

Compton College

2016-2019

EOPS/CARE Program Review

Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The Extended Opportunity Programs and Services (EOPS) was established in 1969, amidst the struggle for civil rights and racial equality. Students and community activists held demonstrations to protest the under-representation of minorities and low-income students in higher education. In response to the social and political pressure, the state of California passed Senate Bill 164 and amended the Title V regulations, to authorize community colleges to develop Extended Opportunity Programs and Services for supporting economically and educationally disadvantaged students in the community college system. EOPS encourages the enrollment, retention, graduation, and transfer of students.

The design of the EOPS program reflects the needs within the population it is serving by operating under the philosophy that everyone has the potential to learn. For example, the program services students with insufficient preparation in English language and/or math skills, as well as students who have competing demands on their academic performance. CARE (Cooperative Agencies Resources for Education) was established in 1982 as a vital supplemental component of EOPS (Extended Opportunity Programs and Services). The Cooperative Agencies Resources for Education (CARE) is a state-funded program designed to provide educational,

career services, and activities for the academically under-prepared students receiving cash aid assistance. CARE provides support to EOPS students that are at least 18 years of age, single head of household, and a current recipient of CalWORKs/TANF/GAIN.

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at Compton College are designed for the sole purpose of enhancing the success of students in meeting their educational goals and career objectives. Students must be a California Resident or qualify for the California Dream Act, be in at least 12 units when accepted into the program, have completed less than 70-degree applicable units, have not earned a degree, and demonstrates financial need by qualifying for the California Promise Grant A, B, or C with a zero earned family contribution.

As a comprehensive program, EOPS is driven by a philosophy of providing services that are "over and above and in addition to" services available to all EOPS/CARE students. Necessary support and retention activities were developed to include specialized counseling services, priority registration, new student orientations, transfer assistance, academic achievement grants, university application fee waivers, transportation assistance, educational supplies, graduation cap/gown, EOPS/CARE scholars' event, early academic intervention, EOPS/CARE workshops, meal vouchers, weekly educational supplies, and other services which are over, above, and in addition to those provided to the general college population. EOPS strives for innovative and creative ways to enhance and encourage student's academic success and excellence while fostering the student's personal growth and development.

Mission statement. The mission of Compton College is to be a “welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the

workforce, provides clear pathways for completion to programs of study, assists with transitioning to a university, and securing a living wage employment.”

EOPS/CARE contributes to the mission at Compton College by maintaining a high level of support to students who are challenged by language, social and economic barriers and are educationally disadvantaged. EOPS/CARE provides students with comprehensive counseling services that promote certificate, degree, and/or transfers to a four-year university. Students meet with an EOPS/CARE counselor three times a semester to ensure they are on track towards obtaining their educational and professional goals. Students are expected to complete their program of study within 70 units unless they are in a high unit major. If a student is in a high unit major, they will not be penalized and can continue to be in the EOPS/CARE program to complete their career or educational goal.

The EOPS/CARE program at Compton College assists in supporting the mission, values, and vision of the college by offering services for students that are in alignment with the Strategic Initiatives as noted in the following sections:

Strategic Initiative 1. Improve recruitment, enrollment, retention, and completion rates for our students: Outreach and Recruitment is provided to increase the number of EOPS/CARE students who enroll at Compton College. EOPS/CARE program has developed close relationships on and off campus to target the first generation, low income, and educationally disadvantaged student population. The EOPS/CARE counselors are integral to the success of the EOPS/CARE program at Compton College because they have fostered strong relationships with the students we serve.

EOPS/CARE students meet with their counselor to access their educational plans and set short/long term educational and career goals. EOPS/CARE counselors guide students in finalizing their major and goals to prepare a tailor-made Comprehensive Student Educational Plan (CSEP). Students enroll in courses based on their CSEP. Students meet with an EOPS/CARE counselor three times per semester to ensure additional services are provided for students to succeed. EOPS/CARE monitors student success throughout the semester to ensure students are maintaining their academic rigor and continuing to meet their objectives towards their educational and career goals.

Strategic Initiative 2. Support the success of all students to meet their education and career goals: EOPS/CARE strengthens quality education and support services by promoting student success. EOPS/CARE provides counseling support – EOPS/CARE counselors provide academic, career, vocational, and personal counseling services to EOPS/CARE students. EOPS/CARE counselors create Student Educational Plans, which include abbreviated and comprehensive student educational plans to assist and track students with their academic and career goals.

Orientation. New students accepted into the program must complete an orientation with the EOPS/CARE Student Services Advisor or EOPS/CARE Counselor to ensure students understand the program and their responsibilities as a participant. Students must review and sign a Mutual Responsibility Contract, which outlines the rights and responsibilities of students in the program.

University Visits. The EOPS/CARE program works closely with the transfer center to encourage students to attend university field trips, meet with university representatives, and attend transfer related workshops. The purpose of this service is to introduce students to the

university setting, encourage, and motivate them to consider transferring to a university. The EOPS/CARE Director works closely with the Transfer Counselor to schedule specific dates for university representatives to schedule appointments with EOPS/CARE students in the office. Besides, the EOPS/CARE Director has established specific dates for representatives to recruit students outside of the EOPS/CARE office. Furthermore, the EOPS/CARE Counselors work closely with students to enroll in major preparation courses for transfer. EOPS goes "over above and in addition to" by providing EOPS fee waivers for university applications. EOPS/CARE provides a total of four fee waivers which can be used for UC's, CSU's, and Private Institutions.

EOPS/CARE Progress reports. Students' academic progress is monitored by a progress report which students ask their instructors to complete. All students meet with an EOPS/CARE Counselor to review their progress in each of their courses. Students not performing satisfactorily are assisted by the counselor in discussing and implementing solutions on grade improvement. For example, students are referred to tutoring and other support services on campus to assist students with maintaining good academic standing.

Strategic Initiative 3. Support the success of students by using technology: EOPS/CARE provides online student support services. EOPS/CARE offers the opportunity to meet with a counselor virtually via Cranium Café, Cranium Café classrooms, and through the chat function. EOPS/CARE counselors discuss information about certificate pathways, degree attainment (AA/AS) program, and information about transfer admissions requirements, referrals to other programs and services, EOPS/CARE contact deadlines, appeal updates, workshop information, hours of operation, and EOPS/ CARE application follow-up questions. EOPS/CARE counselors facilitate online counseling appointments and workshops.

Strategic Initiative 4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical Fields: EOPS/CARE provides Student Educational Plans and career guidance to students pursuing Career Technical Careers (CTE) at Compton College. EOPS/CARE Counselors collaborate with CTE Guided Pathways Counselor to ensure students are on the right path towards certificate and degree completion. EOPS/CARE provides workshops and information sessions on career upward mobility specifically designed to increase awareness and knowledge of potential Careers/Majors.

Strategic Initiative 5. Establish partnerships in the community and with the K-12 schools: EOPS/CARE continues to develop and enhance partnerships with schools, colleges, universities, businesses, churches, and community-based organizations to respond to the workforce training and economic development needs of the community. An important EOPS/CARE component for building access to higher education includes the recruitment of students from the community and local feeder high schools. Outreach involves working with local community and city resources to develop a mutual understanding between various agencies. The EOPS/CARE program has an Advisory Committee that meets twice a year to enhance relationships with the campus, local high schools, transfer institutions, and business and community-based organizations.

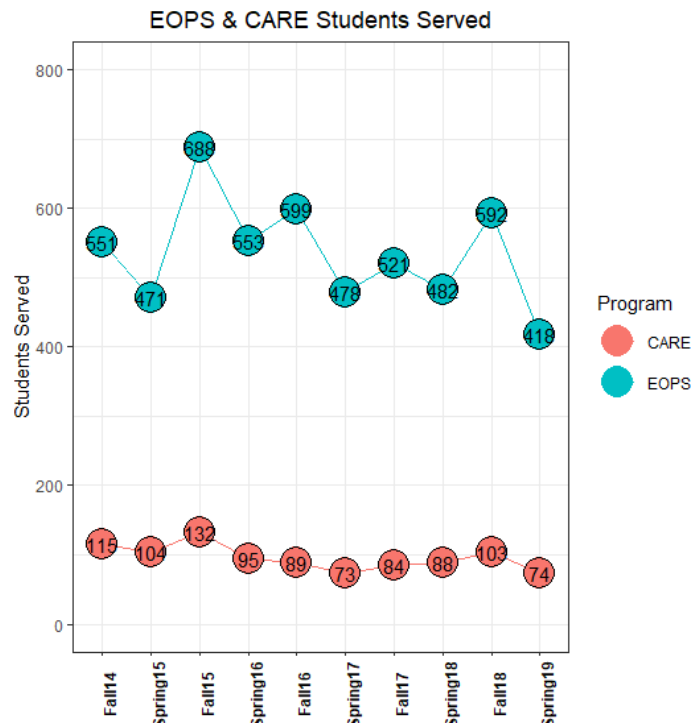
2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

The EOPS/CARE student population is composed of economically and educationally disadvantaged students. EOPS/CARE students are often first-generation college students, qualify

for the AB540 waiver exception, foster youth, high school graduates, adult re-entry, returning college students, and parents receiving cash-aid assistance.

Graph1 shown below displays the number of EOPS and CARE students serviced from fall 2014 to spring 2019. The EOPS data below shows higher student enrollment in fall semesters than in the spring semesters. This is consistent with the number of students enrolled at Compton College who do not persist from fall to spring. Approximately, 18% of students enrolled at Compton College in the fall semester do not return in the spring semester.

The CARE data shows the program has remained steady in numbers between the fall and spring semesters. This trend can be attributed to the need for a single parent to receive additional resources to help them to achieve their educational goals while attending college. On average, the majority of students who attend Compton College are part-time not full- time. Approximately 25 % of students meet the criteria for attending Compton College full-time. This number reflects the challenges that the EOPS/CARE program has continuing to grow the program.



Graph 1: EOPS/CARE Student Serviced

Tables 2 and 3 provide demographic characteristics of students in the EOPS and CARE program from fall 2014 to 2019 and spring 2014 to 2019 as reported by the Institutional Effectiveness Student Services Metric Tool. The total number of students is indicated at the top in the "Term Enrollment" row. The data source is the California Community Colleges Chancellor's Office Data Management Information System (CCCCO MIS).

Table 2 below shows that the EOPS program predominantly serves female students. Additionally, 63% of those served over the past five years have identified as female. This closely matches the gender breakdown of Compton College (65% of students identified as female in 2018 to 2019 academic year). Over the past five years, approximately 63% of students participating in EOPS were Hispanic while 32% identified as Black/African American. These students were by far the bulk of the students. No other ethnic groups served accounted for than 3% of total students served over the same time-frame. Two age groups account for most students served, 18 & 19-year-olds (32%) and 20 to 24-year-olds (33%).

The EOPS/CARE program is working with Compton College to increase the number of males who attend our institution. The EOPS team works closely with the men of the color work group on campus and the student equity committee. The goal is to address the low enrollment and retention rates of males in college while working on increasing the number of men of color at our campus and those who are eligible for the EOPS/CARE program. The EOPS/CARE program also uses this data to improve program services by targeting the students' ethnicity and age groups who are on this chart.

EOPS - Extended Opportunity Programs & Services										
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Gender										
Female	351	319	386	322	377	315	352	317	373	271
Male	200	152	302	231	222	163	169	165	219	147
Ethnicity										
African-American	219	182	248	187	178	136	146	131	167	122
American Indian/Alaskan Native	2	0	0	0	1	1	0	0	0	0
Asian	2	1	1	2	3	1	0	3	4	3
Filipino	1	0	0	0	0	0	1	0	1	1
Hispanic	294	268	415	340	394	320	359	326	400	270
Pacific Islander	6	5	2	4	4	2	2	5	4	2
Two or More Races	15	9	17	15	16	14	7	14	7	10
Unknown/Non-Respondent	4	1	2	1	0	0	0	0	0	4
White Non-Hispanic	8	5	3	4	3	4	6	3	9	6
Age Group										
Under 18	10	0	23	1	12	1	11	1	17	2
18 & 19	156	103	232	164	213	140	181	162	228	123
20 to 24	164	167	196	185	200	174	164	167	183	156
25 to 29	62	50	80	70	56	54	59	61	61	51
30 to 34	55	41	38	36	28	25	37	24	33	34
35 to 39	29	28	26	24	20	20	16	17	23	10
40 to 49	27	37	37	28	29	28	29	30	25	22
50 +	48	45	56	45	41	36	24	20	22	20
Total	551	471	688	553	599	478	521	482	592	418

Table 2: EOPS Student Demographic Data Fall 2014 -Spring 2019

Source: Institutional Effectiveness Student Services Metric Tool

Table 3 below shows that the CARE program has overwhelmingly served female students (97%) over the last five years. This is not surprising considering the eligibility criteria (pregnant, having children under 18, or being under 18 and head of household).

However, there are more Black/African American students (53%) in CARE than Hispanic students (43%), despite the latter group accounting for over 60% of the college student population in the 2018-19 academic years. There were three age groups (20-24, 25-29, and 30-34) that accounted for over 75% of students served over the past five years, the 25-29 age group was the largest of the three with over 30% of students served.

The EOPS/CARE Coordinators work closely with the CalWORKs program on campus and attend regular Department of Public Social Services meetings to increase the number of CARE students that enroll at Compton College. The CARE students were surveyed every fall and spring to determine if services are helping them to successfully achieve their academic goals. The EOPS/CARE program has recruited men of color to address low enrollment and retention rates. The CARE program is also using this data to improve program services by targeting the students, ethnicity, and age groups who are on this chart.

CARE - Cooperative Agencies Resources for Education										
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Gender										
Female	112	101	128	93	87	70	81	87	102	70
Male	3	3	4	2	2	3	3	1	1	4
Ethnicity										
African-American	67	54	67	43	46	40	48	49	54	37
American Indian/Alaskan Native	0	1	0	0	0	0	0	0	0	0
Asian	1	1	2	1	0	0	0	0	0	0
Hispanic	43	45	61	49	38	29	32	35	43	33
Pacific Islander	1	0	0	0	0	0	0	0	0	0
Two or More Races	2	1	1	1	5	4	4	3	4	3
Unknown/Non-Respondent	0	0	0	0	0	0	0	0	1	1
White Non-Hispanic	1	2	1	1	0	0	0	1	1	0
Age Group										
18 & 19	2	1	4	2	4	3	4	2	2	1
20 to 24	39	27	34	24	14	11	16	23	18	14
25 to 29	23	29	34	31	34	20	26	22	38	31
30 to 34	24	24	27	19	23	21	22	26	26	18
35 to 39	15	12	12	5	5	8	4	5	9	7
40 to 49	10	8	16	10	6	7	10	9	9	2
50 +	2	3	5	4	3	3	2	1	1	1
Total	115	104	132	95	89	73	84	88	103	74

Table 3: CARE Student Demographic Data Fall 2014 - Spring 2019

Source: Institutional Effectiveness Student Services Metric Tool

3. Describe how interaction with the program helps students succeed or meet their educational goals.

The EOPS/CARE program is the largest support program at Compton College. It serves between 800 and 1,000 students per year. Statistics show that EOPS/CARE students have a higher success and retention rate compared to other support programs on campus. The EOPS/CARE model helps to address the disparities or gaps in student success and retention because it provides academic support services to high-risk students who often have multiple barriers to achieve educational success. Please see Chart 1 and Chart 2 below that reflect success and retention rates from the Compton College 2024.

PROGRAM	AVERAGE 5-YEAR SUCCESS RATE
Extended Opportunity Programs and Services	68.9%
Cooperative Agencies Resources for Education	66.4%
Financial Aid	65.1%
California Work Opportunity and Responsibility to Kids Act	64.7%
Disabled Student Programs and Services	60.4%

Chart 1: Average 5-Year Success Rate

PROGRAM	AVERAGE 5-YEAR RETENTION RATE
Extended Opportunity Programs and Services	84.6%
Cooperative Agencies Resources for Education	83.1%
California Work Opportunity and Responsibility to Kids Act	81.9%
Financial Aid	81.6%
Disabled Student Programs and Services	79.2%

Chart 2: Average 5-Year Retention Rate

Several program factors help contribute to the success of students meeting their educational goals in the EOPS/CARE program. The following is a list of examples:

EOPS/CARE Counselors. The EOPS/CARE counselors are instrumental in guiding student success and ensuring students meet their educational goals. Counseling is the most important component of the program. Students in the EOPS/CARE program must declare their educational goals within the first two semesters of the program. EOPS/CARE Counselors help student declare their educational goals and plan their courses accordingly. Students can work towards achieving a certificate, degree, and/or transfer to a four-year university.

Students must meet with an EOPS/CARE Counselor three times a semester. The three meetings consist of the following:

First counseling contact. This time is used to assess the student's educational needs, goals, and create a comprehensive educational plan.

Second counseling contact. Students are required to meet with their instructors to complete progress reports and then submit a midterm progress report to our office. The EOPS counselor will then review the report with the student and intervention is implemented as needed.

Third counseling contact. Students meet with counselors to ensure the student will complete the semester, review their current student educational plan, make schedule edits as needed for the following term, and assist students with priority registration.

EOPS/CARE Team. The personalized approach that our staff, faculty, and Director provide EOPS/CARE students is another factor attributed to student success within our program. There is a strong connection that the staff members have with the students we serve. We genuinely care about their success and want them to achieve their goals. For example, students

often come into the EOPS/CARE office to say hello to the team or discuss how their day is going, which creates a sense of belonging and community within our students.

Priority Registration. Priority registration is provided to EOPS/CARE students per title five regulations. EOPS/CARE students can register during the designated priority enrollment period. EOPS/CARE students register based on their EOPS/CARE counselor approved Educational plan.

Book Vouchers. There is a specific budget amount allocated for EOPS students to spend directly on required textbooks. Funds are also allocated out of the CARE budget to purchase required books for CARE students. EOPS/CARE students can receive book vouchers in the summer, fall, and spring semesters. In the fall and spring, EOPS students can receive \$600.00 and summer students \$300.00. If students are in the CARE program they can receive an additional \$600.00 in the fall and spring semester if needed for books.

Grants. We work closely with the Financial Aid Office on campus for the distribution of grants per title five regulations. To be eligible for an EOPS grant of a maximum of \$950.00 for the academic year, students must follow their Mutual Responsibility Contract (MRC). This includes maintaining satisfactory academic progress, meeting the required counseling contacts, continuing students, maintaining 9 units, and having an unmet financial need.

In addition to the EOPS grant, CARE students may be eligible to receive an additional grant. This grant is awarded to students twice a semester. The CARE students must also follow the Mutual Responsibility Contract (MRC), which includes: maintaining satisfactory academic progress, meeting the required counseling contacts, attending the fall and spring mini-conference to receive a grant, maintaining 9 units, and having an unmet financial need.

Workshops. EOPS/CARE students receive a weekly meal card that helps them purchase lunch on campus if they attend an EOPS/CARE workshop. We work closely with the Student Success Center, Transfer Center, St. John's, Financial Aid, CTE, and support programs on campus to provide students with workshop opportunities throughout the semester.

Transportation. The EOPS/CARE program provides EOPS/CARE students a choice between a gas card and a metro U-PASS in the fall and spring semester to help provide transportation assistance for students to be able to get to and from campus.

4. How does the program interact with other on-campus programs or with off-campus entities?

The EOPS/CARE program can only meet its maximum potential if it coordinates and integrates itself with other departments and services on campus. Admissions and Records, Counseling, Enrollment Services, Financial Aid, Bookstore, and the Business Office have the greatest impact on the success of the EOPS/CARE program.

Admissions and Records. The EOPS/CARE Director and staff have established a strong relationship with the Admissions and Records Director, which allows staff access to essential banner screens that involve clearing of students' residency status, transcript access, student information, and academic records.

The EOPS/CARE Coordinator attends monthly Admissions and Records registration committee meetings to stay informed of the latest updates in Admission and Records.

Counseling. EOPS/CARE Counselors maintain a well-established relationship with all departments on campus to ensure student success. EOPS/CARE counselors walk students to a variety of departments when it is deemed necessary to allow for student success and support. Collaboration is important because it allows for information to be correct and consistent.

Financial Aid. The EOPS/CARE Director and staff have established a strong working relationship with the Financial Aid Director. Students who apply for the EOPS/CARE program must meet the income criteria for EOPS eligibility. The EOPS/CARE Coordinators and Student Services Advisor need to have access to essential banner screens that involve income eligibility to process applications. We can troubleshoot and work together to resolve student issues. We work closely with the Financial Aid Office to promote Financial Aid workshops and EOPS/CARE grants.

Bookstore. The EOPS/CARE Director and staff have established strong relationships with the bookstore manager to be able to maintain proper payment of required books purchased out of EOPS/CARE funds for students. The EOPS/CARE program has been providing EOPS students with a \$600.00 book voucher and CARE students a \$600.00 book voucher since 2016.

Business Office. The EOPS/CARE Director and EOPS/CARE Program Technician have an outstanding relationship with the business office and routinely work with staff for appropriate purchasing needs to track and monitor budget expenditures. The program has historically and routinely reconciled records every year. The District external auditor has never indicated any concerns with accounting records.

Transfer Center. The EOPS/CARE Director and staff work closely with the Dean of Student Services and the Coordinator/Counselor to promote transfer services and provide transfer center workshops to our students.

First-Year Experience. The EOPS/CARE program works closely with the First-Year Experience program (FYE). The EOPS/CARE program and FYE work in collaboration with the Compton Promise program to encourage high school graduates to attend Compton College.

Outreach and Recruitment Services. The EOPS/CARE program provides recruitment services to the following feeder high schools Compton HS, Lynwood HS, Paramount HS,

Dominguez HS, Riley HS, Chavez HS, Centennial HS, and Long Beach Jordan Senior HS. Besides, recruitment activities also took place at the following locations throughout the community: Chester Adult School, Lynwood Adult School, Paramount Adult School, Life Line HS, YMCA Greater Los Angeles, Boy's and Girl's Club, El Nido Family Center, Shield for Families, Friends Outside, Crystal Stairs, Hopi Center, Compton Parks and Recreations, Compton Work Source, Love and Unity Church of God and Christ, Community Baptist Church, City of Refuge, Salvation Army, and other local churches. Furthermore, other EOPS/CARE recruitment and outreach activities were also conducted at the following sites: L.A. County Department of Public Social Services, L.A. County Department of Children Social Services, Youth Opportunity (YO) HS, Inspire Research Academy (Charter School), Kenyon Think Tank, Compton Career Link, and at the Compton ROP programs. The program works with coaches and the Athletic Department to promote the EOPS/CARE program.

The EOPS/CARE program plays an active role in on-campus committees. Currently, staff members serve on significant campus committees such as Consultative Council, Compton Promise, Tartar Support Network, Outreach, Student Equity, Commencement, Men of Color work group, and Guided Pathways.

5. List notable achievements that have occurred since the last Program Review.

Since the last program review, the EOPS/CARE program continues to increase its visibility on and off-campus. The program has coordinated events in addition to providing "over and beyond and in addition to" services to help support the needs of the EOPS/CARE students.

The EOPS/CARE program hosted two EOPS/CARE Advisory Committee meetings each year for the 2016 to 2019 academic years; one meeting in the fall and one meeting in the spring. The EOPS/CARE Advisory Committee meetings served as an opportunity for the EOPS/CARE

staff to update on and off-campus partners and the surrounding community about events, programs, and services offered in the EOPS/CARE program. There have been over twenty on and off-campus advisory committee members attend each semester and student representation to discuss the benefits of the EOPS/CARE program.

The CARE program has held a fall and spring Mini-Conference each year during the 2016 to 2019 academic years. The topics have ranged from "Balanced Health: Get Healthy. Get Fit. Get Active" to "True Colors", and "Positive Child Discipline: What It Is and How to Do It". We have had between sixty to ninety students attend our Mini Conferences.

The EOPS/CARE program has educated the EOPS/CARE students every year by having a Thanksgiving workshop. The students were treated to an informational presentation on the history and fun facts of Thanksgiving all while enjoying a hearty, traditional Thanksgiving meal. After the presentation, there was a spirited trivia competition between the different teams. Students left full, with some new knowledge of Thanksgiving, and filled with the spirit of giving and comradery. We had over one hundred EOPS/CARE students attend the Thanksgiving events.

The CARE program has hosted the "CARE for Kids" Holiday Toy Drive event for the last five years. The CARE program has collected unwrapped, unused toy donations from the campus and surrounding community to help the CARE students put a smile on their children's faces during the holiday season. There have been EOPS/CARE Advisory Committee members, companies, and staff that donated toys for between sixty to ninety-eight students.

The CARE program has its annual Mother's Day luncheon for 2016 to 2019 academic years. The luncheon offered different topics that range from "Our Mother's as Role Models" to "The Courageous Woman". We had between thirty-five to sixty CARE students attend our Mother's Day events.

The CARE program has hosted CARE Literary Lunches for the last couple of years. The CARE student is given a book and the facilitator reads over portions of the book with the students while having a catered lunch. The topics have ranged from: “Vision to Success: Identifying Your Core Desires & Values” “Person of the Year: The Silence Breakers-The Voices that Launched a Movement,” to “Single Mothers are for Grown Men ONLY!”.

There have been between six and ten CARE students attend each workshop. Due to the low number of CARE students, who attend the literary lunch, we altered the workshop to include the EOPS program. On September 4, 2019, EOPS celebrated 50 Years of Student Service! To honor this milestone at Compton College students, staff members, and administrators were invited to help celebrate 50 years of student success. We hosted our event outside and had former EOPS/CARE Counselor, Miss Vanessa Haynes as our mistress of ceremony. We had over hundred and seventy-seven students, staff, and administrators attend our two-hour event. The history of the program was shared, and we had many former EOPS staff and faculty speak on their own experience being in the EOPS program. Our new EOPS/CARE Counselor Liliana Huerta, CalWORKs Program Specialist, Aura Weber, Ernest Wilkerson, EOPS student, and many more students, staff, and administrators recognized the hard work EOPS staff performs to help our students.

6. What prior Program Review recommendations were not implemented if any, and why?

What was the impact on the program and the students?

The EOPS/CARE Director and the Dean of Student Success worked closely to provide tutorial services to EOPS/CARE students in the Student Success Center. The EOPS/CARE program hired two Math and one English tutor in the fall 2017 and spring 2018 semester to tutor EOPS/CARE students. The tutoring services were advertised and emailed to students; however,

the number of EOPS/CARE students who utilized tutoring services was less than anticipated. We did not provide EOPS/CARE tutoring services during the 2018-2019 academic years. We will try tutoring services again when we move into the new Student Services building in 2022.

Program Environment

1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The environment in the EOPS/CARE department is very welcoming and warm and committed to working as a team to create an environment that is supportive of student needs and respectful of our diverse student population. The program is currently located in Building U-6. In spring 2016, sign-age was installed to increase the visibility of the EOPS/CARE office.

Since the last Program Review, the EOPS/CARE Director has been able to maintain the same level of staffing. We will be hiring a full-time EOPS/CARE Counselor in fall 2020 and have submitted a hiring justification for another EOPS/CARE Student Services Advisor to replace the EOPS/CARE Outreach Specialist position. We continue to provide "over and beyond and in addition to" services to assist our students and provide adequate resources to assist our students. Students receive services such as book vouchers, weekly supplies, paid UC and CSU transcript fees, EOPS/CARE sash, and cap and gown for graduation.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The EOPS/CARE staff currently consists of one full-time Director, two full-time EOPS/CARE Coordinators, two full-time academic Counselors, one full-time classified Program Assistant, two full-time Student Services Advisors, one full-time Program Technician, one adjunct Counselor, and two Student Workers.

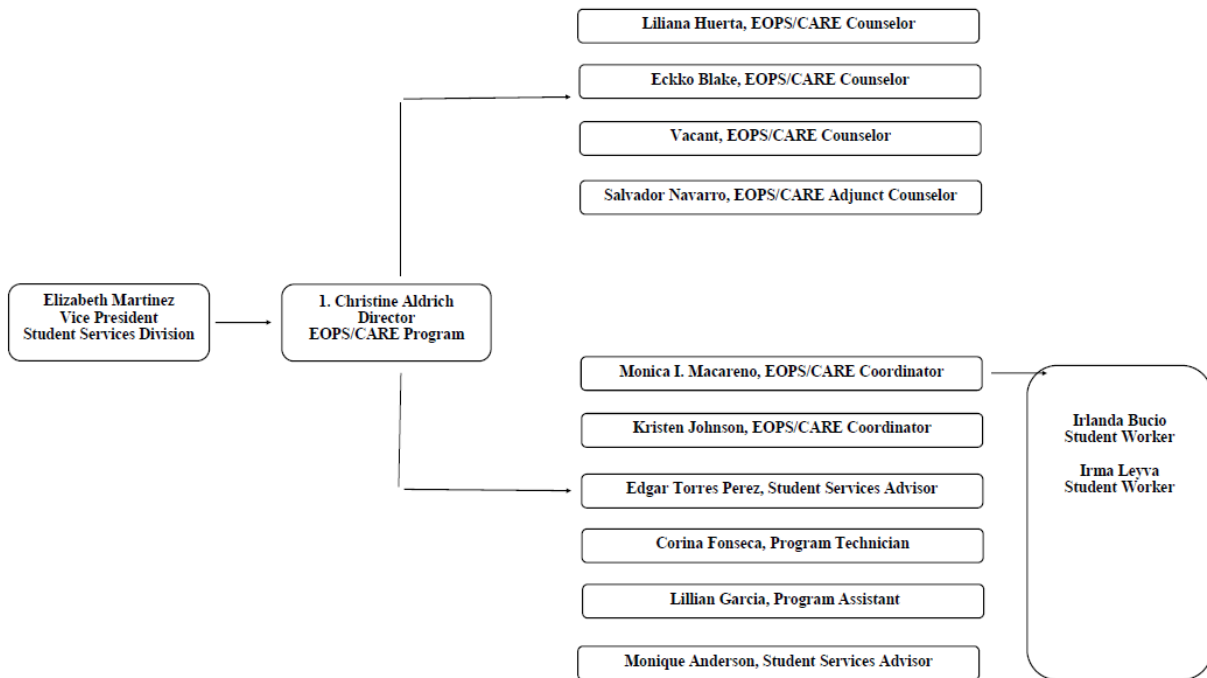


Chart 1: Organizational Chart

3. Describe the personnel needs for the next four years.

The EOPS/CARE program currently needs to fill the EOPS/CARE Counselor position. This position is essential to be able to provide additional counseling support in collaboration with two full-time counselors.

4. Describe facilities needs for the next four years.

The EOPS/CARE program is currently located in Building U-6. The program needs to be relocated near other student support service areas to increase the visibility and access to the program. The EOPS/CARE program will move to the new Student Services building in 2022. The EOPS/CARE Director has requested additional space in the new building to accommodate expected growth in students and additional staffing.

5. Describe the equipment (including technology) needs for the next four years.

The EOPS/CARE program serves a high volume of students daily. The students will need access to a copy machine and printer to print their class schedules, transcripts, and other related documents needed for EOPS/CARE program eligibility.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Hours of Operation:

Monday, Tuesday, Thursday: 8:00 a.m. - 4:30 p.m.

Wednesday: 8:00 a.m. - 6:30p.m.

Friday: 8:00 a.m. - 12:00 p.m.

Peak Registration Hours of Operation:

Monday, Tuesday, Wednesday, Thursday: 8:00 a.m. - 6:30 p.m.

Friday: 8:00a.m. - 4:30 p.m.

The EOPS/CARE program has adequate staff to keep the office open during the normal hours of operation. The classified staff rotate the 10:00 a.m. to 6:30 p.m. shift on Wednesday nights and a counselor is also available to provide students who are unavailable between 8:00 a.m. – 4:30 p.m. with counseling appointments.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address external factors?

The EOPS/CARE program is governed by Title Five Regulations, which have remained unchanged for over 50 years. The EOPS/CARE program has specific guidelines that must be implemented when serving EOPS/CARE students. EOPS/CARE students must be economically and educationally disadvantaged, enrolled in a minimum of 12 units, be a California resident or

AB540 eligible, demonstrate financial need by qualifying for the California Promise Grant formally known as BOGG, and have completed less than 70- degree-applicable units. The 70-degree limit can be waived in cases where the limit would be exceeded by the units required for a student who is in a high unit major such as Nursing.

Since the last program review, there have been significant changes in staffing at the Chancellor's office. Several staff members have retired, and new leadership has emerged. The EOPS/CARE programs across the state are working on rebuilding a strong relationship that continues to communicate the needs of the EOPS/CARE program and its students in the community college system.

1. List the program's SAO's.

EOPS/CARE had three SAO's for the 2016-2019 Academic Years:

SAO #1 Continuing EOPS/CARE students on EOPS/CARE Program Probation will be able to understand and articulate reasons for probation status and then learn at least one strategy that will assist them in being removed from probation. The counselors will have the students review and sign a probation contract during the EOPS/CARE Program Probation Workshop.

SAO #2 New students will be able to understand what is expected of them in the EOPS/CARE program after signing the Mutual Responsibility Contract (MRC) in the new student EOPS/CARE orientation. This SAO started in spring 2016.

SAO #3 New and continuing CARE students will complete a student questionnaire in the EOPS/CARE office after receiving weekly school supplies to identify students' needs in the CARE program.

2. How was the SAO's developed? Who was engaged in the creation of the SAO's?

The 2016-2019 SAO's were developed in collaboration with the EOPS/CARE Director and EOPS/CARE staff and faculty. The EOPS/CARE Director works closely with the Institutional Effectiveness department to assist with analyzing data and creating graphs and charts.

3. How often is the SAO's assessed and who is engaged in the discussion?

The EOPS/CARE staff and faculty are involved in the SAO's process every fall and spring semester. 2016-2019: SAO's were assessed at the end of each fall and spring semester.

4. What has been done if the SAO's assessment results were not as anticipated?

The EOPS/CARE Director discusses every fall and spring semester SAO assessment results. If the results are not what was anticipated the EOPS/CARE Director will discuss with staff and faculty and make changes accordingly.

5. Where are the SAO's assessment results shared with staff, students, and the public?

The SAO's assessment results are shared with the Vice President of Student Services and EOPS/CARE staff and faculty every fall and spring semester and then inputted into the Nuventive system. The SAO's are located on the EOPS/CARE website to share with students and are also shared with the EOPS/CARE Advisory Committee members.

6. Have the SAO's assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

SAO # 1 is no longer being assessed because we need to address another way to measure the EOPS/CARE student that falls on probation.

SAO #3 is no longer being assessed because we have captured the needed

data required to assist the CARE students.

Program Improvement

1. What activities has the program engaged in to improve services to students?

Some activities engaged in to improve services to students include:

- Offering EOPS/CARE workshops that provide students access to meal vouchers.
- Collaborate workshops with other programs and services such as Financial Aid, Student Success Center, Transfer Center, and Student Equity.
- EOPS/CARE weekly educational supplies.
- CARE workshops tailored for single parents on such topics such as parenting, domestic violence, health, and stress management.
- Work closely with the Transfer Center to encourage students to attend CSU and UC field trips.
- Continue to have students meet with CSU and UC representatives in the EOPS/CARE office.
- Serve on the Men of Color work group to increase the number of men of color in the EOPS/CARE program.
- EOPS/CARE program holiday events such as Mother's Day, Thanksgiving, and Holiday Toy Drive.
- Provide evening counseling hours to accommodate night students.
- Made the following forms available in the EOPS/CARE office and on-line for students:
 - EOPS/CARE new student application
 - Gas card application
 - UPASS application

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

The office of Institutional Effectiveness generated Table 4 and 5 below that shows the "Success and Retention by Term" using MIS referential files. Table 6 explains certificates and degrees awarded and were downloaded directly by the Chancellor's Office Data Mart site.

Table 4: EOPS Success and Retention by Term

EOPS Success and Retention by Term						
Term	Success Rate² (%)	Retention Rate³ (%)	Number of Successes¹	Total Enrollments	Unique Enrolled Students	Unique Students Served⁴
Fall 2014	68.85	86.26	1368	1987	533	551
Spring 2015	70.12	84.94	1206	1720	458	471
Summer 2015	74.78	87.98	255	341	195	217
Fall 2015	66.67	83.35	1686	2529	671	688
Spring 2016	72.33	86.54	1440	1991	539	553
Summer 2016	80.55	87.40	294	365	219	240
Fall 2016	71.75	86.20	1554	2166	591	599
Winter 2017	87.01	94.16	134	154	117	144
Spring 2017	72.26	84.90	1172	1622	464	478
Summer 2017	80.77	91.88	189	234	144	156
Fall 2017	74.57	88.28	1355	1817	511	521
Spring 2018	69.71	83.82	1185	1700	474	482
Summer 2018	79.40	88.01	212	267	172	194
Fall 2018	65.08	84.39	1351	2076	582	592
Spring 2019	70.46	85.77	1035	1469	407	418
Success ¹ - Student receiving one of the following grades: (A, B, C, P, IA, IB, IC, IPP)						
Success Rate ² - The number of successes divided by total enrollments						
Retention Rate ³ - Number of students completing the course (receiving a grade other than "W") divided by total enrollments						
Unique Students Served ⁴ - All students who received services, including those who were not enrolled in the current semester						

Table 5: CARE Success and Retention by Term

CARE Success and Retention by Term						
Term	Success Rate² (%)	Retention Rate³ (%)	Number of Successes¹	Total Enrollments	Unique Enrolled Students	Unique Students Served⁴
Fall 2014	65.40	83.18	276	422	113	115
Spring 2015	63.50	83.80	247	389	103	104
Summer 2015	75.27	88.17	70	93	53	54
Fall 2015	60.00	80.43	276	460	129	132
Spring 2016	64.99	81.90	219	337	95	95
Summer 2016	78.00	96.00	39	50	27	32
Fall 2016	68.45	84.54	217	317	88	89
Winter 2017	77.78	85.19	21	27	22	25
Spring 2017	65.25	81.78	154	236	71	73
Summer 2017	86.49	94.59	32	37	24	25
Fall 2017	68.75	85.42	198	288	83	84
Spring 2018	67.01	87.50	193	288	87	88
Summer 2018	77.22	84.81	61	79	47	53
Fall 2018	64.42	84.36	210	326	101	103
Spring 2019	69.33	84.03	165	238	74	74
Success ¹ - Student receiving one of the following grades: (A, B, C, P, IA, IB, IC, IPP)						
Success Rate ² - The number of successes divided by total enrollments						
Retention Rate ³ - Number of students completing the course (receiving a grade other than "W") divided by total enrollments						
Unique Students Served ⁴ - All students who received services, including those who were not enrolled in the current semester						

Source: MIS Referential Files (SX and SE domains)

Table 6: Certificate and Degrees Awarded

EOPS - Extended Opportunity Programs & Services					
	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019
Associate of Science (A.S.) degree	10	20	25	40	30
Associate of Arts (A.A.) degree	29	38	62	77	74
Certificate requiring 30 to < 60-semester units	5	10	8	3	13
Certificate requiring 18 to < 30-semester units	0	46	41	11	21
Total	57	114	136	131	138
CARE - Cooperative Agencies Resources for Education					
	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019
Associate of Science (A.S.) degree	1	5	9	6	6
Associate of Arts (A.A.) degree	10	11	13	19	13
Certificate requiring 30 to < 60-semester units	1	4	1	1	6
Certificate requiring 18 to < 30-semester units	5	8	7	0	1
Total	17	28	30	26	26

3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

Success rates were consistent across primary terms for both EOPS and CARE. Success rates for non-primary terms were considerably higher (roughly 10% points on average) over the time-frame in question. This effect could be attributed to fundamental differences in student populations (e.g.; more motivated students are attending non-primary terms). Retention rates saw a smaller increase across non-primary terms, but this could have attributed to the same factors that are affecting success rates.

Award trends were very similar between the two programs over the last five years. Associate of Arts (A.A.) degrees being the most popular (as a percentage of total degrees awarded), followed by Associate of Science (A.S.) degrees. The A.A. degrees accounted for 54% of total awards for EOPS and 60% of total awards for CARE, with A.S. degrees accounting for roughly 24% of total awards over the five-year time-frame for both programs. These trends are in line with those of the college overall, with the notable exception of the 2018-19 academic year. In 2018-19 A.S. degrees were the most awarded (50%) college-wide, followed by A.A. degrees (26%). More data is needed to determine if this opposite trend is an exception or a qualitative difference in the student populations.

Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.

In the spring 2017 semester the, EOPS/CARE program administered a student satisfaction survey. Students were asked to complete a satisfaction survey after a counseling appointment or being provided a service by the front desk staff.

2. What were the major findings of the customer service survey?

There were sixty-eight students, who participated in the customer service survey. Most students indicated they were continuing students, although there were many missing responses, possibly from students who weren't sure about the definitions. Although most students marked "General information" or "Other" as their reason for visiting, most of them also indicated the front desk staff provided the services for them. For the remainder of the survey, all the rating items had an average of at least 3.51, meaning students were responding positively to each of these questions.

For the questions regarding front desk staff, students indicated the staff was available promptly (3.83), the staff was courteous and helpful (3.76), and they had enough privacy to discuss their concerns (3.59). Although these responses were positive on average, there were a couple of students who disagreed with these statements, and at least one student indicated they "Strongly Disagree" about having enough privacy.

For the questions regarding applying for services, students indicated the application instructions were easy to understand (3.76), and the procedure to apply was easy to understand (3.75). Most of the students who completed this section (90%) said they would be likely to use the office during evening hours.

For the counseling questions, students indicated the counselor was available promptly (3.61), the counselor was courteous and helpful (3.68), the services helped them meet their academic goals (3.69), and they had enough privacy to discuss their concerns (3.80). Again, although these responses were positive on average, a few students indicated disagreement with each of these statements. At least one student strongly disagreed about the counselor's timeliness, the services being helpful toward academic goals, and having enough privacy.

When rating the office overall, students were positive about the hours of operation (3.65), the office facilities (3.67), the timeliness of responses (3.69), the clarity/ease of procedures (3.75), and the overall quality of customer service (3.76). However, at least one student gave a “Poor” rating to the facilities, timeliness of responses, and clarity of procedures.

Most students heard about EOPS/CARE via the Internet or brochures, but several students heard about it from orientation, the library, a recruiter, or another Compton office (Welcome Center, Transfer Center, SRC, and the Administration).

Most of the missing data come from students not needing to answer part of the survey (based on their type of visit), but there were a few instances where students missed the entire back page of the surveyor only provided check-marks instead of filling in the ovals.

4. Describe exemplary services that should be expanded or shared with other programs.

The data in the customer service survey shows that students felt EOPS/CARE staff were helpful and courteous and that the services helped to meet their educational goals.

5. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

The overall feedback has been very positive and there were no indications of students being unsatisfied with the level of services being offered. Some surveys were missing data because the student was using check-marks or circling their answers.

Conclusions and Recommendations

Only include information previously referenced in the program review.

1. Summarize the program's strengths.

- The EOPS/CARE staff and faculty are dedicated to serving the needs of our diverse student populations.
- The EOPS/CARE staff maintains the goal of student success as a guiding principle.
- The EOPS/CARE Director has been able to maintain current staffing to support the needs of the EOPS/CARE program.
- The EOPS/CARE staff and faculty maintain a solid working relationship with all segments of the campus and can work collaboratively with other faculty, staff, administration.
- The EOPS/CARE program lifts the financial burdens of the students by going "over and beyond and in addition to" with services such as priority registration, book voucher, transportation assistance, meal vouchers, graduation cap and gown, and weekly educational supplies.
- EOPS/CARE student success and retention rates are higher than that of the general student population at Compton College.

2. Summarize the program's areas that need improvement.

- The EOPS/CARE program currently needs additional space to support growth with staff and students.
- The program is currently not located near other student services areas.
- There is a need for additional storage for EOPS/CARE items purchased for EOPS/CARE students.
- Files need to be scanned and available electronically.

- The EOPS/CARE program needs its own dedicated classroom where new student orientations, workshops, and other meetings can be provided. A permanent location to conduct these activities would create more cohesiveness and program continuity.
- Identify research methods and advance technology to administer on-line orientations, on-line application, and other program enhancements.
- Need to track EOPS/CARE students after they graduate and transfer to a CSU or UC.
- Reduce the number of EOPS/CARE students who are on probation.
- The program needs to develop strategies to encourage students to check their My Compton email daily.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Files need to be scanned and available electronically.
2. The EOPS/CARE program currently needs additional space to support growth with staff and students.
3. Identify research methods and advance technology to administer an on-line orientation, on-line application, and other program enhancements.
4. Increase eligible EOPS/CARE applications by 3% every semester.
5. Continue to offer professional development (for example parenting, domestic violence) services and activities for CARE students.

4. Please indicate whether the program should continue or be discontinued.

Continue Program

Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student Services Program Review Committee

Ratings

- **Excellent**

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

- **Meets Expectations**

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made before posting online for a public audience.

- **Needs Improvement**

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

EOPS/CARE Responsibility Requirement Questionnaire (Post)

N = 228

Fall 2017

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.02
Fall	218	95.61	
Spring	5	2.19	
Missing	5	2.19	

Identify Student Status:

Response	Frequency	Percent	Mean: 1.14
New	173	75.88	
Continuing	27	11.84	
Missing	28	12.28	

1. An EOPS/CARE student must see a counselor _____ per semester?

Response	Frequency	Percent	Mean: 2.92
1 time	3	1.32	
2 times	11	4.82	
3 times	195	85.53	
Missing	19	8.33	

2. You must maintain academic progress towards a certificate, associate degree or transfer goal.

Response	Frequency	Percent	Mean: 0.99
True	221	96.93	
False	2	0.88	
Missing	5	2.19	

3. An EOPS/CARE student must complete an EOPS/CARE Book Voucher application (by designated deadline) _____.

Response	Frequency	Percent	Mean: 1.99
Once a year	7	3.07	
Every semester/session	210	92.11	
Twice a semester	4	1.75	
Missing	7	3.07	

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.87
A student may participate until he/she graduates.	10	4.39	
A student can only participate for 2 years.	8	3.51	
A student may participate in the EOPS/CARE program until they have accumulated 70 degree applicable units.	197	86.40	
Missing	13	5.70	

5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.01
True	218	95.61	
False	3	1.32	
Missing	7	3.07	

Responsibility Requirement Questionnaire (Post)

N = 148

Spring 2017

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 2.00
Fall	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Spring	145	97.97	<div style="width: 97.97%; height: 10px; background-color: #0000FF;"></div>
Missing	3	2.03	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

Identify Student Status:

Response	Frequency	Percent	Mean: 1.15
New	99	66.89	<div style="width: 66.89%; height: 10px; background-color: #0000FF;"></div>
Continuing	18	12.16	<div style="width: 12.16%; height: 10px; background-color: #0000FF;"></div>
Missing	31	20.95	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

1. An EOPS/CARE student must see a counselor per semester?

Response	Frequency	Percent	Mean: 2.96
1 time	2	1.35	<div style="width: 1.35%; height: 10px; background-color: #0000FF;"></div>
2 times	1	0.68	<div style="width: 0.68%; height: 10px; background-color: #0000FF;"></div>
3 times	139	93.92	<div style="width: 93.92%; height: 10px; background-color: #0000FF;"></div>
Missing	6	4.05	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

2. You must maintain academic progress towards a certificate, associate degree or transfer goal.

Response	Frequency	Percent	Mean: 0.98
True	143	96.62	<div style="width: 96.62%; height: 10px; background-color: #0000FF;"></div>
False	3	2.03	<div style="width: 2.03%; height: 10px; background-color: #0000FF;"></div>
Missing	2	1.35	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

3. An EOPS/CARE student must complete an EOPS/CARE Book Voucher application (by designated deadline) _____.

Response	Frequency	Percent	Mean: 2.01
Once a year	4	2.70	<div style="width: 2.70%; height: 10px; background-color: #0000FF;"></div>
Every semester/session	138	93.24	<div style="width: 93.24%; height: 10px; background-color: #0000FF;"></div>
Twice a semester	5	3.38	<div style="width: 3.38%; height: 10px; background-color: #0000FF;"></div>
Missing	1	0.68	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.63
A student may participate until he/she graduates.	25	16.89	<div style="width: 16.89%; height: 10px; background-color: #0000FF;"></div>
A student can only participate for 2 years.	3	2.03	<div style="width: 2.03%; height: 10px; background-color: #0000FF;"></div>
A student may participate in the EOPS/CARE program until they have accumulated 70 degree applicable units.	115	77.70	<div style="width: 77.70%; height: 10px; background-color: #0000FF;"></div>
Missing	5	3.38	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.01
True	146	98.65	<div style="width: 98.65%; height: 10px; background-color: #0000FF;"></div>
False	1	0.68	<div style="width: 0.68%; height: 10px; background-color: #0000FF;"></div>
Missing	1	0.68	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>

Responsibility Requirement Questionnaire (Post)

N = 117

Spring 2018

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.93
Fall	8	6.84	<div style="width: 6.84%;"></div>
Spring	109	93.16	<div style="width: 93.16%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

Identify Student Status:

Response	Frequency	Percent	Mean: 1.10
New	93	79.49	<div style="width: 79.49%;"></div>
Continuing	10	8.55	<div style="width: 8.55%;"></div>
Missing	14	11.97	<div style="width: 11.97%;"></div>

1. An EOPS/CARE student must see a counselor _____ per semester?

Response	Frequency	Percent	Mean: 2.96
1 time	1	0.85	<div style="width: 0.85%;"></div>
2 times	2	1.71	<div style="width: 1.71%;"></div>
3 times	109	93.16	<div style="width: 93.16%;"></div>
Missing	5	4.27	<div style="width: 4.27%;"></div>

2. You must maintain academic progress towards a certificate, associate degree or transfer goal.

Response	Frequency	Percent	Mean: 0.98
True	112	95.73	<div style="width: 95.73%;"></div>
False	2	1.71	<div style="width: 1.71%;"></div>
Missing	3	2.56	<div style="width: 2.56%;"></div>

3. An EOPS/CARE student must complete an EOPS/CARE Book Voucher application (by designated deadline) _____.

Response	Frequency	Percent	Mean: 1.98
Once a year	2	1.71	<div style="width: 1.71%;"></div>
Every semester/session	115	98.29	<div style="width: 98.29%;"></div>
Twice a semester	0	0.00	<div style="width: 0.00%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.88
A student may participate until he/she graduates.	6	5.13	<div style="width: 5.13%;"></div>
A student can only participate for 2 years.	2	1.71	<div style="width: 1.71%;"></div>
A student may participate in the EOPS/CARE program until they have accumulated 70 degree applicable units.	106	90.60	<div style="width: 90.60%;"></div>
Missing	3	2.56	<div style="width: 2.56%;"></div>

5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	117	100.00	<div style="width: 100.00%;"></div>
False	0	0.00	<div style="width: 0.00%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

EOPS/CARE Responsibility Requirement Questionnaire (Post)

N = 166

Fall 2018

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.00
Fall	166	100.00	
Spring	0	0.00	
Missing	0	0.00	

Identify Student Status:

Response	Frequency	Percent	Mean: 1.05
New	147	88.55	
Continuing	8	4.82	
Missing	11	6.63	

1. An EOPS/CARE student must see a counselor _____ per semester.

Response	Frequency	Percent	Mean: 2.96
1 time	2	1.20	
2 times	3	1.81	
3 times	160	96.39	
Missing	1	0.60	

2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.

Response	Frequency	Percent	Mean: 1.00
True	165	99.40	
False	0	0.00	
Missing	1	0.60	

3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal Form?

Response	Frequency	Percent	Mean: 1.98
Once a year	4	2.41	
Every semester/session	160	96.39	
Twice a semester	0	0.00	
Missing	2	1.20	

4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.69
A student may participate until he/she graduates.	24	14.46	
A student can only participate for 2 years.	2	1.20	
A student may participate in the EOPS/CARE program until they have accumulated 70 degree applicable units.	136	81.93	
Missing	4	2.41	

5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	165	99.40	
False	0	0.00	
Missing	1	0.60	

Responsibility Requirement Questionnaire (Post)

N = 117

Spring 2018

Semester Completing Orientation:

Response	Frequency	Percent	Mean: 1.93
Fall	8	6.84	<div style="width: 6.84%;"></div>
Spring	109	93.16	<div style="width: 93.16%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

Identify Student Status:

Response	Frequency	Percent	Mean: 1.10
New	93	79.49	<div style="width: 79.49%;"></div>
Continuing	10	8.55	<div style="width: 8.55%;"></div>
Missing	14	11.97	<div style="width: 11.97%;"></div>

1. An EOPS/CARE student must see a counselor _____ per semester?

Response	Frequency	Percent	Mean: 2.96
1 time	1	0.85	<div style="width: 0.85%;"></div>
2 times	2	1.71	<div style="width: 1.71%;"></div>
3 times	109	93.16	<div style="width: 93.16%;"></div>
Missing	5	4.27	<div style="width: 4.27%;"></div>

2. You must maintain academic progress towards a certificate, associate degree or transfer goal.

Response	Frequency	Percent	Mean: 0.98
True	112	95.73	<div style="width: 95.73%;"></div>
False	2	1.71	<div style="width: 1.71%;"></div>
Missing	3	2.56	<div style="width: 2.56%;"></div>

3. An EOPS/CARE student must complete an EOPS/CARE Book Voucher application (by designated deadline) _____.

Response	Frequency	Percent	Mean: 1.98
Once a year	2	1.71	<div style="width: 1.71%;"></div>
Every semester/session	115	98.29	<div style="width: 98.29%;"></div>
Twice a semester	0	0.00	<div style="width: 0.00%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

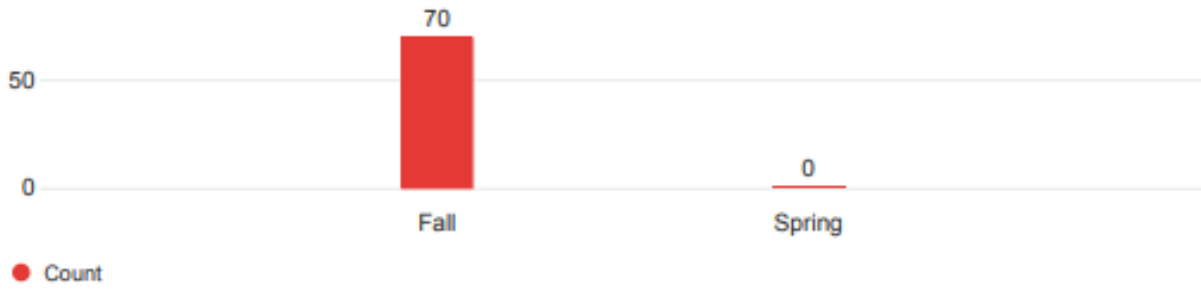
4. How long can a student participate in the EOPS/CARE program?

Response	Frequency	Percent	Mean: 2.88
A student may participate until he/she graduates.	6	5.13	<div style="width: 5.13%;"></div>
A student can only participate for 2 years.	2	1.71	<div style="width: 1.71%;"></div>
A student may participate in the EOPS/CARE program until they have accumulated 70 degree applicable units.	106	90.60	<div style="width: 90.60%;"></div>
Missing	3	2.56	<div style="width: 2.56%;"></div>

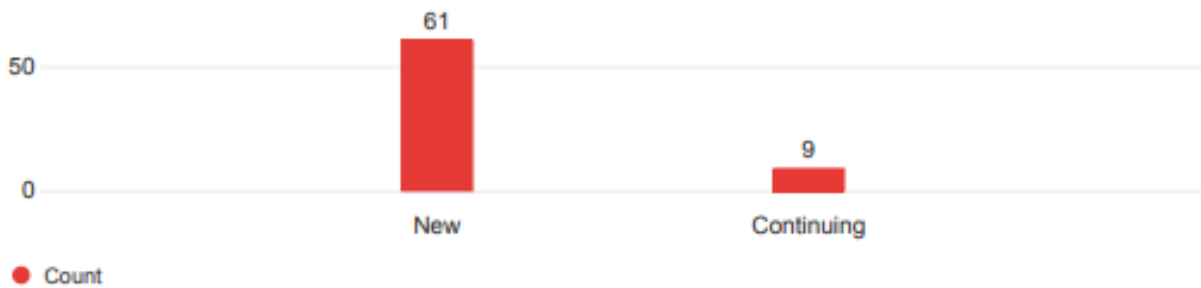
5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.

Response	Frequency	Percent	Mean: 1.00
True	117	100.00	<div style="width: 100.00%;"></div>
False	0	0.00	<div style="width: 0.00%;"></div>
Missing	0	0.00	<div style="width: 0.00%;"></div>

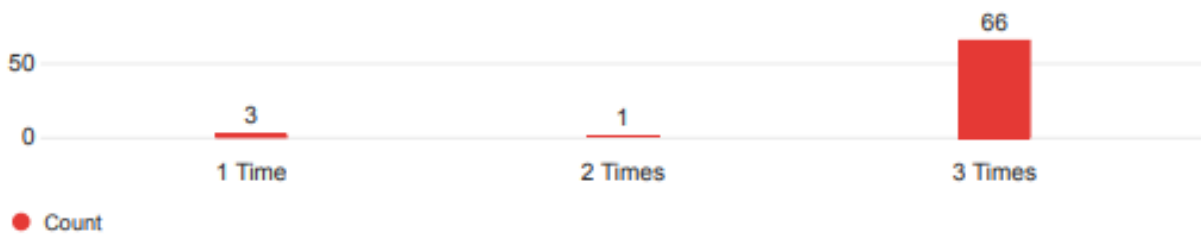
Q1 - Semester Completing Orientation:



Q2 - Identify Student Status:



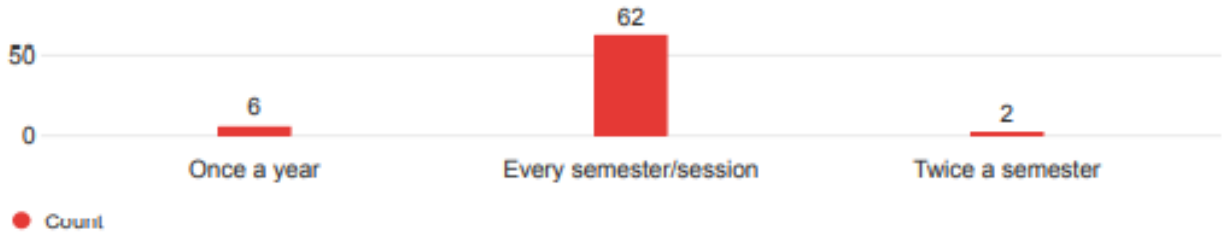
Q3 - 1. An EOPS/CARE student must see a counselor _____ per semester



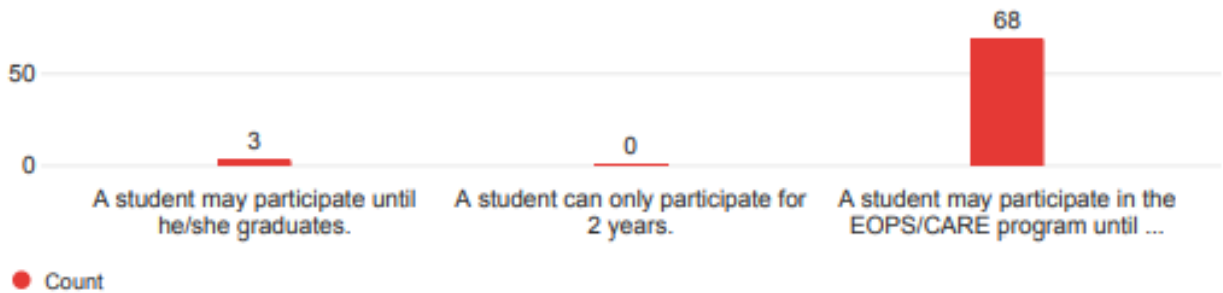
Q4 - 2. You must maintain academic progress towards a certificate, associate degree, or transfer goal.



Q5 - 3. How often should an EOPS/CARE student complete an EOPS/CARE Continuing Student Renewal



Q6 - 4. How long can a student participate in the EOPS/CARE program?



Q7 - 5. In order for a student to maintain eligibility for the EOPS/CARE program a student must adhere to his/her Education Plan and the Mutual EOPS/CARE Responsibility Contract.



CARE Program Student Survey

N = 42

Spring 2017

1. Is the CARE program helping you succeed academically?

Response	Frequency	Percent	Mean: 3.88
Strongly Agree	35	83.33	<div style="width: 83.33%; height: 15px; background-color: #0000FF;"></div>
Agree	5	11.90	<div style="width: 11.90%; height: 15px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	2	4.76	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

2. The CARE program offers workshops tailored specifically for single parents on a weekly

Response	Frequency	Percent	Mean: 3.72
Strongly Agree	28	66.67	<div style="width: 66.67%; height: 15px; background-color: #0000FF;"></div>
Agree	11	26.19	<div style="width: 26.19%; height: 15px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	3	7.14	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

3. The information I received about the EOPS/CARE program's policies and application

Response	Frequency	Percent	Mean: 3.85
Strongly Agree	35	83.33	<div style="width: 83.33%; height: 15px; background-color: #0000FF;"></div>
Agree	6	14.29	<div style="width: 14.29%; height: 15px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	1	2.38	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

4. What is the most valuable service to you? Please choose one answer.

Response	Frequency	Percent	Mean: 2.89
Priority Registration	12	28.57	<div style="width: 28.57%; height: 15px; background-color: #0000FF;"></div>
Academic Advisement	6	14.29	<div style="width: 14.29%; height: 15px; background-color: #0000FF;"></div>
Workshops/Meal Vouchers	1	2.38	<div style="width: 2.38%; height: 15px; background-color: #0000FF;"></div>
Book Vouchers	11	26.19	<div style="width: 26.19%; height: 15px; background-color: #0000FF;"></div>
Transportation	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Weekly School Supply Giveaway	5	11.90	<div style="width: 11.90%; height: 15px; background-color: #0000FF;"></div>
Missing	7	16.67	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

5. Please indicate your overall level of satisfaction with the CARE program.

Response	Frequency	Percent	Mean: 3.90
Very Satisfied	36	85.71	<div style="width: 85.71%; height: 15px; background-color: #0000FF;"></div>
Satisfied	4	9.52	<div style="width: 9.52%; height: 15px; background-color: #0000FF;"></div>
Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Very Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	2	4.76	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

CARE Program Student Survey

N = 40

Spring 2018

1. Is the CARE program helping you succeed academically?

Response	Frequency	Percent	Mean: 3.78
Strongly Agree	31	77.50	<div style="width: 77.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Agree	9	22.50	<div style="width: 22.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>

2. Do the CARE Literacy Lunch topics help you succeed academically, personally, and

Response	Frequency	Percent	Mean: 3.63
Strongly Agree	26	65.00	<div style="width: 65%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Agree	13	32.50	<div style="width: 32.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Disagree	1	2.50	<div style="width: 2.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>

3. The information I received about the EOPS/CARE program's policies and application

Response	Frequency	Percent	Mean: 3.78
Strongly Agree	31	77.50	<div style="width: 77.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Agree	9	22.50	<div style="width: 22.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>

4. What is the most valuable service to you? Please choose one answer.

Response	Frequency	Percent	Mean: 3.25
Priority Registration	10	25.00	<div style="width: 25%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Academic Advisement	2	5.00	<div style="width: 5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Workshops/Meal Vouchers	4	10.00	<div style="width: 10%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Book Vouchers	7	17.50	<div style="width: 17.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Transportation	4	10.00	<div style="width: 10%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Weekly School Supply Giveaway	5	12.50	<div style="width: 12.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Missing	8	20.00	<div style="width: 20%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>

5. Please indicate your overall level of satisfaction with the CARE program.

Response	Frequency	Percent	Mean: 3.93
Very Satisfied	37	92.50	<div style="width: 92.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Satisfied	3	7.50	<div style="width: 7.5%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Very Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF; border: 1px solid black;"></div>

CARE Program Student Survey

N = 40

Fall 2018

1. Is the CARE program helping you succeed academically?

Response	Frequency	Percent	Mean: 3.83
Strongly Agree	33	82.50	<div style="width: 82.5%; height: 15px; background-color: #0000FF;"></div>
Agree	7	17.50	<div style="width: 17.5%; height: 15px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

2. Do the CARE Literacy Lunch topics help you succeed academically, personally, and

Response	Frequency	Percent	Mean: 3.60
Strongly Agree	25	62.50	<div style="width: 62.5%; height: 15px; background-color: #0000FF;"></div>
Agree	14	35.00	<div style="width: 35%; height: 15px; background-color: #0000FF;"></div>
Disagree	1	2.50	<div style="width: 2.5%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

3. The information I received about the EOPS/CARE program's policies and application

Response	Frequency	Percent	Mean: 3.68
Strongly Agree	27	67.50	<div style="width: 67.5%; height: 15px; background-color: #0000FF;"></div>
Agree	13	32.50	<div style="width: 32.5%; height: 15px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

4. What is the most valuable service to you? Please choose one answer.

Response	Frequency	Percent	Mean: 3.60
Priority Registration	6	15.00	<div style="width: 15%; height: 15px; background-color: #0000FF;"></div>
Academic Advisement	3	7.50	<div style="width: 7.5%; height: 15px; background-color: #0000FF;"></div>
Workshops/Meal Vouchers	5	12.50	<div style="width: 12.5%; height: 15px; background-color: #0000FF;"></div>
Book Vouchers	10	25.00	<div style="width: 25%; height: 15px; background-color: #0000FF;"></div>
Transportation	7	17.50	<div style="width: 17.5%; height: 15px; background-color: #0000FF;"></div>
Weekly School Supply Giveaway	4	10.00	<div style="width: 10%; height: 15px; background-color: #0000FF;"></div>
Missing	5	12.50	<div style="width: 12.5%; height: 15px; background-color: #0000FF;"></div>

5. Please indicate your overall level of satisfaction with the CARE program.

Response	Frequency	Percent	Mean: 3.88
Very Satisfied	35	87.50	<div style="width: 87.5%; height: 15px; background-color: #0000FF;"></div>
Satisfied	5	12.50	<div style="width: 12.5%; height: 15px; background-color: #0000FF;"></div>
Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Very Dissatisfied	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>
Missing	0	0.00	<div style="width: 0%; height: 15px; background-color: #0000FF;"></div>

EOPS/CARE Office Services Survey

N = 57

Spring 2017

Term: Fall Spring Summer

Response	Frequency	Percent	Mean: 2.00
Fall	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Spring	41	71.93	<div style="width: 71.93%; height: 10px; background-color: #0000FF;"></div>
Summer	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	16	28.07	<div style="width: 28.07%; height: 10px; background-color: #0000FF;"></div>

Student Status: New Continuing

Response	Frequency	Percent	Mean: 1.85
New	4	7.02	<div style="width: 7.02%; height: 10px; background-color: #0000FF;"></div>
Continuing	22	38.60	<div style="width: 38.60%; height: 10px; background-color: #0000FF;"></div>
Missing	31	54.39	<div style="width: 54.39%; height: 10px; background-color: #0000FF;"></div>

1. What was the reason for your visit today? (Check all that apply)

Response	Frequency	Percent	Mean: 3.31
General information	15	26.32	<div style="width: 26.32%; height: 10px; background-color: #0000FF;"></div>
Apply for program	1	1.75	<div style="width: 1.75%; height: 10px; background-color: #0000FF;"></div>
Problem resolution	1	1.75	<div style="width: 1.75%; height: 10px; background-color: #0000FF;"></div>
Inquire about the status of your application	1	1.75	<div style="width: 1.75%; height: 10px; background-color: #0000FF;"></div>
Other	21	36.84	<div style="width: 36.84%; height: 10px; background-color: #0000FF;"></div>
Missing	18	31.58	<div style="width: 31.58%; height: 10px; background-color: #0000FF;"></div>

2. Who provided service(s) for you? (Check all that apply)

Response	Frequency	Percent	Mean: -
Front desk staff	40	70.18	<div style="width: 70.18%; height: 10px; background-color: #0000FF;"></div>
Coordinator	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Counselor	3	5.26	<div style="width: 5.26%; height: 10px; background-color: #0000FF;"></div>
Director	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Student worker	4	7.02	<div style="width: 7.02%; height: 10px; background-color: #0000FF;"></div>
Other	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	13	22.81	<div style="width: 22.81%; height: 10px; background-color: #0000FF;"></div>

3. Front desk staff was available in a timely manner

Response	Frequency	Percent	Mean: 3.85
Strongly Agree	41	71.93	<div style="width: 71.93%; height: 10px; background-color: #0000FF;"></div>
Agree	7	12.28	<div style="width: 12.28%; height: 10px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Not Applicable	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	9	15.79	<div style="width: 15.79%; height: 10px; background-color: #0000FF;"></div>

4. The front desk staff was courteous and helpful

Response	Frequency	Percent	Mean: 3.81
Strongly Agree	38	66.67	<div style="width: 66.67%; height: 10px; background-color: #0000FF;"></div>
Agree	9	15.79	<div style="width: 15.79%; height: 10px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Not Applicable	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	10	17.54	<div style="width: 17.54%; height: 10px; background-color: #0000FF;"></div>

5. I feel I have enough privacy to discuss my concerns

Response	Frequency	Percent	Mean: 3.69
Strongly Agree	32	56.14	<div style="width: 56.14%; height: 10px; background-color: #0000FF;"></div>
Agree	12	21.05	<div style="width: 21.05%; height: 10px; background-color: #0000FF;"></div>
Disagree	1	1.75	<div style="width: 1.75%; height: 10px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Not Applicable	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	12	21.05	<div style="width: 21.05%; height: 10px; background-color: #0000FF;"></div>

6. The application instructions were easy to understand

Response	Frequency	Percent	Mean: 3.73
Strongly Agree	29	50.88	<div style="width: 50.88%; height: 10px; background-color: #0000FF;"></div>
Agree	11	19.30	<div style="width: 19.30%; height: 10px; background-color: #0000FF;"></div>
Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Not Applicable	0	0.00	<div style="width: 0%; height: 10px; background-color: #0000FF;"></div>
Missing	17	29.82	<div style="width: 29.82%; height: 10px; background-color: #0000FF;"></div>

7. The procedure to apply was easy to understand

Response	Frequency	Percent	Mean: 3.73
Strongly Agree	29	50.88	
Agree	11	19.30	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Not Applicable	0	0.00	
Missing	17	29.82	

8. I would be very likely to use the EOPS/CARE Office during evening hours (after 5:00 pm)

Response	Frequency	Percent	Mean: 3.10
Strongly Disagree	0	0.00	
Disagree	5	8.77	
Agree	10	17.54	
Strongly Agree	14	24.56	
Not Applicable	2	3.51	
Missing	26	45.61	

9. A counselor was available in a timely manner

Response	Frequency	Percent	Mean: 3.55
Strongly Agree	21	36.84	
Agree	17	29.82	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Not Applicable	0	0.00	
Missing	19	33.33	

10. The counselor was courteous and helpful

Response	Frequency	Percent	Mean: 3.71
Strongly Agree	25	43.86	
Agree	8	14.04	
Disagree	1	1.75	
Strongly Disagree	0	0.00	
Not Applicable	0	0.00	
Missing	23	40.35	

11. The counseling services provided helped me in meeting my academic goals at ECC Compton Center.

Response	Frequency	Percent	Mean: 1.34
Strongly Agree	23	40.35	
Agree	12	21.05	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Not Applicable	0	0.00	
Missing	22	38.60	

12. When talking to the counselor I feel I have enough privacy to discuss my concerns

Response	Frequency	Percent	Mean: 3.69
Strongly Agree	26	45.61	
Agree	9	15.79	
Disagree	1	1.75	
Strongly Disagree	0	0.00	
Not Applicable	0	0.00	
Missing	21	36.84	

13. Hours of operation

Response	Frequency	Percent	Mean: 3.70
Excellent	34	59.65	
Good	12	21.05	
Fair	1	1.75	
Poor	0	0.00	
NA	0	0.00	
Missing	10	17.54	

14. Office facilities [appearance- comfort]

Response	Frequency	Percent	Mean: 3.77
Excellent	37	64.91	
Good	9	15.79	
Fair	1	1.75	
Poor	0	0.00	
NA	0	0.00	
Missing	10	17.54	

15. Timelines of response to your request[s]

Response	Frequency	Percent	Mean: 3.59
Excellent	31	54.39	
Good	12	21.05	
Fair	2	3.51	
Poor	1	1.75	
NA	0	0.00	
Missing	11	19.30	

16. Procedures clear and easy to follow

Response	Frequency	Percent	Mean: 3.76
Excellent	37	64.91	
Good	12	21.05	
Fair	0	0.00	
Poor	0	0.00	
NA	0	0.00	
Missing	8	14.04	

17. Overall quality of customer service

Response	Frequency	Percent	Mean: 3.77
Excellent	36	63.16	
Good	6	10.53	
Fair	2	3.51	
Poor	0	0.00	
NA	0	0.00	
Missing	13	22.81	

18. How did you hear about EOPS/CARE? (pick one)

Response	Frequency	Percent	Mean: 7.15
Radio	0	0.00	
Cable	0	0.00	
Orientation	1	1.75	
Library	0	0.00	
Recruiter	6	10.53	
Internet	8	14.04	
Brochure	10	17.54	
Other:	2	3.51	
Compton Center Office [Which one]	14	24.56	
Missing	16	28.07	

19. How often do you check your e-mail?

Response	Frequency	Percent	Mean: 2.69
Daily	33	57.89	
Weekly	10	17.54	
Monthly	2	3.51	
Never	0	0.00	
Missing	12	21.05	