



**EOP&S/CARE  
STUDENT SERVICES  
COMPREHENSIVE PROGRAM REVIEW and PLAN  
2009 to 2014**

**Committee Members:**

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**Executive Summary (brief summary, commendations, challenges, and recommendations):**

The Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOP&S/ CARE) programs predominately serve Hispanic females between the ages of 20-24 whose goal is to transfer. The vast majority of EOP&S/CARE students begin at the basic skills level and all are recipients of the Board of Governors Fee Waiver (BOGFW). After experiencing a 40% budget cut in 2009-2010, the EOP&S/CARE program is slowly beginning to grow due to the partial restoration of funding. Although the program is not in a position to serve 1000 students as it did in the 2008-2009 year, efforts must be made to recruit new students to make sure the program continues to grow. The data provided in this report shows that EOP&S/CARE students are performing at higher rates than the college in the areas of degree completion and transfer, therefore; expanding services to more students is beneficial to the college.

The overarching priority for the next five years will be to serve a greater number of students while maintaining effective quality services. The areas of focus will be outreach, staffing, and technology. There is an immediate need to reassess staffing and technology issues in EOP&S/CARE to support the growth of the program. Hiring an outreach specialist will ensure that EOP&S/CARE is represented at local high schools, campus recruitment events, and is able to collaborate with key departments on campus such as Financial Aid and School Relations and Outreach. Addressing the technical needs of the program by ensuring Banner captures all reporting data and moving to an online application will facilitate the larger numbers of applicants and data that is collected for the program.

**1. Program Mission/Description:**

**Program Mission and Relationship to College Mission:**

The Extended Opportunity Programs and Services (EOP&S) primary goal is to encourage the enrollment, retention and transfer of students affected by language, social, economic and educational disadvantages, and to facilitate the successful completion of their academic goals and objectives. EOP&S offers academic counseling, textbook assistance, and a variety of valuable support services.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOP&S that specifically assists students who are single-head of household, have at least one child under age 14, and are currently receiving Temporary Assistance to Needy Families (TANF) and California Work Opportunities and Responsibilities to Kids (CalWORKs) benefits. The program's goal is to assist students in breaking the welfare dependency cycle by completing college-level educational training programs to become more employable and economically self-sufficient.

The EOP&S/CARE program is an exemplary model of the values embedded in the mission statement including student focus, excellence, collaboration, diversity and lifelong learning. The program provides access to a diverse group of students and directly supports the college's mission by serving and supporting students starting at basic

skills level and seeing them through transfer. The program encourages lifelong learning by way of student focused services.

### **Program Description:**

EOP&S is a counseling program designed to provide access and retain students from educationally and economically disadvantaged backgrounds. The numerous services provided support students in achieving their academic and career goals. The CARE program provides additional services to eligible students. The services are specifically tailored to support the student with balancing their academic, work and family commitments.

## **A. Awards and special recognitions**

In recent years, several EOP&S staff and faculty have received Service Awards from the EOP&S Association. The awards, ranging from 10 to 15 years of service, are to spotlight the longevity of EOP&S/CARE employees. Additionally, the EOP&S/CARE supervisor received an award for Outstanding Service. Lastly, the CARE program's Adopt an Angel event received wide newspaper coverage in 2013.

## **B. Students**

- 1) Approximate numbers of students served annually (include student characteristics and trend data if available).  
Please see Appendix A
- 2) Describe eligibility requirements for participation in the program.
 

**EOP&S eligibility** – In order to be eligible for the EOP&S program a student must meet the following criteria set by Title 5 Regulations and EOP&S Implementing Guidelines:

  - a) Must be a California resident or an AB540 student as determined by the Admissions and Records Office.
  - b) Must be enrolled full time (12 or more units) at Citrus College. If a student is part of Disabled Student Programs and Services (DSP&S), the student must be enrolled in six (6) or more units and provide a Reduced Course Load letter from DSP&S.
  - c) Must be eligible for the Board of Governors Fee Waiver (BOG Waiver A or B).
  - d) Must have less than 45 degree applicable units completed at Citrus College or any other college/university.
  - e) Must demonstrate an educational disadvantage based on one or more of the following criteria:
    - not assessed into a college level English or math course
    - did not graduate from high school or earned a General Educational Development (GED) credential
    - graduated from high school with a grade point average below 2.50
    - previously enrolled in remedial courses
    - other factors set forth in the district's plan submitted to the Chancellor's Office
    - Must have a 2.0 cumulative grade point average

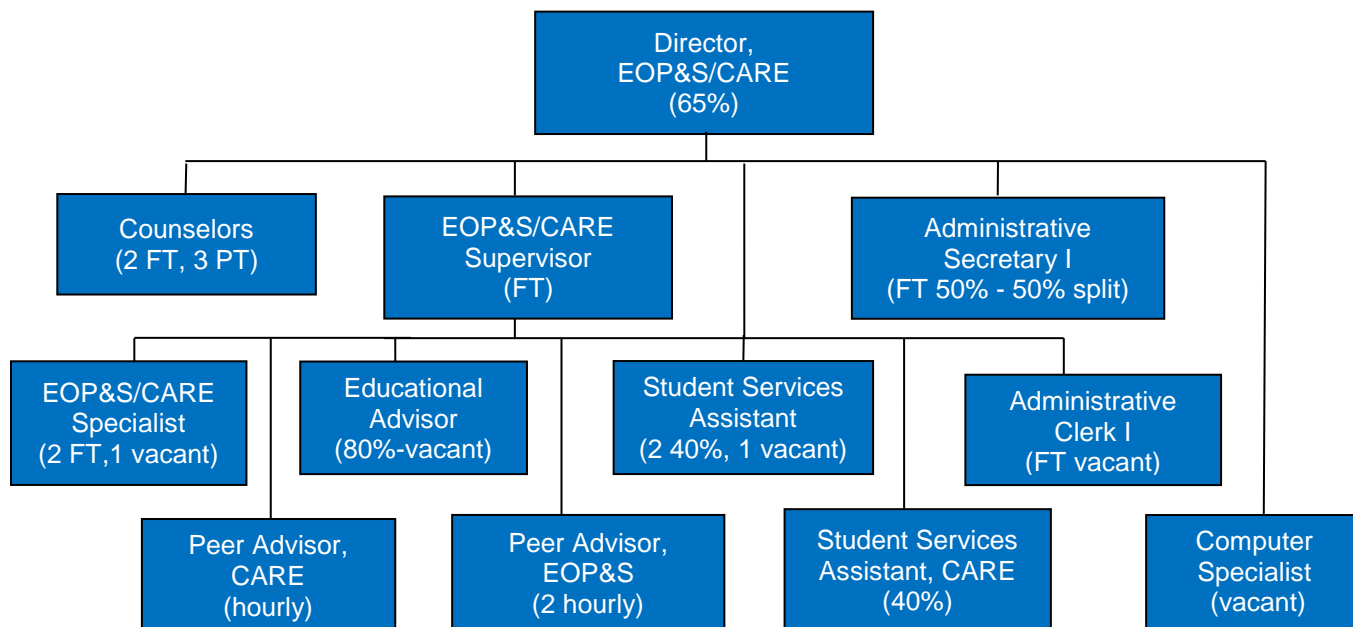
**CARE eligibility** – In order to be eligible for the CARE program, a student must meet the following criteria set by Title 5 Regulations:

- a) Must be eligible for the EOP&S program
- b) Have at least one child under the age of 14
- c) Be single head of household
- d) Be a recipient of TANF/CalWORKs

## **C. Staffing**

- 1) Staff preparation and training.  
EOP&S counseling faculty participate in annual professional conferences such as the California State University (CSU) Community College Counselor Conference, the University of California (UC) Community College Counselor Conference, and Ensuring Transfer Success (ETS), also hosted by the UC system. At the local level, EOP&S counselors attend regularly scheduled workgroup meetings with counseling faculty in other respective areas/programs in an effort to remain up to date on matters related to resources, services and practices related to student success campus wide (tutorial services, counseling courses, transfer opportunities, etc.).

- 2) Faculty minimum qualifications, diversity, and credentials.  
 Title 5 Section 53410 regulations state that a master's degree is required for counseling faculty. The functions of a counselor include academic, personal and career counseling. Additionally, the EOP&S Implementing Guidelines state that EOP&S counselors must meet the following criteria:
  - a) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages or
  - b) Have completed six semester units or equivalent of a college level counseling practicum or counseling field work courses in a community college EOP&S program, or in an program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages; and
  - c) Have two years of occupational experience in work relation to ethnic minorities or persons handicapped by language, social or economic disadvantages.
  
- 3) Organizational chart with vacancies.



**D. Facilities/Location**

The EOP&S/CARE office is located on the second floor of the Student Services building; SS 236. The office space is shared with the CalWORKs program. However, each program has their own wing, cubicles and offices.

**2. Key Functions:**

**Program Goals and Objectives:**

- Program retention
- Academic, career, transfer and personal counseling
- Major preparation and interpretation of assessments
- Academic advising
- Build a positive rapport with students
- Student engagement in college resources and organizations
- Financial aid and enrollment assistance
- Priority registration
- Textbook services
- Self-Development workshops
- Student recognition events
- CARE grant and transportation assistance (CARE only)

<b>Program Metrics: Student appointments annually.</b>						
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Individual	3,485	2,539	2,438	2,447	2,467	2,768
Group	1,159	1,212	2,204	2,925	3,131	2,542
Drop In	78	82	9	118	136	100

**A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeC Services.**

Staff participates in student services functions such as Financial Aid Literacy Fair, Parent Night, and High School Counselor Breakfast. Faculty participates in various committees and meetings in the division. EOP&S counselors have presented at Academic Senate meetings. The director worked closely with the staff from Institutional Research in developing a student satisfaction survey in 2009 and continues to work with this office in compiling data reports for EOP&S/CARE.

The director and administrative secretary work closely with TeCS for technical assistance. In addition, collaboration between both offices takes place at the end of every term/session to ensure Management Information System (MIS) reporting is correct. TeCS was instrumental in providing the director with access to Crystal Reports to facilitate the running of program data. Communication between the program and the students we serve was greatly improved when TeCS began sending email blasts on behalf of the director.

**B. Describe how this program works with the business office to monitor budgets and fiscal reporting?**

The EOP&S/CARE director works closely with the accounting technician and director of fiscal services to monitor the EOP&S budgets. There are three budgets that are tracked and reconciled at the end of every fiscal year. The accounting technician sends quarterly labor reports to the administrative secretary to ensure benefits and salaries are being paid correctly. The administrative secretary reviews the detailed expenditure reports monthly. If any discrepancies are found, staff work together to correct the information. Yearly budget sheets are reviewed for accuracy by the EOP&S/CARE director. The director of fiscal services must review and sign all budgeting forms required by the Chancellor's Office.

**C. List how this program is integrated with the student equity plan and strategic plan.**

Two areas that the student equity plan focuses on is low income, basic skills students. These two criteria are required for participation in EOP&S; therefore, student equity and EOP&S go hand in hand. EOP&S was created 45 years ago to provide access to historically underrepresented groups and the services provided in the program were offered to retain the student and help them reach completion of a degree. These services include mandated counseling appointments, progress reports, priority registration, tutoring, peer advisors and book services. The EOP&S/CARE program aims to be accessible to students by providing program information on the website regarding eligibility requirements, the CARE program, and support services that are available. In addition, through the EOP&S website students are able to access the EOP&S application, forms, flyers, deadline dates for required contacts and any upcoming events related to the EOP&S/CARE program.

The EOP&S/CARE program is integrated with the strategic plan by developing yearly goals that are in alignment with the strategic plan. Prior year goals have addressed the following strategic objectives: early emphasis on completing the math and English sequence of courses in a timely manner, identify ways to more visibly recognize student achievement, expanding transfer options, and researching best practices to improve student persistence.

### 3. Program Self Evaluation:

#### A. Access – Describe how this program is accessible to students.

- 1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).  
Please see Appendix B.
- 2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.  
As a Hispanic Serving Institution (HSI), Citrus College's EOP&S/CARE program seeks to increase the number of underrepresented, educationally and economically disadvantaged students earning an associate's degree, preparation for transfer to four year institutions and ultimately, achieving their personal, educational and career goals. Over the course of the last five years, student's grade point averages (GPA's) have steadily increased. Please see Appendix C. Additionally, at 177 degrees awarded to EOP&S/CARE students, 2013-2014 was a record year in degree completion.

Because EOP&S is a counseling program focused quite keenly on retention, the students who are both underprepared and underrepresented are closely monitored by the counseling staff throughout the student's entire time in the program. The program is effective mainly because students are mandated to see counselors and are provided additional guidance regarding proper classes needed, career options, and transfer information. Counselors and educational advisors routinely refer students to utilize academic resources on campus, such as the Writing Café, Math Success Center, Learning Center, etc. Counselors also serve as advocates for the students, realizing that many of them are first generation college students who may have no real support from parents or family members. A certain amount of empathy must be conveyed by EOP&S counselors to make students comfortable who often feel alone and easily discouraged. Counselors work to build student-counselor rapport so that students can feel comfortable and know that they are in a safe place.

The EOP&S/CARE program has created a student friendly environment where students are encouraged to use a designated area to study while on campus. Students also have the opportunity to seek assistance from the EOP&S/CARE tutors, who tutor in various subjects and are available during designated days and times.

#### B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).

- 1) Number of degrees and certificates awarded.  
Please see Appendix B
- 2) Number of transfer-prepared students.  
Please see Appendix B
- 3) Number of transfers.  
Please see Appendix B

#### C. Achievement of noncredit educational goals.

The EOP&S and CARE programs do not serve noncredit students.

#### D. List exemplary practices and services offered that could be shared with other departments.

The EOP&S program offers opportunities for current EOP&S/CARE students to provide service to other students as peer mentors or as tutors. EOP&S/CARE peer mentors engage with prospective and current students at the front counter by assisting with general college information, appointment scheduling, as well as with the application process. While providing service to all that visit the office, peer mentors are able to gain valuable work experience and skills that can be applied towards future employment opportunities. EOP&S tutors provide tutorial services to current EOP&S/CARE students in various subjects such as English,

mathematics, business and science. Tutoring services are available during the fall and spring semester and ample office space is designated for tutors and their tutees.

As an over and above service, a comprehensive probation program was established. As a result of being placed on either progress or academic probation, students are required to attend an (in person) "Understanding Academic Probation" workshop with an EOP&S counselor. The workshop includes a review of Citrus College policies on probation and an in depth look at students and their Self-Defeating behaviors. Students are required to complete a follow up probation counseling appointment in the immediate months following the workshop and complete eight hours of tutoring or workshops (i.e. Early Alert) throughout the course of the semester. The above tasks are designed to assist students in increasing his/her awareness of their behaviors and accountability to EOP&S and to themselves.

Approximately 76% of EOP&S/CARE students indicate their goal is to transfer to a CSU/UC/Private four year institution. Recent efforts have been made to: A) Identify those EOP&S/CARE students who have earned above a 3.25 grade point average for the purpose of referring to the Citrus College's Honors Program and B) Identify those EOP&S/CARE students who have earned at least a 3.0 grade point average and contact these students to increase the number of students applying to the UC system.

A mandated contact in EOP&S is the progress report. This is an early intervention tool to ensure students are seeking adequate resources such as tutoring and visiting faculty office hours when experiencing academic challenges in a particular course. Students have the opportunity to discuss grades and develop a plan of action with an EOP&S counselor.

## E. Compliance

- 1) Provide an overview of how this program meets applicable minimum requirements of law.  
The EOP&S/CARE program is administered by the Chancellor's Office. As a categorical program, there are strict guidelines that must be followed. These guidelines are mandated by law in Title 5 and additionally are supported by Education Code. Annual reporting consists of the program and budget plan, mid-year report and final expenditure reporting. The Chancellor's Office EOP&S/CARE Specialist and Coordinator are readily available to provide clarification on services and allowable expenditures. Annual trainings are held for EOP&S/CARE director's to ensure programs are in compliance with Title 5.
- 2) Describe compliance initiatives undertaken since last program review.  
There were four compliance issues since the last program review. Please see Appendix D for the responses submitted to the Chancellor's Office in 2008.

## F. Environmental Impact – How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?

For the past two years, the EOP&S/CARE program has been recycling student files. Once a student becomes inactive in the program, all paperwork for that student is transferred into a manila folder. The original file is then reused for a new student starting in the program. Reusing files reduces expenses and the need to repurchase costly folders in the future.

In an effort to be a greener program, EOP&S/CARE sends out mass email blasts to all continuing EOP&S/CARE students to remind them of their upcoming program requirement deadlines and special events. Potential students applying to the EOP&S program are no longer notified by mail regarding their eligibility status; instead they are now notified by phone or by email.

The EOP&S/CARE program is currently in the process of enlisting the help of TeCS to create an online application for potential students who are interested in applying to the program. With the online application process, students would be able to submit an EOP&S Pre-assessment application electronically. The online application would help the EOP&S/CARE program reduce the cost of printing and the number of applications needed to be printed during the EOP&S application filing period. Potential students would be encouraged to apply online rather filling out a paper form application. Our goal is to implement the online application for the spring 2015 semester application filing period.



## G. Data Reporting

- 1) Describe data gathering and submission processes, including challenges in submission.  
Prior to the start of each semester, students inform our program of their enrollment for the new term. Staff enters the students' enrollment information into two systems- the EOP&S database and Banner. The EOP&S database tracks the student's name, identification (ID) number, address, BOG eligibility, educational goal, major, and date of orientation. This system also tracks units completed, counselor contacts, and the number of semesters served. Banner has forms specific to the EOP&S and CARE programs which track eligibility criteria, units of enrollment and semesters served. Currently, utilizing both systems to track student participation is necessary. The EOP&S database is essential for monitoring all students' completion of program requirements, as well as program eligibility. While Banner is the only system utilized to gather and submit specific data to the Chancellor's Office.
- 2) Explain changes in data collection, access, and submission since last program review.  
In 2007, the EOP&S/CARE programs began entering student data into our college-wide Enterprise Resource Program (ERP) system called Banner. Prior to this, data was extracted from the EOP&S database currently being utilized by program staff to track student activity. The newer practice of entering students into Banner has facilitated the process of submitting MIS data to the Chancellor's Office. Furthermore, entering EOP&S student data into the college-wide system allows for accurately identifying students who may also participate in Disabled Student Programs and Services (DSP&S), students on academic probation, and those students who withdraw early in the semester. Thus, the new system has improved upon the program's effectiveness and accuracy of collecting and submitting data.

## H. Technology Needs

- 1) List technology needs that currently exist in the program (include justification).  
Given the EOP&S program is utilizing two systems to track EOP&S and CARE program participants, it would be ideal to create forms in Banner that can collect the information the EOP&S database currently tracks. The EOP&S database is a legacy system that was created in 2004. Because the college has its system-wide database, EOP&S receives minimal technical support to maintain the EOP&S database. Several conversations have occurred between staff from EOP&S and TeCS in the last few years to discuss the development of EOP&S and CARE forms in Banner that will allow for the creation of one system that can monitor program participation, as well as facilitate data collection and submission.
- 2) Describe and list anticipated technology needs.  
In order to continue supporting a greener campus environment, EOP&S is considering moving towards a paperless form of operation. This would require that we convert to a scanning system and therefore; invest in a scanner and in any other hardware and software equipment necessary to fulfill this effort.

EOP&S is mandated to provide a specified minimum dollar amount in book services to students each academic year. With the latest trend of e-books as a less expensive alternative to hard copy textbooks, the director must have a conversation with bookstore staff about ways in which the program can continue to provide book services to students to include the option of e-books. This further suggests that EOP&S would also need to look at how to effectively and efficiently provide EOP&S students with e-book readers, the electronic hardware device required to view virtual textbooks.

## I. Explain how faculty, administrators, staff, and students interact with this program.

The EOP&S/CARE program participates in a number of events on campus, such as Parent Night, Welcome Day, the High School Counselor Breakfast, Financial Aid Workshop for Foster Youth, and the Financial Aid Literacy Fair. At these events information about the program is distributed to students, parents and community members interested in learning more about the program.

Over the years, EOP&S counselors and staff have developed a solid network with other faculty, administrators and staff on campus. One prime example of this is the EOP&S Advisory Committee, which meets biannually and where committee members represent the Career and Transfer Center, Foster Kinship, Financial Aid, DSP&S, and the College Success Program. The advisory committee serves as a venue for all participants to share ideas and to make important decisions regarding policies that impact student success.

EOP&S staff has established strong working relationships with other staff representing areas of the college that are key to the services provided to students. The following are some examples:

Bookstore staff has been especially instrumental in assisting EOP&S in streamlining the book service process, and with the efficient delivery of textbook services to students. Additionally, our TeCS department is also involved in this process as technicians assist EOP&S staff in uploading student records into the bookstore's sales register system.

When the EOP&S application filing period is open to new students, financial aid staff is always readily available to assist EOP&S staff with questions regarding a student's economic eligibility. Additionally, because EOP&S reports book service grants as part of a student's financial aid package, financial aid staff provide continuous technical support to ensure this information is entered into the appropriate financial aid Banner forms.

During the spring, when EOP&S is actively recruiting for and enrolling high school students into Summer Bridge, the Admission and Records Office staff is very helpful in assisting EOP&S with admissions applications that need corrections or perhaps require additional documents from the student. This assistance helps facilitate the student's enrollment into our Summer Bridge program.

### Program Self-Evaluation Recommendations

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

With the partial restoration of funding, efforts need to be made to increase the number of students served by EOP&S and CARE. As noted in Appendix A, the program lost over 400 students when the funding was cut. Although, the number of students served is on the rise, employing an outreach specialist and full time tenure counselors will contribute to the faster growth of both programs. The target date from employing the outreach specialist and tenure counselor is spring 2016 and is the responsibility of the director to pursue.

An outreach specialist would be necessary in developing and implementing an outreach strategy for students and families in local communities on behalf of EOP&S and the Summer Bridge program. Increased communication on campus would help in better promoting the program and may be achieved through classroom presentations and through social media such as Facebook and Twitter. The outreach specialist will need to develop and execute a social media strategy that will help engage prospective and current students in an authentic manner that will encourage students to request information and apply for admission to the program.

In direct relationship to the growth of the program is the employment of full time tenure counselors. Because EOP&S Implementing Guidelines mandate students see certificated counselors twice a semester, there needs to be enough counselors available to meet with the larger number of students admitted to the program.

Another area to focus on is the use of technology. The online application through Banner and merging the EOP&S database into Banner are critical components for program sustainability. The aging EOP&S database is a threat to the accurate reporting of EOP&S/CARE data to the Chancellor's Office. As technology advances, the programs must find ways to mirror these advancements and offer services that are up to date. The use of e-books and e-readers is a growing trend, which program staff must further explore. All technology upgrades listed above are in some form of discussion and should be available by the end of spring 2016.

#### 4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Populate with the existing Unit Outcomes				
	<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
1	EOP&S/CARE students will be able to identify and understand requirements for certificate, degree and	Through the completion of the new student orientation, students will learn about book services and graduation requirements.	The questionnaire was administered in fall 2013 to 195 students and in spring 2014 to 119 students.	The criterion for success was only met for both questions in the spring semester.  In analyzing the results, it



	<p>transfer completion, program contacts and services, unit and semester limits on participation and financial aid policies.</p>	<p>Students will complete a pre- questionnaire at the start of the orientation and a post- questionnaire at the end. They will be asked the following questions:</p> <p>Q1. You will receive a reduction in book services for all of the following reasons except? (answered in multiple choice format)</p> <p>Q2. How many units must you complete for an associate degree? (answered in multiple choice format)</p> <p>Criteria for success: 80% of the respondents will answer correctly in the post-questionnaire.</p>	<p>Results fall 2013: Q1. Thirty (30%) percent answered correctly on pre-test; sixty six (66%) answered correctly on post-test.</p> <p>Q2. Fifty nine (59%) percent answered correctly on pre-test; seventy seven (77%) answered correct on post-test.</p> <p>Results spring 2014: Q1. Forty three (43%) answered correctly on pre-test; eighty six (86%) answered correctly on post-test.</p> <p>Q2. Fifty (50%) percent answered correctly on pre-test; eighty two (82%) percent answered correctly on post-test.</p>	<p>was noted that a large number of students did not answer Q1 in the post. Staff facilitating the orientation will provide better instructions for completing the questionnaire so students are told that each question should be answered.</p> <p>In addition, the fall orientations had more students at each orientation so perhaps there wasn't enough detail provided in some sections.</p>
2	<p>EOP&amp;S/CARE students will learn various intervention and retention strategies through self-development workshops offered by counselors, mid-semester progress reports, referrals to on campus services, and empowerment strategies taught by counselors.</p>	<p>Students that attend the "Understanding Academic Probation Workshop" will be able to identify those behaviors that create barriers to their academic success.</p> <p>A pre-questionnaire will be emailed to them through Survey Monkey after the workshop. Towards the end of the semester a post- questionnaire will be emailed to the respondents of the pre-questionnaire.</p> <p>On a Likert scale, the students will rate their engagement in the following self-defeating behaviors:</p> <p>Q1. Procrastination</p> <p>Q2. Lacking a clear goal</p> <p>Q3. Missing class</p> <p>Q4. Poor time management</p>	<p>The pre-questionnaire was administered to 26 students in the spring 2014 semester. Of the 26 students who completed the pre-questionnaire only 15 answered the post questionnaire.</p> <p>Results from post-questionnaire: Q1. Thirteen (13) of 15 (87%) students indicated improvement in procrastination.</p> <p>Q2. Eleven (11) of 15 (73%) students indicated they felt less likely to be lacking a clear goal. Additionally, one student indicated in both the pre and post that she "never" felt like she was lacking a clear goal. 12/15 = 80%</p> <p>Q3. Five (5) of 15 (33%) students indicated that they missed class less frequently in the post. Additionally, 2 students indicated in both the pre</p>	<p>Using Survey Monkey to administer the questionnaire may have resulted in fewer students completing the questionnaire. In the next cycle, the pre-questionnaire will be handed out before the workshop begins and the post may be administered towards the end of the semester in the office after an appointment. This change may result in a higher number of responses.</p> <p>The criterion of success was met for all questions except #3, which is about missing class. The counselors facilitating the workshop will need to spend more time on the impact this behavior has on the student's performance.</p>

		<p>Q5. Poor study skills</p> <p>They may respond "never", "rarely", "sometimes", "often" or "very often".</p> <p>Criteria for success: Eighty (80%) percent of post-questionnaire respondents will have shown improvement in each area.</p>	<p>and the post that they "never" missed class. 7/15 = 46%</p> <p>Q4. Fourteen (14) of 15 (93%) students indicated an improvement to their time management skills.</p> <p>Q5. Thirteen (13) of 15 (87%) students indicated an improvement to their study skills.</p>	
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### A. Describe your progress in the development and implementation of Student Learning Outcomes.

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data or document with a survey.

- 1) What process was used to develop the SLOs?  
Several meetings took place between faculty and staff to develop the SLO's. At one particular meeting the SLO coordinator was present to help narrow the scope of the assessments. The goal was to develop SLO's that would focus on the program's services.
- 2) What activities are used to achieve the SLOs?  
The new student orientation and the EOP&S Understanding Academic Probation workshop are the focus of the SLO's. These are over and above services provided to EOP&S students.

### B. How is the program assessing the outcomes?

At the completion of the assessment, faculty and staff meet to review the data and decide if improvements need to be made to the assessment. In the case of the probation SLO, the entire assessment was modified in spring 2014 because results from previous cycles indicated that the information provided to students was not clear.

### C. How is the assessment information used to improve services?

If the criterion for success was not met, faculty and staff looked at the assessment to see if changes should be made to the information provided in the orientation or the workshop. The goal was to clarify the information on the assessment so that students were clear about the requirements in the orientation and their self-defeating behaviors in the workshop.

## 5. Previous Recommendations:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendations	Person(s) Responsible	Status	Estimated Completion	Priority
1	Visually enhance the EOP&S/CARE and CalWORKs office space to recognize student achievement. CCSP 2.3.7	All staff	Five "My Citrus Story" posters of former EOP&S/CARE students were purchased and hung throughout the office.	Spring 2013	2
2	Collaborate with the Transfer Center to promote transfer activities to EOP&S/CARE students.	Educational Advisor and Counselors	Counselors promoted and referred students to Transfer Center events and workshops throughout the year.	Spring 2013	2
3	Meet with Financial Aid and Admissions and	Director, Counselors,	Attended trainings provided by Financial Aid and Admissions	Spring 2013	2

	Records staff once a semester to review policies that impact EOP&S/CARE students.	Educational Advisor and Supervisor	and Records both in fall and spring semesters.		
4	Counselors will attend one Academic Senate meeting each semester to report on the EOP&S/CARE program and services.	Counselors	Natalie Paredes addressed Academic Senate in the fall on September 26, 2012.	Fall 2012	2

## 6. New Recommendations:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable, reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendations	Person(s) Responsible	Estimated Completion	Priority
1	Provide early intervention to EOP&S/CARE students that have a GPA between a 2.0-2.29. Counselors will write a letter and encourage these students to come in for an additional counseling appointment to discuss grades. EFMP pg. 345	EOP&S Counselors	September 2013 and March 2014	3
2	During the first contact appointment, counselors will evaluate English and math levels with the student, explain the sequence, and develop a comprehensive SEP to include these courses in the first term. Counselors and advisors will also encourage students to enroll in the English/math fast track learning communities. CCSP 1.1.3	EOP&S Counselors, Educational Advisor	Aug-Oct 2013 and Feb-Apr 2014	2
3	Target UC eligible EOP&S students and provide more information to them to increase the number of EOP&S students that apply to the UC system.	EOP&S Counselors, Educational Advisor	October 2013	2
4	Engage staff in training opportunities to improve their knowledge of policies which affect students in the areas of transfer, financial aid, and program mandates.	Director	June 2015	2
5	Re-evaluate staffing needs. There are key vacancies that have not been filled due to budget cuts. As the number of students served continues to grow and funding is restored, evaluating the staffing needs of the program is necessary.	Director, Supervisor	June 2015	2
6	Improve office efficiency and use of technology.	All faculty and staff	June 2016	2

## 7. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page to complete the Link to Planning column.

### Certificated Personnel (FNIC)

Position	Impact on recommendation(s) /SLOs	Cost	Priority	Link To Planning
Counselor – Full Time Tenure Track	An additional counselor will allow for greater flexibility in providing enough counseling appointments to students so that they are able to complete the mandated contacts each	Salary: \$57,665 Benefits: \$7,081 Health: \$21,909 Total: \$86,655	1	Other: EOP&S Program Plan;

	semester. New recommendation #1, #2 and #5			CCSP 1.1.3
Adjunct Counselor	Having an adjunct counselor available to meet students will allow for full time counselors to attend on and off campus trainings without jeopardizing the availability for mandated counseling appointments. The adjunct counselor should be available when counselors are off contract. Cost based on 787 hours per year.  New recommendation #1, #2 and #5	Salary: \$35,343 Benefits: \$4,340 Health: \$-0- <hr/> Total: \$39,683	2	Other: EOP&S Program Plan; CCSP 1.1.3

### Classified Personnel

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Student Aide	Hire additional work-study peer advisors to ensure they are available to assist students and staff during business hours.  New recommendation #5	\$ -0- dollars for Federal Work Study Student	2	EFMP pg. 345
Outreach Specialist – Part Time	Will increase the number of students served in EOP&S/CARE and develop new partnerships with high school personnel and community agencies in the five districts Citrus College serves. Having a single person designated to provide outreach and recruitment is much more efficient. Note: The cost for this position is split 50% with CalWORKs.  New recommendation #5	Salary: \$46,684 Benefits: \$9,977 Health: \$21,909 <hr/> Total: \$78,570  Split 50% each program = \$39,285	2	EFMP pg. 345; CCSP 2.1.2

### Staff Development (Division)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
EOP&S/ CARE and CalWORKs work group	Will provide more time for EOP&S/CARE and CalWORKs counselors and educational advisors to come together to review policy, procedures, and guidelines that come from general counseling, admissions and records and financial aid.  New recommendation #4	Free – no cost	2	CCSP 1.2.2
Annual Counselor Conferences (UC, CSU, ETS etc.)	Counselors need to remain up to date on transfer policies, as well as campus specific programs and services in order to provide quality counseling to students. Cost estimated. Varies annually.  New recommendation #4	\$65 per person	2	Other: EOP&S Program Plan;  CCSP 2.3.4 and 1.2.2
Chancellor's Office and EOP&SA annual conference	The program director and supervisor are required to attend the Chancellor's Office and EOPSA annual conferences. All staff, especially counselors, are highly encouraged to attend to remain current with policy and procedures that impact EOP&S/CARE. Price	\$500-\$1000 per person for total travel expenses.	2	CCSP 2.3.2 and 1.2.2

	varies depending on the location of the event (i.e. southern or northern California). New recommendation #4			
Financial Aid training	With the implementation of SSSP, there are many changes to financial aid policies that impact EOP&S students. EOP&S staff is requesting training provided by the Financial Aid director. New recommendation #4	Free – no cost	2	CCSP 1.2.2

### Facilities (Facilities)

Describe repairs or modifications needed and location*	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Reconfigure office cubicles to be more functional (SS 236)	Provides faster service to students at the front counter. New recommendation #6	Pending vendor estimate	2	CCSP 3.1.5

\* Include building and room number

### Computers / Software (TeCS)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Integrate EOP&S database into Banner	Provides an efficient method for capturing all required student data for EOP&S/CARE reporting purposes. New recommendation #6	provided by the college	2	CCSP 5.1.1 and 5.1.3

### Equipment

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Projector in conference room	Provides the technology required to use the conference room for workshops and orientations. New recommendation #6	provided by the college	2	CCSP 2.3.3 and 3.1.2
E-book readers	Allows the program to provide book services in an alternative method that should be cost effective. The e-book readers will be leant out each semester and are not intended to be property of the student. New recommendation #6	\$120 each for about 650 students	2	CCSP 4.1.2
Scanner	Is required to allow program to become paperless. New recommendation #6	\$4000	2	CCSP 5.1.3

### Supplies (Division)

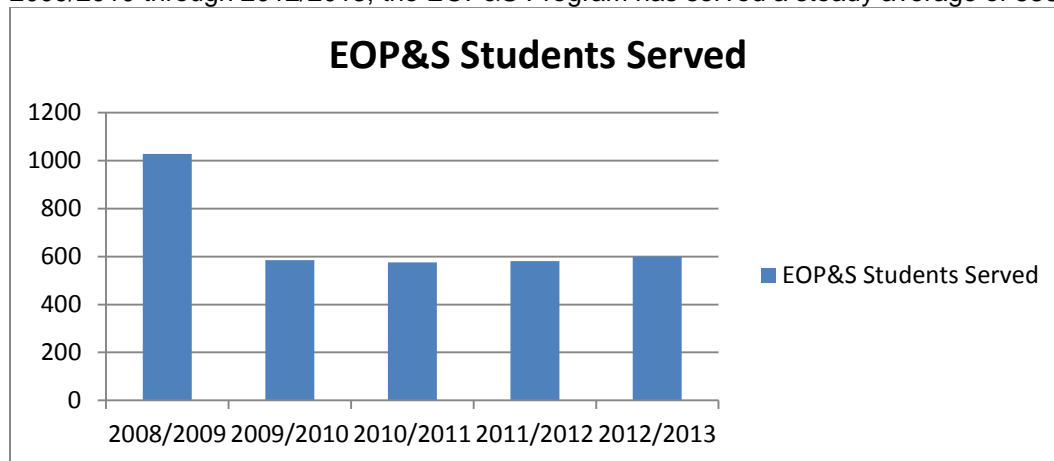
Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				



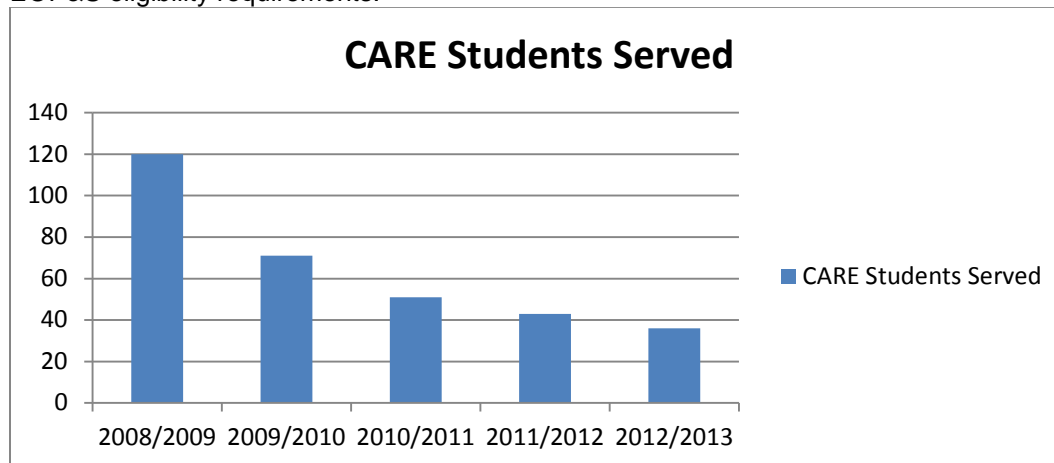
## Appendix A

**Students 1.** *Approximate number of student served annually (includes student characteristics and trend data if available.)*

In 2008/2009, the EOP&S Program served a total of 1028 students. The following year, the unduplicated number fell by 43% and 585 students were served. This sharp decrease was a result of the state's financial crisis. Since 2009/2010 through 2012/2013, the EOP&S Program has served a steady average of 586 students per year.



The CARE Program has experienced a significant drop in the number of students served over the last five years. In 2008/2009, CARE served 120 students and in 2012/2013, CARE served 36 students. Besides state budget cuts, other factors contributed to this decline including: less CARE eligible students enrolled full-time, more students entering or returning to the workforce and no longer receiving CalWORKs benefits, or students are not meeting EOP&S eligibility requirements.



Over the last five years, Hispanic students have made up 64% of our total student population. We have also consistently served more females (69.38%) and nearly 90% of all EOP&S students enter the program with a high school diploma. Moreover, 67% of all new students indicate their educational goal is to complete an associate's degree at Citrus College and transfer to a four-year institution. Finally, it is significant to point out that 68% of our students qualify for the program based on the fact that they started their college education at basic skills level math or English, or both.

**Appendix B (pg. 15-17)**

**EOP&S PROGRAM REVIEW**  
*Student Success Data provided by*  
*The Office of Institutional Research*  
 September 2014

This report provides summary data for EOP&S Student Success as measured by: student transfer to a four-year college or university, degree/certificates, and transfer prepared status.

EOP&S Participation for the last five years was provided by the EOP&S program, showing a decreased program size starting in 2009-2010 academic year.

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students participating in the EOPS program	1010	580	573	578	599

**I. EOP&S Student Demographic Data**

Participants of the EOP&S/CARE program very much mirror the student population on campus as the data illustrates in the tables below. It is interesting to note that the largest age group of participants in EOP&S/CARE was students between the ages of 25-49. In 2010-2011, however; the largest age group became the students between the ages of 20-24 and has remained the largest group since. The largest age group at Citrus College is students between the ages of 20-24.

EOPS Students by Age										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Age	#	%	#	%	#	%	#	%	#	%
< 20	0	0%	0	0%	0	0%	0	0%	30	5%
20-24	221	22%	208	36%	323	56%	402	70%	410	68%
25-49	748	74%	350	60%	231	40%	165	29%	149	25%
50+	41	4%	22	4%	19	3%	11	2%	10	2%
Total	1010	100%	580	100%	573	100%	578	100%	599	100%

For all years under this review, females were the largest gender to participate in the EOP&S/CARE program. On average they made up 67% for the academic years 2008-2009 through 2012-2013, compared to 53% college wide.

EOPS Students by Gender										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Age	#	%	#	%	#	%	#	%	#	%
Female	671	66%	404	70%	395	69%	392	68%	380	63%
Male	329	33%	169	29%	171	30%	181	31%	214	36%
Unknown	10	1%	7	1%	7	1%	5	1%	5	1%
Total	1010	100%	580	100%	573	100%	578	100%	599	100%

EOP&S/CARE participants also mirror the overall college picture with regards to ethnicity. The largest group, Hispanic students, ranged from 59% (2009-2010) to 73% (2012-2013), followed by African American students 14%-8% and White students 13%-9%. Students identifying as Asian, Two or more races, American Indian/Alaska Native, or Unknown, each made up single digit percentages of EOP&S/CARE participants from 2008-2009 to 2012-2013.

EOPS Students by Ethnicity										
Race/Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%	#	%	#	%
African-American	146	14%	52	9%	60	10%	44	8%	47	8%
Asian	58	6%	40	7%	44	8%	43	7%	36	6%
American Indian/Alaska Nativ	4	0%	1	0%	1	0%	1	0%	1	0%
Hispanic	593	59%	351	61%	357	62%	389	67%	435	73%
White	127	13%	85	15%	64	11%	63	11%	51	9%
Two or More Races	8	1%	2	0%	10	2%	12	2%	11	2%
Unknown	74	7%	49	8%	37	6%	26	4%	18	3%
Total	1010	100%	580	100%	573	100%	578	100%	599	100%

## II. EOP&S Transfer and Degree/Certificate Data

Data for Transfer and Degree/Certificate achievement was compiled through cross referencing data provided by the EOP&S program with student records from the National Student Clearinghouse.

A Transfer is considered at least one term of enrollment in a 4-year university or specialty college subsequent to attendance at Citrus College.

Student outcomes are counted for each year in which they participated in the EOP&S program. Transfer data is current as of June 1, 2014. Degree/Certificate completion data is current as of May 1, 2014.

EOPS Transfer Data					
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EOPS Students	1010	580	573	578	599
Transfers	317	204	171	114	61
Transfer Rate	31%	35%	30%	20%	10%

In the 2008-2009, 2009-2010, and 2010-2011 academic years, Transfer Rates were 31%, 35%, and 30%, respectively.

In 2011-2012 and 2012-2013 Transfer Rates declined to 20% and 10%, respectively. This may reflect that students enrolling in 2011-2012 or 2012-2013 have not accumulated enough academic terms to achieve transfer status.

EOPS Degree/Certificate Completion Data					
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EOPS Students	1010	580	573	578	599
Degree/Certificate Completion	307	240	206	132	118
Completion Rate	30%	41%	36%	23%	20%

Out of the 2008-2009 cohort, 307 EOP&S students earned a degree or certificate, representing 30% of the EOP&S enrollment. Completion rates for 2009-2010 and 2010-2011 EOP&S students were 41% and 36%, respectively.

Like transfer rates, students who participated in the EOP&S program in the last two years (2011-2012 and 2012-2013) may not have accumulated enough academic terms to obtain a degree or certificate, thus the completion rates declined to 23% and 20%, respectively.

### III. Transfer Prepared Status Data

Being consistent with the definition in the California Community College Chancellor's Office Scorecard report, *Transfer Prepared* status is a measure of completion designated when students have successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Different from the previous section, data from the CCCC Scorecard for 2013 and 2014 were used to compare EOP&S students' performance with the college wide picture.

Students that belong to the 2013 Scorecard cohort were initially enrolled as first-time students in 2006-2007, completed a minimum of 6 units in 6 years (through 2011-2012), and attempted a math or English course during the first three years of enrollment.

Likewise, that students belong to the 2014 Scorecard cohort were initially enrolled as first-time students in 2007-2008 completed a minimum of 6 units in 6 years (through 2012-2013), and attempted a math or English course during the first three years of enrollment.

EOP&S Transfer Prepared data for the cohorts 2006-2007 and 2007-2008 are shown below.

EOPS Transfer Prepared Data								
	2006-2007				2007-2008			
	EOPS		College Wide		EOPS		College Wide	
Total Enrollment	266		2085		251		2225	
Degree	71	27%	412	20%	70	28%	487	22%
Certificate	14	5%	122	6%	15	6%	121	5%
Transfer Prepared	76	29%	535	26%	75	30%	591	27%
*Data compiled from Office of the Chancellor Scorecard Report								

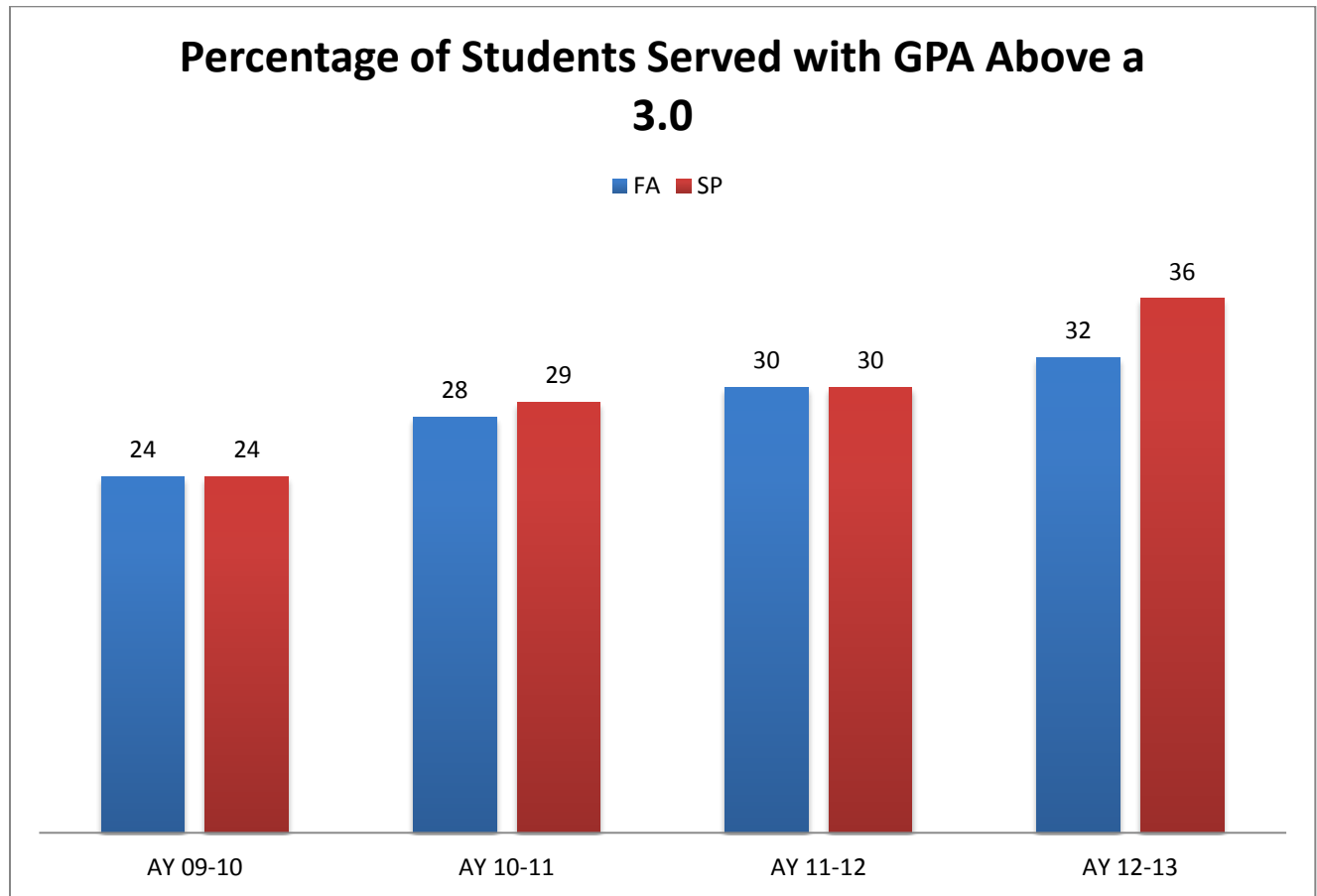
EOP&S Students composed approximately 13% (N=266) of college enrollment of the first-time freshmen in 2006-2007, and 11% (N=251) in 2007-2008.

In the 2006-2007 cohort, degree completion rates for EOP&S students were 27% compared to 20% for the entire college. Certificate completion rates were the about the same (5% EOP&S, 6% college wide) for both groups. Transfer prepared rates for EOP&S students were 29% compared to 26% for students-college wide.

In the 2007-2008 cohort, 28% of EOP&S students earned a degree compared to 22% for the college. Again, Certificate rates were nearly identical, 6% and 5%, respectively. Additionally, 30% of students in the EOP&S program became Transfer Prepared compared to 27% college wide.

## Appendix C

Note: Data was not available for Academic Year 2008-2009.





## Appendix D

### Response to the Student Services Program Review and Technical Site Visit for Citrus College EOP&S

#### **Compliance Issue:**

*Review EOP&S guidelines in regard to Counseling and Advisement Services in the areas of time, follow-up, and documentation to ensure they are providing truly “over and above” services... Provide ongoing trainings to certificated counselors for consistency of the Student Educational Plan (SEP), ensuring that it is a comprehensive, long-term sequence of courses to be taken from the date of creation of the plan to the student’s date of completion.*

#### **Corrective Action:**

Although EOP&S does not have enough counselors to provide for longer appointments based on the counselor to student ratio, the department is providing the following “over and above” services: smaller new student orientations, smaller probation workshops designed for the EOP&S population, two counselor contacts per semester, one educational advisor (progress report) per semester, 70 unit letters, and workshops for EOP&S, CARE, and CalWORKs students.

Counselors have 30 assigned hours for student contact and 10 hours for department meetings and unassigned duties including student follow-up.

In spring 2008 the EOP&S office held trainings to discuss creation of comprehensive Student Educational Plans and follow-up training on the creation of SEP is scheduled August 26 at the department meeting.

#### **Compliance Issue:**

*Follow the appropriate approval process to distribute the CARE Agency Certification Form to all CARE students beginning fall 2008, in order to gain official documentation of single, head of household status from the county, eliminating self-certification. The team notes that a timeline is already in place for implementation and want to ensure it is in place.*

#### **Corrective Action:**

We reviewed the CARE Program Guidelines (July 2006 p. 4) that state, “Staff must verify participant’s status with the Untaxed Income Verification or Notice of Action forms from the county welfare department or Tribal TANF Program Administrator at least once during each academic year. During each mandatory EOP&S/CARE counseling contact, student must provide counselor with proof of their continued eligibility for CARE services.”

The CARE staff revised the verification form using an example from the CARE New Directors Training Manual (September 2007). A county representative verifies the statements are correct and as a result, we eliminated the practice of student self-certification.

#### **Compliance Issue:**

*Follow the System Office approved EOP&S Program Plan 2.2 Summary of Personnel Cost for all positions funded by EOP&S, especially in regard to the Administrative Secretary position monitoring the budget.*

#### **Corrective Action:**

Budget tracking and monitoring for CalWORKs now rests with the administrative secretary for CalWORKs.

#### **Compliance Issue:**

*Create, review, and/or revise the Student Educational Plan (SEP) utilizing only certificated counselors.*

#### **Corrective Action:**

During the first counselor contact EOP&S students meet with a counselor to establish an educational goal and to develop a comprehensive student education plan. During the third contact, EOP&S students meet with an EOP&S counselor to review progress, select classes for the next semester and revise SEP as necessary. Subsequent contacts may include informal advising with an educational advisor.

