Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: CARE
  3. Review Type: Student Services Program Review - Directors
  4. Program/Departments: CARE (64993)
  5. Authority Code: 82-Director, EOPS, CARE, Calworks
  6. External Regulations: Yes__ No_X
  7. Provide a brief narrative that describes the services provided.

The Cooperative Agency Resources for Education (CARE) Program was established by Senate Bill 3103, in 1982, to assist EOP&S students who are single head of household, recipients of CalWORKs, receiving cash aid, with at least one child under the age of 14. This was intended to break the welfare-dependency cycle by completing college level coursework. This would ultimately lead them to become employable and economically self-sufficient. Through CARE, eligible EOPS students receive supplemental educational support services such as: academic advisement, enrichment activities, meal tickets, transportation assistance, minor car repair service, topical workshops, and grants.

Eligibility for CARE:

• EOPS applicants or current EOPS students
• 18 years of age or older
• Single parent with at least one child under 14 years of age
• TANF/CalWORKs recipient
• Enrolled in 12 units at Ohlone College
• Completed less than 70 semester units
• Must be a California resident
• Must meet the EOPS income guidelines

CARE provides services for a very diverse group of students with a range of ages and educational levels. Some are unemployed and all receive financial assistance from the Department of Social Services. All CARE students must be an EOPS student, but do not receive duplicate services. CARE students receive services over, above and in addition to those provided by EOPS.

CARE received over $35K in state funding and is supplemented
with nearly $50K from the Ohlone General Fund. In order to remain eligible for the state funding, CARE students are required to participate in mandated services.

CARE students are also EOPS studenta who are BOG Fee Waiver eligible students who have remedial education or basic educational skills needs and/or meet other educationally disadvantaged criteria.

The primary purpose of both EOP&S/CARE is to increase the retention and persistence rate among CARE students, as well as prepare them to transfer to a four-year university, complete an Associate Degree or vocational certificate which can lead to a rewarding career as a result of their educational experience.

Nearly half of all CARE students seek to transfer to four-year institutions; almost 40 percent choose associate degree objectives; and one-tenth desire vocational certificates or licenses. The Cooperative Agencies Resources for Education (CARE) program often collaborates with EOPS, the Department of Social Services and various other campus and community organizations to ensure student success.

EOP&S and CARE are making a deliberate effort to support and lead students to a better and brighter future.

8. Describe how the program specifically serves students, faculty and staff.

CARE services foster leadership and teamwork within the the various programs, departments, faculty and staff by offering workshops that convey practical principles, tools, and strategies that can make a difference. The knowledge, personal stories, and experiences shared by our students, faculty and staff at these events were motivating and inspiring.

The Together Everybody Achieves More (TEAM) Workshop Series that was taught by Ron Travenick the Ohlone College Vice-President Student Services/Student Development and Shairon Zingsheim, the Associate Vice President, Human Resources & Training during the fall 2011 term were amazingly insightful.

Self- Defense for the Mind- Dr. Ron Travenick, Facilitator
This workshop paralleled martial arts principles, techniques and strategies to the world of academia. Focusing on the power of language and getting yourself “in shape” to be in positive conversations and out of powerlessness.”

Managing My Temper- Shairon Zingsheim, Facilitator

This workshop focused on tips, real experiences, and role play exercises that helped students, staff, and faculty deal with anger management issues.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

All CARE students are closely monitored by the CARE Coordinator and carefully tracked through the FileMaker Pro software system. Each semester, CARE students are required to submit documentation verifying their cash aid status, must sign and adhere to a CARE Mutual Responsibility Contract, and meet with their EOPS counselor at least three times per semester. In addition, they are required to attend a CARE Orientation, where the CARE Coordinator gives a comprehension overview of the CARE program. Services are provided to students with a complete file only.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

During the 2011-2012 academic year, the CARE program served 15 students. Combined, these students completed a total of 230 units; averaging 15.0 units. In addition, of this group, three students achieved AA/AS degrees, one moved out of state, and two are no longer attending Ohlone. With great pleasure, we are elated to report that the remaining nine students continue to persist and pursue their goals.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Based on guidelines stipulated by the California Community College Chancellor's Office, EOPS and CARE programs shall have an Advisory Board committee. The Advisory Committee should include representation from college personnel, EOPS students, local or feeder high schools, community and business sector, and four-year colleges where possible. The Advisory
Committee shall meet at least once during each academic year. The general purpose of the advisory committee is to assist the college in developing and maintaining an effective program.

In addition, as an outreach effort, EOPS has partnered with Irvington High School on different occasions to create programs that provided a safety net for high school students, who were at risk of falling through the cracks in our educational system. To ensure that all students are given equal opportunity for academic success, EOPS has offered activities to equip these students with resources, strategies, and study skills that could ignite a fire for learning. As a result, many of these students have chosen Ohlone College as their education connection.

- **College Mission**
  
  1. **Mission Statement**
     
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. **Vision Statement**
     
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. **Core Values, Goals & Objectives:**

     **College Core Values**
     
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.
     - We practice innovation and actively encourage risk-taking and entrepreneurship.
     - We demonstrate stewardship for our human, financial, physical and environmental resources.

     **College Goals/Objectives**
     
     1. Through innovative programs and services, improve student learning and achievement.
8. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.
   3. By 2015, increase the number of extracurricular opportunities, i.e., events, programs and/or clubs, for learning about cultures other than one's own for faculty, staff and students.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

The CARE program supports the mission, vision and core values in several ways. Students directly benefit from the college offerings and are able to self-discover their purpose. The program's values match those of the college and they are reflected in program documents and activities.

5. *Briefly describe how the program supports selected college goals.*

**Goal 1:**

It is crucial that students are tracked with innovative software that allows easy access to the "vital statistics" of students.
Goal 2:
CARE has employment-related workshop opportunities that address interviewing, career attired, resume writing and social etiquette.

Goal 6:
Students have individual and group opportunities to work with staff, faculty and even ASOC, in direct correlation to their academic goals.

Goal 7:
While we support this goal, due to the increasing personnel costs of the program, we are unable to do outreach within the college nor the community. Impacted budgets continue to reduce our ability to provide such services.

6. Briefly describe how the program supports selected college objectives.

Goal 1/Obj. 1
CARE is using counselors and peer advisors to ensure that more students are taking 12+ units, per term.

Goal 2/Obj. 4
CARE students participate in workshops that will give them skills to obtain and maintain employment.

Goal 6/Obj. 3
CARE events and activities do allow them the opportunity to learn about other cultures. Their participation in student-led workshops confirms this.

Goal 7/Objs. 1&2:
While we support this goal, due to the increasing personnel
costs of the program, we are unable to do outreach within the college nor the community. Impacted budgets continue to reduce our ability to provide such services.

- **Program SLOs & Assessment**
  1. **Student Services SLO** -

    **Students will demonstrate responsibility by learning self-sufficiency through the use of CARE services.**

    - Full participation in workshops
    - Successfully complete all compliance requirements
    b. *Indicate your planned method of assessment.*

    Student participation will be tracked through Filemaker Pro and/or Colleague.

    c. *Enter assessment results and analyze student success in achieving this SLO.*

    In progress

    d. *Future Action*

- **Student/Program Achievement**
  1. *List area-specific outcomes.*

    - Increase student population by 5%

  2. *Identify internal and/or external benchmarks and regulations.*

    - Encourage counselor contacts
    - Verify that appropriate workshops have been attended

  3. *Enter assessment results for area-specific outcomes and analyze trends.*

    - When we reach 50 (5%) students, we will have met this objective

  4. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

    Due to the increasing personnel costs of the program, we are
unable to provide all of the vital services we offered in the past.

We have received no increase in allocation for at least three years. Therefore we are using our budget resources to the maximum capacity and ability.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

We have received no increase in allocation for at least three years. Therefore we are understaffed and limited as to what we can provide. We have supplemented this deficit by partnering with ASOC and staff to help provide some of the services.

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action
Strategies to improve achievement indicators. Specify.

TBD

- Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

During the 2011-2012 academic year, the CARE program served 15 students. Combined, these students completed a total of 230 units; averaging 15.0 units. In addition, of this group, three students achieved AA/AS degrees, one moved out of state, and two are no longer attending Ohlone. With great pleasure, we are elated to report that the remaining nine students continue to persist and pursue their goals.

The CARE Program at Ohlone College strives to lead students to self-sufficiency, self-efficacy, and self-development. Students participated in a variety of workshops, exercises, and activities to accomplish this goal.

EOPS/CARE Orientation

The EOPS/CARE Orientation served a two-fold purpose; first
the goal was to educate CARE students on eligibility requirements. The second purpose was to prepare and motivate them with words of encouragement.

The Parallel of Self-Defense and Life Skills Workshop

This workshop combined the application of certain karate techniques with overcoming life’s obstacles. For example, escaping techniques were demonstrated to show that even if someone or some issue has a “hold” on us, we are still in control and can indeed escape the “hold” of negative people or negative circumstances.

New Words Project

Each week during the semester, CARE students were emailed a “Word of the Week” and encouraged to incorporate the word into their daily conversations as often as possible when communicating with others, writing papers. At the end of each semester, a comprehensive written quiz or activity was administered by the CARE Coordinator to review and measure retention of all the new words learned.

Students Teaching Students Program

The “Students Teaching Students” activity was designed to train and equip four to five EOPS/CARE students to facilitate a one hour workshop on the topic, “Communicating Your Way to Greatness.” This program allowed students to serve as catalysts, by using research, their own stories and experiences, to empower and influence other students to seek greatness from within. Students have the ability to have a positive and influential impact on one another when presented with the right chance.

End of the Year CARE Luncheon

The End of the Year Luncheon was created to acknowledge the achievement(s) of all current CARE students and to celebrate the ending of another academic year.

True Colors Basic Awareness Workshop

The True Colors Personality Styles Assessment is a fun and easy self-measurement of preferences and values, which can help students get a basic sense of why they think, act and feel the way they do. In addition, exploring this theory can lend
itself to helping students develop authentic relationships with others, choose a career path, understand group dynamics, and enhance their overall higher education experience.

2. According to the evidence, what are the areas needing improvement?

CARE plans to continue working on outcomes, and as they are met, to set new ones.

- Program Improvement Objectives:
  1. Objective:

   Improve the overall rate of successful compliance.

   a. Action Plan
      Year 1:

      ● Students will complete all 3 counselor contacts in the proposed timeline.

      ● When appointments are made, students will be contacted to reschedule or receive additional assistance.

   b. Staffing
      Year 1:

      We will need one additional FT Counselor to meet this objective.

   c. Equipment (Include items that fit under department budget codes)
      Year 1:

      n/a

      Year 2:

      n/a

      Year 3:

      n/a
d. Technology (Include items that fit under IT budget codes)
   Year 1:
   n/a
   
   Year 2:
   n/a
   
   Year 3:
   n/a
   

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   n/a
   
   Year 2:
   n/a
   
   Year 3:
   n/a
   
   f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   
   When students are in full compliance, they can matriculate to their academic goals in a shorter amount of time, with a higher gpa.

2. PIO Assessment
a. Enter assessment results with analysis.
   In progress

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
   In progress

c. Future Action

1. Objective:

   Apply the compliance factors to satisfactorily complete state program requirements.

   a. Action Plan
      Year 1:

         i. Action Plan

         Year 1: Students will complete all 3 counselor contacts in the proposed timeline

         Year 2: 80% of students will successfully complete 12 units with a grade C or better

         Year 3: 80% of students will graduate and/or transfer to a four-year school.

         i. Staffing

         Year 1: One Full Time Counselor

         Year 2: One Asst. Director

2. PIO Assessment
a. *Future Action*

- **Outside Review Results** 06/02/2011
  1. List each team members name and title.
     
     Ron Travenick, VPSS
  
  2. Discuss key feedback provided by team and how it was incorporated into the report.

     TBD

- **Attached Files**