

**Extended Opportunity Program & Services (EOPS)  
Cooperative Agencies Resources for Education (CARE)  
Program Review 2005-2006**

**1. Program Description**

**EOPS** assists students by providing special support services "over and above" services offered by the college. It is a program that identifies, recruits, and retains students who are affected by language, social and economic barriers. One of the main goals is to ensure that all students are given equal opportunity for academic success. It is our responsibility to provide comprehensive support services.

**2. Program Scope**

The EOPS program provides supplemental services, which if not provided would impede student success. Such services include:

- Academic Advising: EOPS has 2 full time counselors to administer academic guidance and personal counseling for its students.
- College Campus Visits: EOPS Students have the opportunity to participate in campus tours to local colleges and universities.
- Financial Assistance: Since EOPS students are low income, eligible students are awarded a grant, once a year, to assist with educational expenses.
- Priority Registration: EOPS Students have the opportunity to register early each semester.
- Book Vouchers: Eligible students receive book vouchers each semester to assist with the purchasing of required textbooks
- Transfer Services: Students receive assistance with the process of transferring to a four-year university. Students are also eligible for fee waivers for university applications.
- Workshops: Informational sessions on various topics are offered throughout the academic year.

The **CARE** program consists of collaborative efforts between EOPS, the Department of Social Services and various other community organizations which provide educational and personal support to single parents who are current EOPS students. The program is for single parents who are on TANF with children under the age of fourteen. Some of the services provided are:

- Workshops
- Support Groups
- Childcare
- Transportation Assistance

3. **Relationship to Ohlone College Mission and Goals**

The program supports the College's Vision, Core Values, and Goals with a myriad of programs and services.

**Support for Goal #1.** *Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.*

- The Personal Development classes, taught by our counselors and the workshops that are facilitated by staff, help provide continuous learning for students that are adaptable, collegial and supportive of the Learning College Model. Since EOPS/CARE is a small program, we are able to provide cohort-type sessions which allow students to move together in a particular area of study.

**Student Learning Outcomes**

1. Successfully complete student-defined educational goals
2. Formulate a plan for personal and/or vocational goals
3. Assist students in effectively identifying career goals.

**Support for Goal #2.** *Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.*

- “The Cutting Edge” is a learning experience formatted as a “talk show” which gives students the opportunity to create an avenue, opportunity, and atmosphere for students to exchange thoughts, ideas, and perspectives. In addition, it is a venue for them to share their experiences about life, education, and social issues.

**Student Learning Outcomes**

1. Distinguish various concepts from multiple perspectives
2. Employ critical thinking and problem solving skills
3. Assess public speaking difficulties
4. Demonstrate confidence in presentation skills

- Leadership Series. A cluster of 5 sessions that provided leadership training and resources. We used tools from True Colors, John Maxwell and Kouzes-Posner

**Student Learning Outcomes**

- Identify leadership styles
- Demonstrate practical leadership skills

**Support for Goal #5.** *Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community services, and partnership ventures.*

- To help promote the health, environmental, cultural, and economic vitality of our service areas, we have partnered with various agencies in the community. These include:
  - ◆ The American Association of University Women, Educational Foundation whose mission is to, *provide funds to advance education, research, and self-development for women and to foster equity and positive societal change*. There is also a teen-parent component where EOPS has done outreach to encourage enrollment at Ohlone.
  - ◆ The Tri Cities Homeless Coalition has referred emancipated and homeless students to Ohlone to acquire skills that will help them become self-sufficient.
  - ◆ EOPS “Opportunity” Magazine. This is one of our primary outreach & recruitment tools. The magazine showcases student stories, student talent, and even legislative information regarding categorical programs. To date, we have published five (5) editions.

#### Student Learning Outcomes

- Identify personal and/or academic traits that may hinder academic or personal progress
- Employ the use of program resources that acquire successful academic and personal results

#### 5. Achievements

- EOPS Awards Ceremony. Every year, EOPS takes out time to honor and recognize the accomplishments of our EOPS, CARE & CalWORKs students for the past school year. This ceremony has evolved from a stringent parade of student awards, into a life-changing event for the students involved. It is a very emotional and heart felt event, where EOPS students get a chance to express themselves to their family, friends and campus staff.

While all Ohlone students are special, EOPS students have challenges that other students might not have. These students have succeeded educational goals in the midst of domestic violence, abuse of all forms, thoughts of suicide, learning disabilities, having children and even family death.

Involvement in the awards ceremony gives students an opportunity to identify areas of self-doubt and begin the process of self actualization. Students meet with EOPS staff to work on confidence, public speaking, poise and self-esteem. The result is a time of student celebration and a polished performance to be shared by all.

- EOPS BuCKs program. In an attempt to assist students with educational supplies, as well as to move them towards self sufficiency, EOPS implemented its own “store”. EOPS BuCKs are awarded to students who attend a financial aid, general counseling, and/or special campus event or workshop. They can also earn BuCKs by consistently meeting program requirements.
- Online New Student Orientation (CARE & EOPS). This resource is for students who are unable to attend these mandatory sessions. The orientation

is in the form of PowerPoint with questions that must be answered and returned to the EOPS office, for credit

6. **Data Analysis:**

Students Served: EOPS

2002-2003	311
2003-2004	325
2004-2005	288*

\*Discussions were held with students to find the reason for the drop in enrollment for the 2004-2005 school year. Some of the reasons are listed below.

- Taking courses at other colleges, due to needed courses not being available at Ohlone
- Having to work full time
- Being disqualified from Financial Aid, due to poor academic standing

2002-2003

By Ethnicity - EOPS

ETHNICITY	HEADCOUNT
African American	34
American Indian/Alaskan Native	2
Asian	153
Filipino	7
Hispanic	26
Other Non-White	17
Pacific Islander	1
Unknown/Non-Respondent	27
White Non-Hispanic	44

Students Served: CARE

2002-2003	26
2003-2004	24
2004-2005	34

By Ethnicity - CARE

ETHNICITY	HEADCOUNT
African American	6
American Indian/Alaskan Native	1
Asian	4
Filipino	2
Hispanic	3
Other Non-White	1
Unknown/Non-Respondent	4
White Non-Hispanic	5

2003-2004  
By Ethnicity - EOPS

ETHNICITY	HEADCOUNT
African American	36
Asian	156
Filipino	13
Hispanic	31
Other Non-White	12
Pacific Islander	4
Unknown/Non-Respondent	26
White Non-Hispanic	47

2003-2004  
By Ethnicity - CARE

ETHNICITY	HEADCOUNT
African American	7
Asian	5
Filipino	1
Hispanic	1
Other Non-White	1
Unknown/Non-Respondent	4
White Non-Hispanic	5

2004-2005  
By Ethnicity - EOPS

ETHNICITY	HEADCOUNT
African American	42
Asian	137
Filipino	14
Hispanic	30
Other Non-White	11
Pacific Islander	4
Unknown/Non-Respondent	11
White Non-Hispanic	39

2004-2005  
By Ethnicity - CARE

ETHNICITY	HEADCOUNT
African American	17
Asian	3
Hispanic	5
Other Non-White	1
Unknown/Non-Respondent	3
White Non-Hispanic	5

Student ethnicity for EOPS/CARE students reflects the diverse populations at Ohlone. The overall African American and Hispanic populations remain underrepresented, at or exceeding the college representation levels. The Asian population is overrepresented at Ohlone and EOPS/CARE. However, EOPS/CARE statistics show continued increases in serving these students.

Graduations/Certificates  
2002-2003

Transferred to a 4 year school	40
Received an AA/AS degree	32
Received a Certificate	5

These figures reflect a 78% persistence rate.

2003-2004

Transferred to a 4 year school	20
Received an AA/AS degree	18
Received a Certificate	6

These figures reflect an 88% persistence rate

2004-2005

Transferred to a 4 year school	31
Received an AA/AS degree	39
Received a Certificate	4

These figures reflect an 80% persistence rate

**7. Measuring Program Success**

Originally, The State Chancellor's Office provided an Operating Program Review (OPR) using a Qualitative Evaluation process. The evaluation attempted to draw from the perceptions of faculty, staff and student participants. It was based upon three primary sources of data: preliminary analysis of the EOPS Program Plan, the Program Review Survey and questionnaires completed by college and program faculty, staff and EOPS students prior to the visit. They also held interviews with staff and faculty during the review. A final report was written and submitted to the college with recommendations, commendations and/or areas needing improvement.

Over the last two to three years, the OPR's (Program Reviews) were suspended when the programs and colleges were looking at cuts in the state budget. Added to that was the concern by the CEO's and CSSO's that the reviews were disruptive on the campus and took a lot of staff time to prepare for them.

The Chancellor's Office is currently looking at a new model and hasn't given it a proper name as of yet. Currently, they are using a Categorical Program Review for now. They hope to have something finalized and in place in 2007 (possibly as early as Jan 2007). More information will be distributed late summer or early fall.

## 8. **Thoughts for the Future**

Student Services Building. As EOPS/CARE/CalWORKs looks forward to moving into the new building, we anticipate better resources and opportunities for our students.

- Approximately 40% of our students have minor children, whom often accompany them to campus. Accessibility for strollers and/or wheelchairs will give us the possibility of increased program involvement
- Our staff often sees families versus individual students for appointments. The larger offices will greatly accommodate this service.
- Often EOPS staff sees students in distress. It will be a wonderful opportunity to take the student to a serene, attractive area to discuss sensitive and often painful issues

Newark Campus. This will be a wonderful opportunity for further outreach. Many of our students live in the Newark area, and providing services there will simplify matters for many of them. The vast majority of them rely on public transportation, so having most major services at Newark; will greatly enhance their life at Ohlone.

Continued efforts of leadership at this site will benefit student success. This area is ripe for growth and possible partnership with Student Services and/or Faculty.

**California Work Opportunity and Responsibility to Kids (CalWORKs)  
Program Review 2005-2006**

1. **Program Description**

California Work Opportunity and Responsibility to Kids (CalWORKs). In response to federal welfare reform, California devised a system of services for welfare recipients called the California Work Opportunity and Responsibility to Kids (CalWORKs) which replaced both AFDC and Greater Avenues to Independence (GAIN) in the provision of cash aid and welfare-to-work programs for welfare recipients. These comprehensive support services are designed to assist welfare recipient students obtain the educational level they need to transition off of welfare and ultimately achieve long-term self-sufficiency.

The CalWORKs program at Ohlone College encourages personal responsibility and accountability. It is committed to helping individuals receive an education and training which will provide employment opportunities. CalWORKs promotes short-term training, as well as, life-long learning. The ultimate goal of the program is to assist CalWORKs students with vocational/educational training programs, which will lead to a life of self-sufficiency.

2. **Program Scope**

CalWORKs provides services that will assist students, receiving TANF grants to complete their educational and/or training goals.

- Assessment Services assists students with academic, vocational, and career choices.
- Academic Advising assists students with the development of a County approved educational plan.
- Career Advising Services helps students choose from a wide range of career choices.
- Welfare-to-Work Support Services provides students with assistance, guidance and support through the Welfare-to-Work transition.
- Childcare Services assists students with childcare referrals and with childcare expenses.

## Data Analysis

Students Served:

2002-2003	
Self Referred Participant	47
County Referral Participant	1
2003-2004	
Self Referred Participant	12
County Referral Participant	31
2004-2005	
Self Referred Participant	17
County Referral Participant	69*

\*With the continued economic distress in the Bay Area, our CalWORKs numbers have increased dramatically. This increase is also due to more stringent requirements imposed by the Department of Social Services. Until the economy becomes more solvent, we fully expect these numbers to continue to increase.

### By Ethnicity – 2002-2003

ETHNICITY	HEADCOUNT
African American	5
American Indian/Alaskan Native	3
Asian	11
Filipino	2
Hispanic	7
Unknown/Non-Respondent	8
White Non-Hispanic	11

### By Ethnicity – 2003-2004

ETHNICITY	HEADCOUNT
African American	10
American Indian/Alaskan Native	1
Asian	9
Filipino	2
Hispanic	6
Other Non-White	1
Unknown/Non-Respondent	5
White Non-Hispanic	9

By Ethnicity – 2004-2005

ETHNICITY	HEADCOUNT
African American	25
Asian	12
Filipino	4
Hispanic	16
Other Non-White	2
Pacific Islander	
Unknown/Non-Respondent	10
White Non-Hispanic	17

The persistence rates for CalWORKs students are represented in the EOPS/CARE student figures

**3. Measuring Program or Service Success**

Presently, there is no formal program in place, to evaluate its success. Possible practices that may be used for evaluation purposes are:

- Each semester CalWORKs students must provide updated information (renewal)
- Quarterly checks with the EOPS/CalWORKs counselor to ensure that all educational goals are being met.
- Use of Mid Semester Progress Reports
- Constant contact with employment counselor (Dept. of Social Services)

**Important Note:**

This is the first year that EOPS/CARE/CalWORKs will be able to quantitatively demonstrate student success and appropriate demographics. This information will be reported in a separate attachment. We will be using this data as a template for subsequent reports.

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