EL CAMINO COLLEGE
STUDENT SERVICES

EOPS/CARE
PROGRAM REVIEW
AY 2020-2021

Program Review
Program Review is a tool used by program personnel to critically evaluate the services offered by the program and to recommend necessary improvements that address the needs of the College or the Center and the community.

Desired Outcomes
Desired Program Review outcomes include: a thorough evaluation of the program's effectiveness using quantitative and qualitative data; review of local vision goals; analysis of student equity and achievement data; recommendations for program improvement (or if appropriate program discontinuance); and placement of the recommendations into the program's annual plan.

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Program Description

Assume the reader of the program review does not know about your program

1. **Describe the program. How does the program link to the College's mission statement, or statement of values, and local vision goals?**

The **Extended Opportunity Programs and Services (EOPS)** was established in the California Community College system on September 4, 1969 with Senate Bill 164 (SB 164, Alquist, Chapter 1579, Statutes of 1969). It was born out of the civil rights movement and the social unrest witnessed throughout the 1960s. EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and success of students who are challenged by language, social, economic, and educational disadvantages. The mission and charge of the EOPS program is outlined in California Education Code, Sections 69640 through 69656, and California Code of Regulations, Title 5, Sections 56200 through 56292. EOPS is driven by a philosophy of providing services that are "over, above, and in addition" to the services that are provided to the entire student population. EOPS is one of the original equity programs in the state of California.

The EOPS program at El Camino College provides the following services to students:

- Academic Counseling
- Advising (progress checks, Transfer, Financial Aid, Career)
- Textbook vouchers
- Need-based grants
- Supplemental Tutoring
- Peer Mentor Support
- Success Coaches
- Student Success Workshops
- Priority Registration
- Computer Lab/Free Printing
- School Supplies
- Graduation Services

The **Cooperative Agencies Resources for Education (CARE**) is a supplemental program of EOPS, established in 1982 (California Assembly Bill 3103, Hughes, Chapter 1029, Statutes of 1982) with a focus of supporting students who are parents, single head-of-household, welfare-recipients, and academically underprepared for college. The goal of CARE is to provide support services to help parenting students accomplish their educational goals and achieve self-sufficiency. The CARE program seeks to provide students the support they need to successfully transition from welfare dependency to sustainable employment.

The CARE Program at El Camino College provides the following services to students:

- CARE need-based grants
- CARE Advisor
- Parenting Student Support Workshops
- Transportation Assistance

- Meal Vouchers
- Community Resources
- CARE Peer Mentor
- Harriet Buhai Center for Family Law Partnership (free legal aid)

According to the California Community Colleges Chancellor's Office, the CARE program is the first state-funded, and only statewide program of its kind in the nation.

The EOPS and CARE programs strongly align with El Camino College's mission to make a positive difference in people's lives by providing innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities. EOPS and CARE engages in intentional and strategic outreach efforts focused on low-income, underserved and underprepared students within our services area, assists students with their transition to higher education, and provides support services that enable students to overcome significant academic, financial, and personal challenges in their pursuit of a vocational certificate, associate degree, and/or transfer to a four- year college or university.

The programs serve some of the most vulnerable students on our campus. We place the highest value on our students and recognize the faculty and staff that go above and beyond to support students in reaching their educational and personal goals. The EOPS and CARE programs support the Strategic Initiatives of El Camino College by providing academic and financial support to enhance student learning (Strategic Initiative A: Student Learning); implementing high-touch and comprehensive support services to close equity gaps and promote student success and self-advocacy (Strategic Initiative B: Student Success and Support); engage in collaboration with on-campus and off-campus partners to remove institutional barriers and leverage resources in support of low-income and educationally disadvantaged students (Strategic Initiative C: Collaboration); have dedicated EOPS staff for Transfer and Career that serve as liaisons for the department to provide timely information and support to students (Strategic Initiative D: Community Responsiveness); utilize data to make informed decisions about program services and efforts in the context of annual planning (Strategic Initiative E: Institutional Effectiveness); and implement technology to enhance program services, effective practices, and strategic efforts (Strategic Initiative F: Modernization). The programs develop annual goals that are in alignment with the Vision for Success local goals as it relates to outreach, completion, transfer, and equity.

2. **Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data. Please make requests for data by January 31st.**

The EOPS and CARE programs at El Camino College have increased the number of students served in the last five years, making them one of the largest programs, in terms of students served, in the state. The Office of Institutional Research & Planning at El Camino College developed a Student Services Metrics Tool that includes demographic data for students served by the EOPS and CARE programs. Data on gender, ethnicity, age group, day/evening student, and class load is provided in *Figures 1-4 below*. The data reveals that about 66%-67% of EOPS students are female. When you look at data for the CARE program,

which is a supplemental program of EOPS specifically developed to support single head-of-household parenting students, the program serves 95%-96% female. This trend in gender disparities is seen across the state, especially for low-income and underserved student populations.

The data indicates that the programs serve students from historically disadvantaged ethnic and racial backgrounds with the majority of students served by EOPS and CARE being from African-American and Latino backgrounds. The Office of Institutional Research and Planning provided the following race/ethnicity disclaimer statement; "decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase of the 'Unknown' count."

100% of EOPS and CARE program participants are receiving financial aid, with a vast majority being Pell Grant and California College Promise Grant eligible. The EOPS and CARE programs serve students with the highest socioeconomic needs at El Camino College.

EOPS STUDENT DEMOGRAPHICS		Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Term Enrollment		1,473	1,472	1,564	1,521
Gender	Female	65.9%	66.4%	66.0%	66.9%
	Male	34.1%	33.6%	34.0%	33.1%
Race/Ethnicity	African-American	19.0%	18.5%	18.7%	17.6%
	Amer. Ind. or Alask. Native	0.4%	0.5%	0.2%	0.2%
	Asian	9.1%	11.0%	10.4%	8.3%
	Latino	63.1%	62.0%	60.5%	51.4%
	Pacific Islander	0.3%	0.2%	0.3%	0.5%
	White	4.9%	5.4%	6.5%	5.1%
	Two or More	2.9%	2.3%	3.3%	3.0%
	Unknown or Decline	0.3%	0.1%	0.1%	13.9%
Age Group	Under 18	2.6%	2.5%	2.6%	2.8%
	18 to 24	76.4%	76.8%	74.7%	74.5%
	25 to 29	8.5%	9.2%	10.9%	9.9%
	30 to 39	7.1%	7.5%	7.2%	7.4%
	40 to 49	3.1%	2.2%	2.9%	3.0%
	50 to 64	2.2%	1.4%	1.3%	2.0%
	65+	0.2%	0.3%	0.3%	0.4%
Financial Aid	Pell Grant Eligible	89.2%	89.7%	89.5%	89.9%
	Promise Grant Eligible	98.5%	99.0%	99.1%	99.1%
	Received Financial Aid	99.0%	99.5%	99.5%	100.0%

Day/Eve Student	Daytime	95.2%	94.4%	93.6%	91.4%
	Evening	3.3%	3.1%	3.6%	4.5%
	Unknown	1.5%	2.5%	2.7%	4.1%
Class Load (in Units taken)	<6	6.0%	7.1%	6.3%	7.0%
	6-8.5	10.9%	11.9%	14.0%	11.6%
	9-11.5	20.3%	19.7%	18.2%	20.4%
	12+	62.5%	61.0%	61.1%	60.7%
	Not enrolled or N/A	0.2%	0.3%	0.4%	0.2%

Figure 1: Office of Institutional Research and Planning Student Services Metrics Tool- ECC 2016-2020
*Race/Ethnicity Disclaimer Statement: Decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase in the "Unknown" count.

EOPS STUDENT DEMOGRAPHICS		Spring 2017	Spring 2018	Spring 2019	Spring 2020*
Term Enrollment		1,299	1,399	1,409	1,379
Gender	Female	67.9%	67.2%	67.4%	67.6%
	Male	32.1%	32.8%	32.6%	32.4%
Race/Ethnicity	African-American	18.4%	17.8%	18.8%	18.6%
	Amer. Ind. or Alask. Native	0.2%	0.3%	0.1%	0.3%
	Asian	10.4%	11.0%	10.4%	9.1%
	Latino	62.7%	61.3%	59.0%	60.5%
	Pacific Islander	0.2%	0.3%	0.6%	0.5%
	White	5.2%	6.0%	6.7%	7.5%
	Two or More	2.5%	3.3%	4.1%	3.1%
	Unknown or Decline	0.3%	0.1%	0.1%	0.5%
Age Group	Under 18	0.2%	0.1%	0.8%	0.5%
	18 to 24	76.8%	76.6%	74.1%	73.7%
	25 to 29	8.9%	10.6%	11.9%	10.8%
	30 to 39	8.6%	8.1%	8.0%	8.6%
	40 to 49	3.0%	2.9%	2.7%	3.9%
	50 to 64	2.2%	1.5%	2.1%	2.2%
	65+	0.3%	0.4%	0.4%	0.3%
Financial Aid	Pell Grant Eligible	89.9%	90.6%	90.3%	90.4%
	Promise Grant Eligible	99.3%	99.8%	99.6%	99.6%
	Received Financial Aid	99.5%	99.9%	99.9%	100.0%
Day/Eve Student	Daytime	95.1%	93.6%	91.9%	91.7%
	Evening	3.2%	4.1%	4.3%	4.1%
	Unknown	1.7%	2.4%	3.8%	4.1%

Class Load (in Units taken)	<6	7.2%	7.3%	7.2%	8.3%
	6-8.5	14.2%	14.2%	15.7%	14.4%
	9-11.5	22.4%	20.3%	22.1%	24.3%
	12+	56.1%	57.9%	54.2%	52.5%
	Not enrolled or N/A	0.1%	0.3%	0.7%	0.6%

Figure 2: Office of Institutional Research and Planning Student Services Metrics Tool- ECC 2016-2020
* Race/Ethnicity Disclaimer Statement: Decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase in the "Unknown" count.

CARE STUDENT DEMOGRAPHICS		Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Term Enrollment		84	116	118	115
Gender	Female	97.6%	99.1%	96.6%	95.7%
	Male	2.4%	0.9%	3.4%	4.3%
Race/Ethnicity	African-American	41.7%	38.8%	39.0%	36.5%
	Amer. Ind. or Alask. Native	1.2%	0.9%	0.8%	0.9%
	Asian	2.4%	0.9%		1.7%
	Latino	47.6%	52.6%	46.6%	44.3%
	Pacific Islander				
	White	4.8%	2.6%	5.9%	4.3%
	Two or More	2.4%	4.3%	7.6%	8.7%
	Unknown or Decline				3.5%
Age Group	Under 18	29.8%	29.3%	26.3%	16.5%
	18 to 24	29.8%	30.2%	37.3%	41.7%
	25 to 29	27.4%	30.2%	26.3%	30.4%
	30 to 39	10.7%	8.6%	8.5%	8.7%
	40 to 49	2.4%	1.7%	1.7%	2.6%
	50 to 64				
	65+				
Financial Aid	Pell Grant Eligible	96.4%	97.4%	99.2%	99.1%
	Promise Grant Eligible	98.8%	100.0%	99.2%	100.0%
	Received Financial Aid	98.8%	100.0%	99.2%	100.0%
Day/Eve Student	Daytime	90.5%	86.2%	87.3%	78.3%
	Evening	9.5%	8.6%	7.6%	11.3%
	Unknown	0.0%	5.2%	5.1%	10.4%
Class Load (in Units	<6	9.5%	12.1%	6.8%	11.3%
	6-8.5	20.2%	20.7%	20.3%	20.0%
	9-11.5	27.4%	26.7%	21.2%	27.0%

	12+	41.7%	39.7%	50.8%	41.7%
	Not enrolled or N/A		0.9%	0.8%	

*Figure 3: Office of Institutional Research and Planning Student Services Metrics Tool- ECC 2016-2020 **
Race/Ethnicity Disclaimer Statement: Decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase in the "Unknown" count.

CARE STUDENT DEMOGRAPHICS		Spring 2017	Spring 2018	Spring 2019	Spring 2020*
Term Enrollment		103	96	122	113
Gender	Female	97.1%	95.8%	96.7%	96.5%
	Male	2.9%	4.2%	3.3%	3.5%
Race/Ethnicity	African-American	37.9%	38.5%	36.1%	37.2%
	Amer. Ind. or Alask. Native			0.8%	0.9%
	Asian	1.0%		0.8%	1.8%
	Latino	48.5%	51.0%	45.9%	44.2%
	Pacific Islander		1.0%	0.8%	0.9%
	White	4.9%	3.1%	6.6%	6.2%
	Two or More	7.8%	6.3%	9.0%	8.0%
	Unknown or Decline				0.9%
Age Group	Under 18	27.2%	26.0%	23.0%	22.1%
	18 to 24	25.2%	37.5%	37.7%	35.4%
	25 to 29	34.0%	26.0%	32.8%	31.9%
	30 to 39	11.7%	10.4%	5.7%	8.0%
	40 to 49	1.9%		0.8%	2.7%
	50 to 64				
	65+				
Financial Aid	Pell Grant Eligible	97.1%	99.0%	99.2%	97.3%
	Promise Grant Eligible	100.0%	100.0%	100.0%	100.0%
	Received Financial Aid	100.0%	100.0%	100.0%	100.0%
Day/Eve Student	Daytime	89.3%	81.3%	84.4%	77.0%
	Evening	5.8%	9.4%	6.6%	9.7%
	Unknown	4.9%	9.4%	9.0%	13.3%
Class Load (in Units taken)	<6	16.5%	11.5%	6.6%	12.4%
	6-8.5	27.2%	24.0%	23.0%	24.8%
	9-11.5	19.4%	22.9%	27.0%	29.2%
	12+	35.9%	40.6%	41.0%	32.7%
	Not enrolled or N/A	1.0%	1.0%	2.5%	0.9%

*Figure 4: Office of Institutional Research and Planning Student Services Metrics Tool- ECC 2016-2020 **
Race/Ethnicity Disclaimer Statement: Decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase in the "Unknown" count.

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

The EOPS and CARE programs focus on college access, retention, and success of socioeconomically and educationally disadvantaged students. The programs provide academic counseling, advisement, direct aid, supplemental tutoring and peer mentorship, academic progress monitoring, school supplies, student success workshops, and other student support services.

In accordance with Title 5, each college receiving EOPS funds shall provide counseling and advisement to EOPS eligible students of at least three contact sessions per term for each student as follows;

(a)A contact session which combines interview and other interpretation of assessment results to prepare a student's educational plan, and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

(b)An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.

(c)A term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting the student's needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS Program or the college.

The EOPS Program at El Camino College uses the Research and Planning Group for California Community Colleges (RP Group) *Six Success Factors Framework* as a foundation to develop programs and services. Research on community college support indicates that students are more likely to achieve their goals when six success factors are present.

Six Success Factors that Support Student Achievement;

1. Directed- students have a goal and know how to achieve it
2. Focused- students stay on track, keeping their eyes on the prize
3. Nurtured- students feel somebody wants to help them succeed
4. Engaged- students actively participate in class and extracurriculars
5. Connected- students feel like they are part of the college community
6. Valued- students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

More information can be found at *http://rpgroup.org/student-support.*

The EOPS and CARE programs have dedicated certificated, classified, and part-time staff that focus on a student-centered approach, which builds on personal connections and understanding of the lived experiences of socioeconomically disadvantaged students. The EOPS program, with its three-contact structure, is strongly aligned with the statewide Guided

Pathways efforts.

The EOPS program helps students clarify the path, choose and enter the path, stay on the path, and ensures that students are learning with intentional outcomes. Program orientations are provided to EOPS students, which include college-wide information, financial aid, and program resources. All EOPS students meet with an EOPS counselor to complete or update an educational plan with educational and career goals and clear outcomes each semester. The program has representatives in the Transfer and Career Advisory committees, and they inform and develop services to help clarify and choose a path for EOPS students. Students are given the tools to explore career and transfer options. The EOPS program helps monitor student progress and proactively follows up. It empowers students to track their own progress and take ownership of their education. EOPS uses ECC Connect Early Alert to help connect students with the support services they need to achieve their academic goals. ECC Connect Early Alert also connects faculty and student services to provide a holistic support system for students. The three required contacts each semester facilitate student engagement, connections, and provides a support system for students which includes EOPS counselors, advisors, tutors, success coaches, and mentors to help them stay on the path and achieve learning outcomes.

The EOPS and CARE programs provide need-based grants, book vouchers, school supplies, and additional direct aid to assist students in meeting their financial need to attend college. The holistic view of the student is considered when providing program services. For students to persist and achieve their educational goals, their basic needs must be addressed.

The EOPS program offers custom workshops in the areas of financial aid, transfer, career, and personal development. The CARE program provides parenting student success workshops designed to meet the needs of students who are single head-of-household, have children, and are receiving public assistance. Program staff help advocate on behalf of students and support them in navigating resources on campus and off campus.

Since the hiring of a dedicated CARE Student Services Advisor, the support services and advocacy for CARE participants has increased. The program understands that single parents, who are also students, face additional and unique challenges as they pursue their postsecondary goals. They have to manage multiple responsibilities and when their personal and emotional needs are not met, education becomes secondary. Therefore, a holistic view of the student is critical. The CARE program takes proactive steps to ensure program participants are empowered and receive comprehensive support services to enhance their academic, personal, emotional, and career development.

The EOPS and CARE programs acknowledge the student experience beyond the classroom and place a focus on connecting students to resources that help them meet their basic needs. Basic needs/challenges such as food and housing insecurity, technology needs, and mental health concerns continue to grow among the EOPS and CARE student population.

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

The EOPS and CARE programs work closely in partnership with other on-campus programs/departments and with off-campus organizations. Monthly program highlights are shared with the Student Services Division and Council. In order to identify eligible students and connect them with comprehensive support services, the programs collaborate with the following entities:

- **Outreach & School Relations:** EOPS participated in outreach activities to recruit prospective students by joining local high school presentations, College Night events, Warrior Smart Start, and One-Stop services.
- **South Bay Promise:** EOPS is an approved support program for students who are part of the South Bay Promise. EOPS targets low-income students who are educationally disadvantaged.
- **Warrior Welcome Center:** The Warrior Welcome Center is a one-stop-shop for becoming a student at ECC. Prospective EOPS students were identified via survey questions and referred to the EOPS program.
- **Financial Aid Office:** The Financial Aid Office presents at all EOPS Program Orientations for new students and supports with financial aid application (FAFSA & CA Dream Act Application) assistance. EOPS grants are disbursed via Bank Mobile in collaboration with the Financial Aid Office. EOPS is represented in the SAP Appeals Committee.
- **Special Resource Center (SRC):** EOPS staff communicate with SRC to verify mutual program participation and unit requirements. The programs work closely with SRC for EOPS/SRC unit exception for students with a verified disability. We consult on best practices to support students with disabilities.
- **CalWORKs**: CARE & CalWORKs programs coordinate workshops, mini-conferences, and an Annual Warrior Holiday Toy Drive for program participants. Program resources are leveraged in support of parenting students that are eligible for both programs.
- **Guardian Scholars**: EOPS has a liaison in the Guardian Scholars Collaborative. EOPS/CARE collaborate on priority registration, student success workshops, and other activities.
- **Project Success**: Partnership in support of students enrolled in both EOPS and Project Success. Some EOPS program staff serve as mentors for students that are in both programs.
- **Puente**: Partnership in support of students enrolled in both EOPS and Puente. EOPS program staff serve as mentors and promote Puente club student activities. Puente Counselor did overload hours in EOPS in prior years.
- **Student Equity and Achievement (SEA)**: EOPS partnered with SEA to support students who reach limitations on eligibility with EOPS to provide a "warm hand-off" to SEA so they can continue to receive counseling support, textbook vouchers, and tutoring services. This partnership ensured continuity in services for former EOPS students that were close-to-completion, but who were no longer eligible for program services.

- **Division of Behavioral and Social Sciences (BSS):** The Human Development department has a strong partnership with the EOPS program and has in depth understanding of the unique needs of low-income and academically underprepared students. EOPS students are required to take a Human Development course within their first year of enrollment in the program. EOPS students are able to choose from any of the course offerings for the semester, which cover topics such as orientation to college, educational planning, career & life planning, navigating the transfer process, career development across the lifespan, etc. A new and exciting partnership is also being developed with BSS, MyPath and SEA. In the last year, EOPS proactively promoted the Social Science 101 course with Inequality and Social Justice as the theme. MyPath designation means that faculty teaching these courses have received equity-minded and culturally responsive training through the Student Equity and Achievement Program.
- **First Year Experience (FYE):** EOPS collaborated with FYE for the First-Gen Initiative, Undocumented Student events, and LGBTQ+ trainings and activities at El Camino College.
- **Transfer Center**: EOPS Student Services Advisor serves as a liaison between the program and the Transfer Center. EOPS is represented on campus-wide transfer activities and serves as a lead for the department.
- **Career Center:** EOPS counseling collaborates with the Career Center Undecided majors, participates in Career Advisory board meetings and co-presented at ECC Collaborative Virtual Conference.
- **Career Education:** EOPS collaborated with Career Education-Job Developer on resume workshops and job fairs for students. The Job Developer also shares information on Warrior Jobs at EOPS staff trainings.
- **Student Health Services (SHS):** EOPS partnered with Student Health Services on a Coping with Triggers & Traumas Workshop Series for students. SHS shares resources and presents at staff meetings/retreats.
- **Guided Pathways:** EOPS/CalWORKs Counselor served as Guided Pathways Co-Coordinator for two semesters. Supported with Winter Summit to introduce ideas of success team structure/development and Program Mapper. Efforts were made to involve students from special programs to expand the diverse student representation and voice. The three EOPS full time counselors serve as liaisons to the meta-majors where most EOPS students are enrolled.
- **Warrior Pantry:** The Warrior Pantry assists students facing food insecurity. EOPS/CARE students are informed of Warrior Pantry events/activities. CARE Peer Mentor participates every week and gathers updates on upcoming items and sponsored events. The Warrior Pantry worked with EOPS/CARE to provide diapers at each drive-thru for students with children.
- **Child Development Club:** CARE partnered with the Child Development Club on Parent Café sessions for parenting students and their children. CARE shares club events and invites the club to program sponsored activities. The Child Development club provides volunteers for the annual Warrior Holiday event.
- **TEACH Club:** Collaboration to promote CARE program events and club events on social media to the many CARE Students that have professional goals of becoming a teacher or work with children.

- **Associated Students Organization (ASO):** Partnership with ASO to increase awareness of the EOPS/CARE programs and services provided to students. EOPS/CARE and ASO promote program and student sponsored events. ASO donated to the Warrior Toy Drive and created a process for the Metro U-Pass to support students with the highest needs.
- **Inter-Club Council:** Collaboration to promote student involvement and sense of community on campus. Supported with EOPS/CARE program recruitment and donated to Warrior Toy Drive.
- **Formerly Incarcerated Re-Entry Students Thriving (FIRST):** FIRST began in 2019 and since its inception there has been a strong collaboration between FIRST and CARE to support students. The CARE Success Coach supported with identifying formerly incarcerated students and connecting them to both programs.
- **Harriet Buhai Center for Family Law**: The Harriett Buhai Center for Family Law (HBCFL) offers free on-campus family law assistance in the following areas; restraining orders, divorce, paternity, custody, visitation, child support, alimony, and domestic violence for EOPS/CARE students. Scheduled throughout the fall and spring semesters, staff attorneys meet with EOPS/CARE students by individual appointments to discuss legal issues. In addition, HBCFL partnered with the CARE Advisor to host monthly workshops related to family law issues.
- **Region 7:** EOPS Director participates in monthly EOPS Regional meetings with other directors from 15 California Community Colleges to discuss best practices, trends impacting low-income and educationally disadvantaged students, and policy.
- **EOPS/CARE & CalWORKs Joint Advisory Committee:** The Joint Advisory Committee exists to facilitate policy development and sharing of information between campus programs, community organizations, and educational institutions to better serve low-income and educationally disadvantaged students.
- **CARE Circle:** CARE Advisor became a founding member of statewide CARE collaboration meetings of CARE coordinators and other staff hosting monthly trainings with California Community Colleges Chancellor's Office in attendance.
- **California Community Colleges Extended Opportunity Programs and Services Association (CCCEOPSA):** ECC EOPS Counselor serves on Advocacy and Research Committee.

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

The EOPS and CARE programs had numerous notable achievements since the last program review in 2016;

- Completed EOPS and CARE program rebranding and updated program flyers and marketing materials.
- Implemented monthly calendar and program highlights to increase communication within the Student Services Division and EOPS/CARE, CalWORKs & Guardian Scholars.
- Revamped the EOPS Program Information Presentation.

- Updated program policies and processes; EOPS/CARE counselor and advisor program guide, EOPS Financial Aid policy and disbursement process, and new student intake process.
- Restructured work assignments in EOPS outreach, financial aid, career services, and tutoring.
- Implemented Bank Mobile EOPS Financial Aid disbursements.
- Increased the number of EOPS students served by almost 50% since 2016. EOPS at El Camino College became one of the largest in the state.
- Implemented workshops in the areas of financial aid, transfer, career, and personal development.
- Transitioned to an online EOPS/CARE program application.
- Collaborated with Student Equity & Achievement to establish a "warm handoff referral process" for students no longer eligible for EOPS, but who are close to completion.
- Strengthened partnership with Harriet Buhai Center for Family Law to offer group workshops on legal issues.
- Transitioned student scheduling system from SARS to Campus Calibrate.
- EOPS was a pilot for ECC Connect Early alert. EOPS has now transitioned progress reports to the ECC Connect system. ECC Connect faculty referral partnership with EOPS staff for progress reports, tutoring referrals, and general concerns.
- Implemented Regroup for mass text messaging and increased proactive communication with students.
- Implemented Ocelot Chatbot on program websites.
- Established EOPS Social Media presence.
- Implemented new EOPS Peer Mentor preparation workshop to hire EOPS student leaders.
- Director, Assistant Director, staff participation in committees to bring awareness and advocacy for EOPS and CARE students.
- In 2019, celebrated 50th year anniversary of EOPS. An EOPS Alumna at El Camino College designed the 50th year anniversary logo that was used at the CCCEOPSA Annual Conference.
- Resolution honoring EOPS for 50 years of service was unanimously passed by ECC Academic Senate and Board of Trustees in fall 2019.
- From 2015-2019, there was a 26% increase in the number of students transferring to universities.
- EOPS/CARE & CalWORKs Joint Advisory Committee grew by 300%. Representation from local universities and partners increased.
- Utilized data for targeted and intentional communication with students.
- CARE Advisor cofounder of the CARE Circle across the state.
- Early Start program was reestablished to support students with the transition from high school to college.
- EOPS & CARE Peer Mentors engaged on campus-wide efforts to provide their student perspectives.
- Case Management approach implemented to identify students who were not completing required EOPS contacts early on and/or were not meeting Satisfactory Academic Progress (SAP) in order to engage in proactive support.

- Implemented the Student Success Coach part-time positions to provide more hands-on support for students needing help navigating resources.
- Established Academic Retention and Success Lead.

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

One program recommendation that was not fully implemented was converting to a new student filing system. As of March 2020, the EOPS and CARE programs had paper student files, however we quickly converted to digital storage of student files as a result of the sudden transition to remote services. Upon our return to campus, the programs will need to develop a strategic plan to scan and merge all student records into a digital filing system that is effective, secured, and offers long-term solutions. EOPS and CARE student files include the program application, verification of eligibility for program services, Mutual Responsibility Contract, as well as a summary of services provided to students. With the growth in the number of students served, storage space needed for paper student files became a challenge, especially in the new Student Services Building where the EOPS, CARE, CalWORKs and Guardian Scholars programs share a space and traditionally serve over 2,000 in any given academic year.

Another program review recommendation that was not fully implemented was to obtain additional statistical program information from external assistance. This recommendation referred to obtaining and analyzing transfer data for EOPS and CARE students. In fall of 2020, EOPS and CARE worked with the Office of Institutional Research and Planning to obtain a list of transfer universities and colleges where EOPS and CARE participants had enrolled. This data was obtained from the National Student Clearinghouse. From 2016-2020, we relied on self-reported student data based on the responses from our internal EOPS Grad/Transfer Survey. Our goal is to strengthen partnerships and opportunities for EOPS and CARE students at their transfer destinations.

Program Environment

Information in this section should help build a case for additional resources for the program

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 and CARE programs are located on the second floor of the new Student Services building in room 227. The programs share office space with the CalWORKs and Guardian Scholars programs. There is only one main entrance and two service windows to answer general questions and schedule appointments for counseling and advisement for over 2,000 students. In the old building, the programs had various offices where students could access services from each of the programs. In comparison with the old building, the programs lost 6 private offices with the move to the new Student Services building since CalWORKs and Guardian Scholars are how housed in the same area. In addition, the conference room was converted to a student space that is used by students in the Guardian Scholars program. There were changes in management and reporting structure, which added Guardian Scholars

to the area as of 2018 and space had to be re-allocated once we moved into the new Student Services building.

There is value in centralizing programs that serve low-income, historically underrepresented, and academically underprepared students in one place, however it is important to note that each program has its own mission/purpose, guidelines, regulations, funding source, reporting requirements, and space needs. CARE is the only one that is a supplemental program of EOPS, CalWORKs and Guardian Scholars are standalone programs. Having two service windows for four programs is not adequate.

Currently, there are 7 private offices and various cubicles dedicated to EOPS and CARE. In addition to the main office, there is also a Computer Lab/Tutorial Center that is dedicated for EOPS/CARE, CalWORKs and Guardian Scholars students. The Computer lab has 16 computers dedicated for student usage and two workstations that are used on a rotating basis by part-time staff members. Students have the ability to print up to 15 pages per day for free and they take advantage of this resource.

Full time staff members assigned to cubicles have expressed concerns about not having a private area to meet with students, especially when discussing sensitive topics such as housing and food insecurity. Similarly, every month we struggle to find private office space for attorneys with the Harriet Buhai Center for Family Law whose partnership has provided free legal services to our students since 2004.

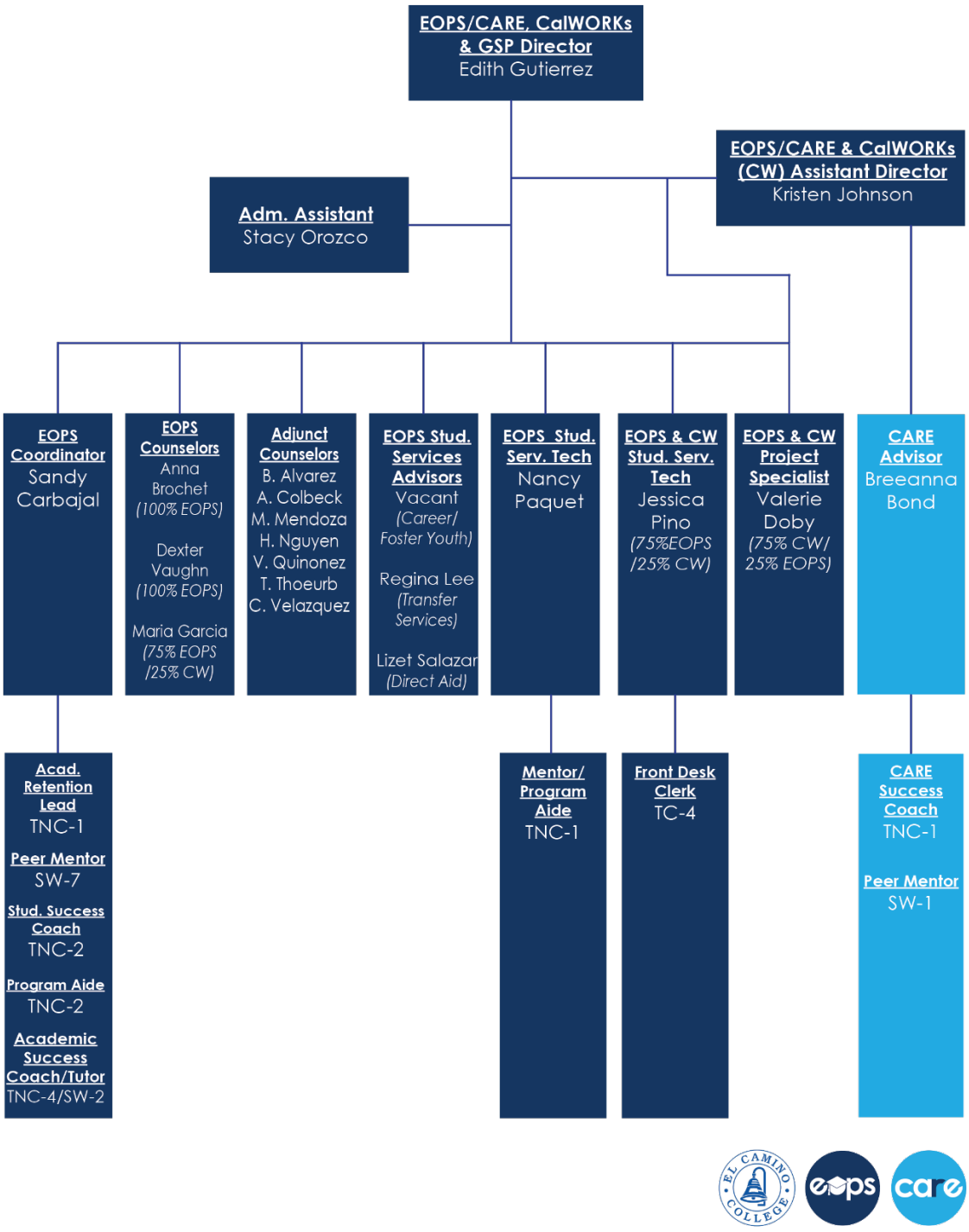
Moreover, there is a lack of space and storage with the many program events hosted in our department and the thousands of paper student files in the office. In addition, since the two service windows are covered by glass and lack an audio system, students and staff have expressed that it is difficult to hear during peak traffic periods. Lastly, another area of concern is ensuring that the EOPS and CARE program offices adequately meet the needs of students with disabilities. Although there is a dedicated wheelchair-accessible window, our students with physical disabilities struggle to open the main office door and Computer Lab/Tutorial Center door.

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

The EOPS and CARE Programs build upon the human and personal connection as a foundation to providing comprehensive support services that meet the needs of historically underrepresented and academically underprepared students in college. There are 7 full time classified staff (1 Student Services Advisor position that focuses on Career is currently vacant), 2 full time counseling faculty, 7 adjunct counseling faculty, and 5 Temporary Non-Classified (TNC) positions who are 100% dedicated to the EOPS and CARE programs. Every year the EOPS program hires 7-10 student workers as EOPS Peer Mentors and 1 CARE Peer Mentor. There are 2 full time classified staff, 1 counseling faculty, 4 Temporary Classified Clerks, and 4 TNC Academic Success Coaches/Tutors who have split assignments with EOPS & CalWORKs. The Director has 75% dedication to EOPS and CARE with the remaining 25% of time dedicated to CalWORKs and Guardian Scholars. The Assistant Director has 75% of time dedicated to CalWORKs with a 25% dedication to EOPS and CARE.

EOPS/CARE

Organizational Chart 2020-2021



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

The EOPS and CARE programs experienced significant growth in the number of students served since the 2015-2016 academic year. EOPS served an unduplicated headcount of 1,270 students in 2015-2016 and 1,902 unduplicated students in 2019-2020, making it the seventh largest EOPS program in the California Community College system. The CARE program served 97 unduplicated students in 2015-2016 and 156 in 2019-2020, making it the second largest program in the state. In order to provide appropriate support to students and remain in compliance with Title 5, Section 56236-Counseling and Advisement and 56240-Transfer and Career Employment Services, there is a need to fill the vacancy of the EOPS Student Services Advisor dedicated to Career and foster youth support and to hire a full-time EOPS/CARE Counselor. The fourth counselor position is a vacancy that has not been filled since 2010.

EOPS/CARE Counselor (Full-time): The EOPS program has grown by almost 50% in program participants over the past five years and it currently has 2.75 full-time counselors. Filling this position will help maximize student success and promote access and equity for low-income and educationally disadvantaged students. This position is critical in helping close equity gaps that exist at El Camino College. All EOPS students are low-income and many are first generation with limited knowledge about the jargon, traditions, and patterns of expected behavior in higher education. These factors may prevent EOPS students from fully engaging in the college setting and may contribute to early departure from the college before the completion of their degree or certificate. EOPS counselors play a key role in supporting a student-centered approach that helps identify and remove educational barriers. This position will be responsible for meeting with students at least three times per semester and ensuring that all EOPS students have a comprehensive educational plan. The counselor will support students in choosing a major and degree goal, help students understand transfer requirements, and discuss educational or career goals, academic progress, and personal challenges. The counselor will help students experiencing academic and/or personal difficulties and make referrals to on-campus and off-campus resources as appropriate. Currently, the EOPS program does not have enough individual counseling appointments for all program participants to complete their three required contacts. The EOPS program relies heavily on adjunct counselor support, but this creates challenges in consistency and quality of services delivered. The EOPS counselor position requires additional qualifications such as occupational experience relating to ethnic minorities or persons challenged by language, social or economic disadvantages, and requires college coursework related to these categories.

EOPS Student Service Advisor (Full-time): Currently, we have a vacancy for the EOPS Student Services Advisor who was assigned to provide career preparation services and serve as the foster youth liaison for the program. EOPS and CARE students are more likely to work full time, take longer to choose a major, have a limited or nonexistent professional network, and lack role models and mentors to assist with navigating career services and resources. Per EOPS Title 5, Section 56240, colleges receiving EOPS funds shall provide assistance to EOPS eligible students to transfer to four-year institutions and/or to find career employment in their field of training. The EOPS Advisor will create and update career preparation resource guides and presentations for students. In addition, this position will provide Career/Job Skill Development to students on an individual and workshop basis. Services will include job skill development, career outlook, majors and career information, resume building, mock interviews, and

internships. Students become more motivated, self-directed learners when they understand the relationship between academics, career and education planning, and achieving their own career goals. Career development allows students to discover who they are, what they like to do, and what they do best. This position will be responsible for connecting students with career assessments and services. The EOPS Student Services Advisor will also be responsible for providing proactive advisement support during mid-term check-in and serve as a liaison for foster youth in the program. This position is aligned with the El Camino College Local Vision Goals around workforce development and equity.

4. **Describe facilities needs for the next four years.**

The EOPS and CARE programs moved to the new Student Services building in August of 2019. In the original building plans, the EOPS and CARE programs shared office space with the CalWORKs program. In 2018, the Guardian Scholars program was added to the department; however, with changes in leadership no updates were made to the original building plans to reflect the new addition. Office space and workstations that were initially designated for EOPS and CARE were reallocated to accommodate the Guardian Scholars program. Therefore, additional workstations, availability of a private office, and storage space are needs for the next four years. Since moving to the new Student Services Building there was a significant decrease in storage space, which not only limited the ability to store thousands of student files and supplies both for staff and students but also limited the amount of donations for major events like the Warrior Toy Drive and student recognition events. In addition, the Computer Lab/Tutorial Center needs small roundtables that are conducive for student learning and engagement with tutors.

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

The EOPS and CARE programs would like to increase the number of computers available for students to use. Even though the EOPS office has an adjacent computer lab for students, there are currently only 16 computers, which is not enough for students in the four programs. There is a lack of space for additional computers and not enough electrical outlets; therefore, laptops would be an excellent option for our programs.

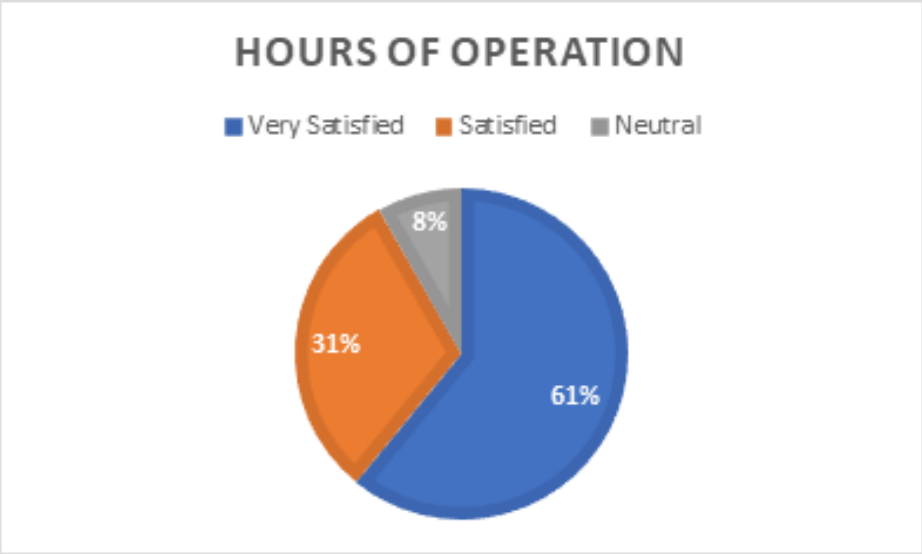
The EOPS and CARE programs would like to replace its hard copy student filing system with a digital filing system. Currently, the EOPS and CARE programs make hard copy file folders for each student participant and utilize the file folders as a mechanism to keep all program eligibility documentation, services provided, and case management notes. The need for a digital student filing system was noted in the last program review. The programs request access to Docuware and other software that is currently being used by the institution to support with this effort.

6. **Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students? Describe your results from the customer service survey regarding hours of operation.**

The EOPS and CARE programs' hours of operation are Monday through Thursday from 8:00 am – 5:00 pm and Friday from 9:00 am-1:00 pm. During the winter and summer, our hours of operation stay the same with the exceptions of the eight Fridays that El Camino College closes for the summer. In previous terms, the main office and Computer Lab/Tutorial Center remained opened until 7:00 pm on Tuesdays and Wednesdays, however after reviewing sign in sheets/utilization data, we saw a decrease in student traffic during those times. It was not cost efficient to keep the offices completely staffed and opened during evening hours.

Nevertheless, we still have counselor appointments that are available before 8:00 am and after 5:00 pm for students who may need them. We also piloted Saturday appointments during the fall 2020. To schedule counseling and advising appointments after business hours, students can complete the Appointment Request Form through our EOPS website, and a staff member will contact them within one business day. The EOPS and CARE programs also respond to email inquiries via eops@elcamino.edu, eopsoutreach@elcamino.edu, and careinfo@elcamino.edu during regular business hours, and students typically receive a response within three business days. Moreover, in the spring of 2021, the EOPS program launched Ocelot, a 24/7 artificial intelligence chatbox that responds to general student inquiries. Students can also receive assistance with general questions by calling our office at 310-660-3464. With COVID-19 and the remote work, new possibilities of remote counseling and student services will be explored even after our return to campus. Students with children who have multiple responsibilities and commitments appreciated the flexibility of the remote environment.

In fall 2020, the EOPS and CARE programs administered a customer service survey where students were asked about their overall level of satisfaction with our hours of operation. As shown below, 92% of students were either very satisfied or satisfied with our current hours of operation and 8% were neutral.



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?**

In fall 2018, El Camino College implemented AB705 requiring colleges to use multiple measures such as high school coursework and GPA as the primary determining factors for placement in English and math courses. As a result, El Camino College no longer offers remedial coursework and students are placed in college-level English and math courses. Students who need additional support in these courses are required to enroll in a supplemental course. This change in policy impacted how the EOPS program at El Camino College determines eligibility for the program, specifically the educational disadvantage determination. In order to remain in compliance with AB705 and EOPS Title 5 regulations, a modification was made to the eligibility criteria to include students who are required to enroll in a supplemental course for English and/or math per El Camino College determination. Prior to the implementation of AB 705, the majority of students fell into the following educational need criteria; not qualified for enrollment in the minimum level English or Mathematics course required for an associate degree.

In March 2020, in-person services were suspended due to the COVID-19 stay-at-home orders and El Camino College transitioned to online instruction and virtual support services. EOPS immediately deployed a short student survey to assess the needs of our most vulnerable students as it related to technology and food insecurity. 398 students completed the survey and the results were shared with the Dean of Student Support Services and the Vice President of Student Services. During Spring 2020, we collaborated with Student Equity and Achievement and the Math Division to connect students with Chromebooks as a short-term solution. The survey results continued to be shared with various stakeholders on campus and El Camino College implemented a campus-wide laptop and mi-fi loan program for students with technology needs. In addition, the EOPS and CARE programs had to transition to providing online services in the following areas: counseling, advisement (Transfer and Financial Aid), tutoring, textbook vouchers, grants, and online support (Canvas Navigation, MyECC Support, Class Registration). Once EOPS transitioned to a remote work environment, the entire team began using Zoom video conferencing, Microsoft Teams, and department meet-ups were instituted to discuss challenges and best practices in providing equitable support to EOPS students in the remote environment.

We saw an increase in student participation in online workshops due to the increased accessibility and flexibility. Microsoft Teams is a communication platform that has given our department the ability to chat, file share, and store program documents to facilitate the day-to-day operations of providing services to students. Due to the rapid and ongoing changes resulting from COVID-19 and our remote work, EOPS began hosting department meet-ups every other week to communicate with the team changes to program guidelines, services, and college policies and services. This was in addition to the bimonthly Staff Meetings that had already been in existence. Given the constant changes and updates due to the social, economic, and health crisis, EOPS focused on enhancing communication with the team in the remote environment, preserving workplace harmony, increasing employee engagement, and boosting productivity to support students. The Staff Advances (retreats) before the start of

each primary term were dedicated to professional development that incorporated tools, technology, and resources to better serve students. Modules and presentations were made available for future reference to all team members.

In 2019-2020, an EOPS/CalWORKs counselor served as the co-coordinator for Guided Pathways. Under her leadership, equity was at the forefront in the planning and implementation of Guided Pathways on our campus. The EOPS and CARE program efforts are aligned with the four pillars of Guided Pathways; clarifying the path for students, helping students choose and enter the path, helping students stay on the path, and ensuring that students are learning with intentional outcomes.

Financial aid is a defining factor in student persistence at El Camino College. Data indicates that African American/Black and Latinx students are disproportionately represented in the students who lose financial aid. As a result, the EOPS and CARE programs proactively follow up with students to provide Satisfactory Academic Progress (SAP)/CCPG Appeal support to help students regain their financial aid. The CARE Advisor served as an advocate on campus for parenting students and brought awareness to their needs, especially for single parents attending college. Many students were facing food and housing insecurities, domestic violence issues, pregnancy complications, concerns with their children (developmental and learning, discrimination, custody, etc.). As a result, partnerships were expanded with the Warrior Food Pantry, Child Development Club, Financial Aid, Student Health Services, and the Harriet Buhai Center for Family Law. In addition, new part-time positions were created such as the CARE Success Coach and CARE Peer Mentor. The focus was on hiring current and former CARE program participants to increase a sense of belonging for students and to provide mentors that had overcome similar challenges and ones that students could relate to.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. **List the program's SAOs.**

- SAO #1: 2019-2020 & 2020-2021: The EOPS and CARE programs seek to increase the percentage of EOPS/CARE students who transfer to universities.
- SAO #2: 2019-2020 & 2020-2021: EOPS and CARE programs seek to increase the percentage of EOPS students who acquire associate degrees and certificates.
- SAO #1: 2018-2019: The EOPS program seeks to increase the percentage of students who complete the three counseling contacts by the end of the term to 75%.
- SAO #2: 2018-2019: EOPS/CARE seeks to increase the number of students who participate in the CARE program by 10%.
- SAO #1: 2017-2018: The EOPS Program seeks to increase the percentage of students who complete the three counseling contacts to 70%.
- SAO #2: 2017-2018: EOPS/CARE seeks to serve 133 students in the CARE program during the 2017-2018 academic year. (The program was able to increase program participation by 37% in the prior year of 2016-2017.)
- SAO #1: 2016-2017: The EOPS Program seeks to increase the percentage of students who complete the three counseling contacts each term.

- SAO #2: 2016-2017: EOPS/CARE seeks to increase the number of participants in the CARE program by 30% for the 2016-2017 academic year. The 2015-2016 program participation numbers will be used as a baseline.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The Service Area Outcomes are reviewed on a yearly basis by the Director, Assistant Director, Program Coordinator, CARE Advisor, and Student Services Technicians after reviewing program goals, objectives, and assessment results. Follow up meetings are conducted with full time staff/faculty assigned to the department to gather feedback and ideas before finalizing the SAOs for that year.

3. How often are the SAOs assessed and who is engaged in the discussion?

The Director and Assistant Director review data that is collected internally and also review data that is provided by the Office of Institutional Research and Planning on a semester and annual basis, depending on the service area outcomes for that year. EOPS and CARE classified and faculty personnel are also involved in the process, especially if they are directly responsible for collecting the data that is needed to assess the SAOs. Each year the programs review the data to determine if the goals have been reached, if they are still relevant, and if there are new efforts that the programs can implement to continue to improve results in support of students and the mission/goals of the EOPS and CARE programs in the context of the local college goals and the Chancellor's Office initiatives.

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

The programs continue their efforts to utilize assessment results to improve program services in support of access, retention, and success of EOPS and CARE students at El Camino College. When SAO assessment results were not as anticipated, the programs made data-informed decisions and changed program processes and services as necessary. During the 2016-2017 academic year, the EOPS program sought to increase the percentage of students who completed the three counseling contacts with the program to 70%. 2015-2016 data was used to establish a baseline. For the 2015-2016 academic year, 625 EOPS students completed the three contacts (64.4% in Fall 2015 and 59.27% in Spring 2016). We noticed that this was an area that needed our attention as the foundation of our student-centered approach is connection with students throughout the semester; educational planning contact, midterm check-in, and follow up appointment. Student contact data was collected and reviewed each term. Subsequently, we began to notice that some students waited until the end of the semester to complete all three contacts. This analysis resulted in a review of our communication plan with students; updating of important program dates and deadlines flyers and Mutual Responsibility Contract; and the creation of an EOPS Counselor and Advisor Guide outlining each contact and its purpose. From 2016-2019, the focus of the SAOs for CARE specifically was on outreach and enrollment of single-parents receiving public assistance, and who were also academically underprepared at El Camino College. We noticed a sharp decrease in the number of students served by the CARE program in the 2015-2016 academic year; therefore, for the next three years we engaged in targeted and proactive outreach and recruitment of CARE eligible students.

5. **Where are the SAOs assessment results shared with staff, students, and the public?**

SAOs and assessment results are presented to the entire EOPS and CARE Team during staff meetings and staff advances. Feedback is gathered for next steps and the creation of future SAOs that are relevant, meaningful, and measurable. SAOs are also posted on the EOPS website, which can be accessed by students and the public. This information is also shared with the Dean of Student Services and included in the program review.

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

EOPS and CARE utilize SAO assessment results to continuously look at ways to improve the programs. As previously mentioned, changes were implemented when the EOPS program did not reach the target for the 2016-2017 SAO. Communication with students was reassessed and templates were created for emails, text messages, and phone calls. In addition, the programs made updates to the Mutual Responsibility Contract and included updates in the EOPS program orientations to bring more clarity to students regarding expectations of the program. This information was also communicated to the team during staff meetings and incorporated during staff retreats to gather feedback on the process. The programs are responsive to the diverse needs of low-income and underrepresented students, and we focus on making data-informed decisions. Beyond the SAOs, the EOPS and CARE programs submit annual reports and program plans to the Chancellor's Office summarizing yearly goals and objectives per Title 5 regulations.

Program Improvement

Information should help determine where program resources should be dedicated

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

The EOPS and CARE programs restructured outreach and recruitment efforts in order to increase the number of students served at El Camino College. In 2016-2017, the new EOPS Director and Program Coordinator met on a monthly basis with the Outreach and School Relations (OASR) Director and Student Services Specialists to collaborate on the development of on-campus and off-campus events. On-campus recruitment included classroom presentations, tabling during campus events (i.e., New Student Welcome Day and El Camino College Night) and surveying the lines at the cashier and financial aid offices during peak times. Off-campus recruitment efforts included community events (i.e., college fairs, Cash for College, and financial aid events) and classroom presentations in the local high schools and adult schools. EOPS assisted OASR during One-Stop Services and Registration Fests by supporting new first-time college students to complete their campus orientation, educational planning, and class registration. Additionally, EOPS was part of the planning committee for New Student Welcome Day and Warrior Smart Start, which gave an opportunity for new

students and their families to get an introduction to everything El Camino College has to offer and support students to complete the path to enrollment (orientation, placement, and educational planning). These collaborative efforts brought greater awareness of the EOPS program and services to students and staff on campus.

To increase accessibility and improve the application process, the EOPS and CARE programs worked with Human Resources to gain access to Formstack to convert our program application and the intake process to an online format. In addition, EOPS collaborated with the Financial Aid department and Information Technology Services to simplify the application review process by gaining access to reports to determine students' eligibility. EOPS developed an internal database to track applications, applicants' eligibility determination, and communication to increase transparency and accountability within the programs. Lastly, to improve our prospective students' experience, EOPS focused on developing new communication strategies such as creating an EOPS outreach email account, hosting phone banks, and incorporating text messaging through Regroup. The increased use of technology helped the program develop better processes, optimize efficiency, and communicate with potential EOPS students in a timely manner. Students now know their eligibility within a two-week period. The increased utilization of technology also eased the process for new students to receive the EOPS book voucher prior to the start of the semester to assist them with the cost of textbooks. As a result of these efforts, there has been a 50% growth in program participants since the last program review, making the EOPS/CARE program at El Camino College the 7th largest in the state of California. This growth has meant that more low-income and educationally disadvantaged students are connected to support services.

The EOPS and CARE programs experienced many changes during the Spring 2020 semester due to the COVID-19 outbreak and the stay-at-home orders. We reimagined our outreach efforts to include virtual information sessions that are scheduled weekly. During the information sessions, prospective students learn about EOPS and CARE, services offered, eligibility requirements, and the application process. The presentation was revamped to add more clarity to common questions students asked. Furthermore, through our strong partnerships with Outreach & School Relations and Financial Aid, EOPS gained access to reports to identify prospective students who met the low-income guidelines for the program. To be strategic with outreach efforts, students who met financial eligibility criteria for EOPS and enrolled for the upcoming semester were invited to attend a virtual information session and encouraged to apply for EOPS. This intentional and strategic effort helped us identify eligible students for the program proactively. Nevertheless, this is an area that will require our attention as we begin to enter the stages of recovery with a focus on equity after the pandemic. Our low-income and educationally disadvantaged students have been the most impacted due to the pandemic. Education becomes secondary when basic needs are not met, and the pandemic exacerbated these challenges.

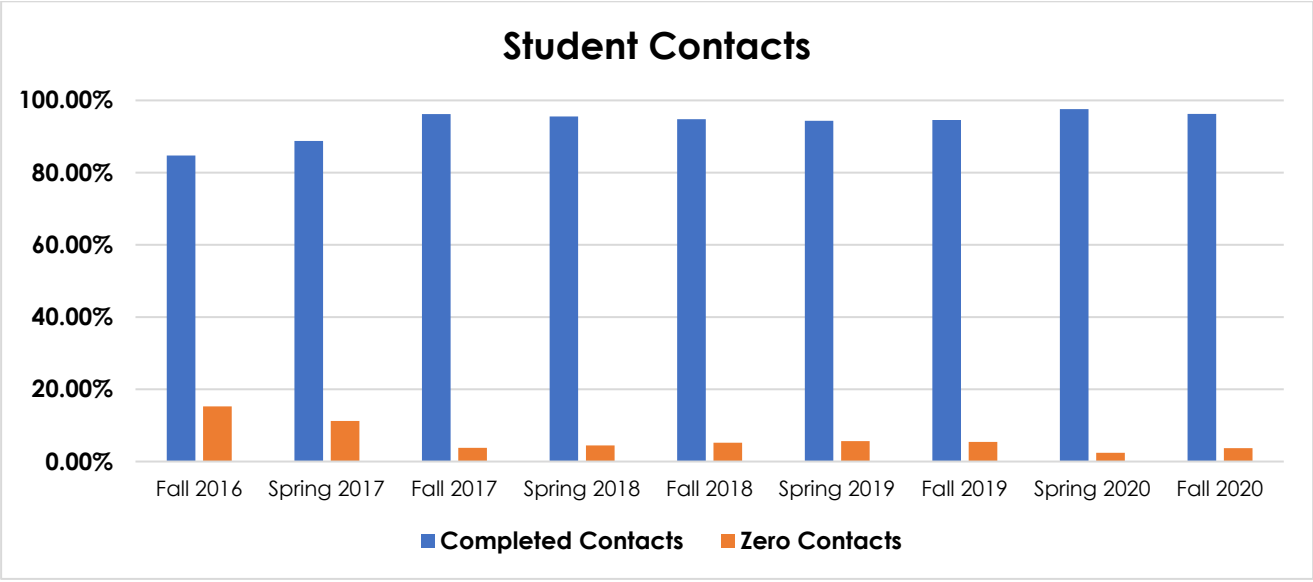
Another area that our programs focused on was priority registration support. EOPS students have priority registration in Tier one. After reviewing data, we identified that this was an area that needed our focus as students were underutilizing this opportunity to enroll in classes early on. As a result, the EOPS and CARE programs developed an online registration toolbox. The team put together video tutorials to show students how to access their educational plans through ECC Connect, schedule a counseling appointment, register for classes, and utilize Schedule Builder, MyECC, and financial aid resources. All videos are short and easy to follow.

Our registration toolbox is mobile-friendly and is accessible to students 24/7 through the EOPS website.

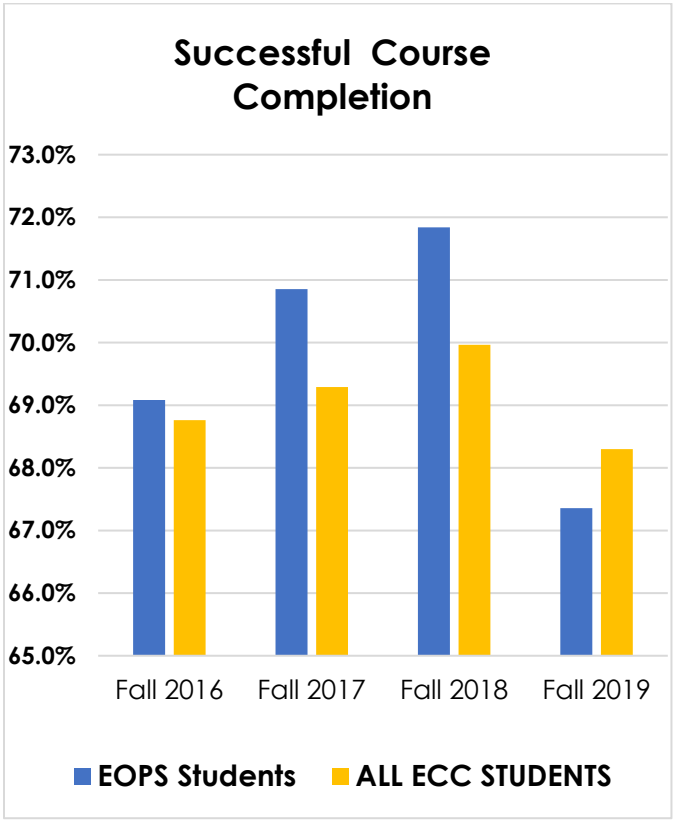
2. **How have program personnel used metrics to improve program services? Provide metrics from the last four years. How have you reflected on your last program review?**

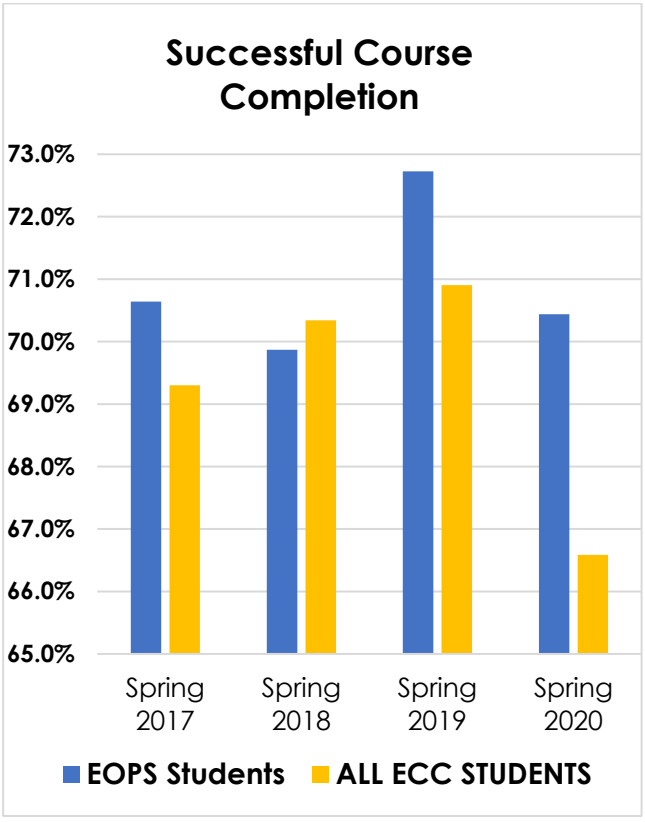
The EOPS and CARE programs are committed to data-driven decision-making to determine priorities, areas of improvement, and if student needs are being met. An in-house database was created utilizing Microsoft Access to track student contacts throughout the semester, not just at the end. The student contact database keeps track of all counseling and advising services. The database is updated daily by the EOPS Student Services Technician. Access to this data allows the programs to develop proactive strategies to support the retention of our program participants throughout the semester. The internal database allows management and staff access to timely queries with information that allows us to identify students who have completed one, two, or three required contacts. As the department has grown more comfortable with data collection and utilizing it for decision-making, our student contact database has expanded to include all services provided to students, such as direct aid, tutoring, and workshops. The student contact database has been restructured to include MIS reporting guidelines such as basic student records, EOPS and CARE eligibility criteria met, total units completed, semesters in EOPS, in addition to capturing services provided.

The chart below displays the percentage of students who completed EOPS contacts in the last four and a half years. Over the years there was a decrease in the percentage of students who did not complete contacts with the program. The student contact database has facilitated timely and intentional communication between the program and students, which has resulted in increased engagement with the program.



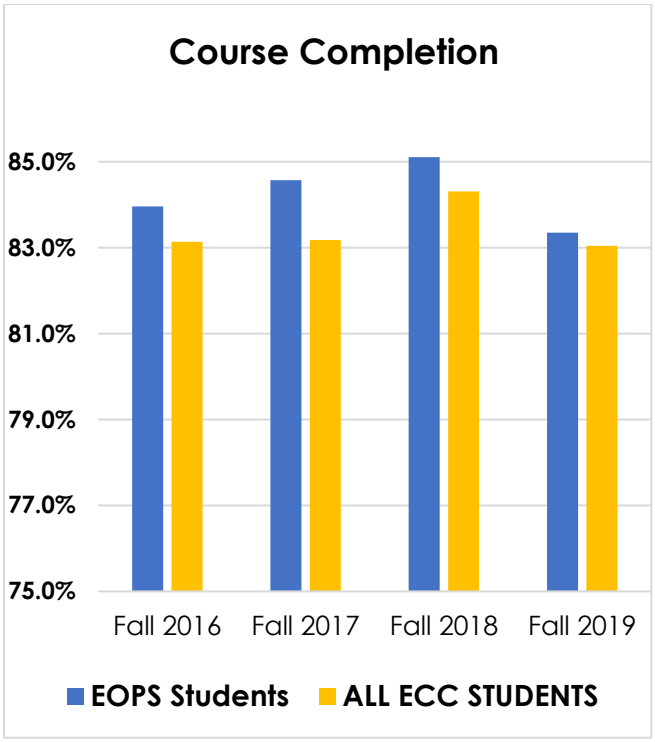
EOPS utilizes the Office of Institutional Research and Planning Student Services Metrics tool to review data on successful course completion and retention rates for EOPS participants at El Camino College on a yearly basis. Successful course completion is defined as the percentage of students enrolled at first census who receive a C/Passing or better as a final course grade. Inc P grades (IA, IB, IC, IPP) are also considered passing. EOPS metrics for successful course completion was reported at 67.4% for fall 2019 and 70.4% for spring 2020. In comparison, successful course completion for all students at El Camino College was 68.3% in fall 2019 and 66.6% in spring 2020. We believe there was a decrease in fall 2019 due to the full implementation of AB 705. Nevertheless, students that were in EOPS had higher successful course completion rates in Spring 2020 than the general student population. This is significant given the socioeconomic and health crisis experienced by our country. The charts below show a comparison of successful course completion by semester for the last four years between EOPS and all ECC students.

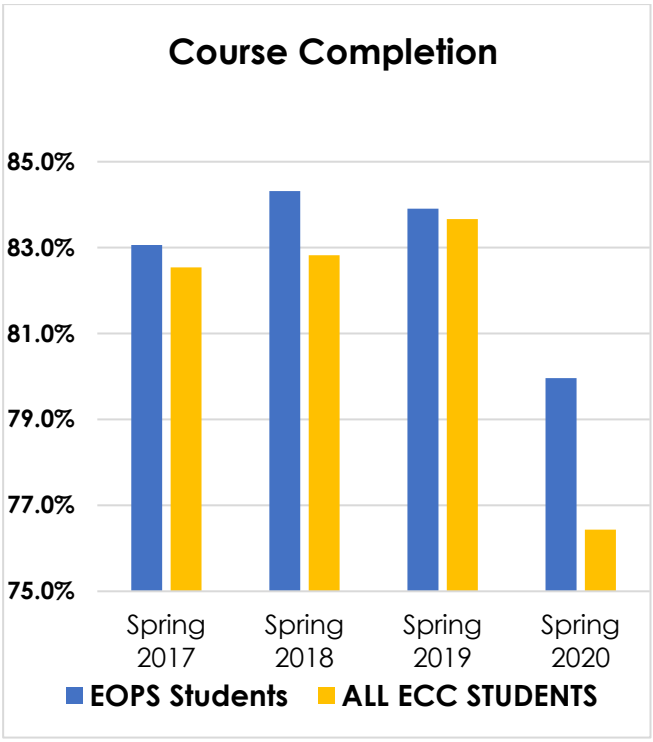




Source: ECC Office of Institutional Research& Planning, Student Services Metrics Tool 2016-2020.

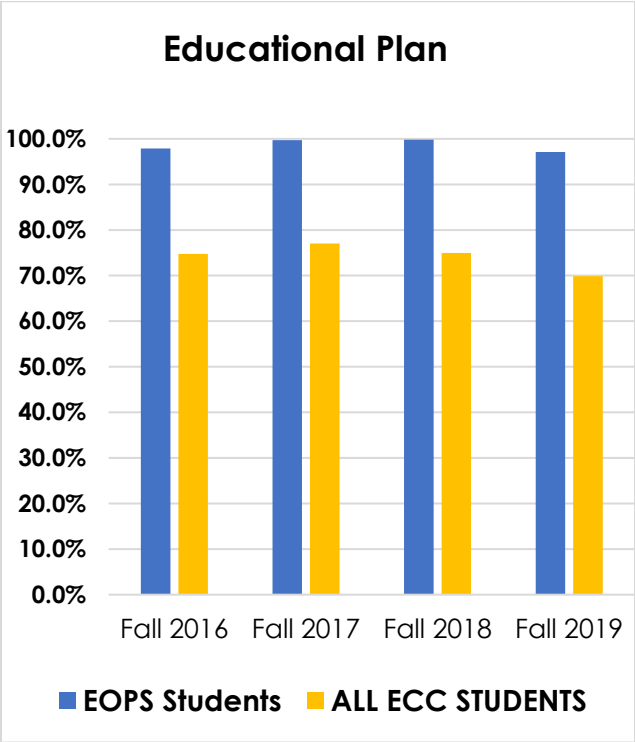
In addition to reviewing successful course completion, the EOPS program staff pay close attention to course completion. Course completion (formerly "retention rate") is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop. EOPS student course completion for fall 2019 was reported at 83.3% and for spring 2020 it was reported at 80%. In comparison, course completion for all ECC students was 83% for fall 2019 and 76.4% for spring 2020. EOPS students remained enrolled through the end of the course at higher rates than the general student population. However, course completion rates decreased overall for Spring 2020. The charts below show a comparison of course completion rates by semester for the last four years between EOPS and all ECC students.

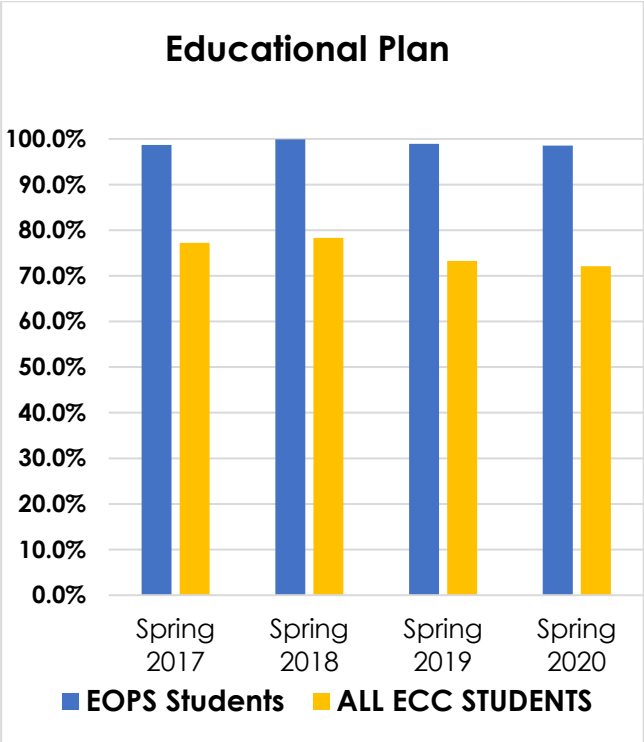




Source: ECC Office of Institutional Research& Planning, Student Services Metrics Tool 2016-2020.

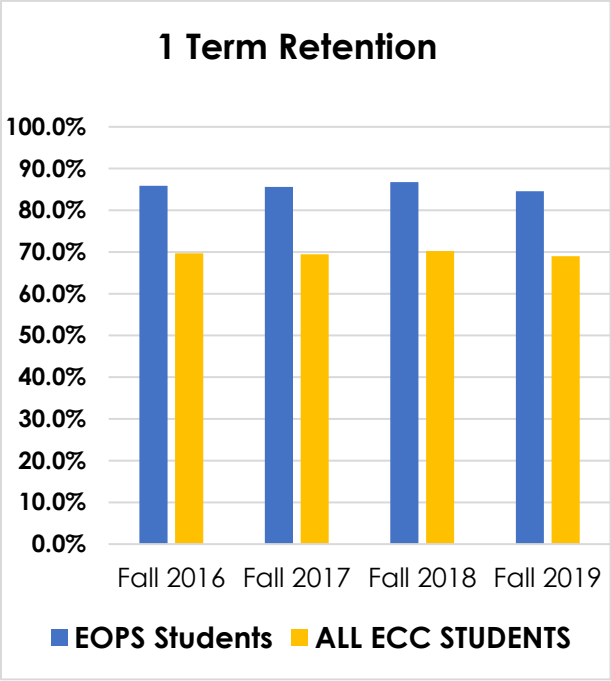
EOPS strives to support all program participants with the development of an educational plan to help students feel directed, focused, and empowered to know the courses they need to take. The educational plan is updated as necessary to accommodate the students' needs. Data on comprehensive educational plans is maintained in our internal Microsoft Access database. There was a recommendation by EOPS program staff to begin collecting information on expected date of completion. The charts below show data provided by the Office of Institutional Research and Planning on the percentage of educational plans completed prior to the end of the term for the last four years.

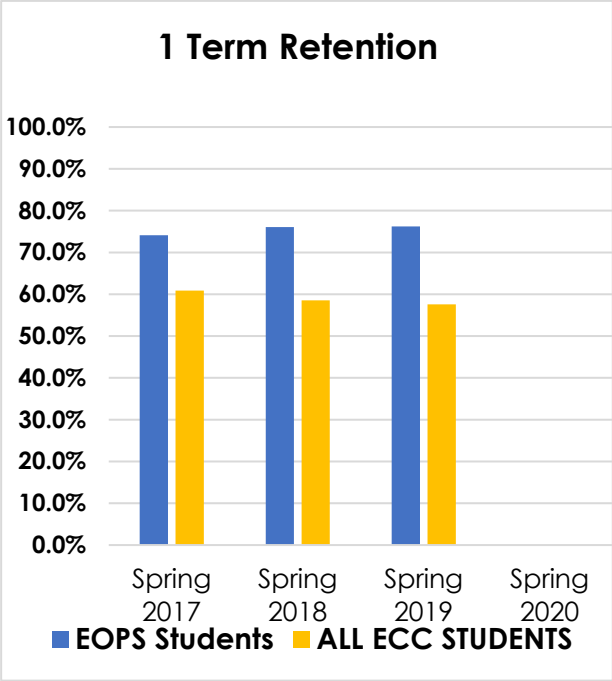




Source: ECC Office of Institutional Research& Planning, Student Services Metrics Tool 2016-2020.

Retention rate (1 Term Retention) is defined as the percentage of students who return the following term (Fall to Spring or Spring to Fall). EOPS retention was reported at 84.5% for fall 2019. In comparison, fall 2019 retention rates for all ECC students was 69%. The Success Metrics Tool is updated on an annual basis and no data was available for spring 2020 in the latest report. The retention rates for EOPS and all ECC students have remained relatively consistent for the last four years.





Source: ECC Office of Institutional Research& Planning, Student Services Metrics Tool 2016-2020.

Furthermore, the EOPS and CARE programs utilize data provided by the Office of Institutional Research and planning on degree completion to inform programming, practices and services. Overall, the number of EOPS and CARE students who earn degrees, certificates, and/or transfer has continued to grow. However, for the 2019-2020 academic year there was a slight decrease in degrees awarded and transfers for EOPS students and the general student population at El Camino College. This may be attributed to the socioeconomic and health crisis resulting from the COVID-19 pandemic and sudden transition to remote learning. In 2019-2020, EOPS students were awarded 393 AA or AS degrees, 225 Associate Degrees for Transfer (ADT), 209 Certificates, and there were 390 transfers. It is important to note that associate degrees awarded to EOPS students accounted for 18.9% of total associate degrees awarded at El Camino College.

	2016-17	2017-18	2018-19	2019-20
ADT	**162**	**200**	**222**	**225**
AA or AS	**279**	**355**	**418**	**393**
Certificates	**67**	**103**	**251**	**209**
Transfers	**376**	**327**	**477**	**390**

As a result of the last program review and to better support students in reaching their academic and career goals, the EOPS and CARE programs reinstated specialized workshops focusing on career, transfer, financial aid, and personal development. Through the career workshops, students learn tips and strategies on seeking career opportunities, resume building, and interview techniques. As it relates to transfer, workshops focus on the transfer process, offering a roadmap for first generation students, information on CSU versus UC, EOP application overview, and understanding offers of admission and financial aid awards. EOPS students also receive individualized support with their transfer applications. Student Success Coaches and Academic Success Coaches/Tutors attend several CSU and UC application overview and UC personal insight training sessions to be equipped with the skills and tools necessary to support students through the application process. EOPS and CARE proactively support students with the financial aid renewal process every year. The programs follow up with students not meeting Satisfactory Academic Standards in order to support them with submitting a SAP appeal, if appropriate. This has resulted in a significant number of students regaining their financial aid eligibility. Students who lose their financial aid are more likely to leave ECC; therefore, this is an area of intentional focus for EOPS.

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.**

All EOPS students are low-income and educationally disadvantaged as defined by Title 5. The CARE program is a supplemental program of EOPS designed to support students who are parents, single head-of-household, welfare-recipients, and academically underprepared for college achieve their educational goals. When we look at single-parent student data, we notice that they have lower success and retention rates in comparison to the general EOPS student population. The CARE program serves a higher percentage of African American (36.5% in fall 2019 and 37.2% in spring 2020) and Latino students (44.3% in fall 2019 and 44.2% in spring 2020). The fall 2019 successful course completion rate for CARE was 60.8% and for spring 2020 it was 58.2%. For course completion, it was 81.7% for fall 2019, and 71.3% for spring 2020. Lastly, for 1-term retention it was 74.8% for fall 2019. Access to disaggregated data will be needed to assess the compounding impact of various intersecting identities and socioeconomic disadvantages. Since the last program review a full-time CARE advisor has been hired, 100% dedicated to providing CARE related programming and services to students.

The CARE Advisor focused on outreach efforts to target single-parents receiving public assistance to encourage their enrollment at El Camino College and also to connect students already at the college. The CARE advisor has been instrumental in bringing awareness to the lived experiences of parenting students at El Camino College. The experiences of parenting students, their struggles and successes, were not highlighted or recognized at the institutional level. The CARE advisor engaged in advocacy work on behalf of our students and identified opportunities where students could bring their children on campus to improve a sense of belonging and connection. The EOPS and CARE offices allow children during counselor and advisor appointments as well as in the computer lab/tutorial center. The CARE office is a welcoming environment for students and their children as toys are made available during appointments and resources for both the student and child(ren) are identified. A part-time

CARE Student Success Coach, who was a former program participant and transferred to CSULB was hired to mentor, guide, and provide navigational capital to parenting students in the program. The position has been instrumental in helping students feel that they are represented and have someone they can relate to. In addition, as a result of the CARE Advisor's advocacy and increased awareness, the new Student Services building has changing tables that are accessible to students. Other offices and departments on campus are also in the process of reviewing their policies and practices that may negatively impact students with children.

The CARE program has increased the direct aid support of students. Beyond increasing need-based grants, additional services such as providing a CARE package during finals (included school supplies, snacks, and motivational notes) were implemented to meet student needs while showing them that we care and value their well-being and success. The CARE program also spearheaded the creation of an Annual Parents' Appreciation Day honoring the resilient spirit of parenting students. This was done in partnership with the Child Development Club who hosted age-appropriate activities for children while the CARE advisor provided advisement services to students. During the 2019-2020 academic year, the CARE program partnered with the Student Health Services to promote workshops to address the growing areas of concern for program participants, including mental health, college tips and resources, and healthy relationships. Remind text messaging was used extensively by the program and this gave students the opportunity to respond via text and get quick answers from CARE program staff. Beginning in fall 2020, the CARE Advisor hosted monthly group check-ins with CARE students to provide a space where parenting students can share their struggles of being a parent during COVID-19 along with solutions and free resources. The pandemic has magnified the racial and societal injustices low-income and minoritized communities of color face, and the impact is seen in the decline of CARE participants across the state. The CARE Advisor at ECC became a founding member of the CARE Circle, a statewide CARE collaboration group that provides a space to share best practices and engage in advocacy in support of students. In the next four years, the CARE program hopes to bring greater awareness and build bridges with academic affairs in support of parenting students on campus.

As it relates to EOPS, since the last program review, the EOPS Advising component was completely restructured. Each EOPS Student Services Advisor became the lead for an area; Transfer, Financial Aid, and Career. They were paired with an EOPS Counselor. The EOPS Advisors serve as liaisons for the department in each of the areas and are responsible for sharing updates and resources with the entire team. They bring awareness to the needs of EOPS and CARE students in various spaces on campus. For example, there is an EOPS Student Services Advisor in the Transfer Center Advisory, Career Center Advisory, and the Financial Aid Appeals committee. Collaboration with the Financial Aid department has been instrumental for EOPS and CARE students completing the SAP appeal. SAP calculation data is reviewed prior to the start of the semester to identify students for proactive follow up. The EOPS Advisor also works very closely with the Financial Aid department to disburse EOPS and CARE grants for eligible students with unmet need. Financial Aid is directly linked to students' ability to persist in college. The EOPS and CARE programs will continue to advocate and bring awareness to the lived realities of the students we serve and, in the process, help break down institutional barriers.

4. **Review and determine if your program serves any disproportionately impacted (DI) groups listed in the Local Vision Goal #5 (Attachment 1).**

The Extended Opportunity Program and Services (EOPS) at El Camino College is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS provides education access and opportunity for low-income and educationally disadvantaged students, the majority of whom are first-generation college students. EOPS and CARE students must meet all the following eligibility requirements in order to receive services:

1. Be awarded the California College Promise grant income standards under method A, B, or C with zero family contribution
2. Be a California resident or AB540 or AB1899
3. Be enrolled full-time (some exceptions apply)
4. Not have completed more than 70-degree applicable units
5. Have an educational need in one of the following areas:
    1. Not qualified for enrollment in the minimum level English or Mathematics course required for an associate degree
    2. Not have graduated from high school or obtained a GED
    3. High school graduate with GPA below 2.5
    4. Previous enrollment in remedial courses
    5. Other factors (i.e. first-generation college student, primary language spoken at home is not English, foster youth, required to enroll in a supplemental course for English and/or Math)

Cooperative Agencies Resources for Education (CARE) was established in 1982 as a supplemental component of the Extended Opportunity Programs and Services (EOPS) at El Camino College. The CARE program is designed to provide educational support services to the academically under-prepared, welfare-dependent, single head-of-household student population to help them achieve their educational goals. The intent of the program is to provide support services that help students acquire the education, training, and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency. CARE students must meet the following eligibility requirements in addition to the EOPS eligibility requirements in order to receive services:

1. Be a recipient of TANF/ CalWORKs (Student or child must be receiving cash aid)
2. Be at least 18 years of age
3. Be single head-of-household
4. Have at least one child in your custody

EOPS is the flagship equity program in the state with a 52-year legacy of serving low-income and historically underrepresented students in the California Community College system. The EOPS program serves a higher percentage of African-American and Latino students in relation to total program participants as compared to the general student population. When you disaggregate data for the CARE program, the percentage in relation to the program participants increases. The charts below show the breakdown of race and ethnicity by program for fall 2019 and spring 2020.

	Fall 2019		Spring 2020	
Race/Ethnicity	**EOPS**	**All ECC Students**	**EOPS**	**All ECC Students**
African-American	17.6%	12.6%	18.6%	12.9%
Amer. Ind. or Alask. Native	0.2%	0.2%	0.3%	0.3%
Asian	8.3%	11.5%	9.1%	14.6%
Latino	51.4%	44.3%	60.5%	53.1%
Pacific Islander	0.5%	0.4%	0.5%	0.5%
White	5.1%	9.9%	7.5%	13.3%
Two or More	3.0%	3.7%	3.1%	3.8%
Unknown or Decline	13.9%	17.5%	0.5%	1.6%

	CARE	
Race/Ethnicity	**Fall 2019**	**Spring 2020**
African-American	36.5%	37.2%
Amer. Ind. or Alask. Native	0.9%	0.9%
Asian	1.7%	1.8%
Latino	44.3%	44.2%
Pacific Islander		0.9%
White	4.3%	6.2%
Two or More	8.7%	8.0%
Unknown or Decline	3.5%	0.9%

Office of Institutional Research and Planning Student Services Metrics Tool- ECC 2016-2020 * Race/Ethnicity Disclaimer Statement: Decreases in the count for each race/ethnicity is due to a statewide coding error affecting applicants starting in 2019; this resulted in an increase in the "Unknown" count.

In addition to race and ethnicity, we were able to access Student Services Program Crosstab data for fall 2019, provided by the Office of Institutional Research and Planning. The chart below shows overlaps in program participation and demographic groups such as LGBT, DSPS, Foster Youth and Veterans.

	EOPS	CARE
CARE	115	**115**
DSPS	130	11
EOPS	**1,521**	115
Foster Youth	33	0
Guardian Scholars	21	1
LGBT+	30	4
Veterans	7	2

5. What types of activities and services does your program provide to close the equity gaps listed in the Local Vision Goal #5?

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 5 regulations to authorize community colleges to develop the EOPS program for the purpose of supporting economically and educationally disadvantaged students in the community college system. Since then, EOPS has been operating under the philosophy that everyone has the potential to learn. Services that EOPS provides to support the enrollment, retention, and transfer of students and promote equitable practices include,

- Counseling (Drop-In or by Appointment)
- Advising (Progress, Transfer and Financial Aid)
- Tutoring (Individual or Group)
- Career Services
- Peer Mentor Support
- Textbook Vouchers
- Need-based grants
- Priority Registration
- Computer Lab/Free Printing
- Cap & Gown Services
- Transportation Services
- School Supplies

The CARE program was signed into state law in 1982 through California Assembly Bill 3103 to provide single parents with the academic and career support to break the welfare dependency cycle leading to gainful employment and eventual self-sufficiency. Parenting students at the community college face unique challenges while striving to complete their certificate, degree, and/or transfer to a four-year institution. Access to childcare, class scheduling, time management, and raising children while struggling to meet basic needs are just some of the barriers to success for students with dependents. The CARE program at El Camino College provides the following services to support the enrollment, retention and transfer of parenting students:

- Advising (Progress, Transfer and Financial Aid)
- Peer Mentor Support
- Need- based grants
- School Supplies
- Transportation Services
- Meal vouchers
- Student Success Workshops Tailored to the Parenting Student
- Referrals to Community-based Services and Public Agencies

**CARE Services are in addition to what EOPS already offers students.*

6. **How many DI students does your program currently serve and how many DI students are you planning to serve in the next 4 years?**

Since its establishment in 1969, EOPS has continuously worked to increase the enrollment and retention of students disadvantaged by language, social, economic, and educational hardships. The EOPS program at El Camino College has continued to increase the number of students served over the last four years. The program's recruitment goal for the next four years is to serve 1,900 students (unduplicated headcount per year). This is in alignment with pre-pandemic numbers.

Based on data collected by the Office of Institutional Research and Planning, in fall 2019 the EOPS program served the following disproportionately impacted student groups: DSPS (130), Foster Youth (33), Guardian Scholars (21), LGBTQ+ (30), and Veterans (7). Internal program records for fall 2020 show that EOPS serves the following disproportionately impacted student groups, DSPS (166), Foster Youth (13), Guardian Scholars (23), and Veterans (9).

The CARE program at El Camino College takes proactive steps to ensure program participants are empowered and receive comprehensive support services to enhance their academic, personal, emotional, and career development. The CARE program will continue to conduct intentional outreach to parenting students on campus and within the surrounding community to reach the program's recruitment goal of serving 175 students in the next four years.

Based on data collected by the Office of Institutional Research and Planning, in fall 2019 the CARE program served the following disproportionately impacted student groups: DSPS (11), Guardian Scholars (1), LGBTQ+ (4), and Veterans (2).

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. **How was the survey conducted? Please include a copy of the survey to the appendix.**

The EOPS and CARE programs distributed the customer service survey to program participants on Wednesday, December 16, 2020 by emailing it to their El Camino College and personal email addresses. The customer service survey was created using Formstack and had a total of 149 responses- 133 were EOPS students and 16 were CARE students. The survey results were tabulated using the Formstack charts and data analytics tool.

2. **What were the major findings of the customer service survey?**

The major findings of the customer service survey were that the EOPS and CARE programs are providing exemplary support services to student participants that help them in completing their academic and career goals. Ninety-seven percent of EOPS students rated the overall

quality of service as very satisfied and satisfied. One hundred percent of CARE students rated the overall quality of service as very satisfied. In regard to students' overall knowledge of program components, EOPS participants stated that they are very knowledgeable and knowledgeable about program services (97 percent), program requirements (94 percent), and contact deadlines (91 percent). CARE participants stated that they are very knowledgeable and knowledgeable about program services (94 percent), program requirements (94 percent), and contact deadlines (94 percent).

EOPS participants rated their overall experience with the following program services as very satisfied and satisfied: Priority Registration (97 percent), Textbook Vouchers/Grants (97 percent), Counseling Services (97 percent), Advisement Services (92 percent), Computer Lab (73 percent), Tutoring Services (81 percent), School/Exam Supplies (89 percent), Transfer/Graduation Services (84 percent), Career Services (83 percent), Financial Aid Services (92 percent), Peer Mentor Support (83 percent), and Workshops/Activities (85 percent). It is important to note that with the stay-at-home orders, in-person services were suspended starting in mid-March 2020 and this includes the Computer Lab. Although the customer service survey included the question, the service was not offered to students in fall 2020.

CARE participants rated their overall experience with the following program services as very satisfied and satisfied: Grants (100 percent), Advisement Services (94 percent), Transportation Services (94 percent), On-Campus Meal Cards (81 percent), Workshops/Activities (88 percent), and Campus and Community Resources (94 percent).

The results of the customer service survey also revealed that most program participants learned about EOPS from friends or family (20 percent), other students (17 percent), and the El Camino College website (17 percent). Most CARE program participants learned about the program from friends or family (23 percent), a general counseling referral (19 percent), and the El Camino College website (15 percent). Word of mouth marketing has proven to be one of the most influential forces as it relates to EOPS and CARE program awareness. The survey results confirm the programs' ability to provide a student experience worth sharing from person to person.

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

The exemplary EOPS and CARE services that should be expanded or shared with other programs include offering customized holistic support to meet the needs of disproportionately impacted student groups, implementing intentional and proactive case management and follow-up practices, hiring dedicated staff that serve and advocate for students who are affected by inequities and societal disadvantages, and incorporating the Student Success Coach position that pairs high support and high contact for high need students.

4. **What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

The EOPS and CARE programs plan to make improvements in the following service areas: increase program outreach amongst campus constituencies with a focus on instructional

faculty, re-evaluate tutoring hours to incorporate evening hours as may be needed (after 5pm), and increase targeted communication to students by personalizing emails and text messages. Furthermore, the EOPS program can contribute to institutional efforts by strategically bringing the voices and lived experiences of the students we serve to spaces where policy is developed, implemented, and evaluated. As the Guided Pathways framework seeks to break down institutional barriers, EOPS can share best practices to promote equitable services and help bridge the gap that sometimes exists between academic affairs and student services. It is important to engage faculty and student services personnel in a student-centered and culturally responsive approach that addresses inequities.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. **Summarize the programs strengths.**

The EOPS and CARE programs provide exemplary comprehensive academic and career support services that produce a consistent increase in the enrollment, retention, and transfer of students disadvantaged by language, social, economic and educational hardships. The analysis of student data reveals that while EOPS and CARE students represent only five percent of the El Camino College student population, they represent 20 percent of the college's awards and transfer students. This is a direct result of the innovative, effective, and meaningful ways the EOPS and CARE programs empower students by providing services that are "over, above, and in addition to" the services provided to the general student population.

The COVID-19 pandemic drastically shifted the way the EOPS and CARE programs provide direct support to students. Despite the abrupt transition from on-campus support to providing services remotely, the programs adjusted quickly with little gap in support to students. In March 2020, the EOPS and CARE programs conducted a needs assessment survey in efforts to identify EOPS and CARE students' immediate needs during the transition to remote learning. The programs found that access to technology deeply affected students' ability to learn. In response, a campus-wide laptop loan program was launched having stemmed from the advocacy of the EOPS and CARE programs.

The EOPS and CARE programs continue to excel at maintaining comparable student support services including priority registration, grants, textbook assistance, Student Success supply kits, counseling, tutoring, and workshops. However, many EOPS and CARE students struggle to meet life's basic needs. The programs addressed food insecurity, housing, and mental and emotional health for EOPS and CARE students by providing meal vouchers, transportation assistance, connecting them to the Financial Aid Department's Homeless and Foster Youth Liaison, partnering with the Student Health Center to consult with students in emotional crisis, and offering free legal services to parenting students by collaborating with the Harriet Buhai Center for Family Law.

The EOPS and CARE programs remain in full compliance with Title 5 regulations and work closely with other campus entities to ensure compliance with college policies and procedures

and the ever-changing federal and state laws and regulations. In fall 2020, the California Community Colleges Chancellor's Office allowed EOPS and CARE programs across the state the flexibility to accept eligible students into the program if they were enrolled in a minimum of 9 units (exceptions applied for DSPS students). The EOPS and CARE programs immediately took advantage of the opportunity to provide academic and career support services to additional low income, educationally disadvantaged students on campus. As a result, data from the EOPS/CARE Outreach database showed that the programs were able to serve an additional 35 students in fall 2020 and 87 students in spring 2021.

The EOPS and CARE programs staff uses the Research and Planning Group for California Community Colleges (RP Group) Six Success Factors Framework as a foundational guide in their efforts to establish meaningful, lasting connections with students in the program. Program personnel recognizes the built-in opportunity to form a sense of community with students which has aided in the retention, engagement, and overall college experience of program participants.

The EOPS and CARE programs developed and implemented the Student Success Coach part-time position out of the need to provide more one-on-one, hands-on support to students navigating campus resources. The Success Coaches assist EOPS/CARE students in developing self-efficacy by identifying and overcoming obstacles that may be impeding academic success. They work with students to learn strong time management and organization skills and motivate them to practice self-regulation and take ownership of their academic success. The Success Coaches also conduct academic coaching through individual or group sessions that help EOPS/CARE students assess their own performance and develop academic success plans.

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

The EOPS and CARE programs will continue to work closely with the Office of Institutional Research & Planning to monitor Service Area Outcomes (SAOs). The programs will conduct ongoing assessments of SAO's to make data-driven decisions in efforts to increase program participation, transfer rates, and provide quality support services to students.

The EOPS and CARE programs recognizes the critical role that adjunct counseling faculty plays in promoting students' success at El Camino College. But, with limited hours in the department, it has been difficult to provide consistent and timely training regarding program policy changes. The EOPS and CARE programs will work to provide built in support from full-time program personnel to better inform and engage adjunct counselors working in the department.

The EOPS and CARE programs will work to establish an outreach plan targeting instructional faculty on campus to inform and enlighten them about the critical services the programs provide to underprivileged, marginalized students. Many of whom are actively enrolled in their courses.

The EOPS and CARE programs will improve its utilization of technology in the delivery of services to students. The programs learned that student support is most effective when it

leverages technology to meet students' academic and health and wellness needs. Existing student support technologies like ECC Connect and Campus Calibrate will be used more consistently amongst counselors, advisors, and program support staff to successfully engage students and refocus on intrusive interventions and case management efforts. The programs will also work to better organize, centralize, and increase staff accessibility to its existing student database tracking system.

The EOPS and CARE programs will work to improve student retention by accessing and analyzing student data earlier in the semester, proactively pinpointing student risk identifiers, and implementing early intervention strategies to keep students on the path and in compliance with program polices to remain eligible to receive support services.

The EOPS and CARE programs serve a diverse population of students, many of whom cut through the red tape of access and affordability to enroll into college. The programs recognize the importance of intentional outreach to potentially eligible incoming students and will work with Admissions and Records, Institutional Research & Planning, and Information Technology Services to access institutional data to reach low-income, first generation, foster youth, veteran, and parenting students at the cusp of enrolling into El Camino College. This will help the programs better understand the characteristics of its student groups and will aid in identifying additional support services on campus that are available to students to support them in their academic journey.

The EOPS and CARE programs continue to host Early Start, a four-day summer program, for incoming El Camino College freshman who recently graduated high school. The goal of Early Start is to provide students with a successful transition from high school to college, connect EOPS students with one another, provide mentorship from EOPS peer mentors, and bridge connections with the campus community. Currently, the program is limited to serving 50 students per academic year. The programs' goal is to expand Early Start to reach more students and help them explore and understand their individual strengths so that they can make purposeful and empowered decisions to accomplish their educational and personal goals while at El Camino College.

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

1. Hire to fill a vacancy for the fourth EOPS/CARE Counselor position.
2. Hire to fill a vacancy for EOPS Student Services Advisor focused on Career Services.
3. El Camino College to implement campus-wide case management software.
4. El Camino College to allow the EOPS and CARE programs to access student data through queries and reports (institutional analytics) to conduct proactive outreach specifically targeting low-income, first generation, foster youth, veteran, and parenting students.

4. Do any of these recommendations help close the equity gaps identified in PROGRAM IMPROVEMENT question #4? If so, list the recommendation number and how the recommendation will help close these gaps.

1. The number of EOPS/CARE program participants has grown by almost 50% in the past five years, yet the number of fulltime counseling faculty fully dedicated to EOPS and CARE students has not. The programs serve the most vulnerable population of students on campus and hiring a fourth full time EOPS/CARE counselor to provide student-centered support and assistance to students experiencing barriers to academic and career success is critical in helping to close equity gaps at El Camino College.
2. The EOPS and CARE programs have dedicated Student Services Advisors to provide specialized student support in the areas of career, transfer, and financial aid. Currently, the Student Services Advisor dedicated to career preparation services is vacant. According to EOPS Title 5 regulations, the programs are required to provide the necessary support for students to successfully transfer to a four-year institution and/or find employment in their field of study. This position is also in direct alignment with El Camino College's Local Vision Goals around workforce development and equity.
3. El Camino College's implementation of a campus-wide case management software will allow EOPS and CARE program personnel to access relevant student data about program participants across academic and student support programs. This will help the programs connect students to additional resources on campus depending on need.
4. Access to institutional analytics will help the EOPS and CARE programs conduct outreach to identify potentially eligible low income, first generation, foster youth, veteran, and parenting students. Many historically underserved, marginalized students lack the navigational capital to seek out the support services needed to help them in successfully completing their academic journey. The EOPS and CARE programs will utilize this data to provide these specific student groups with the tools necessary to achieve their academic and career goals.

Student Services Program Review Committee

Ratings

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.

☐ **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 Services Program Review Committee by an established deadline.

Revised

5/5/2010; 3/13/2013; 3/31/2014; 4/15/2014; 6/1/2015; 8/20/2016; 7/13/17; 1/2/2019; 5/18/2020; 9/10/20;

Appendix #1- Customer Service Survey Instrument

El Camino College EOPS and CARE Programs
Formstack Form: https://elcamino.formstack.com/forms/customer_service_student_survey

In an effort to provide effective services for students, we ask you to complete the following survey. We will use your feedback in our ongoing efforts to improve our services to students. The survey is anonymous and voluntary.

1. **Which program are you currently in? (Check all the apply)**
    a. EOPS
    b. CARE

2. **Overall, how satisfied are you with the EOPS/CARE program at El Camino College?**
   Response options include: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied

3. **Please rate your overall knowledge on the following.**
   Response options include: Very Knowledgeable, Knowledgeable, Neutral, Somewhat Knowledgeable, Not Knowledgeable
    a. Program Services
    b. Program Requirements
    c. Contact Deadlines

4. **Please rate your overall level of satisfaction with the following aspect of our program.**
   Response options include: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied
    a. Hours of Operation
    b. Quality of Customer Service
    c. Access to Counselors
    d. Access to Advisors
    e. Access to Tutoring
    f. Access to Computer Lab
    g. Access to Remote/Virtual Services

5. **Please rate your overall level of satisfaction with program communication.**
   Response options include: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied
    a. Timeliness of response to your request(s)
    b. Quantity of Communication (Frequency of communication from the program)
    c. Quality of Communication (Content of communication is beneficial to you)

6. **Please rate your overall experience with the following program services.**
   Response options include: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Not Applicable (did not utilize service)

   EOPS Services
    a. Priority Registration
    b. Textbook Vouchers/Grants
    c. Counseling Services

d. Advisement Services
e. Computer Lab
f. Tutoring Services
g. School/Exam Supplies
h. Transfer/Graduation Services
i. Career Services
j. Financial Aid Services
k. Peer Mentor Support
l. Workshops/Activities

CARE Services

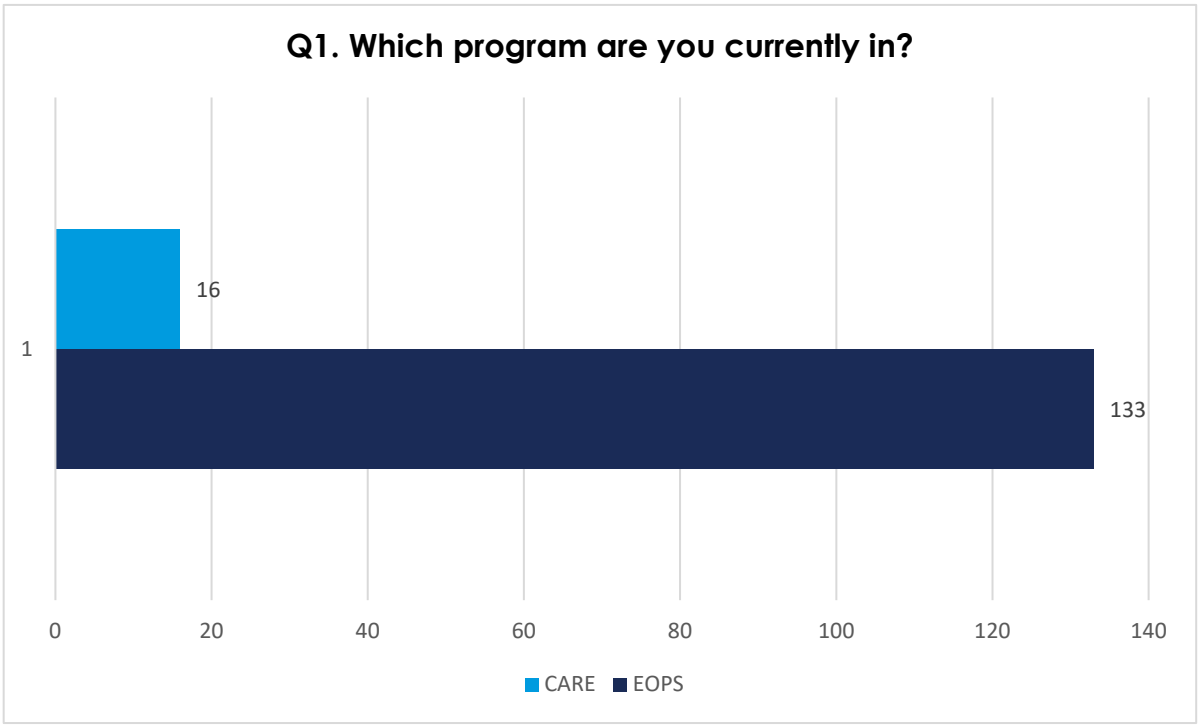
a. Grants
b. Advisement Services
c. Transportation Services
d. On-Campus Meal Cards
e. Workshops/Activities
f. Campus and Community Resources

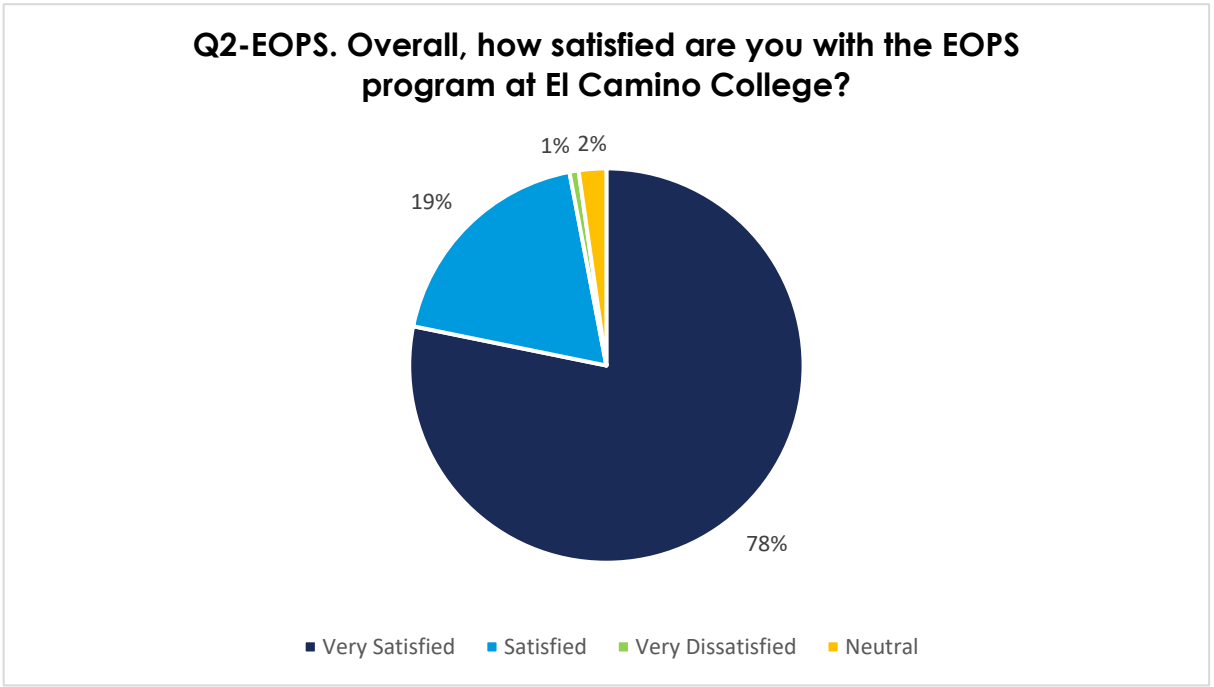
7. **Thinking about your personal schedule and commitments, overall what is the best time for you to access the following program services?**
   Response options include: Morning (8am-12pm); Afternoon (12pm-5pm); Evening (5pm and after)
   a. Counseling
   b. Advising
   c. Tutoring
   d. Computer Lab

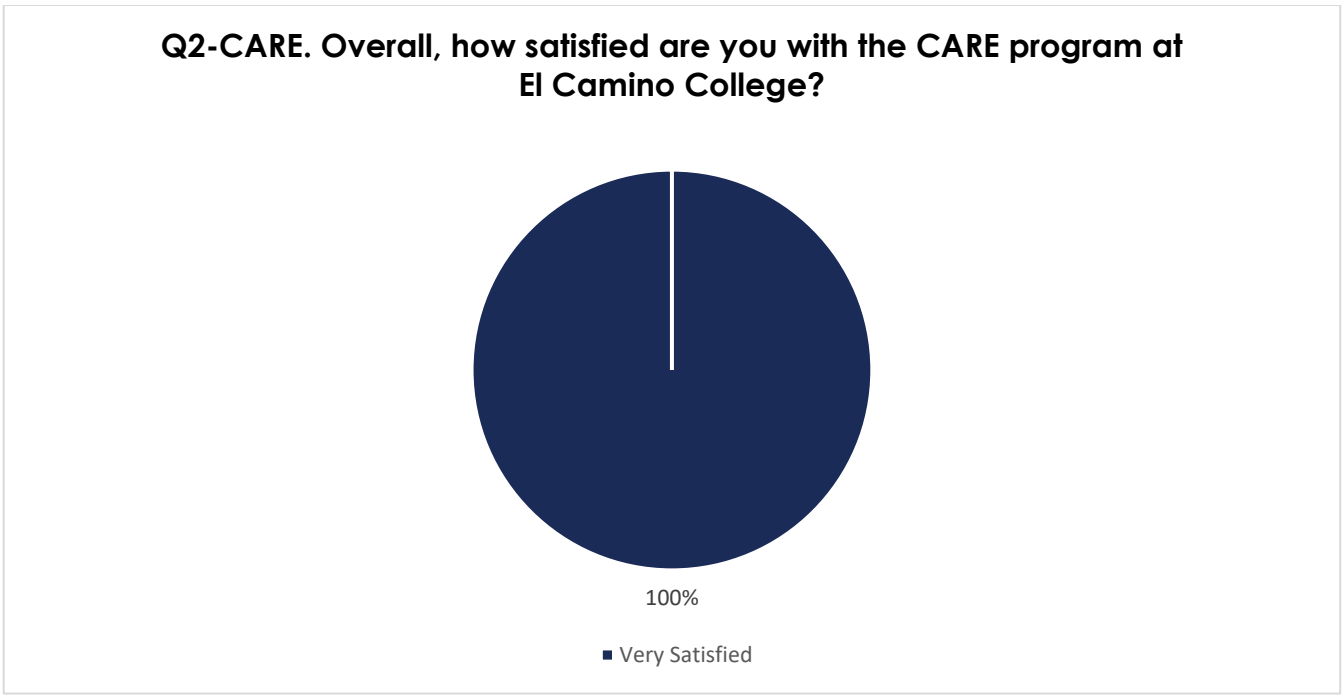
8. **How did you hear about the EOPS/CARE program? (Check all that apply)**
   a. Friend/family
   b. Other students
   c. ECC Website
   d. General Counselor Referral
   e. Instructor Referral
   f. Flyer
   g. ECC Campus Orientation
   h. Financial Aid Office
   i. Other:

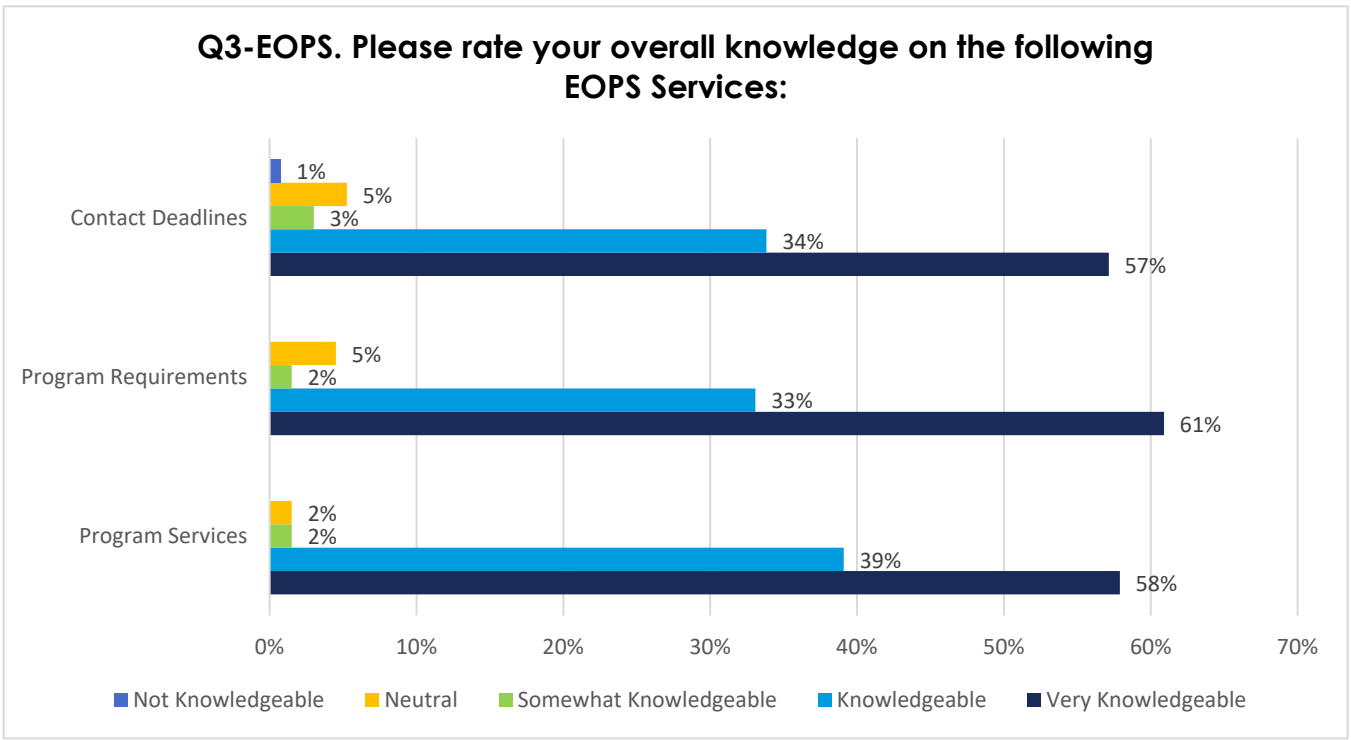
Appendix #2- Customer Service Survey Results

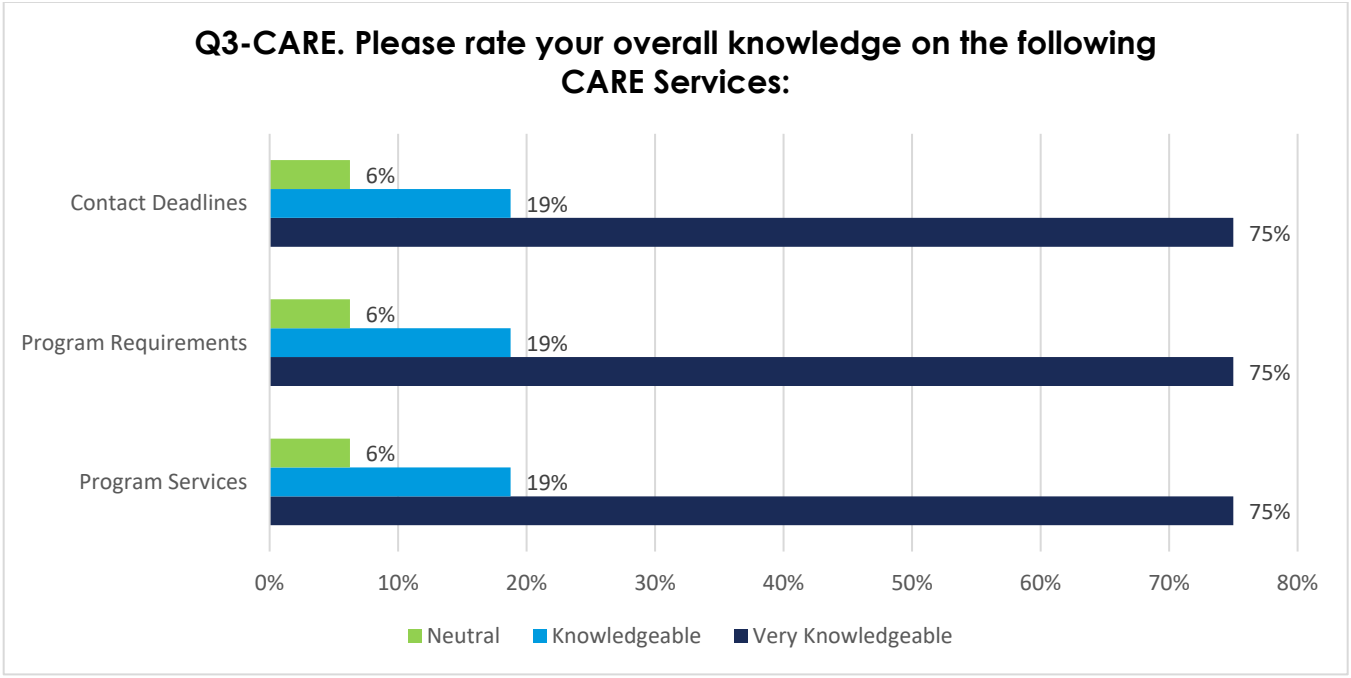
El Camino College EOPS and CARE Programs

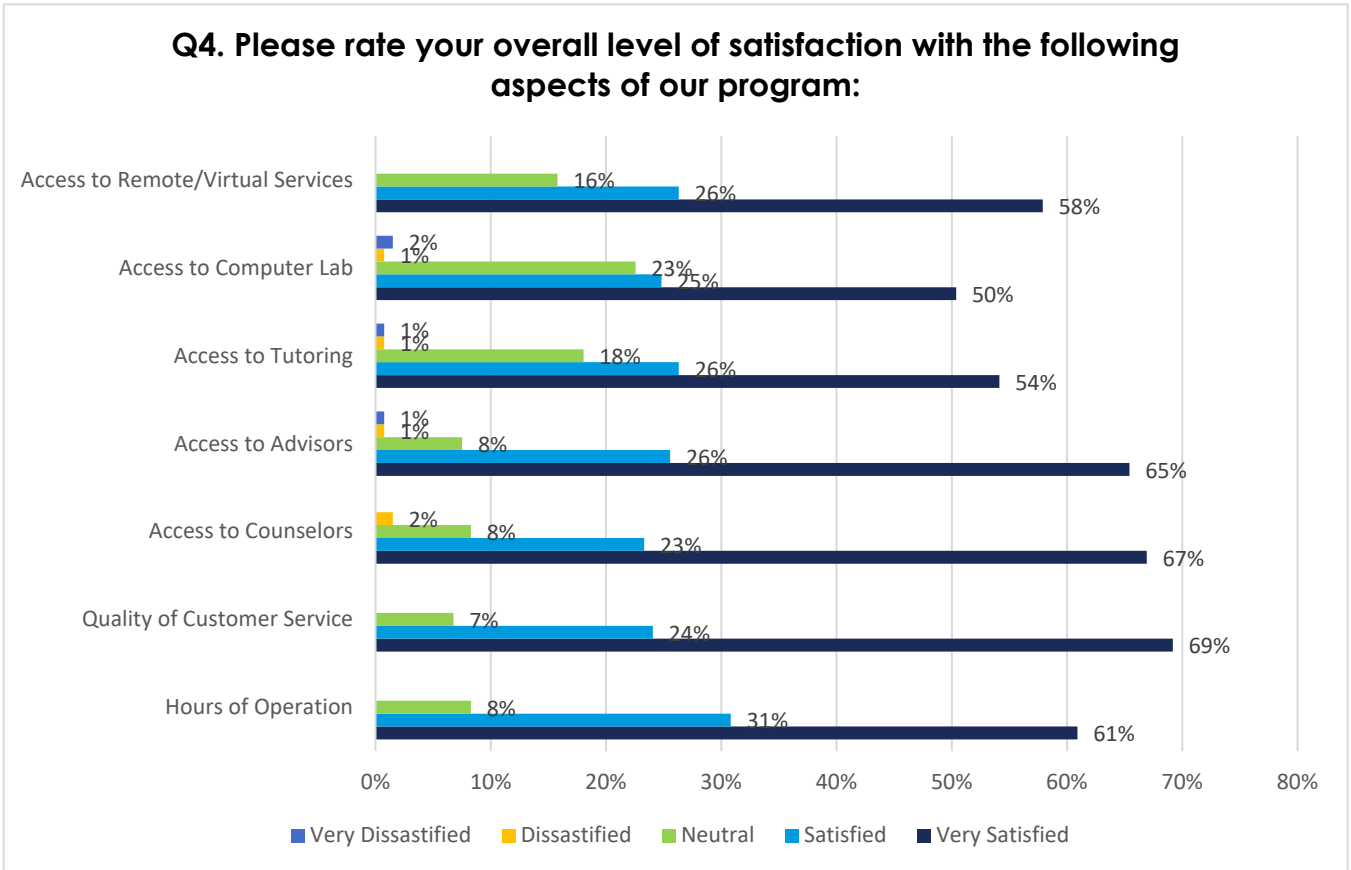


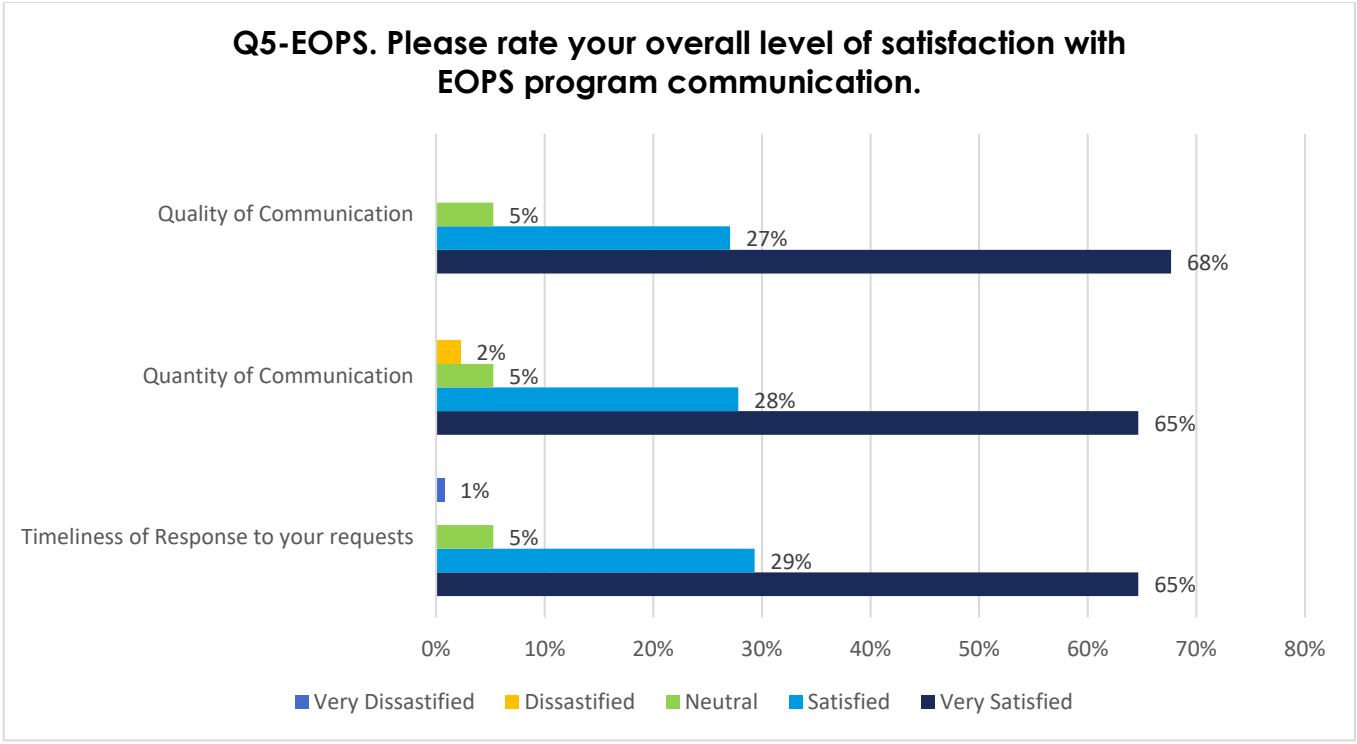


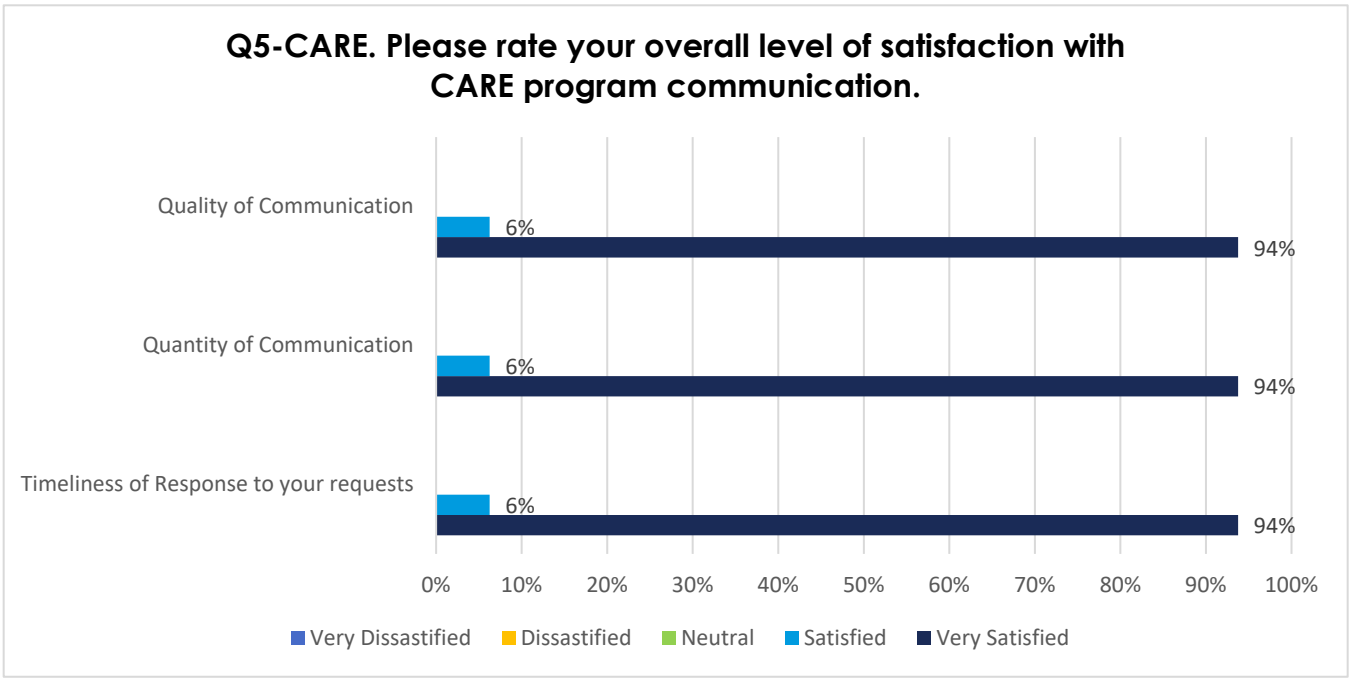

Q2-CARE. Overall, how satisfied are you with the CARE program at El Camino College?
100%
Very Satisfied


Q3-EOPS. Please rate your overall knowledge on the following EOPS Services:
Contact Deadlines
1%
5%
3%
34%
57%
Program Requirements
5%
2%
33%
61%
Program Services
2%
2%
39%
58%
0%
10%
20%
30%
40%
50%
60%
70%
Not Knowledgeable
Neutral
Somewhat Knowledgeable
Knowledgeable
Very Knowledgeable

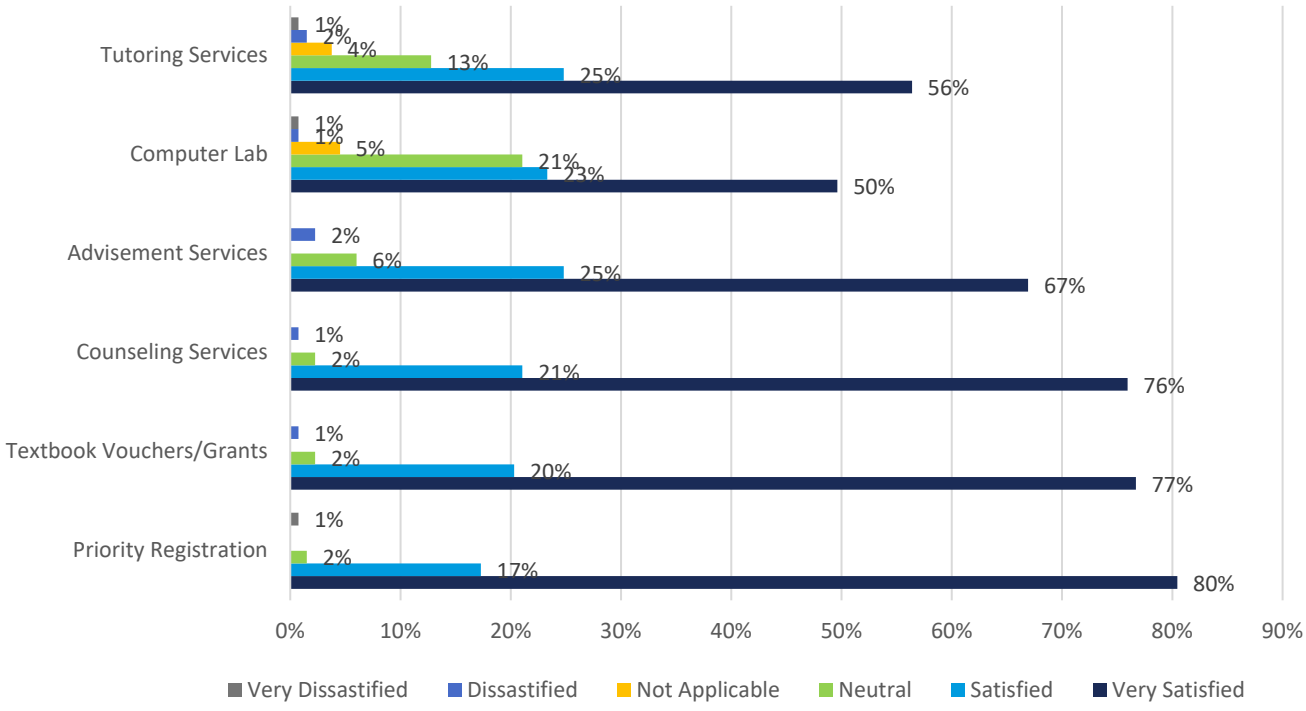

Q3-CARE. Please rate your overall knowledge on the following CARE Services:
Contact Deadlines
Program Requirements
Program Services
6%
19%
75%
0%
10%
20%
30%
40%
50%
60%
70%
80%
Neutral
Knowledgeable
Very Knowledgeable


Q4. Please rate your overall level of satisfaction with the following aspects of our program:
Access to Remote/Virtual Services
Access to Computer Lab
Access to Tutoring
Access to Advisors
Access to Counselors
Quality of Customer Service
Hours of Operation
16%
26%
58%
2%
1%
23%
25%
50%
1%
1%
18%
26%
54%
1%
1%
8%
26%
65%
2%
8%
23%
67%
7%
24%
69%
8%
31%
61%
0%
10%
20%
30%
40%
50%
60%
70%
80%
Very Dissastified
Dissastified
Neutral
Satisfied
Very Satisfied

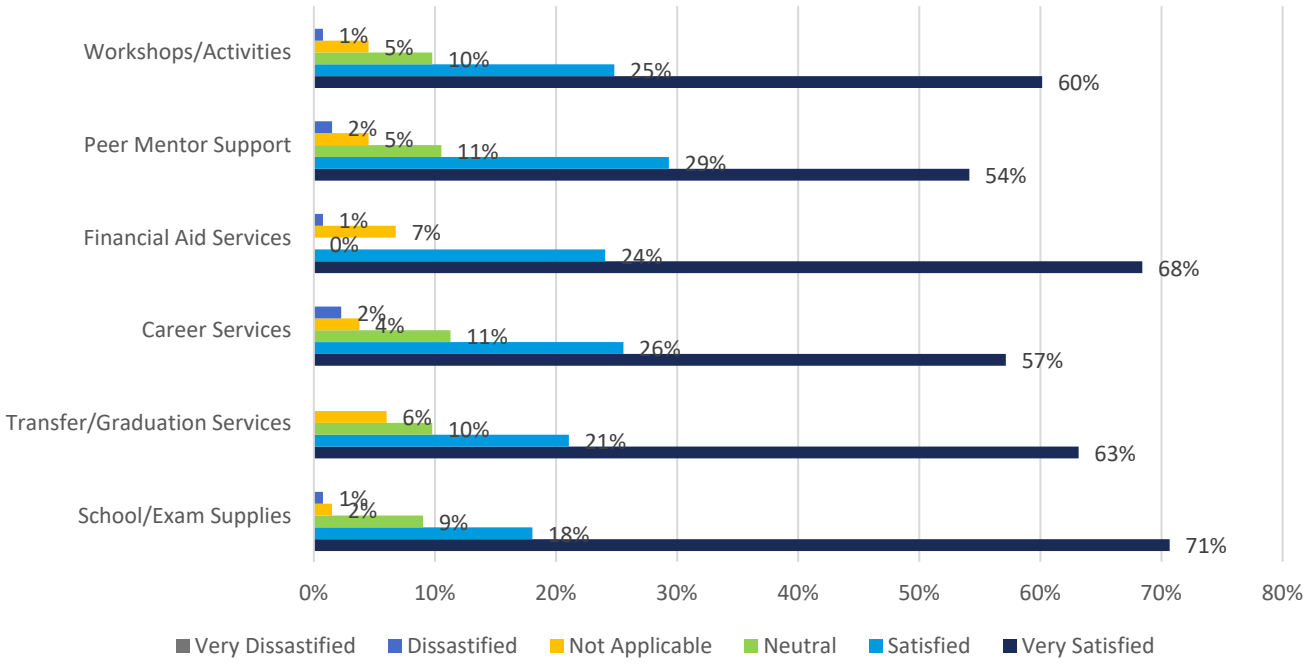

Q5-EOPS. Please rate your overall level of satisfaction with EOPS program communication.
Quality of Communication
5%
27%
68%
Quantity of Communication
2%
5%
28%
65%
1%
Timeliness of Response to your requests
5%
29%
65%
0%
10%
20%
30%
40%
50%
60%
70%
80%
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied

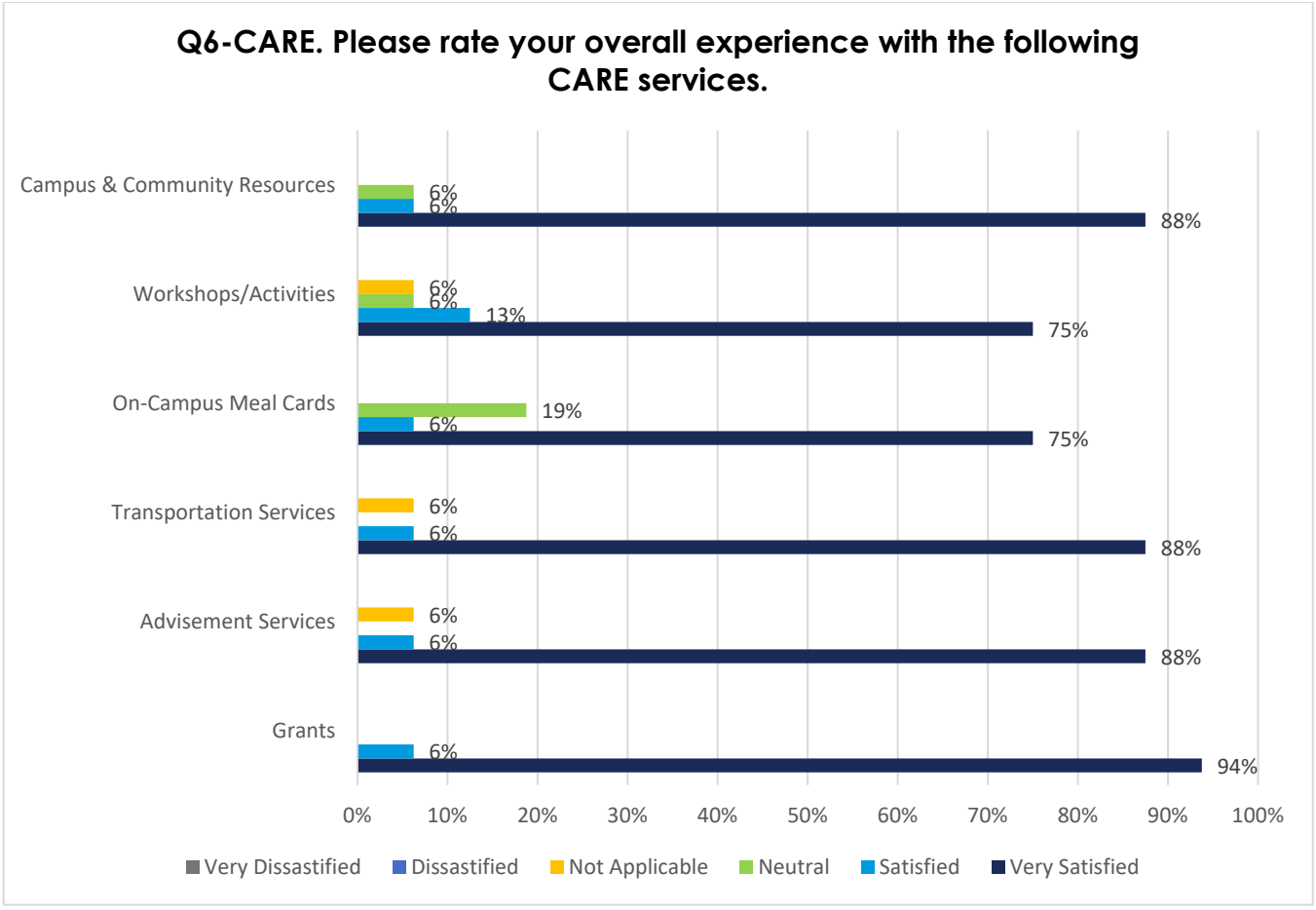

Q5-CARE. Please rate your overall level of satisfaction with CARE program communication.
Quality of Communication
6%
94%
Quantity of Communication
6%
94%
Timeliness of Response to your requests
6%
94%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Very Dissatisfied
Dissatisfied
Neutral
Satisfied
Very Satisfied

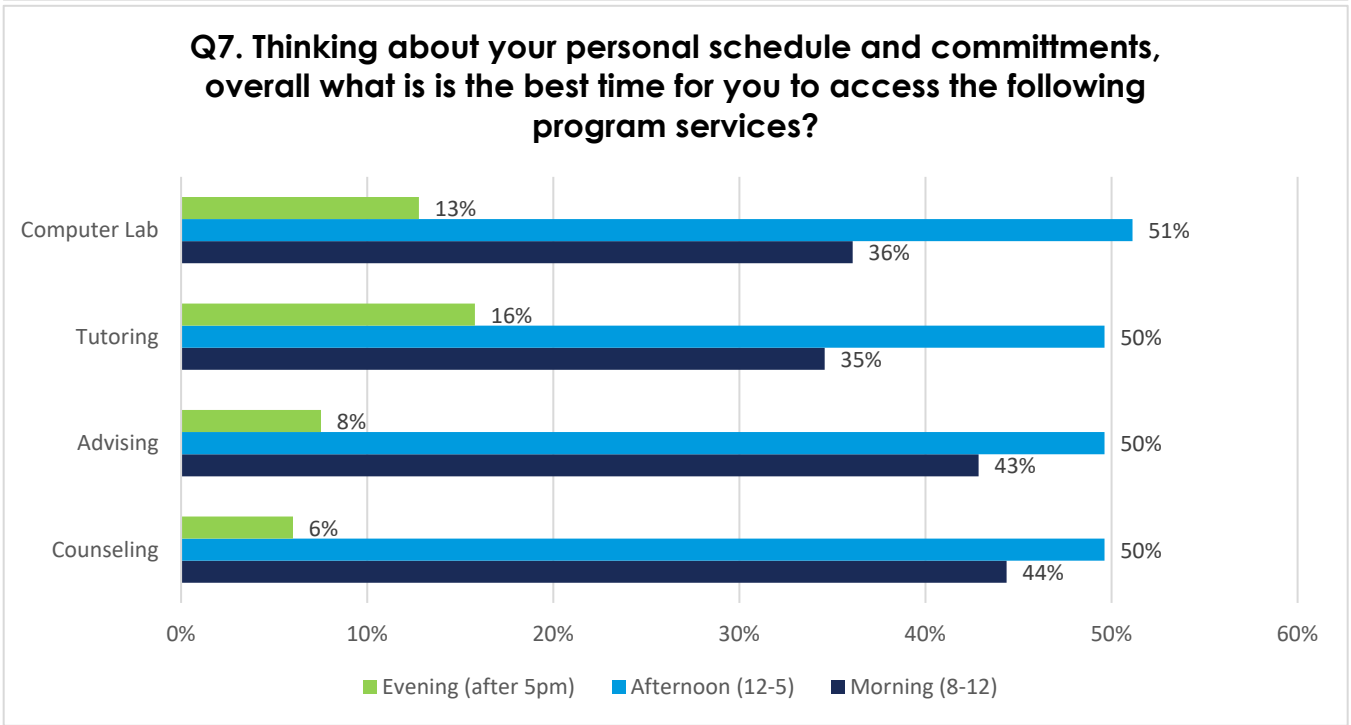
Q6-EOPS. Please rate your overall experience with the following EOPS services. Part I.

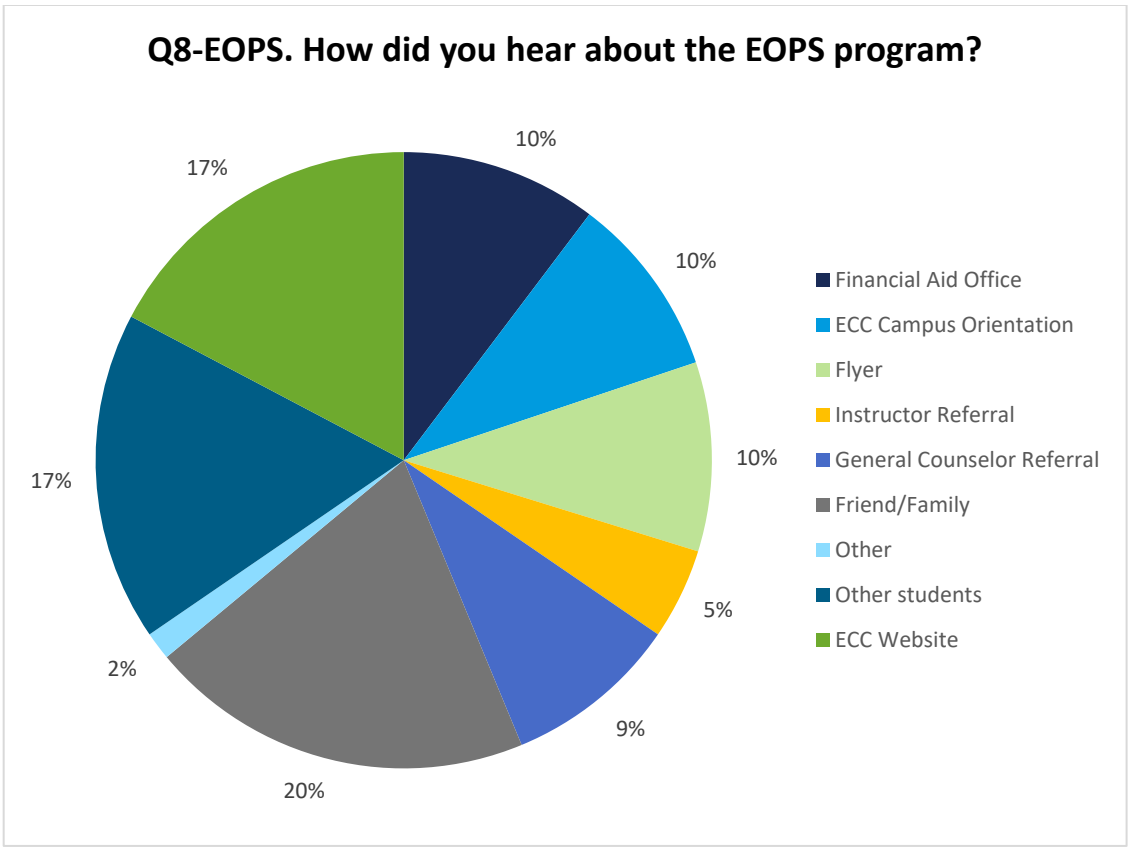


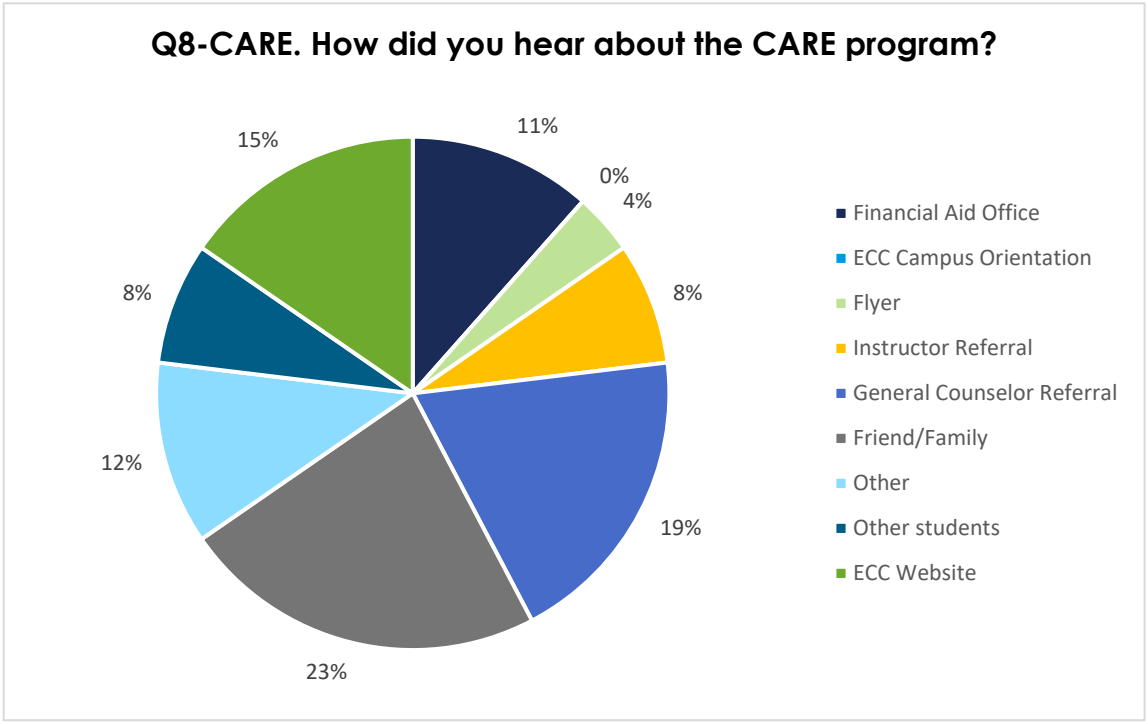
Q6-EOPS. Please rate your overall experience with the following EOPS services. Part II.




Q6-CARE. Please rate your overall experience with the following CARE services.
Campus & Community Resources
6%
6%
88%
Workshops/Activities
6%
6%
13%
75%
On-Campus Meal Cards
19%
6%
75%
Transportation Services
6%
6%
88%
Advisement Services
6%
6%
88%
Grants
6%
94%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Very Dissastified
Dissastified
Not Applicable
Neutral
Satisfied
Very Satisfied


Q7. Thinking about your personal schedule and committments, overall what is is the best time for you to access the following program services?
Computer Lab
13%
51%
36%
Tutoring
16%
50%
35%
Advising
8%
50%
43%
Counseling
6%
50%
44%
0%
10%
20%
30%
40%
50%
60%
Evening (after 5pm)
Afternoon (12-5)
Morning (8-12)


Q8-EOPS. How did you hear about the EOPS program?
10%
10%
10%
5%
9%
20%
2%
17%
17%
Financial Aid Office
ECC Campus Orientation
Flyer
Instructor Referral
General Counselor Referral
Friend/Family
Other
Other students
ECC Website


Q8-CARE. How did you hear about the CARE program?
11%
0%
4%
8%
19%
23%
12%
8%
15%
Financial Aid Office
ECC Campus Orientation
Flyer
Instructor Referral
General Counselor Referral
Friend/Family
Other
Other students
ECC Website

Appendix #3- EOPS/CARE SAO

El Camino College EOPS and CARE Programs
Service Area Outcomes (SAO)

2019-2020

2019-2020 SAO #1	**The EOPS/CARE program seeks to increase the percentage of EOPS/CARE students who transfer to universities.**
Frequency/Timeline of SAO Assessment	At the end of the academic year.
Target/Standard	2019-2020 data will be used to establish a baseline. The goal will be to increase by 5% the percentage of EOPS/CARE students who transfer.
Data Analysis	During the 2019-2020 Academic Year, EOPS hosted 21 workshops related to transfer and financial aid. Targeted messaging for students was implemented via email, text message, and social media. The program added expected date of completion to the internal database to identify students for strategic and intentional follow up. 390 EOPS students transferred in 2019-2020. 22 CARE students transferred in 2019-2020. *Data obtained from the Office of Institutional Research and Planning.
2019-2020 SAO #2	**The EOPS/CARE programs seek to increase the percentage of EOPS students who acquire associate degrees and certificates.**
Frequency/Timeline of SAO Assessment	At the end of the academic year.
Target/Standard	2019-2020 data will be used to establish a baseline. The goal will be to increase by 5% the percentage of EOPS/CARE students who earn associate degrees and certificates.
Data Analysis	255 Associate Degree for Transfer (ADT) were awarded to EOPS students in the 2019-2020 academic year. 393 Associate Degrees (AA or AS) awarded. 209 Certificates awarded. 10 Associate Degree for Transfer were awarded to CARE students in the 2019-2020 academic year. 19 Associate Degrees (AA or AS) awarded. 9 Certificates awarded. *Data obtained from the Office of Institutional Research and Planning.

2018-2019

2018-2019 SAO# 1	**The EOPS program seeks to increase the percentage of students who complete the three counseling contacts by the end of the term to 75%.**
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring).
Target/Standard	The EOPS program seeks to increase the percentage of students who complete the three Counseling contacts by the end of each term by 5% from 70%.
Data Analysis	Percentage of students who completed counseling contacts; 75% (Fall 2018 headcount: 1595) 80.5% (Spring 2019 headcount: 1433) 78% overall for the academic year.
2018-2019 SAO# 2	**EOPS/CARE seeks to increase the number of students who participate in the CARE program by 10%.**
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring) .
Target/Standard	During the 2017-2018 academic year, the CARE program served 134 students. The goal is to increase by 10% the number of students served for the 2018-2019 academic year.
Data Analysis	The final unduplicated headcount for the CARE program was 152 students served for the 2018-19 academic year.

2017-2018

2017-2018 SAO# 1	The EOPS Program seeks to increase the percentage of students who complete the three counseling contacts to 70%.
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring).
Target/Standard	The EOPS program seeks to increase the percentage of students who complete the three Counseling contacts by the end of each term to 70%.
Data Analysis	Data analysis from the Fall 2017 semester shows that 1,021 students (68.1%) of EOPS participants completed the three mandatory counseling contacts out of a total of 1,499 students served. The data from Spring 2018 indicates that 1,044 students (73%) completed their three mandatory EOPS contacts out of a total of 1,433 students served. Overall, data for the 2017-2018 academic year indicates that 70.4%. completed the three counseling contacts. Data comparison between academic year 2016-2017 and 20127-2018 shows that there was an increase in the percentage of students who completed the counseling contacts each term
2017-2018 SAO # 2	**EOPS/CARE seeks to serve 133 students in the CARE program during the 2017-2018. (The program was able to increase program participation by 37% in the prior year 2016-2017.)**
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring).
Target/Standard	The EOPS program seeks to maintain the same number of students in the CARE program as last year. The program had a target of 30% growth last year and it achieved 37% growth in the number of students served. It is important that we are able to provide quality services and adjust to gradual growth.
Data Analysis	The final unduplicated headcount for the CARE program was 134 students served for the 2017-18 academic year.

2016-2017

2016-2017 SAO# 1	The EOPS Program seeks to increase the percentage of students who complete the three counseling contacts each term.
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring)
Target/Standard	The EOPS program seeks to increase the percentage of students who complete the three Counseling contacts to 70%. 2015-2016 data was used as a baseline. For the 2015-2016 academic year 62% of EOPS students completed the three contacts (64.4% in Fall 2015 and 59.27% in Spring 2016).
Data Analysis	End-of-Term Data was analyzed each semester to assess the percent of students who completed the three counseling contacts. Data analysis from the Fall 2016 semester shows that 979 students (65.3%) of EOPS participants completed the three mandatory counseling contacts out of a total of 1,500 students served. The data from Spring 2017 indicates that 943 students (71.7%) completed the three mandatory EOPS contacts out of a total of 1,316 students served. Overall, data for the 2016-2017 academic year indicates that 1,922 students (68.3%) completed their three mandatory EOPS contacts. The standard was not met in Fall 2016. The standard was met in Spring 2017.
2016-2017 SAO# 2	**EOPS/CARE seeks to increase the number of participants in the CARE program by 30% for the 2016-2017 academic year. The 2015-2016 program participation numbers will be used as a baseline.**
Frequency/Timeline of SAO Assessment	At the end of each primary term (Fall and Spring).
Target/Standard	During the 2015-2016 academic year, there were 97 CARE program participants. The goal is to increase CARE program participation by at least 30% for the 2016-2017 academic year (goal is 126 students).
Data Analysis	CARE program participation was analyzed each term and compared to the numbers for the previous year. The following program processes were reviewed and updated; outreach efforts, program application & referrals, and student eligibility determination. The final unduplicated headcount for the CARE program was 133 students served for the 2016-17 academic year. According to these figures the program grew by 37.1% in one year.