

Program Review: CARE

Program Description and Scope:

- *Program Review Title:* CARE
- *Academic year:* 2016/2017
- *Review Type:* Student Services Program Review
- *Program/Departments:* CARE (64993)
- *Authority Code:* 82-Director, EOPS, CARE, Calworks
- *External Regulations:* No
- *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.

College Mission

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission.*
 - Support Services
- *State your program Mission/Purpose.*

The Ohlone College CARE program continues to successfully create and implement programs, services and enrichment opportunities that allow students to create new possibilities for their academic and personal growth, which can ultimately lead them to success.
- *Briefly describe program accomplishments.*
 - The CARE Orientation is designed to introduce and review program requirements, services, and various opportunities available to new and continuing CARE students. Over 50% of the CARE students attended the 2015-2016 CARE Orientations.

- Three CARE students attended the CARE Student Leadership Conference that was hosted by Central Coast EOPS Consortium; Region IV, at Cal State East Bay,
- The Wishing Well/CARE Christmas Adoption Program received eleven donations to adopt a CARE family for Christmas.
- The *Word of the Week* activity is where a “word of the week” is emailed to CARE students each week. Students were encouraged to incorporate the word as often as possible when communicating with others, orally or written. Over 50% of the students participated.
- CARE served eleven students who completed 76.5 units; averaging 6.95 units, with an average GPA of 3.0. One student received an AA Degree.
- CARE students who received a GPA of 3.0 or higher for the previous semester received a special certificate. Three CARE students received this recognition.

Student/Program Achievement

- *List area-specific outcomes.*
 - Increase the number of CARE students to twenty (20).
 - Foster personal responsibility by evoking self-sufficiency through the use of CARE services.
 - Increase student and donor participation in the Christmas Adoption Program, by 10%.
- *Identify internal and/or external benchmarks and regulations.*
 - Ensure that students are following their SEP successfully.
 - Must provide current income information.
 - Must attend CARE Orientation/Information Session each semester.
 - Must sign and comply with CARE Mutual Responsibility Contract.
 - Must fully participate in CARE related activities.

- Must provide true and accurate information.
- Must report any and all changes in CalWORKs status immediately.
- Must comply with all EOPS requirements.
- *Enter assessment results for area-specific outcomes and analyze trends.*
 - We will track our numbers through Sars-Grid and Filemaker Pro.
 - We will track the number of students who utilize CARE services and assess student progress.
 - We will track the number of donors and families who utilize the Adoption Program

CARE NUMBERS

Persistence

2013-14 to 2014-15; 13 of 18 students; 72.2%

2014-15 to 2015-16; 5 of 15 students; 33.3%

2015-16 to 2016-17; 10 of 11 students; 90.9%

Enrollment

2013-14; 18 students

2014-15; 15 students

2015-16; 11 students

2016-17; 17 students

<u>Units Completed</u>	<u>Total Units</u>	<u>Avg./year</u>	<u>Avg. GPA</u>
2013-14	312.5	17.36	2.536
2014-15	327.10	21.20	2.653
2015-16	149.5	13.59	2.603

- *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*
 - During the state budget cuts in 2008-2009, the CARE budget was cut over 40%. Consequently, many of the services that were useful to CARE students were cut. Restoration of those funds would help the CARE Coordinator to continue providing pertinent services, workshops, and resources to assist and lead this population to academic success.
 - When CARE funds are not available for services, they are provided from the EOPS budget.
- *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.*

- Institutional resources and collaboration with the College Outreach Coordinator and Student Success Coordinator would support the CARE Coordinator with the in-reach and outreach effort.
 - Participating in orientation and classroom presentations, to all basic skills courses, would increase the visibility of the programs and could potentially attract more students.
 - Currently, the EOPS counseling staff utilizes an interactive approach to counseling appointments. The interactive counseling style refers to counselors using two computer screens, which enables the student to see exactly what the counselor is doing and it allows the students a hands-on opportunity to learn and participate.
 - In addition to academic advising, the counselors provide support in various areas of a student's life.
 - Students have homeless issues
 - Students who are transitioning from prison to an academic environment
 - Need support on how to foster successful relationships with teachers
 - Need strategies on how to overcome shyness
 - Weekly meetings with the EOPS counseling staff keeps them apprised of program implementations, policy revisions, case management, and changes which help them to disseminate information to students. These meetings are imperative to the success of the program and providing exceptional student support services.
 - In addition to current duties, the CARE Coordinator was assigned additional duties to support the EOPS Director.
- *Additional Program Table Files.*
 - *Future Actions*
Current levels of achievement indicators maintained.

Program Improvement Objectives

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*
 1. Increase CARE numbers to twenty (20) students by Fall 2017
 2. It is crucial that our numbers increase, because the amount of our state allocation is partially calculated based on number of students. If our numbers continue to drop, our allocation will be decreased.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Persistence
- Success Rates
- Equity/Disproportionate Representation
- Service Impacts

How will you assess the effectiveness of your PIO:

1. At the end of each semester, we will review to see if targets are met. If they are not, we will increase, expand or change our outreach efforts. 2. It should be noted that while there are significant numbers of students receiving welfare payments, many are married or enrolled in less than full time status which makes them ineligible for the CARE program.

PIO Action Plan:

How will you accomplish this?

1. Along with the CARE Coordinator, EOPS/CARE students and Peer Mentors will provide classroom presentations to all basic skills courses. The students will use their stories and experiences to promote the EOPS/CARE programs. 2. Engage in partnership with 4cs of Alameda County to disseminate information to current CalWORKs students. 3. Develop a partnership with local Parent-Teacher Associations. 4. Partner with Tri City One Stop to include the EOPS/CARE brochure in their mass mailings 5. CARE Coordinator will attend Community Partners meetings regularly. 6. Create a colorful, informative brochure that includes information about EOPS, CARE and CalWORKs. It will include photos of students and inspirational messages from former students and those associated with the program. 7. Explore the concept of Collaborative Learning, using the model of a ?student group center?, which would foster one-on-one interactions with students. Collaborative Learning encourages students to reach out to one another, not as tutors but as students helping students. This builds collaboration skills and deepens the learning and understanding process. The Collaborative learning model could be a drawing card to attract other students to the program.

What is your timeline?

1. Introduce Student Group Center at the EOPS/CARE orientations; Spring 2017 and Fall 2017. 2. Advertise EOPS/CARE programs and services in the Ohlone College Monitor; Spring 2017 and Fall 2017. 3. A skit introducing our programs will be completed by Fall 2017.

Who is going to do this?

The EOPS/CARE Coordinator accompanied by CARE students.

PIO Status:

- Revised 12/15/2016

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed
PIO not achieved - did not work - start new PIO cycle

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: CARE Coordinator needs time to do physical outreach