

# COMPREHENSIVE PROGRAM REVIEW [EOPS/CARE] [NOVEMBER 3, 2023]

## PURPOSE AND INTEGRATION WITH BROADER PLANNING

The comprehensive program review captures the longer-term strategic plan for a program. The CPR informs the campus of the program's goals and describes the means for achieving those goals. The CPR includes a reflection on annual program goals and student learning outcomes. CPR information may also be used to inform college planning including: the strategic plan, education plan, facilities plan, student equity plan, etc. *See AP/BP 3260*

## STUDENT SERVICES PROGRAM LINK TO COLLEGE MISSION

Statement of Mission: Feather River College provides high quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

The Extended Opportunity Programs and Services (EOPS) seeks to provide positive encouragement directed to the enrollment of students disadvantaged by language, education, social and economic status and to facilitate their successful participation in their educational pursuits at Feather River College. This is accomplished by providing services which are over, above, and in addition to the regular educational programs and services provided by the college. The CARE program provides extra support services for EOPS students who are single-parents on public assistance with children under 18. These students have extraordinary support needs and multiple barriers to overcome in order to successfully complete their goals.

For some of our students, the grade point average is more a reflection of their personal situation and not their academic ability. It is rewarding to see what our most disadvantaged students can do academically when they have the necessary resources to succeed.

## SERVICES AND STUDENT POPULATIONS SERVED

*Provide a description of all the services provided under your program along with the staff who provide these services. An organizational chart may be included. Describe how services are provided both on campus and online. Describe the student and/or population served by the program, including any disproportionately impacted populations and data regarding student access to the service and success rates among populations (if applicable). Assure that the catalog, website and any other marketing descriptions are accurate.*

**Director: Carlie McCarthy, VPSS** – Supervises the Counselor and contributes guidance and suggestions and provides support to the Counselor and program staff to help meet program outcomes. Under the Director, the Administrative Assistant to the VPSS has helped ensure that all reports are submitted, budgets are set up and spent within guidelines, including grant aid distribution, and provides training for the Program Staff Specialist position that directly supports the EOPS/Care programs. Feather River College qualifies for a full-time director waiver, allowing the VPSS to serve as the Director due to Section 56230 of the California Education code based on

serving less than 500 students and receiving an allocation of less than \$500,000. The VPSS/Director is not funded from EOPS or Care budgets.

**Counselor: Monica Potter. LPCC.**

- The counselor provides both face-to-face and online counselling sessions no less than three times a semester per student.
- Coordination with other campus services, such as TRiO, Wellness Center, DSPS, CalWORKs and tutoring center take place when the student qualifies for, or is in need of additional supports.
- The CARE population are students who have dependents under the age of 18 (and exemptions are granted for those with dependents with disabilities who are still in the CA public school system on a case-by-case basis). All EOPS students are a population that receives the California Promise Grant A or B (C- with no Estimate Family Contributions) which is an indicator of the student needing as much financial support that can be offered – it is offered in the form of textbooks, supplies, access codes, grants, uniforms, parking permits, technology access and counseling services to name a few. The Counselor collaborates with CalWORKs for the students that qualify for both CARE and CalWORKs.
- Collaboration is also done with DSPS, especially if the student's progress is not satisfactory, and they consent to communication with the DSPS Director.
- The Counselor is responsible for all reporting of student's progress, case notes, processing of applications, verification of financial aid and eligibility for services, spreadsheets of contacts, spreadsheets of services rendered, authorizing supplies to be ordered, follow up on academic interventions, showcasing the program at campus and off campus events (e.g. Day in the Mountains, New Student Orientation, monthly County CARE meeting, Friday in the Fall, etc.).
- Organizes and conducted mandated Advisory Board Meetings – CARE in the fall, EOPS in the spring.
- Personal and emotional counseling services are provided to students in transition, distress and in other need. Counseling is provided when the Wellness Center is unavailable, understaffed, and when circumstances call for it such as student preference due to established rapport, and/or external circumstances such as worldly events (stress/fear related) and environmental events (wildfire and extreme weather).
- The Counselor tracks all appointments by entering them into the BANNER system, followed by documentation in case notes. A CANVAS page (FRC's Learning Management System) was created and maintained by the Counselor to keep students informed of responsibilities and campus events while keeping active communication outside of the structured appointment schedule.
- The Counselor also advises in academics, tracks progress toward certificate, degree and transfer completion, and completes forms with the students to be sure the admissions office is aware of the student's goals (degree change/clarification, transcripts reviewed and graduation petitions).
- Career counseling and labor market information is provided along with transfer options for the student's desired long-term goal.
- The Counselor is responsible for completing all EOPS to EOP references should the student stay in the public state system when they transfer.

- As we are moving away from the paper case file system, Counselor scans and electronically files current students into a paperless system.
- Staying abreast of all Counseling laws, techniques and industry standard through continued education.

**Program Specialist: Chanae Hackett:** The Program Staff Specialist supports the programs by managing budgets, facilitating events and coordinating with other entities on campus for outreach. She helps identify products that will enhance program participant's college experience and achievement. She attends annual meeting as well as other advising committee meetings. This position is the first contact with new EOPS/CARE students and helps promote the program by highlighting the perks of the program as well as the requirements to be part of the program and maintain eligibility. The Program Staff Specialist helps students schedule appointments with the counselor and represents the position with EOPS/CARE shirts and swag which further promotes the program. The Program Staff Specialist position is funded 40% from EOPS and 5% from Care.

**Recruiter: Sean Harris:** The recruiter has a dual role as Academic Advisor/Recruiter. He identifies and reaches out to current and prospective students who may meet the criteria for EOPS/Care. On recruiting trips including high school visits, community events, and college fairs, he raises awareness about EOPS and benefits of the "above and beyond" services as well as other services provided at Feather River College. As the first point of contact for academic advising, he makes referrals to the EOPS and Care programs and continues to provide guidance particularly for those pursuing Agriculture and Equine majors. The Recruiter wears EOPS shirts, ordered by the counselor to help promote the program and he participates in all advisory committee meetings. The Recruiter position is funded approximately 10% from EOPS.

**Marketing and Outreach: Nick Maffei:** - The Director of Marketing, Outreach and Communications supports the EOPS/Care programs by providing the creative material for all marketing and event promotion needs. He ensures information is being shared in locations to reach the target populations. The Director of Marketing, Outreach and Communications is funded 5% from EOPS.

### **DESCRIBE EFFORTS TO REDUCE EQUITY GAPS AMONGST STUDENT POPULATIONS**

*You may refer to the Student Equity Plan to identify populations that the college has determined there are equity gaps or disproportionate impact. An example to reduce equity gaps might be implementing a change within the service for a specific population based on data. I.E. targeting a specific group for tutoring, changing intervention strategies, etc.*

- 1) Partnering with DSPS to bring awareness to alternate abilities and inclusion of students shared between EOPS and DSPS. Evidenced by showing the film 'Temple Grandin' and providing to CARE student parents the book The Girl Who Thought in Pictures by Julia Finley Mosca
- 2) Continuing to include student parents by providing the children's book My Mommy Goes to College by James Vander Hoover to assist them in normalizing education at all ages with their children.
- 3) Meeting with Native American students, recognizing the Missing and Murdered Indigenous Women and Girls day by showing the movie 'Wind River' and utilizing their Research Symposium

presentation for MMIW/G awareness signs. Creating a sense of belonging and recognition to our Native American student Population.

- 4) Supporting and moderating the First Generation Student Day by creating a panel of students, faculty and staff to present school-wide on their experiences allowing for validation of their journey while providing outreach to other students who may not yet have identified and first generation. EOPS/CARE also funded a recreational game to be used to bring awareness to first generation students and their common-themed issues of adjusting to college life and language.
- 5) All EOPS/CARE students moved from a paper progress report that instructors completed to an interview-style form that the student completed upon verifying grade with each instructor. This allowed for students to develop a relationship with the instructor while learning to utilize instructor office hours and learning to self-advocate.
- 6) Student parents were featured in a mini-film used for outreach and awareness. Validating our current student parent issues, concerns and journeys is used in our website and in recruitment platforms to showcase the supports available to this population.
- 7) Foster youth outreach has occurred by outreach to local school case managers. One summer outreach occurred by accident in an outdoor activity in Trinity County, resulting in a communication between FRC and our Outdoor Recreation Leadership department to bring out-of-area foster youth onto the campus to explore.
- 8) Students being released from the Incarcerated Student Program – ISP – qualify for EOPS services to complete their degree. There has been an increased number of recently released ISP students due to COVID and prison closures. Outreach and counseling is done with Zoom and phone appointments, and all textbooks and supplies are mailed to the student's location (all have to return to their convicting county).
- 9) Advocated for Mother's Room to be placed in Counseling/Advising office and EOPS/CARE office. CARE provides bottled water and nursing-support snacks for the lactating parent.

### **UPDATED POLICIES RELATED TO YOUR PROGRAM**

*Please list any policies such as AP's or BP's (for internal) or State or Federal Regulations (for external) that have been updated since the last CPR, describe any changes or impacts to your services.*

SB 512 - Lowering the minimum age from 16 to 13 for exiting the foster system for eligibility into NextUp program.

AB 190 chapter 572 and – Allowing 9 units rather than 12 units for enrollment for foster youth in NextUP, and allowing a NextUP student who turns 26 to continue to receive services.

AB 19AB 2881 – Student Parent Priority Registration – allowing better access to students that identify as student parents. Hoping to use this data to recruit for both EOPS and CARE programs.

### **ASSESSMENT OF STUDENT SERVICES STUDENT LEARNING OUTCOMES**

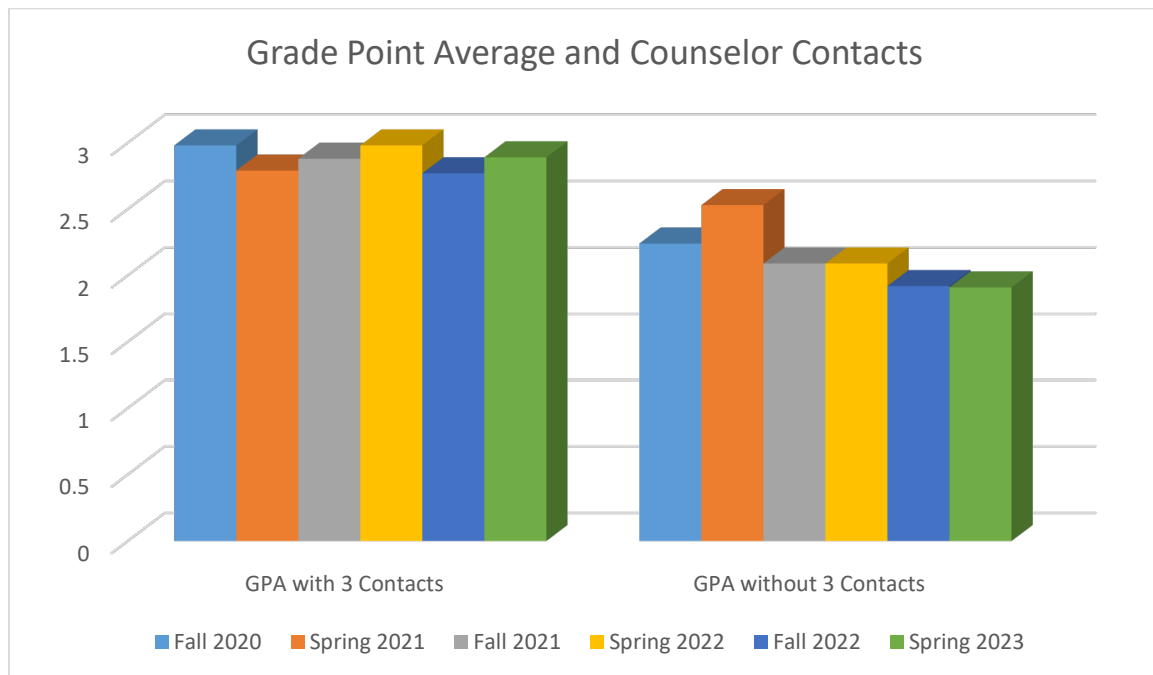
*Note which Student Services Student Learning Outcomes you chose to assess, and what strategies you used to assess them. Examples may include student satisfaction data, records of student use of services, data describing a change in service after a program change has been made, anecdotal or focus group feedback from students, evaluations from*

*programs, etc.*

1. Students will learn about programs and services and make an informed decision to apply and utilize these programs and services. (CWSLOs 1, 2, 3, 4, 5)

Evidenced by Counselor presence at campus and community outreach events. The Counselor also solicits a list of qualified students from the Financial Aid office and contacts the student via email, phone and (if applicable) their coach.

Evidence of using the EOPS/CARE contracted three appointments is a raised GPA over students who did not meet all three meetings.



2. Students will demonstrate an awareness of their financial responsibilities for all college expenses by accessing resources to cover costs. (CWSLOs 2, 3, 4, 5, 7)

Financial aid application events as well as scholarship application availability and deadlines are provided to each student.

3. Students will utilize resources to acquire skills and knowledge to persist in attaining academic and personal goals. (CWSLOs 1, 2, 3, 4, 5, 6, 7)

Tutoring is encouraged and introduced both through the tutoring center and by demonstrating the Net Tutor function of CANVAS. The progress report, completed by the student to encourage relationship and communication with instructor, further develops skills of achieving academic goals.

4. Students will develop a sense of belonging and connection to the campus and community by participating in activities. (CWSLOs 1, 4, 5, 6, 7)

Currently student parents and CARE students are being encouraged of the by providing opportunities for their children to be a part of campus events and winning EOPS-funded prizes. The 1<sup>st</sup> Generation event of 11/2022 including a game (during the day) and a panel (at night) allowed for visibility and sense of belonging. EOPS giveaways are only available to EOPS students – allowing for students to visibly identify other EOPS students by their schools supplies, beanies, or other ‘swag’.

5. Students will grow their independence by learning to be resourceful and improve skills in self-advocacy, organization and leadership skills. (CWSLOs 3, 4, 5, 6, 7)

Evidenced by being in control of their own progress reporting. They also register for their own classes after receiving guidance on the path of their academic major. Students are counseled on understanding EOPS/CARE services and follow the regulations necessary to maintain program eligibility by reviewing and signing the Mutual Responsibility Contract.

### **PROGRAM SUCCESSES AND ACCOMPLISHMENTS**

*Using results of assessments, APR reflection, or other data or evidence, describe successes and accomplishments that have occurred within the program since the last CPR.*

2018-2019: 34 degrees awarded, 22 certificates.

2019-2020: 19 degrees awarded, 9 certificates awarded and 2 CSU Breadth certifications.

2020-2021: 12 degrees awarded \* note: lowered attendance due to COVID and Dixie Fire

2021-2022: 24 degrees awarded, 4 certificates awarded and 7 CSU Breadth certifications.

2022-2023 23 degrees awarded, 17 certificates awarded and 6 CSU Breadth certifications.

### **PROGRAM CHALLENGES**

*What challenges, if any, has your program experienced since the last CPR?*

Challenges include reduction of students entering into the community college (reduced population along with competition with the trades, military and online income generators), the movement to online learning platforms for textbooks and classes which impacts students who learn best off screen and kinesthetically, therefore impacting the student’s ability to be a successful learner, and the need for a permanent program specialist to assist with day-to-day operations and timelines.

Housing and transportation continue to be a challenge to this program. These are low income students. If the dorm is not available, securing low income house is a barrier. If they do not have their own reliable source of transportation, they are at the mercy of a bus system that is time intensive with limited routes.

### **PROGRAM IMPROVEMENTS AND PLANS**

*Based on the results of the assessment, APR reflection, or other data or evidence, describe any changes have you made or that you plan to make to improve your program or service.*

- 1) Implementation of the NextUp program to include an aggressive recruitment outside of the FRC area – continuing contact with private Foster Youth Programs in neighboring counties.

- 2) Continued outreach to student parents who may only be attending part-time. Normalizing return students to an otherwise youth-dominated campus.
- 3) Collaboration with academic department chairs to identify professional memberships for students. Using the membership for the student to gain greater access to acceptance into university and into their choice career.
- 4) Continued access to students via Zoom or phone over the in-person contact. Students who do not reside on campus like the choice to better compliment their work/home schedule.
- 5) Work closely with Incarcerated Student Program (ISP) to capture exiting/paroled students to aid them in becoming EOPS students and completing their FRC degree.

### **POSSIBLE BARRIERS TO IMPROVEMENT PLANS**

- 1) Housing. Recruitment of Foster Youth will fall flat if housing is not available.
- 2) Minimal night classes – qualified EOPS students are not always available for morning courses and online does not work for all students.
- 3) Limited clerical support – Counselor spends less time with student in order to keep up with reporting requirements, scanning/e-filing for paperless files, reminder emails and calls, research, and mailings.
- 4) Transportation barriers. A sharp increase in fuel cost, coupled with limited public transportation routes limits student access to the college, especially in the furthest part of our county. For student parents, dropping off their children at school by 8 AM, and needing to pick up the youngest by 1 PM results in only being available for a 10 AM and/or 11 AM class which may or may not fit into their major.
- 5) For CARE: We are experiencing a very sharp decrease (statewide) in the number of students we serve. The major factor contributing to the decline is the fact that there is a greater emphasis on work as opposed to education that leads to work by the CalWORKs system (CARE students must receive CalWORKs).. More individuals are going into the work force and coming off the rosters though the employment they have cannot realistically sustain them long term without the training necessary to keep or advance in the job.

### **LONG RANGE VISION FOR THE NEXT FOUR YEARS**

*Based on a review of your APRs for the past four years, the new and emerging trends in your area, and the results of the student services student learning outcomes assessment, what changes do you foresee for the future? What facility and staffing needs do you anticipate will be needed? What changes do you plan to make to your program to improve student-learning outcomes?*

- 1) Need for Student Workers or an automated appointment reminder system.
- 2) Need for creative recruitment for student parents and foster youth
- 3) Need for better outreach to student athletes that gain California residency

### **ANY ADDITIONAL INFORMATION TO SHARE WITH CAMPUS**

