

Plans for EOPS / CARE >> 2016 - 2017

EOPS / CARE CHC Non-Instructional Program Review 2016-2017

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Name :

2016 - 2017 EOPS / CARE CHC Non-Instructional Program Review 2016-2017

Principal Preparer :

Rejoice Chavira

Progress Report Preparer :

Rejoice Chavira

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** Describe your [Pattern of Service](#) including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).

Organizational Chart Structure

Rebecca Warren Marlatt	Vice President, Student Services		
Kirsten S. Colvey	Dean, Student Services		
Rejoice C. Chavira	Director, EOPS/CARE/CalWORKs	1 FTE	100% District Funded- Time: 25% EOPS; 25% CARE; 25% CalWORKs; 25% Guardian Scholars)
Natividad Rodriguez	Sr. Student Services Tech	1 FTE	(Funding and Time: 50% EOPS; 12.5% CARE; 37.5% CalWORKs)
Racquel Schoenfeld	EOPS/CARE/CalWORKs/Guardian Scholars	1 FTE	(Funding and Time: 37.5 % EOPS; 12.5% CARE; 50 % CalWORKs)
Kashaunda Harris	EOPS/Guardian Scholars	1 FTE	(Funding and Time: 100% EOPS)

Elitania Gomez Adjunct EOPS/Guardian Scholars (20 hours per week) .5
FTE (100% SSSP funds)

Substitute 40 hour Sr. Student Services Tech 1 1 FTE (37.5% EOPS; 12.5%
CARE; 50 % CalWORKs)

EOPS Program Description: Extended Opportunity Programs and Services (EOPS) was established as a result of Assembly Bill 164 passed by the California Legislature in 1969 to fight poverty. It is the intent of the Legislature that the California Community Colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit regardless of economic, social and educational status. EOPS provides academic and financial support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services are specifically designed for at risk students and their specific needs. Students are required to meet with their counselor three times during each term and have a Student Educational Plan (SEP) developed/revised to assist the student in achieving his/her individual goal. The purpose of both EOPS and CARE is to offer “over, above, and in addition to” support services to students with social, economic, and educational challenges with the goal of increasing access, retention, and transfer. The EOPS Program was established at CHC in 1973.

Services: EOPS provides services that are specifically designed to supplement the college’s existing support programs and to help the EOPS student complete their educational goal. The services that are offered include, but are not limited to: orientation, early registration, specialized counseling (for help with educational planning, career assessment, and personal counseling), academic progress monitoring, basic skills instruction (EOPS Summer Readiness Program), tutoring, and book services.

CARE Program Description: Cooperative Agencies Resources for Education (CARE) was established to assist eligible single parent EOPS students to break the welfare dependency cycle by completing college level educational training programs, and therefore, become more employable and economically self sufficient. CARE was created in 1977 and was initiated as the first state funded program of its kind in the nation. All CARE students must first be accepted into the EOPS Program. The program was first established at CHC in 1988.

CalWORKs Program Description: The California Community Colleges California Work Opportunity and Responsibility to Kids (CalWORKs) Program was established in 1997 as part of California's response to 1996 federal welfare reform legislation. As an integral partner in the state's welfare system, the community colleges' CalWORKs programs are instrumental in providing critical education, training, support services, and job opportunities to assist families on cash assistance from the state/county to break the welfare dependency cycle. The CalWORKs Program assists parents who are living in poverty to reach their educational/employment goals and achieve economic self sufficiency.

Services: CalWORKs provides services that are specifically designed to supplement the college's existing support programs and to help the CalWORKs student complete his/her educational goal. The services that are offered include, but are not limited to: coordination of services for CalWORKs recipient students between the colleges and the County of San Bernardino and County of Riverside Department of Social Services Transitional Assistance Department, academic/career/personal counseling services to focus on goals and develop student educational plans, case management to track academic progress, support persistence, and make appropriate referrals to on-campus and off-campus services, work study employment, job development and placement services, child care assistance, and curriculum development and

redesign to accommodate Transitional Assistance for Needy Families (TANF) benefit time limits. Since July 2013, each community college district that administers a priority enrollment system shall grant priority registration for enrollment to any student who is a CalWORKs recipient. The CalWORKs Program was established at CHC in Spring 2012 when individual colleges were allocated CalWORKs funds.

Guardian Scholars Program Description: Guardian Scholars Program provides "over and above" support services for current and former foster youth. Guardian Scholars is a comprehensive program that contributes to the quality and depth of the student's educational experience. The program serves as a resource for foster youth by assisting them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields. The program was established January 2017.

Services: The services provided through the Guardian Scholars Program include academic/career/personal counseling, case management to track academic progress, book grants, academic supplies, transportation assistance, emergency funds, and meal tickets.

EOPS Mission Statement:

The mission of the EOPS Program is to offer "over and above and in addition to" individualized academic, career, and personal assistance to students with social, economic, and educational challenges with the goal of increasing access, course completion rate, and transfer. These services will promote academic growth, independence and personal responsibility.

CARE Mission Statement:

The mission of the CARE Program is to provide EOPS qualified single parent students who are receiving cash aid with additional support to assist them in overcoming obstacles and to expand their educational opportunities.

CalWORKs Mission Statement: The mission of the CalWORKs Program is to assist students and their families who are currently cash aid recipients or who are transitioning off of cash aid, to achieve long term self sufficiency by providing education and support services to enable students to complete their educational goals and find meaningful employment.

Guardian Scholars Program Mission Statement: The Crafton Hills College Guardian Scholars Program through collaborative efforts is committed to improving educational outcomes of foster youth by increasing access to college and support their academic success. Our goal is to provide a comprehensive program that contributes to the quality and depth of the student's college experience. We serve as a resource for young adults by equipping them with skills necessary to meet their educational and career goals and to cultivate successful, proficient, and self aware citizens.

EOPS/CARE/CalWORKs/Guardian Scholars Philosophy Statement:

CHC EOPS/CARE/CalWORKs/Guardian Scholars students are treated with respect and valued for what they bring to the college and the program. The EOPS/CARE/CalWORKs/Guardian Scholars staff is committed to providing services for students to enable them to become capable of achieving and reaching their educational goal. The services are founded on a community based model that promotes genuine care and commitment by staff for our students; expects participants to fulfill their program responsibilities; and works collaboratively with staff and faculty to provide holistic services to support student success.

Key Users of the EOPS Program:

The EOPS Program at Crafton Hills College follows state mandated EOPS Guidelines to determine student eligibility (key users).

EOPS Criteria – all key users must be eligible for a Board of Governor’s Waiver (BOGW) A or B from Financial Aid, a resident of California, must be enrolled in 12 units (unless a participant in the DSPS – Disabled Student Services Program), have completed less than 70 degree applicable units from all colleges attended and meet one of the educationally disadvantaged criteria below:

- Assessed in remedial education courses (English 914, English 976, Reading 980, Math 942, Math 952, Math 943, Math 953, Math 962)
- Did not graduate from high school or obtained the General Education Diploma
- Graduated from high school with a grade point average below 2.5 on a 4.0 scale
- Previously enrolled in remedial education courses in high school or college
- Parents have not earned a United States Baccalaureate Degree or parents’ primary language is not English
- Emancipated foster youth

Key Users of the CARE Program (student must meet all factors below):

- EOPS student who is at least 18 years of age and single head of household
- Current recipient of TANF/CalWORKs
- Have one child under the age of 14 years
- Enrolled full time at CHC upon admission into the EOPS Program

Key Users of the CalWORKs Program:

- Student is a current recipient of TANF/CalWORK
- Must have a Welfare to Work Plan that indicates education as an approved activity

Key Users of the Guardian Scholars Program:

- Current or former foster youth
- Emancipated foster youth
- Have a Ward of the Court Dependency Letter
- Been in foster care from 13 years of age and older

Program eligibility factors are communicated through informational flyers and brochures and the EOPS/CARE/CalWORKs/Guardian Scholars webpage.

EOPS/CARE/CalWORKs/Guardian Scholars Program Objectives:

- Continue to improve availability of staff and counseling support.
- Increase the number of disproportionately impacted students in the program and other support services.
- Continue to assist students with the transfer process.
- Increase student persistence in the EOPS/CARE/CalWORKs/Guardian Scholars Program and overall educational goal.
- Increase student course completion rate.

Important goals of the program and the key functions:

GOAL: Academic Support- EOPS/CARE/CalWORKs/Guardian Scholars provides a solid foundation and roadmap toward an educational goal through (Functions):

- An in depth EOPS/CARE, CalWORKs, and Guardian Scholars New Student Orientation
- Completion of comprehensive Student Educational Plan(s) (SEPs)
- Student contacts – a minimum of three per semester

- Email to students informing them of important deadline dates, progress reports, campus workshops and events
- Follow up with instructors regarding student issues and on-going progress
- Mandated progress reports regarding student issues and early alert monitoring
- Completion of EOPS/CalWORKs/Guardian Scholars Academic Support Contract to probationary students to provide additional counseling to ensure student progress and success
- An Academic Recognition Ceremony honoring EOPS/CARE/CalWORKs/Guardian Scholars academic achievers
- Consistent contact and support to students who are graduating/or transferring to ensure that all qualifications are met
- Monitoring requirements for certificates and/or degrees
- Assistance in completing their IGETC/CSU Certification and Petition to Graduate forms to assist with the graduation and transfer process

GOAL: Financial Support – EOPS/CARE/CalWORKs/Guardian Scholars helps make college more affordable through (Functions):

- Assistance with the cost of textbooks during fall, spring, and summer semesters
- Assistance with book loan program during fall, spring, and summer semesters
- Assistance with academic supplies during fall, spring, and summer semesters (back packs, scantrons, scientific calculators, binders, pens, pencils, notebooks, index cards, lab goggles, art supplies)
- Assistance with assistive technology (Smart Pens)
- Purchasing of cap, gown, and diploma cover for eligible graduating EOPS/CARE students
- 4 year college application fee waivers for the CSU and UC campuses

CARE and CalWORKs Specific:

- Grants to cover out of pocket child care expenses
- Gas Cards
- Parking Permits
- Additional assistance with textbook costs and supplies
- Exam fees for Radiology Tech, Nursing, and Respiratory Therapy eligible students

GOAL: Personal/Motivational Support – EOPS/CARE/CalWORKs/Guardian Scholars improve student image and increase course completion and persistence rates over time through (Functions):

- Assistance in completing college application to 4 year universities
- Assistance with contacting 4 year universities regarding admissions requirements
- Assistance with completing follow up materials received from 4 year universities
- Letters of recommendations
- Honoring graduates at the annual EOPS/CARE/CalWORKs/Guardian Scholars Ceremony
- Providing academic/personal/career workshops each Fall and Spring semester
- Providing an Academic Planner for each EOPS/CARE/CalWORKs/Guardian Scholar student

- Providing an EOPS/CARE/CalWORKS/Guardian Scholars newsletter each Fall and Spring semester
- Student recognition board recognizing EOPS/CARE/CalWORKS/Guardian Scholars students for personal and academic successes
- Provide in-depth one on one personal counseling for students who are facing personal difficulties
- Provide community resources/referrals as needed basis
- Provide Open House to welcome incoming new EOPS students during Fall semester

CARE Specific:

- Honoring CARE students at the annual CARE Parent Appreciation Luncheon honoring all CARE students for their determination and hard work
- Semester CARE Mini Conference
- Advocacy with the County Department of Social Services (DPSS) regarding CalWORKS issues
- Participate in region 9 CARE conference

OFFICE HOURS:

Monday/Tuesday 8 a.m. to 6 p.m.

Wednesday/Thursday 8 a.m. to 5 p.m.

Friday 8 a.m. to 2 p.m.

Communication with students are done via e-mail and letters. Students are reminded about their upcoming counseling appointments through

SARS Call. Students receive a reminder phone call twice before their scheduled appointment date. The reminder phone calls have minimized the number of "No Shows" to counseling appointments. Students receive flyers reminding them of their program requirements, deadline dates for counseling appointments, dates of when the mid semester progress reports are due, and workshop dates and times. Program reminders are also sent to students via their CHC student e-mail. The program also has a CHC e-mail account in which students can communicate with the EOPS/CARE Program. Students receive an appointment card when scheduling an appointment in the EOPS/CARE Office. Counselors respond to student e-mails and/or make personal phone calls. Counselors advocate on students behalf by making personal phone calls to address specific student issues/concerns.

Demographics:

Demographic summary reports based on age, gender, and ethnicity is attached comparing EOPS students with the the general student population.

The EOPS population of students served mirror the CHC college population. In comparing the general student population based on ethnicity, age, and gender, the EOPS Program served students in the same age group, ethnicity and gender during the 2012-2013, 2013-2014, 2014-2015, 2015-2016 academic years. In some years, the EOPS Program may serve more or less students in the various ethnicity, gender and age groups.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions

- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

The following are external factors that have a significant impact on the EOPS, CARE, CalWORKs, and Guardian Scholars Programs.

EOPS and CARE funds are allocated by the State Chancellor's Office each year. The EOPS Allocation Formula was adopted by the Board of Governor's in July 1989 and has three basic elements:

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

In accordance with EOPS regulations, the District is required to cover at least the 15% minimum contribution and thus pays the salary and benefits of the EOPS/CARE/CalWORKs Director. The remaining faculty and staff are paid through Categorical Funding. Reallocated funds are limited and must be applied for each year. The current budget for EOPS and CARE is based on the 2016-2017 allocation. The EOPS and CARE Program experienced deep budget cuts in 2007-2008 academic year and funds were restored to the 2008 funding level in 2015.

The CalWORKs funds are allocated each year by the State Chancellor's Office. The allocation is based on the number of CalWORKs students served each year as reported by MIS. The CalWORKs Program is guaranteed 95% of the previous year's allocation. The number of CalWORKs students are decreasing due to an increase in the number of jobs available and the requirements by the State Department of Social Services that requires students to be employed. In addition, CalWORKs students who are interested in attending CHC have difficulties enrolling in courses that work around their children's school schedule or child care availability.

The Guardian Scholars is currently receiving funds through Student Equity. However, funds will need to be requested each year to be able to provide and maintain the level of services that is being provided.

The program must follow program requirements from the following outside agencies:

EOPS Program Guidelines, Student Services Division - Categorically Funded Programs
Chancellor's Office, California Community Colleges

CARE Program Guidelines, Student Services Division -Categorically Funded Programs
Chancellor's Office, California Community Colleges

CalWORKs Program Guidelines, Student Services Division- Categorically Funded Programs
Chancellor's Office, California Community Colleges

EOPS Auditing Guidelines, Student Services Division - Categorically Funded Programs
Chancellor's Office, California Community Colleges

CARE Auditing Guidelines, Student Services Division - Categorically Funded Programs
Chancellor's Office, California Community Colleges

CalWORKs Auditing Guidelines, Student Services Division- Categorically Funded Programs
Chancellor's Office, California Community Colleges

CalWORKs Handbook, Student Services Division- Categorically Funded Programs Chancellor's
Office, California Community Colleges

Title V Regulations/Chapter 2.5

Education Code/ Article

Over the last three years, the number of EOPS applications received each semester has increased. The program could admit many more students into the program, but due to the state funding formula, our allocation would not be increased proportionally and as a result, our students would receive much smaller textbook grants. Other services would be reduced as well. However, as the table shows, our EOPS numbers have increased steadily over the last three years. CARE and CalWORKs numbers fluctuate due to changes in the welfare to work requirements that the County of Riverside or County of San Bernardino imposes on students. The decline is precipitated by change to a work first emphasis in State CalWORKs regulations, which forces students to forego their educational goals and accept low paying employment.

The user demand is likely to increase due to the increase in the overall CHC student population. In addition, many of the four year colleges are limiting their enrollments due to shrinking budgets, and students denied admissions are projected to increase enrollments at community colleges throughout the state. However, as the economy improves, many individuals will find employment opportunities and may forego attending college on a full time basis.

3. Progress on Outcomes Assessment

Progress on Outcomes Assessment – **Rubric Item:** Service Area and/or Student Learning Outcomes Process.

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

Student Learning Outcome: *New students who attend an EOPS orientation will be familiar with eligibility requirements and services offered through the EOPS Program.* (See attachment C and SLO Pre-Post Assessment)

The program is in its eighth cycle of assessing student learning outcomes. Since 2008, the program assesses their student learning outcome each Fall and Spring semesters when EOPS orientations are conducted. EOPS/CARE evaluates student learning outcomes each semester through a pre/post assessment. According to the results for each of the SLO for the Fall and Spring semesters, students were statistically significant and substantially more likely to answer all 10 questions correctly on the post assessment than on the pre-assessment. In reviewing the questions that students were least likely to respond correctly to in the post assessment, the pre/post assessment will be revised to use language that students readily understand. In addition, at the end of the orientation, there will be a powerpoint reviewing the eligibility requirements, program requirements, and services that are offered and active participation by the students attending the EOPS orientation will be required

Service Area Outcome: *Students who participate in the EOPS will be more likely than their non-EOPS peers to complete their courses, remain continuously enrolled, complete math and English momentum points, earn a degree or certificate, and transfer.* (See attach D)

According to data provided by the OIERP, the course success rate was higher for EOPS students (75%) than for students who are not EOPS students (73%). The math throughput rate was higher for EOPS students (29%) than for non-EOPS students (25%). The English throughput rate was substantially higher for EOPS students (56%) than for non-EOPS students (44%). The degree

and certificate completion rate was higher for EOPS students (25%) than for non-EOPS students (19%). The transfer rate was higher for EOPS students (31%) than for non-EOPS students (28%). The results from the OIERP indicate that students who participate in the EOPS and CalWORKs Program are successful academically and complete their educational goal than non-EOPS students. The services and dedication of the staff to provide "Over, above and in addition" services has demonstrated the positive impact it has on student success.

Service Area Outcome: *Students will be satisfied with EOPS services as measured by score on a service evaluation survey. Services components will include counseling; book service; supplies provided; and quality and value of workshops.* (See attach A and B)

The program conducts a Point of Service Survey for three weeks during the 9th through 11th week of the Fall and Spring semesters. The Point of Service surveys provides students the opportunity to complete this evaluation every Fall and Spring terms. The results of the Point of Service Survey consistently indicate that 90% or higher of the respondents Strongly Agreed or Agreed with the following statements:

EOPS is a high quality service; EOPS is helping me reach my academic goals; I would recommend this program to others; Overall, I am satisfied with this service; the EOPS staff/counselor treated me with respect; the EOPS staff/counselor understood my needs; and Overall the EOPS staff/counselor was helpful.

According to results from the Student Satisfaction Surveys, the EOPS program has consistently been rated at 90% or higher of Very Satisfied/Satisfied with the level of satisfaction with the quality of services being provided through the program. EOPS has been recognized through comments from students as one the best things Crafton has to offer. Students have made positive comments about the the EOPS Program throughout each of the Student Satisfaction Surveys that have been conducted.

With the hiring of two full time counselors, the program can move forward in developing additional SLO's for the EOPS/CARE/CalWORKs/Guardian Scholars Program. It has been difficult for the program to focus on developing additional SLO's as the program was maintaining quality services with two full time staff members, the director and Sr. Student Services Tech.

4. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least 2 external and/or internal [partnerships](#) that substantially impact the quality of services to students or clients.

Innovation or Enhancements

Since 2012, the program has gone through various transitions. During Spring 2012, the CalWORKs Allocation was being distributed to individual colleges versus a district allocation. As a result, the CalWORKs Program was organizationally placed under the direct supervision of the director of the EOPS/CARE Director. The EOPS/CARE/CalWORKs Student

Services Tech 1 accepted a promotion as a Sr. Student Services Tech in the Counseling Department in July 2014. During this time period, the EOPS/CARE/CalWORKs Program was functioning with a full time director, full time Sr. Student Services Tech, and two adjunct counselors. The full time director provided the additional counseling services to ensure that the quality of services continued to be offered and was maintained. The director and Sr. Student Services Tech were committed to "Doing more with less" to ensure that the quality of services were maintained.

In Fall 2013, the "Lunch and Learn Career Spotlight series" was implemented. Career counseling is one of the services provided to EOPS, CARE, CalWORKs students. The counselors discuss the careers that students are indicating they are interested in pursuing. Based on the discussions and career interests, the counselors determine which careers to focus on during the lunch and learn series. Lunch is provided for students during the lunch and learn series. Individuals in the community are invited to speak to the students to provide an overview of their career and to share valuable information that students may not know about that particular career. The speakers are invited to give the "Good, Bad, and Ugly" about their careers so that students become fully aware of what the expectations are for that particular career. The program has invited speakers from the following careers to speak to the students: Nursing, Probation, Law Enforcement, Respiratory, Social Work, Computer Engineer, Graphic Artist, Architecture, and Teaching.

In October 2015, a full time EOPS counselor was hired. On July 1, 2016, a full time CARE/CalWORKs Counselor was hired. The program is now staffed to be able to provide the quality of services that the program is known for based on the responses from the Student Satisfaction Surveys and the Program's Point of Service Surveys. The programs will now be able to develop strategies that are innovative and will enhance the services being offered to the students being served.

Partnerships

Over the years, EOPS/CARE/CalWORKs has established many collaborative relationships on campus that have been driven by the need to streamline services and become more efficient when multiple programs within Student Services and Instruction Divisions are serving EOPS/CARE/CalWORKs students. A benefit of these collaborative efforts is that duplication of services is more often avoided. Therefore, more resources are available to serve more students. Also, the communication among the programs, divisions, and departments is improved, which also helps the college personnel become familiar with other programs and become better equipped to help students with diverse needs.

The CalWORKs Program is in close partnership with the California State Chancellor's Office, as well as the County of San Bernardino and County of Riverside Department of Social Services to provide direct student support services. The director of the program is the State Chancellor's CalWORKs Office Advisory Committee region 9 representative and attends all meetings. The director and CARE/CalWORKs counselor participates in the County of Riverside Community College Consortium in which quarterly meetings are held to provide updates, obtain clarification on issues and concerns that are affecting CalWORKs students. The director and CARE/CalWORKs counselor hosted a "roundtable discussion" with the Yucaipa and Redlands Office of Department of Social Services supervisor and staff. As a result of the discussion, a commitment to strengthening the relationship and to increase the collaboration between the college and the Department of Social Services for San Bernardino County occurred. In addition, the college's CalWORKs program is designed to support the county Welfare to

Work employment target of 30% of all CalWORKs students working at least 20 hours a week while attending school. In addition, a designated County employee completes all TANF verification forms that are required for students to participate in the CARE and CalWORKs Program. In the past, students were required to wait 2 to 3 days to have the TANF verification forms completed by their Employment Specialist. Having a designated County employee has expedited the processing of CARE and CalWORKs services to students before the beginning of each semester. Racquel Schoenfels also completes required County forms in a timely manner. Racquel consistently communicates with county case managers, educational liaisons, and program managers to ensure that the county and the student needs are both being met with regards to the students' County Welfare to Work Plan.

The director is also a member of the County of San Bernardino Foster Care Advisory Committee and Independent Living Program Advisory Committee. As a result of being a partner with the Foster Care Advisory Committee and Independent Living Program Advisory Committee, various foster youth events such as the Foster Youth Employment Conference and Independent City were hosted at CHC. This gave an opportunity to highlight the campus support programs and instructional programs offered at CHC.

The program continues to enjoy an excellent relationship with other student services and instructional services programs. The program includes workshops offered by the University Transfer Center, Career Center, and Each Mind Matters workshops as workshops that can be used to fulfill the required semester workshop for the program. The program has collaborated with the STEM Program and Left Lane Program to accept each program's mid semester progress reports so that students will not be required to complete additional mid semester program reports due to being in one or more programs. The program has also collaborated with the STEM and Left Lane Programs in allowing students who participate in one or more programs to attend workshops that are used to fulfill each program's requirements instead of having students attend multiple workshops each semester. EOPS and CalWORKs students who participate in the STEM Program can use one of the STEM counseling appointments to fulfill one of the required three counseling contacts in the EOPS and CalWORKs Program. In addition, a referral process was developed with Patty Quach to ensure that EOPS/CARE/CalWORKs/Guardian Scholars are receiving additional tutoring services. The DSPS program provides training on the use of Smart Pens to EOPS/CARE/CalWORKs students who are utilizing the Smart Pens in their classes.

Coordination with the Financial Aid office is crucial in order to determine if EOPS/CARE/CalWORKs can provide students with services as Financial Aid is the sole source for determining the income eligibility for students. To facilitate the determining income eligibility for the program, Financial Aid has provided EOPS/CARE/CalWORKs program staff access to the Aide Screen that enable staff to determine if students meet the income eligibility guidelines for potential EOPS, CARE, and CalWORKs. Staff is able to verify the BOGW A or B eligibility for EOPS students, and input the book grant amount for EOPS, CARE, and CalWORKs students. In addition, staff is able to input the dollar amount of the CARE and CalWORKs Parking Permits and Gas Cards as required by Financial Aid.

5. Other Unit-Specific Quantitative and Qualitative Results

Please provide...

a. **Rubric Item:** At least two quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, equity data, etc.

b. **Rubric Item:** A summary of the results of these measures. Please be sure to set a [target](#)

for each measure and provide the reasoning for the targets that have been set.

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

With the program fully staffed with two full time counselors, the program will be able to focus on additional quantitative or qualitative measures to gauge the program's effectiveness. Currently, based on data from the OIERP, the EOPS Program has been successful in the number of transfers, degrees, and student satisfaction. According to data provided by OIERP, the course success rate was higher for EOPS students (75%) for non-EOPS students (73%). The math throughput rate was higher for EOPS students (29%) than for non-EOPS students (25%). The English throughput rate was substantially higher for EOPS students (56%) than for non-EOPS students (44%). The degree and certificate completion rate was higher for EOPS students (25%) than for non-EOPS students (19%). The transfer rate was higher for EOPS students (31%) than for non-EOPS students (28%). The results from the OIERP indicate that students who participate in the EOPS and CalWORKs Program are successful academically and complete their educational goal than non-EOPS students. The EOPS and CalWORKs Program provides a full range of services and monitoring the students academics through the EOPS and CalWORKs Early Alert have proven to be effective strategies in assisting students. (Attach D)

Target: The full range of services and the academic monitoring of the participants in the EOPS and CalWORKs Programs have proven to be effective strategies in assisting students. The EOPS and CalWORKs Program will work to maintain the quality of services that is being provided to students.

The results of the Point of Service Survey and the CHC Student Satisfaction Survey has clearly shown that the program has effectively served students. The results of the each of the Point of Service surveys consistently indicate that 90% of the respondents "Strongly Agreed or Agreed" with the following statements:

EOPS is a high quality service; EOPS is helping me reach my academic goals; I would recommend this program to others; Overall, I am satisfied with this service; the EOPS staff/counselor treated me with respect; the EOPS staff/counselor understands my needs; and overall, the EOPS staff/counselor was helpful.

Students also commented on the helpfulness of program staff; citing a friendly environment; a sense of belonging and a place they know they can receive assistance. Many indicated workshop topics that they would like to see offered.

Target: The counselors will work on reviewing the workshop topics recommended by students. The counselors will begin offering some of the recommended student workshop topics Spring 2017, adding and varying the different topics each semester based on student needs during counseling appointments.

The results from each of the CHC Student Satisfaction Surveys rates the EOPS Program at 90% or higher and students are "Very Satisfied/Satisfied" with the level of quality of services being provided through the program. EOPS has been recognized through the comments of students as being one of the best things Crafton has to offer. Students have consistently made positive comments about the EOPS Program. (Attach A and B).

Target: The EOPS and CalWORKs Program will continue to provide "Over, Above, and In Addition To" quality services and outstanding customer service. The ratings from the Point of Service Surveys and the CHC Student Satisfaction Surveys are high for the EOPS/CARE/CalWORKs Program. Staff is well regarded and remains committed to nurturing

student success through enhanced counseling services, workshops, and partnerships with other students services departments and tutoring.

Please see the last four year's program review data that outlines the demographics of the students served and the accomplishments for each of the program. There is no current data available for the Guardian Scholars Program as Spring 2017 is the first semester that the program is being implemented.

6. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

The EOPS/CARE/CalWORKs/Guardian Scholars Program provides access to higher education for historically underrepresented students who are low income, first generation, and educationally underprepared to pursue a college education. The programs serve each of the disproportionately impacted students identified in the CHC Student Equity Plan. The programs also reflect the diversity of the CHC campus, and the surrounding community. We admit students of all ages, races, language groups, sexual orientations, abilities and religious affiliations. Students mirror the support they receive by a diverse program staff-helping one another by sharing information, offering personal support, and academic assistance.

The director, EOPS counselor, and CARE/CalWORKs counselor are currently attending training to provide online counseling and workshops through Cranium Cafe. However, the best mode of delivery for the student population that the program serves is face to face. Students are required to meet with a counselor three times during the semester, not because students change their educational plans often, but because the students encounter non academic factors that could inhibit their success, i.e. work, family responsibility, issues related with poverty. The program uses these appointments to build rapport with the student and help them depend on a community of support so that the program can provide resources that address these situations. As a result, students find face to face interactions the most beneficial as noted in the satisfaction surveys. We have continued with in person orientations and workshops for students.

The staff is dedicated and committed to supporting students with their educational goals and career objectives. The staff displays the "over, above, and in addition to" spirit that is common among EOPS/CARE/CalWORKs/ Guardian Scholars staff in the 114 community colleges.

EOPS/CARE/CalWORKs/Guardian Scholars offers an array of services to support, increase course completion, and completion of the student's educational goals. Students benefit from

book grants, academic/career/ personal counseling, priority registration, application fee waivers to the CSU and UC four year institutions, transfer assistance and learning communities classes, along with EOPS new student orientations and academic/career/personal workshops.

EOPS staff has consistently received positive reports for its service delivery. The rating criteria include Quality of Service, Knowledge of Staff, Helpful Attitude of Staff, Wait Time for Service. It is very gratifying to staff that students have given us superior evaluations in these areas and these services appear to be generally well utilized. The student evaluations of the program were encouraging to staff since they are the consumers who regularly have contact with staff. Despite all of their contractual obligations, most of the students seem satisfied with the trade off of our mutual responsibilities.

The EOPS/CARE/CalWORKs Program continues to enjoy an excellent relationship with DSPS and Financial Aid. The EOPS and Financial Aid office have worked collaboratively with outreach presentations at the high schools and community agencies. EOPS and DSPS have a combined Advisory Committee. The EOPS/CARE/CalWORKs/Guardian Scholars Program has established a collaborative and/or cooperative relationship with the rest of the Student Services Departments as well as with other departments on campus, i.e. University Transfer Center, Career Center, Health and Wellness and the Teaching and Learning Center to provide maximum student support delivery services for our student participants.

Racquel Schoenfeld provides counseling and assistance with county forms in a timely manner to each student. Racquel consistently communicates with county case managers, educational liaisons, and program managers. The partnership that has been established with the County of Riverside and County of San Bernardino have proven to be effective in serving CalWORKs students meet their County Welfare to Work plan.

The layout of the EOPS/CARE/CalWORKs/Guardian Scholars front office does not allow for confidentiality with staff working at the front desk.

The Director is currently filling a void created by not hiring an additional adjunct EOPS/CARE Counselor due to limited office availability. As such, the EOPS/CARE/CalWORKs/Guardian Scholars Program desperately needs the services of an additional adjunct EOPS/CARE/CalWORKs/Guardian Scholar counselor to ensure that the program continues to provide quality services to the students.

The number of applications received, exceeds the number of available slots for new EOPS students. The EOPS Program could admit more students into the program, but due to the state funding formula, the program's allocation would not be increased proportionately. As a result, the students would receive a smaller textbook grant and the mandated three counseling contacts would not be available to all students due to limited counseling availability.

Professional development and training:

The staff participate in the CCCCEOPSA Annual Conference, EOPS/CARE State Chancellor's Technical Training, Annual CalWORKs Training Institute, CSU/UC Community College Counselor's Conference, ETS Conference, Loma Linda University Counselor's Conference, CHC Counselor's Transfer Training, and Classified Professional Staff Development.

Participation in shared governance:

Rejoice Chavira, Nati Rodriguez, Kashaunda Harris, and Racquel Schoenfeld are involved in various CHC committees and participates in planning and decision making as members of the committee.

Kashaunda Harris is involved in the Basic Skills Committee and SSE committee. Kashaunda Harris attended an On Course training workshop, received a facilitator's certificate for MBTI and

Inner Heroes. Kashaunda Harris also attended the EOPS Director's Training through the State Chancellor's Office. Kashaunda Harris is also a member of the CHC Guardian Scholars Advisory Committee.

Racquel Schoenfeld is involved in the Ed Technology and Ed Policy committee. Racquel Schoenfeld also attended the EOPS/CARE Director's Training through the State Chancellor's Office. Racquel Schoenfeld is a member of the region 9 CARE Planning Committee.

The EOPS/CARE/CalWORKs/Guardian Scholars staff is almost fully staffed awaiting the hire of an additional Sr. Student Services Tech. The staff is supportive and works collaboratively with each other. The staff are team players and assists in performing duties that are outside of their assigned roles. The staff willingly shares their knowledge and ideas with each other and communicates on a regular basis. The director fills the void in providing counseling services to students. With the lack of available offices for counseling, additional adjunct counselors cannot be hired.

The program ensures that they are in compliance with applicable mandates. A checklist of eligibility requirements for each was created to ensure that the student meets all of the requirements in the program before services are provided. The director communicates on a regular basis with Kelly Gornik and Sarah Tyson from the State Chancellor's Office to obtain clarification on services being provided or on expenses that will be spent to ensure that the program is in compliance.

7. Mission and Vision

- a. Tell us your unit's mission: Based upon the responses you've given so far, provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- c. Alignment with the college Mission and Vision:
 - c.i. **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. In what ways does your program advance the mission of the college?
 - c.ii. **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance the vision of the college?

EOPS Mission Statement: *The mission of the EOPS Program is to offer "over and above and in addition to" individualized academic, career, and personal assistance to students with social, economic, and educational challenges with the goal of increasing access, course completion rate, and transfer. These services will promote academic growth, independence and personal responsibility.*

CARE Mission Statement: *The mission of the CARE Program is to provide EOPS qualified single parent students who are receiving cash aid with additional support to assist them in overcoming obstacles and to expend their educational opportunities.*

CalWORKs Mission Statement: *The mission of the CalWORKs Program is to assist students and their families who are currently cash aid recipients or who are transitioning off cash aid,*

to achieve long term self sufficiency by providing education and support services to enable students to complete their educational goals and find meaningful employment.

Guardian Scholars Mission Statement: *Crafton Hills College Guardian Scholars Program through collaborative efforts is committed to improving educational outcomes of foster youth by increasing access to college and support their academic success. Our goal is to provide a comprehensive program that contributes to the quality and depth of the student's college experience. We serve as a resource for young adults by equipping them with skills necessary to meet their education and career goals.*

EOPS/CARE/CalWORKs/Guardian Scholars Programs accomplishes the mission and vision of CHC by promoting student success with enrollment assistance, academic/career/educational planning, textbook assistance, transfer assistance, and assistance with handling personal, family or social problems which may interfere with the students' educational goal attainment. These combined components reflect the underlying philosophy that by providing information, clarification and support to students, it will enable them to make realistic decisions which are in their own self interests and assist the student in planning and implementing strategies to achieve their own personal success. Our goal is to keep students engaged and actively involved in their education.

Each interaction with the student is meaningful whether in a counseling appointment or when a student comes in to the office for assistance, each staff members takes the time to understand the student's needs. The staff takes the time to get to know the student and conversations often show a personal interest in the student. The program recognizes each student's personal accomplishments by providing a shout out for students who share an accomplishment no matter how small or big. The program also recognizes students who successfully achieved a cumulative gpa of 3.0 and completed 24 cumulative units and students who completed their educational goal at the program's yearly Scholars and Graduation Ceremony. The program encourages students to participate in workshops and activities that are offered through through the Transfer Center, Career Center, Counseling, Student Life and other instructional departments. Encouraging participation in these workshops and activities allows the students to be engaged in the campus community which also allows them to be well rounded as students. In addition, the program offers the informal, personal contributions of each EOPS/CARE/CalWORKs/Guardian Scholars staff and students, a system of support that often exerts the greatest impact on the lives of participating students.

Vision statement: *The EOPS/CARE/CalWORKs/Guardian Scholars Program is committed to providing comprehensive, holistic and effective academic, career, and personal counseling to each student as they pursue their educational goals. EOPS/CARE/CalWORKs/Guardian Scholars Program strives to provide an environment where students will grow intellectually and personally while obtaining knowledge and academic skills to be successful in their pursuit of their educational goals at Crafton Hills College.*

Historically, EOPS/CARE/CalWORKs was developed to serve the needs of low income, underrepresented, educationally disadvantaged students, and financially disadvantaged students. In reviewing the student demographics from the Educational Master Plan and the Student Equity data that identifies disproportionately impacted students, the EOPS/CARE/CalWORKs/Guardian Scholars Program can increase the number of students served and effectively serve them. The college has been supportive of the EOPS/CARE/CalWORKs Program in the past, and Student Equity funds is supporting the Guardian Scholars Program. It is my hope that the college will continue to support the Guardian

Scholars Program, and SSSP funds and Student Equity funds will be provided to support the EOPS/CARE/CalWORKs Program financially, so that we can help our most vulnerable CHC students have the support they need to begin to change their lives and the lives of the generations that will come after them.

In four years, there will be additional space and accommodations to house another full time EOPS counselor, an office for adjunct counselors, and an office for the Sr. Student Services Tech. In addition, there will be space designated for the Guardian Scholars students where two computers and a printer will be available for the students to use to study or hang out. Computers and printers will be available in the lobby area for all of the students to use in the program.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan. To update this question, you will need to click on the link above to "Edit Progress Report goals/objectives/resource requests/actions/activities for plan (Question #8)"

- **1 - Goal - Effectively manage resources.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Seek alternative revenue streams.**

Due to a 51% budget cut, the EOPS Program no longer provides tutoring services, academic starter kits, and student planners. In addition, the program lost hourly counseling which assisted in providing the three required counseling contacts to EOPS students. There will be additional cuts to the EOPS Program which will lower the semester book grant amount from \$300.00 to \$150.00 (estimate)

Priority Rank:

1

Original Start Date:

08/01/2009

Original End Date:

05/31/2012

Revised Start Date:

08/01/2009

Revised End Date:

05/31/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - Additional Revenue Stream**

Description

Identify other revenue sources.

Rationale

In order to serve as many students as were served prior to cuts additional sources of revenue need to be identified.

Resource Type:

Ongoing

Expenditure Category:

Other

Funded:

No

Funding Source:

First Year Cost/Savings:

\$150,000.00/\$0.00

Second Year Cost/Savings:

\$150,000.00/\$0.00

Third Year Cost/Savings:

\$150,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Work with various CHC college entities to secure funding and/or resources.**

Status Code:

Work is Completed and Ongoing

Progress Description:

The program has received SSSP funds to cover the salaries and benefits for the adjunct EOPS/Guardian Scholars counselor.

Measurements/Documentation of Progress:

NA

- **1.1.a2 - Apply for the Federal TRIO Grant when applications become available.**

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Rejoice Chavira attended a training on applying for the TRIO Student Support Services grant. Due to the short turn around from the date of the training and when the TRIO grant was due, there was not sufficient time to gather data, literary reviews and funds to hire a grant writer to assist with completing the grant. With the information received from the training, Rejoice has begun working on obtaining the preliminary data and information that was required for the grant with the hopes that CHC can apply for the TRIO SSSP grant when it becomes available in 2018.

Measurements/Documentation of Progress:

NA

- **1.1.a3 - Work with Coordinator of Tutoring Center to re-establish EOPS tutoring program and identify tutors to provide “over, above, and in addition to” tutoring for EOPS students.**

Status Code:
Work is Completed and Ongoing

Progress Description:

Rejoice Chavira met with Patty Quach to discuss providing additional tutoring hours for EOPS students. Patty has restructured the tutoring center and how students receive tutoring. At this time, tutoring needs of EOPS students are being met.

Measurements/Documentation of Progress:

NA

- **1.1.a4 - Work with Resource Development to secure funding through the Santos Manuel Student Success Partnership.**

Status Code:
Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

- **1.1.a5 - Utilize BSI funds to provide funds for supplemental book grants, EOPS workshops, and counseling related activities.**

Status Code:
Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

- **2 - Goal - Expand online Student Services infrastructure.**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Create EOPS online orientation and fillable EOPS application.**

The EOPS Program is enhancing the program's web based services to the students.

Priority Rank:

2

Original Start Date:

08/01/2009

Original End Date:

05/31/2012

Revised Start Date:

01/16/2017

Revised End Date:

06/30/2017

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Review other community colleges EOPS online orientations.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Rejoice Chavira and Nati Rodriguez has reviewed EOPS and CalWORKs online orientations from the following colleges: San Bernardino Valley College, College of Alameda, Monterey Peninsula, Cerritos College, Palomar College, Cuyamaca College, and Skyline College. Many of the EOPS and CalWORKs orientations were home grown and developed by an EOPS or CalWORKs staff member. Due to the shortage of staff in the program, a major project of creating and developing an EOPS and CalWORKs online orientation could not be completed.

Measurements/Documentation of Progress:

The director will need time to discuss with staff which online orientations will work for the program.

- **2.1.a2 - Work with CHC Web Developer and DCS on an online orientation specific to CHC EOPS.**

Status Code:

Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

- **2.1.a3 - Work with CHC Web Developer on a PDF fillable EOPS application.**

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

The director and Sr. Student Services Tech met with the CHC Web Developer to discuss including the PDF fillable EOPS application on the EOPS web page.

Measurements/Documentation of Progress:

Discussion took place with the CHC Web Developer on a PDF fillable EOPS application. However, it was difficult for the Sr. Student Services

Tech to work on revising the CHC EOPS web page as directions were given that each program will be responsible for updating their web page.

- **3 - Goal - Establish a system of research, evaluation, and planning to assess the program's effectiveness and use the results for program improvement.**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Obtain data that demonstrate the outcomes/performance of the EOPS Program**

To effectively assess the EOPS Program, the program requires data to assist in making decisions and to plan effectively.

Priority Rank:

7

Original Start Date:

08/01/2009

Original End Date:

05/31/2012

Revised Start Date:

08/01/2009

Revised End Date:

05/31/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **3.1.a1 - Work with the Director of Research to collect and analyze data that identify the needs of the program.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Rejoice Chavira has been working with the Office of Institutional Effectiveness, Research and Planning to collect and analyze data to identify the needs of the program.

Measurements/Documentation of Progress:

NA

- **4 - Goal - EOPS will be accessible to all EOPS students.**

Develop an efficiency plan for the effective use of EOPS resources.

Priority Rank:

4

Objectives:

○ **4.1 - Objective - ADA accessibility**

Replace doors with doors that are accessible for physically handicapped students and ADA compliant.

Priority Rank:

3

Original Start Date:

08/01/2009

Original End Date:

05/31/2012

Revised Start Date:

08/01/2009

Revised End Date:

05/31/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **4.1.r1 - Replace threshold**

Description

Replace threshold in EOPS office to allow for a ADA replacement door.

Rationale

The door into the EOPS office is not ADA accessible and makes it difficult for physically handicapped students to enter the EOPS office.

Resource Type:

One-time

Expenditure Category:

Facilities

Funded:

No

Funding Source:

First Year Cost/Savings:

\$2,000.00/\$0.00

Actions/Activities:

▪ **4.1.a1 - Maintenance Dept.**

Work with Maintenance Dept. to replace door threshold to be able to install an ADA compliant door.

Start Date:

08/01/2011

End Date:

08/01/2012

Responsible Person:

Rejoice Chavira
Status Code:
Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

○ **4.2 - Objective - Language barriers**

Translate EOPS materials to Spanish and Vietnamese to address language barriers for potential EOPS students.

Priority Rank:

5

Original Start Date:

08/01/2011

Original End Date:

08/01/2012

Revised Start Date:

08/01/2011

Revised End Date:

08/01/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **4.2.a1 - EOPS staff**

Have EOPS staff translate EOPS materials into Spanish.

Start Date:

08/01/2011

End Date:

08/01/2012

Responsible Person:

Rejoice Chavira

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Nati Rodriguez began translating the EOPS Program flyer into Spanish. However, due to a shortage of staff, Nati has not been able to dedicate her time to translating the EOPS brochure, CARE flyer and brochure, and CalWORKs flyer and brochure into Spanish.

Measurements/Documentation of Progress:

NA

▪ **4.2.a2 - SBCCD staff**

Locate a Vietnamese speaking staff to translate EOPS materials into Vietnamese.

Start Date:

04/01/2012

End Date:

08/01/2012

Responsible Person:

Rejoice Chavira

Status Code:

Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

○ **4.3 - Objective - Efficiency plan**

Use of EOPS facilities in an effective manner to be able to provide the "over, above, and in addition to" services for EOPS students.

Priority Rank:

4

Original Start Date:

08/01/2009

Original End Date:

08/01/2012

Revised Start Date:

08/01/2009

Revised End Date:

08/01/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **4.3.a1 - Kirsten Colvey**

Work with Kirsten Colvey, Dean, to locate other areas to store EOPS academic supplies and office supplies.

Start Date:

08/01/2011

End Date:

08/01/2012

Responsible Person:

Rejoice Chavira
Status Code:
Work is Completed
Progress Description:

The EOPS/CARE/CalWORKs Program has moved to the Crafton Center. Dean Colvey was able to set aside a large portion of the shared Counseling/EOPS workroom to store EOPS/CARE/CalWORKs academic supplies and office supplies.

Measurements/Documentation of Progress:

NA

▪ **4.3.a2 - CHC Bookstore Staff**

Work with CHC bookstore to see if they can distribute EOPS academic supplies to eligible EOPS students when the students purchase their textbooks at the beginning of the semester.

Start Date:

04/01/2012

End Date:

08/01/2012

Responsible Person:

Rejoice Chavira

Status Code:

Objective was Removed

Progress Description:

NA

Measurements/Documentation of Progress:

NA

• **5 - Goal - Ensure the safety of staff**

Priority Rank:

5

Objectives:

○ **5.1 - Objective - Staff will participate in safety training**

The EOPS staff need to be aware of what their safety responsibilities are.

Priority Rank:

6

Original Start Date:

08/01/2009

Original End Date:

05/31/2012

Revised Start Date:

08/01/2009

Revised End Date:

05/31/2012

Responsible Person:

Rejoice Chavira

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **5.1.a1 - Have staff attend safety training workshops that are made available.**

Resources

VP of Admin Services

Safety training workshops through HR

Status Code:

Work is Completed and Ongoing

Progress Description:

The staff has participated in safety training workshops that have become available.

Measurements/Documentation of Progress:

NA

9. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

To update this question, you will need to click on the link above to "Edit goals/objectives/resource requests/actions/activities for plan (Question #9)"

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, to address identified weaknesses, and to demonstrably move your unit toward accomplishing your vision. *In writing your objectives and developing your resource requests, take into account student learning and program assessment results.* Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Improve the success rate of disproportionately impacted groups with an emphasis in serving the CHC foster youth students.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Develop dedicated program for Foster Youth to serve more students**

Priority Rank:

1

Start Date:

03/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.1.r1 - Foster Youth Staff**

Description

Request funds to hire a Student Services Tech 1 position to conduct outreach to foster youths who attend the feeder high schools to inform them about the services that CHC offers specific to foster youths.

Rationale

The Student Services Tech 1 will be able to connect with foster youths and provide them with the necessary assistance such as college enrollment, completing the FAFSA and Chafee grant in a timely manner, provide direct referrals such as housing and community referrals, and streamline the process for the foster youths from day one to graduation.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:

\$60,000.00/\$0.00

Second Year Cost/Savings:

\$60,000.00/\$0.00

Third Year Cost/Savings:

\$60,000.00/\$0.00

- **1.1.r2 - Foster Youth Counselor**

Description

Employ a 19 hour adjunct counselor who can provide academic/career/personal counseling for foster youth students.

Rationale

As foster youths transition into adulthood, starting college can be overwhelming and confusion. Foster youths may not have family backup and support, therefore a designated foster youth counselor can help the foster youths prepare for college and to connect with resources that are available to them. The counselor can help the foster youths from day on to college graduation. The counselor can help foster youths access financial aid Chafee grant, apply for scholarships, set goals to complete their academic program, assist with independent living and financial literacy, and assist the youths in developing their skills and strengths to become self sufficient, be successful academically and personally, and to look to the future with hope.

Resource Type:
Ongoing
Expenditure Category:
Non-Instruction Hourly (1480)
First Year Cost/Savings:
\$50,000.00/\$0.00
Second Year Cost/Savings:
\$50,000.00/\$0.00
Third Year Cost/Savings:
\$50,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Foster Youth Counselor**

Hire a adjunct counselor dedicated to work with foster youth will provide the necessary support for foster youth to achieve their educational goal and be successful academically. Foster care youth are emancipated at the age of 18 and are forced to make an abrupt transition into adulthood without traditional family support. At the time they are released from the foster care system, these vulnerable youths often have no jobs, no place to live, only a small amount of money, and an inadequate support structure for making the transition to self supporting productive adulthood. Foster youth often have many challenges due to traumatic experiences they faced while in foster care. A dedicated counselor can provide the much needed support and encouragement as well as become an advocate for the students.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

▪ **1.1.a2 - Hire full time staff for Foster Youth**

Request SSE funds to cover the salary and benefits of a Student Services Tech 1 position.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

○ **1.2 - Objective - Develop a mentoring program utilizing students, faculty, staff, and administrators.**

Priority Rank:

2

Start Date:

03/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

▪ **1.2.a1 - Mentoring Program**

Develop a mentoring program for the EOPS/CARE/CalWORKs/Guardian Scholars Program utilizing CHC faculty, staff, and administrators. Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day to day challenges, and making them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects in young people in a variety of personal, academic, and professional situations. Mentoring connects young people to personal growth and development, and social economic opportunities.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

▪ **1.2.a2 - Review Best Practices**

To develop a mentoring program, site visits to other colleges who offer a mentoring program is key to understanding what is required to begin implementing a mentoring program. Site visits will help set priorities and realistic goals to be able to fully participate in offering a mentoring program.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

- **2 - Goal - Expand and develop collaborative projects with instructional colleagues to improve student learning.**

Priority Rank:

4

Objectives:

- **2.1 - Objective - Develop a first year experience program.**

Priority Rank:

5

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **2.1.r1 - Funding for First Year Experience**

Description

The First Year Experience (FYE) program is a year long community of students who are enrolled in the same English, math, and counseling course. FYE is designed for students who welcome additional support and guidance to reach transfer, graduation, and career goals. FYE is a learning community that provides an environment of academic excellence and support.

Rationale

Implementing a FYE program increases a student's chance of success in college. FYE provides structure and support in the first year of a student's college experience. FYE is a community of learners helping and supporting each other. The FYE instructors are committed to the success of the students.

Resource Type:

Ongoing

Expenditure Category:

Non-Instruction Hourly (1480)

First Year Cost/Savings:

\$60,000.00/\$0.00

Second Year Cost/Savings:

\$60,000.00/\$0.00

Third Year Cost/Savings:

\$60,000.00/\$0.00

Actions/Activities:

- **2.1.a1 - Research Best Practices in FYE**

Conduct site visits to other campuses who have an established first year experience program.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice Chavira

- **3 - Goal - Increase effectiveness of counseling services.**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Provide individualized counseling services to EOPS, CARE, CalWORKs and Guardian Scholars students.**

Priority Rank:

3

Start Date:

01/26/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **3.1.r1 - Adjunct Counselor**

Description

Request SSSP and SSE funds to cover the salaries and benefits of a 19 hour adjunct EOPS counselor.

Rationale

The EOPS/CARE/CalWORKs/Guardian Scholars Program requires program participants to meet with a program counselor three times a semester and five times a semester if the student is on academic probation. It is often difficult to schedule an appointment with the same counselor throughout the semester. The counselors are booked with appointments one month ahead and rescheduling appointments to ensure that the students are able to see the counselor in a timely manner is often difficult to schedule. If the program anticipates increasing the number of students served in all four programs and to be able to maintain the quality of service that has been provided, an additional adjunct counselor will be needed.

Research has shown that students are successful when consistent counseling is provided by the same counselor as a relationship and trust has been built between the student and counselor. Counselors strive to fully understand the needs of the students they are serving. Spending time with the student, listening attentively to their life story, getting to know the students needs, objectives, and aspirations are important factors in developing a relationship with the student as the counselor and student become partners in the student's educational journey.

Resource Type:
Ongoing
Expenditure Category:
Non-Instruction Hourly (1480)
First Year Cost/Savings:
\$50,000.00/\$0.00
Second Year Cost/Savings:
\$50,000.00/\$0.00
Third Year Cost/Savings:
\$50,000.00/\$0.00

Actions/Activities:

▪ **3.1.a1 - Hire Adjunct counselor**

Hire a 19 hour adjunct counselor to ensure that students participating in the EOPS/CARE/CalWORKs/Guardian Scholars Programs are able meet with the same counselor for academic/career/personal counseling.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

- **4 - Goal - EOPS program that is demographically representative of CHC and the community it serves.**

Priority Rank:

5

Objectives:

- **4.1 - Objective - Identify and recruit students from under represented groups focusing on disproportionately impacted groups in the Student Equity plan.**

Priority Rank:

4

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **4.1.r1 - Student Services Technician
Description**

Request SSE funds to cover the salary and benefit of a Student Services Tech 1.

Rationale

The Student Services Tech 1 position will conduct outreach activities at the high schools, community organizations, and attend outreach events to be able to reach out to disproportionately impacted students to inform them about the various campus support programs available to them. Reaching out to potential students who are contemplating attending CHC and providing them with information on campus support programs that will assist them with their academic and personal success in college in advance will more likely help them to stay in school and complete their degree.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:

\$60,000.00/\$0.00

Second Year Cost/Savings:

\$60,000.00/\$0.00

Third Year Cost/Savings:

\$60,000.00/\$0.00

Actions/Activities:

- **4.1.a1 - Student Services Technician**

Hire a Student Services Technician to conduct outreach to disproportionately impacted groups.

Start Date:

06/01/2017

End Date:

06/30/2021

- **5 - Goal - Expand resources and support to EOPS/CARE/CalWORKs/Guardian Scholars beyond traditional brick and mortar services**

Priority Rank:

6

Objectives:

- **5.1 - Objective - Expand Online Services to EOPS/CARE/CalWORKs/Guardian Scholar students.**

Priority Rank:

7

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C. Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **5.1.a1 - Identify Best Practices in Online Services**

Review best practices and set up site visits to other campus who have established online counseling, orientations, and workshops and have downloadable applications.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

- **5.1.a2 - Online Forms**

Provide downloadable EOPS, CARE, CalWORKs, Guardian Scholars application.

Start Date:

06/01/2017

End Date:

06/30/2018

Responsible Person:

Rejoice Chavira

- **5.1.a3 - Online Counseling**

Using Cranium Cafe, provide online counseling services to EOPS/CARE/CalWORKs/Guardian Scholars students

Start Date:

02/01/2017

End Date:

12/31/2017

Responsible Person:

Rejoice Chavira

- **5.1.a4 - Online Workshops and Orientations**

Develop online workshops and a online orientation for EOPS/CARE/CalWORKs/Guardian Scholars

Start Date:

02/01/2017

End Date:

06/30/2018

Responsible Person:

Rejoice Chavira

- **6 - Goal - Create an supportive environment through encouraging student engagement**

Priority Rank:

Objectives:

- **6.1 - Objective - Increase student participation with the CHC community**

Priority Rank:

8

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

Strategic Direction:

2. Build Campus Community

Impact Type:

Only Students

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

- **6.1.a1 - Encourage Engagement with Instructors**

Academic concerns are discussed at each counseling appointment. Many students are uncomfortable in approaching their instructors to discuss issues or concerns. If and when a student has difficulty understanding a concept discussed in class, the counselors will encourage the student to schedule an appointment with the instructor during his/her office hours or to meet with the instructor before or after class. Encouraging the students to meet with their instructors increases the student's communication skills and allows them to fully engage in their educational success.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

- **6.1.a2 - Participation in CHC Activities**

Students will participate in activities sponsored by the college.

The program informs students about various activities that are occurring on campus including workshops being offered by other departments. The program encourages students to attend workshops and activities sponsored by other departments to fulfill their workshop requirement. This allows students to be engaged in activities that they would otherwise not participate in.

- **6.2 - Objective - Increase engagement of CalWORKs students through employment opportunities**

Priority Rank:

9

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice Chavira

Strategic Direction:

1. Promote Student Success

Impact Type:

Only Students

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Resource Requests:

- **6.2.r1 - Work Study Program**

Description

The CalWORKs program requires a 25% match to cover the salary of a CalWORKs student who is participating in the CalWORKs work study program.

Rationale

Students who participate in a work study program develop meaningful relationships with faculty, staff and administrators. In addition, work study students learn to be supportive and friendly with their peers and can become peer mentors in assisting other students be successful. Work study students also gain valuable work experience and soft skills that will assist them in other areas of their lives.

Resource Type:

Ongoing

Expenditure Category:

CalWORKS - Workstudy (2390)

First Year Cost/Savings:

\$30,000.00/\$0.00

Second Year Cost/Savings:

\$30,000.00/\$0.00

Third Year Cost/Savings:

\$30,000.00/\$0.00

Actions/Activities:

- **6.2.a1 - Work Study Program**

Requires SSE funds to provide the 25% match required for CalWORKs students to participate in the CalWORKs work study program.

Start Date:

02/01/2017

End Date:

06/30/2017

Responsible Person:

Rejoice C Chavira

10. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

11. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required. To attached supporting documents, click on the link above to "Attach Supporting Document(s) - Optional (Question #11)"

- [15-16 program review charts.docx](#)
- [Attach C SLO results.pdf](#)
- [15-16 program review charts.docx](#)
- [13-14 program review charts.docx](#)
- [Attach D Service Area Outcome.pdf](#)
- [14-15 program review charts - Copy.docx](#)
- [Attach A Student Satisfaction.pdf](#)
- [13-14 program review charts.docx](#)
- [Attach B POS results.pdf](#)
- [14-15 program review charts - Copy.docx](#)
- [12-13 program review charts.docx](#)
- [12-13 program review charts.docx](#)
- [Attach E Budget Information.docx](#)