

# Program Review Comprehensive Report



## Program Review - Student Services: EOPS/CARE

### Area Overview

#### 2017 - 2018

**Mission:** We are committed to supporting the educational aspirations of students from historically underserved backgrounds with high quality support services that empower them with the tools to excel at Norco College and beyond. (Revised 2016)

**Philosophy Statement:** Norco College EOPS/CARE participants are treated with respect and valued for what they bring to the college and program. Our services are founded on a community-based model that promotes genuine care and commitment by staff for our students; expects participants to fulfill their program responsibilities; and works collaboratively with staff and faculty at the campus to provide holistic services to support student success. (Drafted 2010)

**Summary:** EOPS (Extended Opportunity Programs & Services) is a comprehensive academic support service program that has assisted over 2 million students from low-income, first-generation college backgrounds to achieve their educational goals in California's community colleges since 1969. CARE (Cooperative Agencies Resources for Education) is an extension of EOPS for single parents/heads of households receiving CalWORKs/TANF cash aid that have at least one child 13 years old or younger. Phoenix Scholars (formerly Foster Youth Support Services) provides over and above services for current and former foster youth who participate in EOPS by linking resources on-and off-campus to support their educational experience at the college.

Together, these programs provide the following services:

- Dedicated academic, career, and personal counseling
- Priority registration
- Book service to assist students with offsetting the cost of their required textbooks
- Over and above tutoring support (additional time and access to online tutoring)
- Transportation assistance
- Transfer support for those planning to continue their education in a four-year higher education institution

- Strengths:**
1. EOPS staff made a concerted effort to increase its student participant number to 400 and was successful in doing so for the year.
  2. Foster Youth Success Committee (FYSC) collaborated with CNUUSD to sponsor the 6th Annual Foster Youth College Bound Day, which was attended by foster youth from local high schools. This year, the goal was to assist high school seniors with applying to Norco College and completing the OAC process with face-to-face assistance. FYSC also collaborated with ASNC to host the 3rd Annual Foster Care Awareness Month activity to raise awareness about foster care for the college and surrounding communities.
  3. Foster Youth Support Services (FYSS) officially changed its name to Phoenix Scholars and began providing foster youth at Norco College with additional services led by the Student Success Coach.
  4. Collaborated with RCCD and sister colleges for the Governor's Innovation Award for Higher Education and was awarded \$2 million to strengthen foster youth services district-wide with local K-12 partners.
  5. Convened two EOPS/CARE Advisory Committee meetings led by our co-chairs in fall 2016 and spring 2017. At the spring meeting, the new chair for the advisory committee for the next term.
  6. Offered a Central California College Tour for 30+ EOPS/CARE students. The tour included visits to UC and CSU campuses as well as a cultural tour to Hearst Castle. For many students, this was their first experience on a university campus away from their hometown so this was meaningful experience for them.
  7. Collaborated with Riverside City College and Moreno Valley College to co-sponsor the 5th Annual CARE recognition banquet.
  8. Maintained excellent student satisfaction survey results (over 95%) in both fall and spring semesters.
  9. Increased EOPS textbook voucher to \$400+ for the fall and spring and provided close to \$150,000 in book support for

the year, which included \$57,000 support from Student Equity to fund the fall book vouchers.

10. Ninety percent (211 of 234 students) of EOPS participants from fall 2015 enrolled in and continued to participate in EOPS in spring 2016 (22 of the 234 students in the fall timed out of the program due to reaching the allowable units allowed for EOPS).

11. Hosted the 7th Annual EOPS/CARE Celebration of Success recognition dinner to honor 40 EOPS students graduating, earning certificates, or transferring to a four-year college. In all, over 50 EOPS students earned degrees and were eligible to walk in June. The keynote speaker for the event was Attorney Rose Elena Sahagún and we awarded our first EOPSA scholarship to a deserving student. EOPS/CARE also recognized our annual faculty champion, staff champion, and legacy award recipients.

**Students Served:** In fall 2016, EOPS served 256 students, of which 13 were CARE and 15 were Foster Youth. In spring 2017, EOPS served 352 students, of which 23 were CARE and 24 were Foster Youth, for a total unduplicated headcount of 403 students for the 2016-17 academic year. The EOPS/CARE population represents a segment of Norco College's student body that is considered highly at-risk due to a combination of factors including financial and academic challenges, and first-generation college backgrounds.

- Fall 2016:
  - o 77% Hispanic\*, 10% Black\*, 13% White, .04% Asian-Pacific Islander, .01% American Indian, .04% Middle Eastern
  - o 71% female and 29% male
  - o 87% of students were in good standing (GPA 2.0 and above) and of this group, 45% had a GPA of 3.0 and above
  - o 85% (216 of 255) of EOPS students met with an EOPS counselor for at least 2 contacts
  
- Spring 2017
  - o 74% Hispanic\*, 14% Black\*, 12% White, .06% Asian-Pacific Islander, .01% American Indian, .08% Middle Eastern
  - o 67% female and 33% male
  - o 87% of students were in good standing (GPA 2.0 and above) and of this group, 49% had a GPA of 3.0 and above
  - o 90% (316 of 352) of EOPS students met with an EOPS counselor for at least 2 contacts

Attachments:

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# Program Review - Student Services: EOPS/CARE

Goal 1 - Objective 1.6 - Increase success and retention rates.
Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units.
Goal 1 - Objective 1.8 - Increase the percentage of students who begin addressing basic skills needs in their first year.
Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## SLO/SAO: EOPS Term-to-Term Persistence

EOPS students will demonstrate a higher term-to-term persistence rate than the general student population.

SLO/SAO Status: Active

SLO/SAO Year(s): 2014 - 2017, 2018 - 2021

Date Entered: 04/30/2018

SLO/SAO Type: SLO – Student Success Measure

### Assessment Measures

Direct - Data analyzed and reported by the Institutional Effectiveness office. (Active)  
Criteria: EOPS students will persist at a higher rate, minimum 85%, than the general student population each term.

### Mapping

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018
Goal 1 - Objective 1.1 - Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
Goal 1 - Objective 1.2 - Improve transfer rate by 10% over 5 years.
Goal 1 - Objective 1.3 - Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
Goal 1 - Objective 1.4 - Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
Goal 1 - Objective 1.5 - Increase completion rate of degrees and certificates over 6 years.
Goal 1 - Objective 1.6 - Increase success and retention rates.
Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units.
Goal 1 - Objective 1.8 - Increase the percentage of students who begin addressing basic skills needs in their first year.
Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.
Goal 2 - Objective 2.1 - Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).

## SLO/SAO: CARE Grade Point Average (GPA)

CARE students will have a higher cumulative GPA than the general student population.

SLO/SAO Status: Active

SLO/SAO Year(s): 2014 - 2017, 2018 - 2021

Date Entered: 04/30/2018

SLO/SAO Type: SLO – Student Success Measure

### Assessment Measures

Direct - Colleague/UI Web data compared to data by the Institutional Effectiveness office. (Active)  
Criteria: CARE students will have a cumulative GPA of 2.8 or above.

# Program Review - Student Services: EOPS/CARE

## Mapping

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018
Goal 1 - Objective 1.1 - Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
Goal 1 - Objective 1.2 - Improve transfer rate by 10% over 5 years.
Goal 1 - Objective 1.3 - Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
Goal 1 - Objective 1.6 - Increase success and retention rates.

## SLO/SAO: EOPS Drop Request Process

EOPS students will follow the program's drop request process before dropping courses.

SLO/SAO Status: Completed  
SLO/SAO Year(s): 2014 - 2017  
Date Entered: 04/30/2018  
SLO/SAO Type: SAO – General

## Assessment Measures

Indirect - UI Web-based data on coursework completion at the end of each term. (Active) Criteria: 90% of EOPS students who drop courses will complete the program's drop request process.
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## Mapping

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018
Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## SLO/SAO: EOPS Students SEP Completion

Newly admitted EOPS students will have a comprehensive Student Educational Plan (SEP).

SLO/SAO Year(s):

SLO/SAO Type: SAO – General

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Goal 1 - Objective 1.7 - Increase percentage of students who complete 15 units, 30 units, 60 units.
Goal 1 - Objective 1.8 - Increase the percentage of students who begin addressing basic skills needs in their first year.
Goal 1 - Objective 1.10 - Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.
Goal 3 - Objective 3.1 - Increase percentage of students who declare an educational goal.
Goal 3 - Objective 3.2 - Increase percentage of new students who develop an educational plan.
Goal 3 - Objective 3.3 - Increase percentage of continuing students who develop an educational plan.
Goal 3 - Objective 3.5 - Reduce scheduling conflicts that negatively impact student completion of degrees and programs.