CARE	Compton
Fall 2010	59.6%	59.6%	78.9%	72.5%
Spring 2011	60.2%	58.5%	77.9%	71.7%
Fall 2011	60.0%	58.5%	78.2%	75.2%
Spring 2012	65.4%	58.9%	84.8%	75.8%
Fall 2012	62.4%	62.9%	80.1%	78.6%
Spring 2013	61.8%	61.6%	79.2%	77.7%
Fall 2013	61.3%	62.6%	81.9%	79.1%
Spring 2014	68.3%	63.4%	88.7%	79.3%
Fall 2014	65.3%	63.0%	83.1%	80.3%
Spring 2015	64.0%	62.7%	83.7%	78.8%

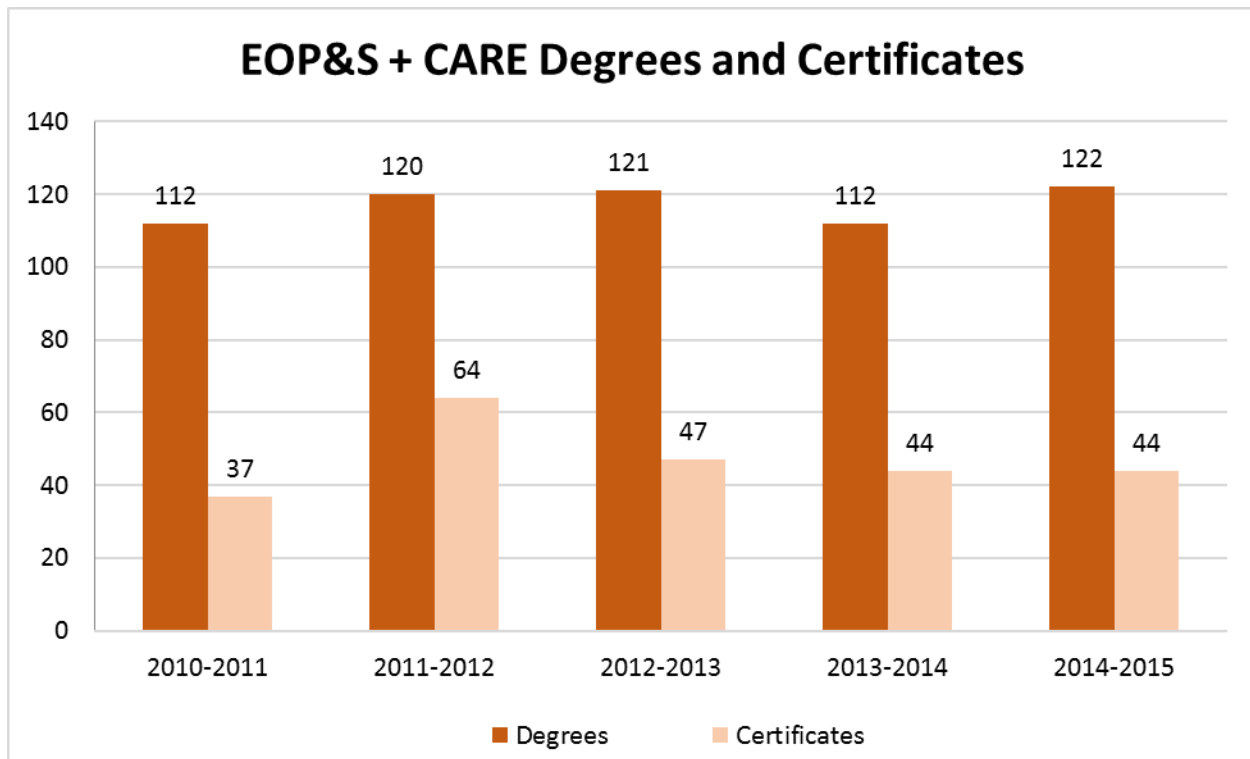
The data above shows over the past four years EOPS/CARE students had an equal or greater success and retention rate when compared to the general population.

Persistence rates EOPS/CARE

Duration (Terms)	SP10	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	FA14
One	74.3%	88.2%	73.6%	81.9%	68.6%	85.6%	73.9%	77.3%	70.2%	80.9%
Two	65.7%	62.2%	42.7%	55.2%	58.8%	62.4%	59.3%	53.2%	55.9%	55.9%



The data above shows the EOPS/CARE persistence rates. In the fall 2013, EOPS/CARE students had a one-term persistence rate of 77.3%. There were approximately three-fourths of EOPS/CARE students who enrolled in classes in fall 2013 who also enrolled in classes in spring 2014. The two-term rate was 53.2%, meaning about half of the EOPS/CARE students who enrolled in fall 2013 continued enrolling in classes all the way through fall 2014. The two-term rates are generally lower than the one-term rates, and spring cohorts' persistence is generally lower than fall cohorts' persistence (because students usually graduate, transfer, or otherwise reach the end of their careers here during the spring rather than the fall).



In 2014-2015 we had 122 EOPS/CARE students receive degrees and 44 students receive a certificate. There was a significant increase in EOPS/CARE students who completed a degree since 2013-2014. The number of student who received certificates have remained constant since 2013-2014.

Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.
In the spring 2016 semester the EOPS/CARE department administered a student satisfaction survey. Students were asked to complete a satisfaction survey after a counseling appointment or being provided a service by the front desk staff.
2. What were the major findings of the customer service survey?
EOPS/CARE students strongly agree (68.5%) or agree (20.30%) that the front office staff was available in a timely manner.

EOPS/CARE students strongly agree (54.3%) or agree (27.4%) they have enough privacy to discuss my concerns.

EOPS/CARE students strongly agree (66.5%) or agree (18.2%) that the front desk staff was courteous and helpful

EOPS/CARE students strongly agree (50.7%) or agree (26.4%) that a counselor was available in a timely manner.

EOPS/CARE students strongly agree (52.2%) or agree (23.8%) that counseling services provided helped me in meeting my academic goals at ECC Compton Center.
(Please see attached EOPS/CARE office services survey results)

3. Describe exemplary services that should be expanded or shared with other programs.

The EOPS/CARE program started in the fall 2015 to provide EOPS/CARE students with weekly school supply giveaways. This has increased the frequency of students coming into the EOPS/CARE office.

The CARE program created in spring 2015 specific workshops that target the single parent program.

The CARE program increased the CARE grant to assist students.

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements. The overall feedback has been very positive and there were no indications of students being unsatisfied with the level of services being offered. Some surveys were missing data because student were using check-marks or circling their answers. The EOPS/CARE office needs to ensure the survey is being properly administrated in the next program review.

Conclusions and Recommendations

- 1. Summarize the program's strengths.**

The EOPS/CARE staff and faculty are dedicated to serving the needs of the students

The EOPS/CARE counseling staff has a combined total of over 40 years of counseling experience at the El Camino College Compton Center

The EOPS/CARE classified staff has a combined total of over 20 years of highly work experience that is dedicated to providing above and beyond services to EOPS/CARE students

The EOPS/CARE staff maintains the goal of student success as a guiding principle

The EOPS/CARE Director has been able to hire more staff to support the needs of the program. The Director has been able to hire the following positions over the last year Program Technician, CARE Coordinator, and Adjunct counselors

EOPS/CARE program no longer provides continuing EOPS/CARE student orientations.

The EOPS/CARE staff and faculty maintain a solid working relationship with all segments of the campus and are able to work collaboratively with other faculty, staff, administration, and other departments including the CalWORKs Program, Student Life, ASB, Transfer Center, Welcome Center, Foster and Kinship Education, Special Resource Center, Child Development Center, Associated Student Body, Upward Bound/Math Science, Outreach and Recruitment, Financial Aid Office, First Year Experience, Information and Technology Department, Student Success Center, Vocational Technology, Athletics, Admissions and Records, Business Office and other related programs and services.

The EOPS/CARE program lifts the financial burdens of the students by going above and beyond with services such as: priority registration, book voucher, transportation assistance, and school supplies.

EOPS/CARE services are helping the student achieve academic success.

EOPS/CARE communicates with students in a variety of ways, i.e. email, web-site, bulletin board, via telephone, and in person.

EOPS/CARE student success and retention rates are higher than that of the general student population at El Camino College Compton Center.

2. Summarize the program's areas that need improvement.

The EOPS/CARE program needs additional space to support growth. The Director would like to hire another EOPS/CARE Counselor and Program Assistant in the future because the program is expected to grow.

There is also a need for additional filing cabinets and storage for EOPS/CARE items purchased for EOPS/CARE students.

The EOPS/CARE program needs its own dedicated classroom where new student orientations, workshops, and other meetings can be provided. Having a permanent location to conduct these activities would create more cohesiveness and program continuity.

Research ways to advance technology to administer on-line orientations and other program enhancements.

Low college enrollment at El Camino College Compton Center impacts EOPS/CARE program numbers.

There are often problems with El Camino College Compton Center server which at times prevents staff access to using SARS, Datatel, MY ECC, and other computerized systems.

Need to work closely with EOPS/CARE transfer students and have the ability to track EOPS/CARE student transfer rates.

Reach a high level of persistence with EOPS/CARE probation students.

Counselors need more clerical support to enter data into CON screen.

The program is not located near other student services areas.

The program needs to develop strategies to encourage students to check their MY ECC email on a daily basis.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. The EOPS/CARE program needs additional space to support growth. The Director would like to hire another EOPS/CARE Counselor and Program Assistant in the future because the program is expected to grow.
2. The EOPS/CARE program needs its own dedicated classroom where new student orientations, workshops, and other meetings can be provided. Having a permanent location to conduct these activities would create more cohesiveness and program continuity.
3. There is a need for additional filing cabinets and storage for items purchased for the EOPS/CARE student items purchased.

4. Please indicate whether the program should continue or be discontinued.

Continue Program

Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student & Community Advancement Program Review Committee

Ratings

Excellent

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

❑ Needs Improvement

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised: 5/5/2010, 3/13/2013, 3/31/2014, 4/15/2014, 6/1/2015

EOPS/CARE Program Probation Contract

Year/Semester _____

Student ID# _____ Student Name (please print) _____

EOPS/CARE is designed to assist you in achieving your educational goals. Our commitment is to provide services that are **OVER, ABOVE, AND IN ADDITION TO** the services available to all college students. Your educational needs are our primary concern. In order to meet those needs, we have developed this contract that outlines the program's services and your responsibilities. By adhering to this contract, you will be actively participating in meeting your educational and career goals.

As a student on **EOPS PROGRAM PROBATION**, I agree to the following responsibilities in compliance with the **EOPS/CARE PROGRAM GUIDELINES**:

- 1.)- Complete the required three (3) counseling contacts each semester including Progress Reports
- 2.)- Have a current Ed Plan on file
- 3.)-Continue to make academic progress towards my educational goal
- 4.)- Attend 1 **EOPS PROGRAM PROBATION WORKSHOP. I UNDERSTAND THAT THIS WORKSHOP IS IN ADDITION TO ANY MANDATORY WORKSHOP THAT MAY BE REQUIRED FOR EOPS/CARE.**
- 5.)- I will understand **ACADEMIC PROBATION, PROGRESS PROBATION, AND DISMISSAL POLICIES** as defined in the El Camino Compton College Catalog.
- 6.)- I will be able to identify **THREE POSSIBLE FACTORS** that can contribute to academic or progress probation.
 - a. _____
 - b. _____
 - c. _____
- 7.)- I will be able to identify **TWO TECHNIQUES OR PRACTICES** that contribute to academic success.
 - a. _____
 - b. _____

I understand that failure to meet the requirements as stated in this EOPS Program Probation Contract and the EOPS/CARE Mutual Responsibility Contract (MRC) will result in my disqualification from the EOPS/CARE Program. I have read, understand, and agree to comply with the above.

Student Signature and Date _____

EOPS/CARE Designee Signature and Date _____

EOPS/CARE Responsibility Requirement Questionnaire (Post)

N = 175

Fall 2015

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.00
Fall	175	100.00	<div style="width: 100%; height: 10px; background-color: blue;"></div>
Spring	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>

2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.

Response	Frequency	Percent	Mean: 1.02
True	170	97.14	<div style="width: 97.14%; height: 10px; background-color: blue;"></div>
False	3	1.71	<div style="width: 1.71%; height: 10px; background-color: blue;"></div>
Missing	2	1.14	<div style="width: 0%; height: 10px; background-color: blue;"></div>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.89
A student may participate until he/she graduates.	7	4.00	<div style="width: 4.00%; height: 10px; background-color: blue;"></div>
A student can only participate for 2 years.	5	2.86	<div style="width: 2.86%; height: 10px; background-color: blue;"></div>
A student may participate in the EOPS/CARE program if they have not completed more than 70 degree applicable units.	159	90.86	<div style="width: 90.86%; height: 10px; background-color: blue;"></div>
Missing	4	2.29	<div style="width: 0%; height: 10px; background-color: blue;"></div>

1. An EOPS/CARE student must see a counselor _____ per semester.

Response	Frequency	Percent	Mean: 2.97
0 times	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
1 time	6	3.43	<div style="width: 3.43%; height: 10px; background-color: blue;"></div>
2 times	167	95.43	<div style="width: 95.43%; height: 10px; background-color: blue;"></div>
Missing	2	1.14	<div style="width: 0%; height: 10px; background-color: blue;"></div>

3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal Form?

Response	Frequency	Percent	Mean: 1.99
Once a year	8	4.57	<div style="width: 4.57%; height: 10px; background-color: blue;"></div>
Every semester/session	152	86.86	<div style="width: 86.86%; height: 10px; background-color: blue;"></div>
Twice a semester	7	4.00	<div style="width: 4.00%; height: 10px; background-color: blue;"></div>
Missing	8	4.57	<div style="width: 0%; height: 10px; background-color: blue;"></div>

5. In order for a student to maintain eligibility for the EOPS/CARE program, a student must adhere to his/her Education Plan and Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	174	99.43	<div style="width: 99.43%; height: 10px; background-color: blue;"></div>
False	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
Missing	1	0.57	<div style="width: 0%; height: 10px; background-color: blue;"></div>

EOPS Responsibility Requirement Survey (Post)

N = 155

Spring 2016

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 2.00
Fall	0	0.00	<input type="text"/>
Spring	130	83.87	<input type="text"/>
Missing	25	16.13	<input type="text"/>

2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.

Response	Frequency	Percent	Mean: 1.00
True	140	90.32	<input type="text"/>
False	0	0.00	<input type="text"/>
Missing	15	9.68	<input type="text"/>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.83
A student may participate until he/she graduates.	11	7.10	<input type="text"/>
A student can only participate for 2 years.	0	0.00	<input type="text"/>
A student may participate in the EOPS/CARE program if they have not completed more than 70 degree applicable units.	122	78.71	<input type="text"/>
Missing	22	14.19	<input type="text"/>

1. An EOPS/CARE student must see a counselor per semester.

Response	Frequency	Percent	Mean: 2.94
0 times	0	0.00	<input type="text"/>
1 time	7	4.52	<input type="text"/>
2 times	120	77.42	<input type="text"/>
Missing	28	18.06	<input type="text"/>

3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal Form?

Response	Frequency	Percent	Mean: 2.02
Once a year	2	1.29	<input type="text"/>
Every semester/session	126	81.29	<input type="text"/>
Twice a semester	4	2.58	<input type="text"/>
Missing	23	14.84	<input type="text"/>

5. In order for a student to maintain eligibility for the EOPS/CARE program, a student must adhere to his/her Education Plan and Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	142	91.61	<input type="text"/>
False	0	0.00	<input type="text"/>
Missing	13	8.39	<input type="text"/>



CARE Program Student Survey spring 2/26/15

What is CARE?

CARE is a supplemental component of EOPS. The CARE program is designed to provide educational and career support services and activities for the academically under-prepared students receiving cash-aid assistance.

Our Purpose:

1. We are spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal?

Major: Sociology, criminal justice, social behavior, child development, English, paralegal studies, auto mechanic, welding, nursing, business administration, criminal justice and childhood education.

Career goals: Tax lawyer, to work at a law firm, business owner, teacher, to receive a master's degree in social work, social worker for youth probation, welding supervisor/inspector, to receive a master's in psychology, RN, work as a nurse in labor and delivery, work for a school district, child development teacher, and to own a child care center.

- 1) How did you learn about the CARE program?

Online, mini-conference, CalWORKs, the welcome center, GAIN, Joyce, classmates, EOPS/CARE office, GAIN counselor, an EOPS/CARE student, Joyce, the welcome center, Ms. Marsh, former student of the program, and SRC.

- 2) What are the most important services to you?

- a. Priority Registration **1**
- b. Academic Advisement **3**
- c. Workshops/ Meal Vouchers **5**
- d. Book Vouchers **2**
- e. Transportation **4**

3) What are some services that you wish to see the CARE program offer in the near future?

Math tutoring, personal tutoring specifically for CARE students, designated parking for CARE students, offer a wider range of times that workshops are offered, increase the amount of money for summer book vouchers, more counselors, and job resources.

4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for you choice.

a. Very Satisfied

b. Satisfied

c. Neutral

d. Dissatisfied

All students were very satisfied with the program. Why? Workshops, staff support, the program helps students to prepare for and adapt to school, and the staff is professional, caring, and understanding. Lily is always very helpful, meal vouchers are great, the program and staff is very helpful, questions are always answered, the program eases the financial stresses of school making it easier to take care of their household, and the program creates a happy and friendly environment.

5) What are some things that the CARE program can do to help you succeed academically?

Priority for childcare, CARE student parking, the EOPS/CARE counselors should coordinate with GAIN to avoid Ed-plan confusion, counselors should be more specific about Ed-plans and give more information about graduation requirements and transferring, counselors should make sure students are aware that they must take Human Development as a requirement for the program, counselors should make sure that the student's classes line up with their career goals, and staff should provide help on how to fill out program applications.

6) What workshop topics would you be most interested in the 2015-2016 school year?

Resume writing, how to study properly, managing stress, how to take notes in class, childcare information, how to save money, child abuse, transfer workshop, leadership, how to help children do better in school, parenting skills, the program should offer morning and Friday workshops for CARE students, and a workshop on how to use ECC email/computers.

7) What can the CARE Coordinator do to better serve you?

Be supportive, have a positive attitude, be willing to listen, be open-minded, be understanding, doesn't show favoritism, treats all students equally, be respectful, be informed about all things going on in the program, doesn't put students in a box, be happy to help the students, be open to the needs of students in the program, have an open door policy, has patience, is professional, and should get involved with students like the rest of the EOPS/CARE staff.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

Most students said that the application is very clear and easy to understand. However, one student suggested that the program should add bullet points for key points in the application.



El Camino College
Compton Center



CARE Program Student Survey (4.23.15) 9 students

Our Purpose:

1. We're spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal? Business management, human resources director, welding, respiratory care, respiratory therapist, nursing, bachelors in nursing, automotive technician, sociology, master's in public administration, office administration, business administration, sociology, to work as a social worker, liberal studies and to become an elementary school teacher.

- 1) How did you learn about the CARE program? A counselor, another CARE student, GAIN worker, friends on campus, walking around campus, a former student, learned of the program through another college campus, and through the EOPS program.

- 2) What are the most important services to you?

- a. Priority Registration **1**
- b. Academic Advisement **0**
- c. Workshops/ Meal Vouchers **1**
- d. Book Vouchers **5**
- e. Transportation **1**

- 3) What are some services that you wish to see the CARE program offer in the near future?

Field trips, child care, housing, more programs and workshops for male CARE students, after school child care programs, change the new student requirement of 12 units to 9 units and summer child care.

- 4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for your choice.

- a. Very Satisfied **6**
- b. Satisfied **3**
- c. Neutral **0**
- d. Dissatisfied **0**

- Application process was somewhat difficult.
- Staff was willing to help without having an attitude.
- Great email communication.

5) What are some things that the CARE program can do to help you succeed academically?

EOPS/CARE is doing so much to ensure that there is no way students fail, tutoring (Math and English), more counseling meetings and the CARE program is doing all they can to help.

6) What workshop topics would you be most interested in the 2015-2016 school year?

We already cover a lot of issues that students are facing, job search, computers, money management, transferring, interviewing skills, parenting, managing your homework and your kids homework, job searching, mock interviewing, resume workshops, how to find resources for their kids like family outings and therapy, time management, and a lot of workshops are repetitive.

7) What can the CARE Coordinator do to better serve you?

Someone who is there to help and not criticize or judge students, provides resources, possibly have a family day or picnic, be devoted to the program just like the current staff, keep a smile on their face and be visible and active. Provide students with refreshments and have two separate sign in sheets- one for EOPS student and one for CARE.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

The application is very clear and if there are questions the staff is always willing to help. The application is understandable, self-explanatory and easy to fill out.



El Camino College
Compton Center



CARE Program Student Survey (11.30.2015) 11 Students

What is CARE?

CARE is a supplemental component of EOPS. The CARE program is designed to provide educational and career support services and activities for the academically under-prepared students receiving cash-aid assistance.

Our Purpose:

1. We are spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal?

Major: Paralegal Studies, Psychology, Sociology, Business Administration, English, Automotive Technology, Liberal Studies, Forensic Science, Chemistry, and Office Administration
Career Goals: Tax Attorney, Social Worker, to graduate and transfer, undecided, open auto mechanic shop, obtain a full time job in business administration and Elementary School Teacher.

1) How did you learn about the CARE program?

CalWORKs/GAIN program staff member, EOPS/CARE students, was a part of the EOPS program first then learned about CARE, students on campus, flyers and posters on campus, counselor in general counseling, GAIN worker and Financial Aid counselor.

2) What are the most important services to you? * Number them from most important (1) to least important (6)

- a. **Priority Registration #1 (7 students)**, #3 (2 students), #4 (1 student), #5 (1 student)
- b. **Academic Advisement #1 (1 student)**, #2 (4 students), #4 (3 students), #5 (2 students)
- c. **Workshops/ Meal Vouchers #1 (1 student)**, #2 (2 students), #3 (2 students), #4 (3 students), #5 (2 students)
- d. **Book Vouchers #1 (2 students)**, #2 (3 students), #3 (2 students), #4 (1 student), #5 (1 student), #6 (2 students)
- e. **Transportation #2 (1 student)**, #3 (4 students), #4 (1 student), #5 (1 student), #6 (4 students)
- f. **Receiving School Supplies #2 (1 student)**, #3 (1 student), #4 (1 student), #5 (3 students), #6 (4 students)

3) What are some services that you wish to see the CARE program offer in the near future

Offer CARE workshops on Fridays, summer daycare for school age children, tutoring for CARE students only, allow CARE students to make copies or print class schedules, unofficial transcripts, and/or education plans in the EOPS office, provide lunch at the workshops, offer a wider variation of times for CARE workshops including mornings, offer a wider variation of sizes for CARE paraphernalia.

4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for your choice.

- a. **Very Satisfied**
- b. Satisfied
- c. Neutral
- d. Dissatisfied

All 11 students indicated that they are **very satisfied** with the CARE program. Students mentioned the following: CARE gives them the courage to continue on with higher education, they are grateful and overall satisfied with CARE and its staff, the majority of their needs have been met, they are thankful for the help, the program and staff covers everything, they are receiving an abundance of school supplies this semester, the CARE program has been awesome, the services offered are greatly appreciated, and the staff are friendly.

5) What are some things that the CARE program can do to help you succeed academically?

Offer private tutoring sessions for the classes CARE students need help in, more people sending emails to students because there are conflicts with emailing, try to get accurate information from Torrance campus regarding the paralegal studies program because some classes are only available during specific semesters (counseling concern), keep moving forward to provide more services.

6) What workshop topics would you be most interested in the 2015-2016 school year?

Parenting, stress management, mindfulness skills, anxiety eating, self-esteem, depression, stress, graduation preparation, career and majors, how to apply for graduation, managing money, resume, preparing for midterms, career options, dealing children issues, job search, study styles, balancing school and parenting, budgeting, scholarships, how to apply for work study, and Joyce has done an excellent job with parenting workshops.

7) What topics and/or field trip ideas would you recommend for the Mini Conference that the CARE program has each semester?

Students recommended more museums, college tours, the Getty Museum, to go see a play, the Museum of Feelings, La Brea Tar Pits, the Los Angeles County Museum. If there are more field trips there should be a hearty breakfast served. Students also mentioned that the Museum of Tolerance was an amazing trip. However, a 7:30 a.m. meeting time was too early and the breakfast was not good. Students did not mind not having any makeup opportunities for the Mini Conference.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

The application process is very clear and easy to understand.

EOPS/CARE Program Probation Contract

Year/Semester _____

Student ID# _____ Student Name (please print) _____

EOPS/CARE is designed to assist you in achieving your educational goals. Our commitment is to provide services that are **OVER, ABOVE, AND IN ADDITION TO** the services available to all college students. Your educational needs are our primary concern. In order to meet those needs, we have developed this contract that outlines the program's services and your responsibilities. By adhering to this contract, you will be actively participating in meeting your educational and career goals.

As a student on **EOPS PROGRAM PROBATION**, I agree to the following responsibilities in compliance with the **EOPS/CARE PROGRAM GUIDELINES**:

- 1.)- Complete the required three (3) counseling contacts each semester including Progress Reports
- 2.)- Have a current Ed Plan on file
- 3.)-Continue to make academic progress towards my educational goal
- 4.)- Attend 1 **EOPS PROGRAM PROBATION WORKSHOP. I UNDERSTAND THAT THIS WORKSHOP IS IN ADDITION TO ANY MANDATORY WORKSHOP THAT MAY BE REQUIRED FOR EOPS/CARE.**
- 5.)- I will understand **ACADEMIC PROBATION, PROGRESS PROBATION, AND DISMISSAL POLICIES** as defined in the El Camino Compton College Catalog.
- 6.)- I will be able to identify **THREE POSSIBLE FACTORS** that can contribute to academic or progress probation.
 - a. _____
 - b. _____
 - c. _____
- 7.)- I will be able to identify **TWO TECHNIQUES OR PRACTICES** that contribute to academic success.
 - a. _____
 - b. _____

I understand that failure to meet the requirements as stated in this EOPS Program Probation Contract and the EOPS/CARE Mutual Responsibility Contract (MRC) will result in my disqualification from the EOPS/CARE Program. I have read, understand, and agree to comply with the above.

Student Signature and Date _____

EOPS/CARE Designee Signature and Date _____

EOPS/CARE Responsibility Requirement Questionnaire (Post)

N = 175

Fall 2015

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.00
Fall	175	100.00	<div style="width: 100%; height: 10px; background-color: blue;"></div>
Spring	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
Missing	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>

2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.

Response	Frequency	Percent	Mean: 1.02
True	170	97.14	<div style="width: 97.14%; height: 10px; background-color: blue;"></div>
False	3	1.71	<div style="width: 1.71%; height: 10px; background-color: blue;"></div>
Missing	2	1.14	<div style="width: 0%; height: 10px; background-color: blue;"></div>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.89
A student may participate until he/she graduates.	7	4.00	<div style="width: 4.00%; height: 10px; background-color: blue;"></div>
A student can only participate for 2 years.	5	2.86	<div style="width: 2.86%; height: 10px; background-color: blue;"></div>
A student may participate in the EOPS/CARE program if they have not completed more than 70 degree applicable units.	159	90.86	<div style="width: 90.86%; height: 10px; background-color: blue;"></div>
Missing	4	2.29	<div style="width: 0%; height: 10px; background-color: blue;"></div>

1. An EOPS/CARE student must see a counselor _____ per semester.

Response	Frequency	Percent	Mean: 2.97
0 times	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
1 time	6	3.43	<div style="width: 3.43%; height: 10px; background-color: blue;"></div>
2 times	167	95.43	<div style="width: 95.43%; height: 10px; background-color: blue;"></div>
Missing	2	1.14	<div style="width: 0%; height: 10px; background-color: blue;"></div>

3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal Form?

Response	Frequency	Percent	Mean: 1.99
Once a year	8	4.57	<div style="width: 4.57%; height: 10px; background-color: blue;"></div>
Every semester/session	152	86.86	<div style="width: 86.86%; height: 10px; background-color: blue;"></div>
Twice a semester	7	4.00	<div style="width: 4.00%; height: 10px; background-color: blue;"></div>
Missing	8	4.57	<div style="width: 0%; height: 10px; background-color: blue;"></div>

5. In order for a student to maintain eligibility for the EOPS/CARE program, a student must adhere to his/her Education Plan and Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	174	99.43	<div style="width: 99.43%; height: 10px; background-color: blue;"></div>
False	0	0.00	<div style="width: 0%; height: 10px; background-color: blue;"></div>
Missing	1	0.57	<div style="width: 0%; height: 10px; background-color: blue;"></div>

EOPS Responsibility Requirement Survey (Post)

N = 155

Spring 2016

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 2.00
Fall	0	0.00	<input type="text"/>
Spring	130	83.87	<input type="text"/>
Missing	25	16.13	<input type="text"/>

1. An EOPS/CARE student must see a counselor per semester.

Response	Frequency	Percent	Mean: 2.94
0 times	0	0.00	<input type="text"/>
1 time	7	4.52	<input type="text"/>
2 times	120	77.42	<input type="text"/>
Missing	28	18.06	<input type="text"/>

2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.

Response	Frequency	Percent	Mean: 1.00
True	140	90.32	<input type="text"/>
False	0	0.00	<input type="text"/>
Missing	15	9.68	<input type="text"/>

3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal Form?

Response	Frequency	Percent	Mean: 2.02
Once a year	2	1.29	<input type="text"/>
Every semester/session	126	81.29	<input type="text"/>
Twice a semester	4	2.58	<input type="text"/>
Missing	23	14.84	<input type="text"/>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.83
A student may participate until he/she graduates.	11	7.10	<input type="text"/>
A student can only participate for 2 years.	0	0.00	<input type="text"/>
A student may participate in the EOPS/CARE program if they have not completed more than 70 degree applicable units.	122	78.71	<input type="text"/>
Missing	22	14.19	<input type="text"/>

5. In order for a student to maintain eligibility for the EOPS/CARE program, a student must adhere to his/her Education Plan and Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	142	91.61	<input type="text"/>
False	0	0.00	<input type="text"/>
Missing	13	8.39	<input type="text"/>



CARE Program Student Survey spring 2/26/15

What is CARE?

CARE is a supplemental component of EOPS. The CARE program is designed to provide educational and career support services and activities for the academically under-prepared students receiving cash-aid assistance.

Our Purpose:

1. We are spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal?

Major: Sociology, criminal justice, social behavior, child development, English, paralegal studies, auto mechanic, welding, nursing, business administration, criminal justice and childhood education.

Career goals: Tax lawyer, to work at a law firm, business owner, teacher, to receive a master's degree in social work, social worker for youth probation, welding supervisor/inspector, to receive a master's in psychology, RN, work as a nurse in labor and delivery, work for a school district, child development teacher, and to own a child care center.

- 1) How did you learn about the CARE program?

Online, mini-conference, CalWORKs, the welcome center, GAIN, Joyce, classmates, EOPS/CARE office, GAIN counselor, an EOPS/CARE student, Joyce, the welcome center, Ms. Marsh, former student of the program, and SRC.

- 2) What are the most important services to you?

- a. Priority Registration **1**
- b. Academic Advisement **3**
- c. Workshops/ Meal Vouchers **5**
- d. Book Vouchers **2**
- e. Transportation **4**

3) What are some services that you wish to see the CARE program offer in the near future?

Math tutoring, personal tutoring specifically for CARE students, designated parking for CARE students, offer a wider range of times that workshops are offered, increase the amount of money for summer book vouchers, more counselors, and job resources.

4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for you choice.

a. Very Satisfied

b. Satisfied

c. Neutral

d. Dissatisfied

All students were very satisfied with the program. Why? Workshops, staff support, the program helps students to prepare for and adapt to school, and the staff is professional, caring, and understanding. Lily is always very helpful, meal vouchers are great, the program and staff is very helpful, questions are always answered, the program eases the financial stresses of school making it easier to take care of their household, and the program creates a happy and friendly environment.

5) What are some things that the CARE program can do to help you succeed academically?

Priority for childcare, CARE student parking, the EOPS/CARE counselors should coordinate with GAIN to avoid Ed-plan confusion, counselors should be more specific about Ed-plans and give more information about graduation requirements and transferring, counselors should make sure students are aware that they must take Human Development as a requirement for the program, counselors should make sure that the student's classes line up with their career goals, and staff should provide help on how to fill out program applications.

6) What workshop topics would you be most interested in the 2015-2016 school year?

Resume writing, how to study properly, managing stress, how to take notes in class, childcare information, how to save money, child abuse, transfer workshop, leadership, how to help children do better in school, parenting skills, the program should offer morning and Friday workshops for CARE students, and a workshop on how to use ECC email/computers.

7) What can the CARE Coordinator do to better serve you?

Be supportive, have a positive attitude, be willing to listen, be open-minded, be understanding, doesn't show favoritism, treats all students equally, be respectful, be informed about all things going on in the program, doesn't put students in a box, be happy to help the students, be open to the needs of students in the program, have an open door policy, has patience, is professional, and should get involved with students like the rest of the EOPS/CARE staff.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

Most students said that the application is very clear and easy to understand. However, one student suggested that the program should add bullet points for key points in the application.



El Camino College
Compton Center



CARE Program Student Survey (4.23.15) 9 students

Our Purpose:

1. We're spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal? Business management, human resources director, welding, respiratory care, respiratory therapist, nursing, bachelors in nursing, automotive technician, sociology, master's in public administration, office administration, business administration, sociology, to work as a social worker, liberal studies and to become an elementary school teacher.

- 1) How did you learn about the CARE program? A counselor, another CARE student, GAIN worker, friends on campus, walking around campus, a former student, learned of the program through another college campus, and through the EOPS program.
- 2) What are the most important services to you?
 - a. Priority Registration **1**
 - b. Academic Advisement **0**
 - c. Workshops/ Meal Vouchers **1**
 - d. Book Vouchers **5**
 - e. Transportation **1**

- 3) What are some services that you wish to see the CARE program offer in the near future?

Field trips, child care, housing, more programs and workshops for male CARE students, after school child care programs, change the new student requirement of 12 units to 9 units and summer child care.

- 4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for your choice.
 - a. Very Satisfied **6**
 - b. Satisfied **3**
 - c. Neutral **0**
 - d. Dissatisfied **0**

- Application process was somewhat difficult.
- Staff was willing to help without having an attitude.
- Great email communication.

5) What are some things that the CARE program can do to help you succeed academically?

EOPS/CARE is doing so much to ensure that there is no way students fail, tutoring (Math and English), more counseling meetings and the CARE program is doing all they can to help.

6) What workshop topics would you be most interested in the 2015-2016 school year?

We already cover a lot of issues that students are facing, job search, computers, money management, transferring, interviewing skills, parenting, managing your homework and your kids homework, job searching, mock interviewing, resume workshops, how to find resources for their kids like family outings and therapy, time management, and a lot of workshops are repetitive.

7) What can the CARE Coordinator do to better serve you?

Someone who is there to help and not criticize or judge students, provides resources, possibly have a family day or picnic, be devoted to the program just like the current staff, keep a smile on their face and be visible and active. Provide students with refreshments and have two separate sign in sheets- one for EOPS student and one for CARE.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

The application is very clear and if there are questions the staff is always willing to help. The application is understandable, self-explanatory and easy to fill out.



El Camino College
Compton Center



CARE Program Student Survey (11.30.2015) 11 Students

What is CARE?

CARE is a supplemental component of EOPS. The CARE program is designed to provide educational and career support services and activities for the academically under-prepared students receiving cash-aid assistance.

Our Purpose:

1. We are spending time and resources trying to help you achieve your educational and career goals.
2. We want to help you be successful in achieving your certificate, degree and employment opportunities.
3. We want to improve the CARE program so that we can better serve you.

What is your major? What is your ultimate career goal?

Major: Paralegal Studies, Psychology, Sociology, Business Administration, English, Automotive Technology, Liberal Studies, Forensic Science, Chemistry, and Office Administration
Career Goals: Tax Attorney, Social Worker, to graduate and transfer, undecided, open auto mechanic shop, obtain a full time job in business administration and Elementary School Teacher.

1) How did you learn about the CARE program?

CalWORKs/GAIN program staff member, EOPS/CARE students, was a part of the EOPS program first then learned about CARE, students on campus, flyers and posters on campus, counselor in general counseling, GAIN worker and Financial Aid counselor.

2) What are the most important services to you? * Number them from most important (1) to least important (6)

- a. **Priority Registration #1 (7 students)**, #3 (2 students), #4 (1 student), #5 (1 student)
- b. **Academic Advisement #1 (1 student)**, #2 (4 students), #4 (3 students), #5 (2 students)
- c. **Workshops/ Meal Vouchers #1 (1 student)**, #2 (2 students), #3 (2 students), #4 (3 students), #5 (2 students)
- d. **Book Vouchers #1 (2 students)**, #2 (3 students), #3 (2 students), #4 (1 student), #5 (1 student), #6 (2 students)
- e. **Transportation #2 (1 student)**, #3 (4 students), #4 (1 student), #5 (1 student), #6 (4 students)
- f. **Receiving School Supplies #2 (1 student)**, #3 (1 student), #4 (1 student), #5 (3 students), #6 (4 students)

3) What are some services that you wish to see the CARE program offer in the near future

Offer CARE workshops on Fridays, summer daycare for school age children, tutoring for CARE students only, allow CARE students to make copies or print class schedules, unofficial transcripts, and/or education plans in the EOPS office, provide lunch at the workshops, offer a wider variation of times for CARE workshops including mornings, offer a wider variation of sizes for CARE paraphernalia.

4) Please indicate your level of satisfaction with the CARE program overall. Please provide an explanation for your choice.

- a. Very Satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied

All 11 students indicated that they are **very satisfied** with the CARE program. Students mentioned the following: CARE gives them the courage to continue on with higher education, they are grateful and overall satisfied with CARE and its staff, the majority of their needs have been met, they are thankful for the help, the program and staff covers everything, they are receiving an abundance of school supplies this semester, the CARE program has been awesome, the services offered are greatly appreciated, and the staff are friendly.

5) What are some things that the CARE program can do to help you succeed academically?

Offer private tutoring sessions for the classes CARE students need help in, more people sending emails to students because there are conflicts with emailing, try to get accurate information from Torrance campus regarding the paralegal studies program because some classes are only available during specific semesters (counseling concern), keep moving forward to provide more services.

6) What workshop topics would you be most interested in the 2015-2016 school year?

Parenting, stress management, mindfulness skills, anxiety eating, self-esteem, depression, stress, graduation preparation, career and majors, how to apply for graduation, managing money, resume, preparing for midterms, career options, dealing children issues, job search, study styles, balancing school and parenting, budgeting, scholarships, how to apply for work study, and Joyce has done an excellent job with parenting workshops.

7) What topics and/or field trip ideas would you recommend for the Mini Conference that the CARE program has each semester?

Students recommended more museums, college tours, the Getty Museum, to go see a play, the Museum of Feelings, La Brea Tar Pits, the Los Angeles County Museum. If there are more field trips there should be a hearty breakfast served. Students also mentioned that the Museum of Tolerance was an amazing trip. However, a 7:30 a.m. meeting time was too early and the breakfast was not good. Students did not mind not having any makeup opportunities for the Mini Conference.

8) Is the CARE application easy to understand? If not, what can we do to make it more clear and concise?

The application process is very clear and easy to understand.