

# STUDENT SERVICES PROGRAM REVIEW WORKSHEET

**Student Services Area:** Extended Opportunity Programs & Services (EOPS) and  
Cooperative Agencies Resources for Education (CARE)

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**Academic Year:** 2015-2016

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## I. Student Services Area Overview

### 1. Mission Statement

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)*

### 2. 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)*

### 3. 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. FYSS (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

#### 4. Strengths

1. EOPS students, advisory committee members, and staff participated in statewide advocacy for full restoration of the EOPS allocation. The success of this effort resulted in an increase to the EOPS and CARE allocations at Norco College. The increased funding allowed EOPS to convert two part-time positions into full-time and hire a full-time EOPS/CARE counselor in addition to increasing direct services such as the textbook voucher.
2. Foster Youth Support Services (FYSS) collaborated with CNUSD to sponsor the Fifth Annual Foster Youth College Bound Day, which was attended by 50 foster youth from local high schools. FYSS also collaborated with ASNC to host the Second Annual Foster Care Awareness Month activity, We Walk-We Care, which was attended by over 150 people from the college and surrounding communities to raise awareness about foster care.
3. Concerted efforts to reach out to foster youth led to an increase in foster youth students in EOPS.
4. Awarded a three-year \$250,000 California Wellness grant to EOPS's Foster Youth Support Services through a collaboration with Riverside City College and Moreno Valley College to develop a one-year certificate program for foster youth.
5. Convened two EOPS/CARE Advisory Committee meetings led by our co-chairs in fall 2015 and spring 2016.
6. Offered a Northern California College Tour for 20 EOPS/CARE students. The tour included visits to two UC and four CSU campuses as well as a cultural tour to Alcatraz. For many students, this was their first experience on a university campus away from their hometown so the experience of flying to Northern California was meaningful and a good learning experience.
7. Collaborated with Riverside City College and Moreno Valley College to co-sponsor fourth annual CARE recognition banquet.
8. Maintained excellent student satisfaction survey results 99% in both fall and spring semesters.
9. Increased EOPS textbook voucher to \$400 per semester and provided over \$139,000 in book support for the year, which is \$27,000 more than the 2014-15 academic year.
10. 90% (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 6<sup>th</sup> Annual EOPS/CARE Celebration of Success recognition dinner to honor 50 EOPS students graduating, earning certificates, or transferring to a four-year college. In all, over 60 EOPS students earned degrees and were eligible to walk in June. The keynote speaker for the event was Mr. Dee Hankins, a former foster youth and highly regarded motivational speaker.

#### 5. Students Served

In fall 2015, EOPS served 234 students, of which 25 were CARE and 17 were Foster Youth. In spring 2016, EOPS served 299 students, of which 17 were CARE and 22 were Foster Youth, for a total unduplicated headcount of **345** students for the 2015-16 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 2015:**
  - 62% Hispanic\*, 14% Black\*, 13% White, 5% Asian-Pacific Islander, 1% American Indian, 5% Middle Eastern
  - 77% female and 23% male
  - 87% of students were in good standing (GPA 2.0 and above) and of this group, 36% had a GPA of 3.0 and above
  - 90% (210 of 234) of EOPS students met with an EOPS counselor for at least 2 contacts

- **Spring 2016:**

- 65% Hispanic\*, 13% Black\*, 12% White, 5% Middle-Eastern, 4.5% Asian-Pacific Islander, .5% American Indian
- 69% female and 31% male
- 87% of students were in good standing (GPA 2.0 and above) and of this group, 44% had a GPA of 3.0 and above
- 88% (262 of 299) of participants met with an EOPS counselor for at least 2 contacts

**\*The percentages of Hispanic and African American/Black served in EOPS/CARE are significantly greater than that of the college. EOPS/CARE actively supports the goals of the college's Student Equity Plan.**

## II. Assessing Outcomes

### 1.A. Report on 2014-2015 Assessment Plan and Objectives for Student Services Area: EOPS/CARE

**Objectives:** *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- EOPS students will make informed decisions before dropping academic courses.
- EOPS students will exceed the student success rate of a comparable student population.
- CARE students will academically outperform (GPA) of the general student population.
- EOPS students will exceed the term-to-term persistence rate of the general student population.
- EOPS students will develop a comprehensive Student Educational Plan (SEP) to support their educational goal.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipated completion)/ Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	EOPS students will make informed decisions before dropping academic courses.	(SAO) EOPS students will fulfill the program's drop request process before dropping courses.	Norco College provides "educational opportunities, celebrating diversity, and...foundational skills and pathways to transfer, career and technical education, certificates and degrees."	90% of EOPS students who drop courses will complete the program's drop request process.	UI Web-based data on coursework completion at the end of each term.	<b>Fall 2014</b> 8% of students dropped a course without following the process. <b>Spring 2015</b> 6% of students dropped a course without following the process.	Based on the data, the program successfully met its target, but the EOPS program staff will need to continue stressing the importance of following our drop policy with students in various venues.	A) Continued to assess this for one more academic year and move to strengths in 2016-17.
2.	EOPS students will exceed the student success rate of a comparable	(SLO) EOPS students who complete their responsibilities will demonstrate a higher rate of success than non-	Norco College provides "educational opportunities, celebrating diversity, and...foundational	EOPS students who complete at least 2 counseling responsibilities will succeed at a higher rate (min. 80%) than their non-EOPS	Data analyzed and reported by the Institutional Effectiveness office.	<b>Spring 2014</b> 81% of EOPS students compared to 64% of non-EOPS students.	The success rate percentages for both semesters dropped slightly compared previous semesters, but the EOPS students' success rate	A) Continued to assess this since it measures success rates between EOPS and comparable non-EOPS students.

	student population.	EOPS students.	l skills and pathways to transfer, career and technical education, certificates and degrees.”	peers (BOGW A/B & Basic Skills).		<b>Fall 2014</b> 80% of EOPS students compared to 62% of non-EOPS students.	continues to be significantly better than a comparable student group. Strategies for additional interventions by staff will be discussed for 2015-16.	
3.	CARE students will academically outperform the general student population.	(SLO) CARE students will have a higher cumulative GPA than the general student population.	Norco College provides “educational opportunities, celebrating diversity, and...foundational skills and pathways to transfer, career and technical education, certificates and degrees.”	CARE students will have a cumulative GPA of 2.8 or above.	Colleague/UI data compared to data by the Institutional Effectiveness office.	<b>Fall 2014</b> CARE students earned a 2.90 GPA compared to a 2.53 GPA of the general student population.	Despite the many challenges that CARE students face, they outperformed the general student population. We will seek to provide customized academic and personal support in 2014-15 based on input from the students.	A) Continued to assess this since it measures GPA rates between CARE and general students.
4.	EOPS students will exceed the term-to-term persistence rate of the general student population.	(SLO) EOPS students will demonstrate a higher term-to-term persistence rate than the general student population.	Norco College provides “educational opportunities, celebrating diversity, and...foundational skills and pathways to transfer, career and technical education, certificates and degrees.”	EOPS students will persist at a higher rate (min. 85%) than the general population.	Data analyzed and reported by the Institutional Effectiveness office.	<b>Fall 2013 – Spring 2014</b> EOPS students persisted at a rate of 88% compared to the general population (61%).	EOPS students’ term-to-term persistence continues exceed the target rate. Yet, the annual persistence dropped to 67% based on this cohort’s data. This represents a five percentage point drop from last year’s data.	A) Continued to assess this since it measures persistence rates between EOPS and general students.
5.	EOPS new admits will develop a comprehensi	(SAO) Newly admitted EOPS students will complete a	Norco College provides “educational opportunities,	95% of newly admitted EOPS students will complete a	SEP completion will be tracked in the	<b>Annual</b> 139 of 152 (91%) newly admitted EOPS	The decrease in the number of new EOPS students who develop a	A) Continued to assess one more academic year and will move to strengths

ve Student Educational Plan (SEP) to support their educational goal.	comprehensive Student Educational Plan (SEP).	celebrating diversity, and...foundational skills and pathways to transfer, career and technical education, certificates and degrees.”	comprehensive SEP.	program database and in OnBase system and reported to SSSP as batch uploads.	students developed a comprehensive SEP.	comprehensive SEP is a concern. The possibility of changing the sequence of when the SEP is developed (3 <sup>rd</sup> contact) may prove more helpful to students and increase students’ show rate.	in 2016-17.
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### II.1.B. Program Modifications for 2014-2015 Data Assessment (“Closing the Loop”)

*Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.*

<b>Outcome</b>	<b>Evidenced and detailed (Describe how you used outcome data for programmatic modifications)</b>
SAO #1: EOPS students are required to submit a drop request form for approval before withdrawing any courses during the term. This process was developed to hold students accountable with course completion per their EOPS Mutual Responsibilities Contract. The drop request process is reviewed during the new student orientation, information session for continuing students, and by EOPS staff throughout the semester. While students should not drop any of their classes, requiring students to comply with this process has reduced the number of students who drop courses on their own without making efforts in classes before doing so.	The outcome data gathered from fall 2014 and spring 2015 show that under 10% of students who dropped courses did so without following the drop request process. The program met its SLO target for the second year, but it is important for EOPS to continue stressing the importance to students about not dropping their courses. One of the modifications made to support this process, was for the counselor and educational advisor to discuss this with the student before the form was submitted to the director for review and approval. This allowed students to explain their reasons for the course drop request and for the staff to advise students about whether their request may or may not be approved.
SLO#2: Since the development of this SLO in 2010-11, EOPS students who meet their program responsibilities have consistently outperformed their comparison group counterparts. EOPS students’ rates of success have been between 15 to 20 percentage points higher than the comparison group.	The success rate percentages for both semesters dropped slightly compared previous semesters, but the EOPS students’ success rate continues to be significantly better than comparable student groups. The EOPS staff discussed strategies to further support the students’ academic success, including the addition of study skills strategies to share with students during information sessions and success workshops during the semester. One of the challenges with seeking to increase student success rates is that there are a number of factors, including the instructional experiences that can impact student performance. Further ideas will be discussed, including better outreach to faculty.

<p>SLO#3: CARE students are EOPS students who face additional challenges as single head of households on county cash aid. While they receive additional support services from the CARE program, these students must juggle raising children, work, and school. Yet, the average GPA of these students at 2.90 is higher than that of the general student population.</p>	<p>With the hiring of a full-time EOPS/CARE counselor for 2015-16, additional success workshops were provided for CARE students and also priority for making academic counseling sessions. While we cannot specify that these two strategies are the specific factors for the students' higher academic performance, the additional support by staff are important resources for students. As we seek to grow the CARE program, the EOPS staff will explore strategies that can continue to provide individualized attention and support for these students.</p>
<p>SLO#4: The term-to-term persistence rate of EOPS students continues to be high at 88% compared to 61% of the general population. It is also important to pay attention to the annual persistence rate as well for EOPS students, which drops significantly to 67%.</p>	<p>It is difficult to determine what causes students not to persist, but there are certainly multiple factors that we must consider. EOPS, through its direct support services and dedicated staff, can assist students with providing the tools, skills, and confidence to succeed. Students are doing very well from fall to spring, but the students in the cohort are not persisting to the following fall. The program provided more one-on-one advising follow-up with at-risk students in 2014-15 and will consider interventions during the intersession and/or more communication with their faculty members for these students for future cohorts.</p>
<p>SAO#5: All EOPS students are required to develop or update their comprehensive SEP as EOPS participants, but 13 of the 152 newly admitted students for did not do so (91% completion).</p>	<p>One of the adjustments made for the 2015-16 academic year was to provide reminders to come in for counseling sessions during the first eight weeks. There was a consideration to move the comprehensive SEP development to the third contact sessions, but the concern is that we may lose students prior to the final contacts, thereby increasing the number of students without SEPs to guide their educational goals.</p>

## II.2.A. 2015-2016 Assessment Plan for Student Services Area: EOPS/CARE

### Objectives:

- EOPS students will make informed decisions before dropping academic courses.
- EOPS students will exceed the student success rate of a comparable student population.
- CARE students will academically outperform (GPA) of the general student population.
- EOPS students will exceed the term-to-term persistence rate of the general student population.
- EOPS students will develop a comprehensive Student Educational Plan (SEP) to support their educational goal.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	EOPS students will make informed decisions before dropping academic courses.	(SAO) EOPS students will follow the program's drop request process before dropping courses.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	90% of EOPS students who drop courses will complete the program's drop request process.	UI Web-based data on coursework completion at the end of each term.	<b>Fall 2015</b> 89% of students completed EOPS drop request.  <b>Spring 2016</b> 74% of students completed EOPS drop request.	The program fell short of the target so we will need to stress this procedure in different capacities during the semester. A sample of a strong completed form may be given at orientation.
2.	EOPS students will exceed the student success rate of a comparable student population.	(SLO) EOPS students who complete their responsibilities will demonstrate a higher rate of success than non-EOPS students.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	EOPS students who complete at least 2 counseling responsibilities will succeed at a higher rate (min. 80%) than their non-EOPS peers (BOGW A/B & Basic Skills).	Data analyzed and reported by the Institutional Effectiveness office.	<b>Spring 2015</b> EOPS = 80.3% Comp Group = 62.9%  <b>Fall 2015</b> EOPS = 77.3% Comp Group = 65.7%	There are numerous factors that can impact student success, but one adjustment we can make is to develop an intervention for students who meet program requirements but struggling academically.

3.	CARE students will academically outperform the general student population.	(SLO) CARE students will have a higher cumulative GPA than the general student population.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity.	CARE students will have a cumulative GPA of 2.8 or above.	Colleague/UI data compared to data by the Institutional Effectiveness office.	<b>Fall 2015</b> CARE = 2.83 Gen Pop = 2.60	The new EOPS/CARE Coordinator will provide additional programmatic elements to CARE to support the unique needs of this population
4.	EOPS students will exceed the term-to-term persistence rate of the general student population.	(SLO) EOPS students will demonstrate a higher term-to-term persistence rate than the general student population.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	EOPS students will persist at a higher rate (min. 85%) than the general population.	Data analyzed and reported by the Institutional Effectiveness office.	<b>Fall 2014 to Spring 2015</b> EOPS = 88% Gen Pop = 73%  <b>Fall 2014 to Fall 2015</b> EOPS = 76% Gen Pop = 58%	The availability of full-time counselor and educational advisor for EOPS provided increased opportunities in 2015-16 to reach out to students to support their persistence. We believe this will be reflected in the persistence rates for 2016-17.
5.	EOPS new admits will develop a comprehensive Student Educational Plan (SEP) to support their educational goal.	(SAO) Newly admitted EOPS students will complete a comprehensive Student Educational Plan (SEP).	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	95% of newly admitted EOPS students will complete a comprehensive SEP.	SEP completion will be tracked in the program database and in OnBase system and reported to SSSP as batch uploads.	<b>Fall 2015</b> 97% (70 of 72)  <b>Spring 2016</b> 89% (98 of 111)  <b>Annual</b> 93% of new students developed a comprehensive SEP	The annual percentage of completed comp SEP's was lower than the target. The program will use the program's mobile app, email, and phone calls to reach out to students to remind them of their SEP meeting.

**\*Please see appendix for description.**

**\*\*More detailed description on the following page.**

**II.2.B. 2015-2016 Assessment Plan Findings/Data Analysis**

**SAO #1:** EOPS students will fulfill the program’s drop request process before dropping courses.

**Findings/Data Analysis**

89% of students in fall 2015 and 74% of students in spring 2016 followed the drop request procedure. The average percentage for the two terms is 82%. Thus, the program did not reach the target rate of 10%.

**Improvement Recommendations**

The drop request process is thoroughly covered at the EOPS new student orientation and information session for continuing students. However, it is inevitable that we see students drop courses, with approval or not. The goal for this SAO is to reduce the number of unapproved course drops on the front end and the program has achieved that since the introduction of this process several years ago. The negative impact of dropping courses in general is also reinforced by the counselor and educational advisor, but students may benefit from seeing a sample of how the form should be completed along with concrete examples of scenarios that require a course drop. These will be considered for upcoming orientations and information sessions.

**SLO #2:** EOPS students who complete their responsibilities will demonstrate a higher rate of success than non-EOPS students.

**Findings/Data Analysis**

In spring 2015, 80% of EOPS students successfully completed their courses with a “C” grade or better compared to 63% of comparable non-EOPS students. The rate for fall 2015 was 77% for EOPS students compared to 66% of comparable non-EOPS students. One observation is that the success rate dropped slightly for EOPS students compared to previous years during both semesters this year.

**Spring 2015**

	EOPS Student	Mean		EOPS Student	Mean
Success	Yes	80.3%	GPA	Yes	2.79
	No	62.9%		No	2.42

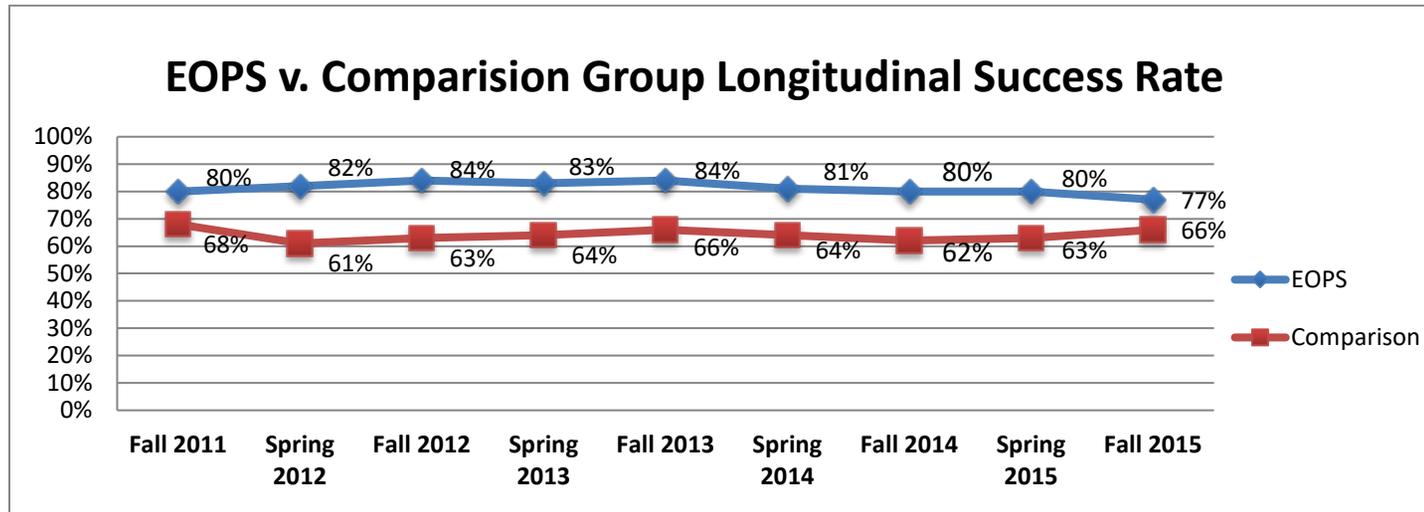
**Fall 2015**

	EOPS Student	Mean		EOPS Student	Mean
Success	Yes	77.3%	GPA	Yes	2.65
	No	65.7%		No	2.44

\*Likelihood that difference occurred by chance is less than 1/1000 (p<.001). GPA was compared between EOPS Students and a comparison group chosen with the same parameters. GPA was weighted by number of units taken by each student. The difference in success rates and GPA between groups is very likely due to factors other than chance and the assumption is that difference is the effect of the EOPS program (i.e. EOPS counseling).

The following chart provides a longitudinal look at EOPS students’ success rate in comparison to a similar group since 2011. EOPS students who follow through with their program requirements have done significantly better than students from similar backgrounds without EOPS support. The success rate percentage for EOPS students fell under 80% in the fall semester, so this

is an area of examination for the program staff. While there are a number of factors that may have attributed to the lower success rate in the fall, including the admission of a higher number of students with lower academic performance the last several years, the EOPS staff will discuss possible strategies to prevent a downward trend of the EOPS success rate.



### Improvement Recommendations

One of the results of attempting to increase the number of students served by the program, EOPS has admitted a higher number of students at or below good standing to support the needs of this population. It is presumable that these students have in part contributed to the lower course success rate, thus the EOPS staff will consider developing intervention strategies including academic success workshops that are geared towards lower performing students in the program.

**SLO #3:** CARE students will have a higher cumulative GPA than the general student population.

### Findings/Data Analysis

The average GPA for CARE students for fall 2015 was 2.83 compared to 2.60 for the general population. The target GPA for this SLO was 2.80, but this year's academic success rate was slightly lower than last year's GPA if 2.90. However, CARE students continue to perform well in spite of the additional challenges that these students face as single head of households on county cash aid.

### Improvement Recommendations

EOPS is looking forward to hiring a strong EOPS/CARE coordinator who will dedicate 100% of her/his time to lead the daily operations of the program. In addition to providing leadership for EOPS, the coordinator will dedicate time and effort to

coordinate the CARE program, which will further strengthen programming for this population. Efforts to increase the CARE participation rate is likely with additional recruitment efforts to students eligible for the program.

**SLO #4:** EOPS students will demonstrate a higher term-to-term persistence rate than the general student population.

#### **Findings/Data Analysis**

EOPS students' term-to-term persistence rate continues to be strong at 84.3% compared to 64.4% of the general population from spring 2014 to fall 2014. EOPS's services provide students with valuable resources that support the persistence of despite the challenges they face. However, as we have seen in previous years, their year-to-year persistence fell to 75.4% from spring 2014 to spring 2015. While this rate was over 20 percentage points higher than the general population's rate of 55.3%, this is an area that EOPS staff have continued to focus on for improvement.

#### **Improvement Recommendations**

The goal to improve year-to-year persistence of program participants is ongoing from previous years. The data collected for spring 2014-spring 2015 was prior to the increase of staff hours to full-time and the hiring of a full-time EOPS/CARE counselor. Thus, we hope to see an improvement of both the term-to-term and year-to-year persistence rates for 2015-16.

**SAO #5:** Newly admitted EOPS students will complete a comprehensive Student Educational Plan (SEP).

#### **Findings/Data Analysis**

Nearly all newly admitted EOPS students met with their EOPS counselor during fall 2015 and completed a comprehensive Student Education Plan (SEP). In the spring, EOPS admitted 111 new students but only 98 of them completed their first counseling contact to develop their SEP for an 89% completion rate. The average for the year was 93%, which we realize needs to improve when we consider that seven percent of our new EOPS students did not complete their academic road map to success. This completion rate was also slightly lower than the target of 95%.

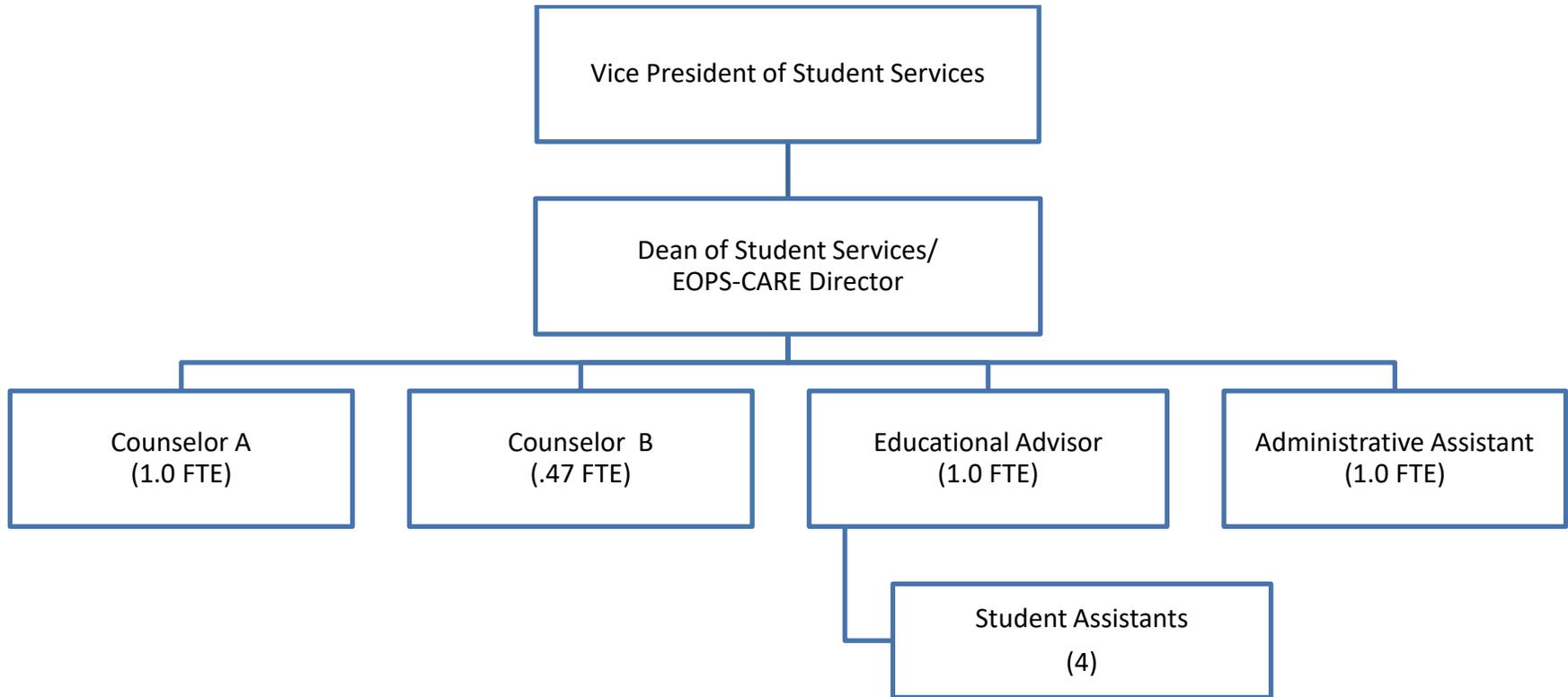
#### **Improvement Recommendations**

The EOPS staff will review improvement of communication methods to use with students to encourage make their first counseling contact in a timely manner to develop their SEP. Offering the first counseling contact a week or two prior to the start of the term will also provide more access for students. The rate of SEP completion is significantly higher than the general population, but it is critical for EOPS students to develop their comprehensive SEP so they can see how to specifically complete their educational goal at the college.

### III. Needs Assessment

#### 1. Staffing Level

### EOPS/CARE Organizational Chart



## 2. Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Administration	0.5	0.5	0.35	0.35	0.35	1.0	1.0
Classified Staff FT	0	0	0	0	2.0	2.0	2.0
Classified Staff PT	1.2	1.2	1.2	1.2	0	0	.63
Confidential Staff FT	0	0	0	0	0	0	0
Faculty FTE Full time	0	0	0	0	1.0	1.0	1.0
Faculty FTE Part time	0.67	0.67	.85	0.67	0.47	0.67	.67
<b>Total Full Time Equivalent Permanent Staff</b>	2.37	2.37	2.40	2.22	3.82	4.67	5.30
Short Term Staff	0	0	0	0	1	0	0
Student Workers	4	4	4	4	4	4	4

## 3. Improvement Areas

- Program management:** The increase of the statewide allocation for EOPS has provided the program at Norco College the capacity to increase staffing resources to three full-time staff (counselor, educational advisor, and administrative assistant). The program requires a director to lead the day-to-day operations of the program, which continues to be handled by the Dean of Student Services. EOPS/CARE also requires two adjunct counselors to assist with meeting the counseling needs of the program. The other position that the program requires to fully serve the students in the program is a specialist that will specifically work with programming for CARE students. The specialist will also interface with the educational advisor and foster youth success coach.

**4. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)**

<p align="center"><b>List Staff Positions Needed for Academic Year 2016-2017</b>  <b>Please be as specific and as brief as possible when offering a reason.</b>                      Place titles on list in order (rank) or importance.</p>	<p align="center"><b>Indicate</b>  <b>N = New</b>  <b>R=Replacement</b>  <b>I = Increase time</b></p>	<p align="center"><b>Annual TCP*</b>                      TCP for employee</p>
<p><b>1. EOPS/CARE Director (FT)</b>  <u>Reason:</u>                      A full-time director is necessary to meet the future demands of Norco College’s economically and educationally disadvantaged population. The EOPS/CARE Director will oversee all aspects of the daily programming components, lead outreach efforts, assist the director with budget decisions, supervise staff, and collaborate with the counselor and educational advisor to support student needs. This position would be general funded and would fully replace the part-time director role of the Dean of Student Services.</p>	<p align="center"><b>(R)</b>  <b>Grade S/Step 1</b></p>	<p align="center"><b>\$130,869.00</b></p>
<p><b>2. EOPS/CARE Counselors (PT)</b>  <u>Reason:</u>                      The EOPS/CARE office serves over 340+ students annually. In order to effectively support up to 400 students, the program requires two adjunct counselors – one at (.67) and the other at (.019) to assist the growing and diverse needs of EOPS/CARE students. These counselors will ideally have a background with serving CARE and foster youth as these two groups are a part of EOPS. The TCP for the .67 counselor is \$58,995 and \$24,960 for the .02 counselor.</p>	<p align="center"><b>(N)</b>  <b>Faculty</b></p>	<p align="center"><b>\$83,955.00</b></p>
<p><b>3. EOPS/CARE Specialist (PT)</b>  <u>Reason:</u>                      The EOPS/CARE Specialist would fill two very critical roles for the program: 1) outreach/recruitment for prospective EOPS/CARE students, and 2) provide specific support for CARE students. Since the launch of the EOPS/CARE programs at Norco College, we have not had the staffing to provide targeted outreach to underserved populations in our local high schools and communities. The specialist will take the lead role with outreach and recruitment activities to ensure eligible students are informed about the programs and receive assistance with applying. The estimated cost for this position is based on 63% (25 hours/week).</p>	<p align="center"><b>(N)</b>  <b>Grade K/Step 1</b></p>	<p align="center"><b>\$61,343.00</b></p>

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Unit Name: EOPS/CARE

**5. Equipment (Not including technology) Needs Not Covered by Current Budget**

<b>List Equipment or Equipment Repair Needed for Academic Year 2016-2017</b> <b>Please list/summarize the needs of your unit below.</b> <b>Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates.  
 If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: EOPS/CARE

**6. Technology++ Needs Not Covered by Current Budget**

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure ?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	<b>Lenovo Desktop Workstations</b> <u>Justification:</u> EOPS is expecting to hire up to two adjunct counselors for 2016-17 and requires desktop workstations to accommodate their needs to serve students.	N	C	CSS 211	TBD	2	NA	\$1,212.49	2	\$2,438.98
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: EOPS/CARE

## 7. Facilities Needs Not Covered by Current Building or Remodeling Projects\*

<p align="center"><b>List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.</p>	<p align="center"><b>Total Cost of Request</b></p>
<p><b>1.</b> Office for EOPS/CARE Director (FT) <u>Reason:</u> The current location and allocation of office space is not adequate to house an office space for a future full-time program director. Ideally, the director's office should be located in close proximity to the staff and service delivery area.</p>	<p align="center"><b>Unknown</b></p>
<p><b>2.</b> Offices for EOPS/CARE Counselors (PT) <u>Reason:</u> There is currently an office space for the full-time counselor, but there is a need for additional spaces to accommodate the two adjunct counselors to meet the growing demands of the students in the program.</p>	<p align="center"><b>Unknown</b></p>
<p><b>3.</b> Workstation for EOPS/CARE Specialist (PT) <u>Reason:</u> The workstation for the specialist should be located in the EOPS/CARE office, near the educational advisor to support the individual and programming needs of students.</p>	<p align="center"><b>Unknown</b></p>
<p><b>4.</b> <u>Reason:</u></p>	
<p><b>5.</b> <u>Reason:</u></p>	
<p><b>6.</b> <u>Reason:</u></p>	

\*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

**8. Professional or Organizational Development Needs Not Covered by Current Budget\***

<p><b>List Professional Development Needs for Academic Year 2016-2017</b>                      Reasons might include in response to assessment findings or the need to update skills. <b>Please be as specific and as brief as possible.</b> Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	Cost per item	Number Requested	Total Cost of Request
<p><b>1. African American Male Educational Network and Development (A2MEND) Summit</b>  <u>Reason:</u>                      The African American Summit has placed a spotlight on the institutional challenges and barriers that exists within our colleges to produce positive educational outcomes for African American men. However, there is still a pervasive and persistent gap in the achievement levels of African American males in all educational indicators in comparison to other racial and gender groups. This annual summit addresses these issues, which is a particularly relevant focus for EOPS/CARE programs.</p>	<b>\$500.00</b>	<b>4</b>	<b>\$2,000.00</b>
<p><b>2. Hispanic Association of Colleges and Universities (HACU) Annual Conference</b>  <u>Reason:</u>                      HACU's Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. The largest ethnic group in EOPS/CARE are Hispanic students and it is important to stay engaged with the issues and resources that impact Hispanic students in higher education.</p>	<b>\$2,000.00</b>	<b>4</b>	<b>\$8,000.00</b>
<p><b>3.</b>  <u>Reason:</u></p>			

\*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: EOPS/CARE

**9. SAFETY NEEDS not covered by current budget**

<p align="center"><b>List Safety Needs for Academic Year 2016-2017</b>            Please list/summarize the needs of your unit below.            Please be as specific and as brief as possible.            Not all needs will have a cost, but may require a reallocation of current staff time.            Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Disaster Kit (deluxe kit for 4 people)</b>  <u>Reason:</u>            The EOPS/CARE office is located on the second floor of the Center for Student Success and the area does not have a disaster kit for staff. This deluxe kit for four is a necessary supply for the staff in case of an earthquake or other disaster situation.</p>	<b>\$200</b>	<b>1</b>	<b>\$218 (w/tax)</b>
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</u></p>			
<p><b>4.</b>  <u>Reason:</u></p>			
<p><b>5.</b>  <u>Reason:</u></p>			
<p><b>6.</b>  <u>Reason:</u></p>			

Unit Name: EOPS/CARE

**9. OTHER NEEDS not covered by current budget**

<p><b>List Other Needs for Academic Year 2016-2017</b>                      Please list/summarize the needs of your unit below.                      Please be as specific and as brief as possible.                      Not all needs will have a cost, but may require a reallocation of current staff time.                      Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1.</b>  <u>Reason:</u></p>			
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</u></p>			
<p><b>4.</b>  <u>Reason:</u></p>			
<p><b>5.</b>  <u>Reason:</u></p>			
<p><b>6.</b>  <u>Reason:</u></p>			

## Appendix

*(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)*

### **Norco College Mission Statement**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
  - a. By providing educational opportunities
  - b. By celebrating diversity
  - c. By promoting collaboration
  
2. Provides support and encouragement through
  - a. Innovative approach to learning
  - b. Application of emerging technologies
  
3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

#### **Example:**

- ***SLO- Students will learn the services available through WebAdvisor.***
- ***How it is linked to the Mission Statement: 2b – Provides support and encouragement through application of emerging technologies.***