**EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION
STUDENT SERVICES ANNUAL
PROGRAM REVIEW 2015-2016
AND PLAN 2016-2017**

Committee Members:

Jorge Acosta	Ida Esquivel	Sara Gonzales-Tapia
Dorothy Jean Hays	Joanne Hinojosa	Natalie Miramontes
Raul Sanchez	David Tieu	Denise Zamora

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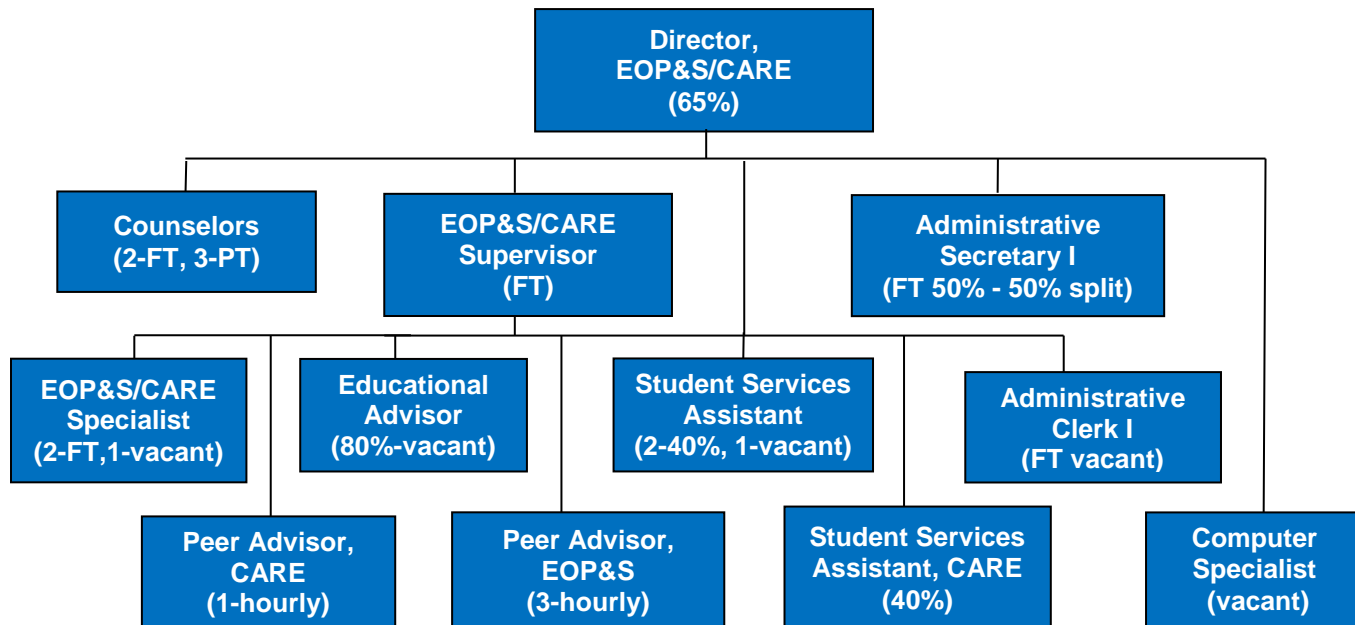
Program Description:
EOP&S is a counseling program designed to provide access and retain students from educationally and economically disadvantaged backgrounds. The numerous services provided support students in achieving their academic and career goals. The CARE program provides additional services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

2. Key Functions/Goals:

- Academic advising
- Academic, career, transfer and personal counseling
- Build a positive rapport with students
- CARE grant and transportation assistance (CARE only)
- Financial aid and enrollment assistance

- Major preparation and interpretation of assessments
- Priority registration
- Program retention
- Self-Development workshops
- Student engagement in college resources and organizations
- Student recognition events
- Textbook services

Organization Chart

```
                        Director,
                       EOP&S/CARE
                         (65%)
        ┌───────────────────┼────────────────────────────┐
   Counselors        EOP&S/CARE                   Administrative
   (2-FT, 3-PT)       Supervisor                    Secretary I
                         (FT)                  (FT 50% - 50% split)
        ┌──────────┬──────────────┬──────────────┐
 EOP&S/CARE    Educational    Student Services   Administrative
  Specialist     Advisor         Assistant          Clerk I
(2-FT,1-vacant) (80%-vacant)  (2-40%, 1-vacant)   (FT vacant)
      │              │              │                  │
 Peer Advisor,  Peer Advisor,  Student Services    Computer
    CARE          EOP&S        Assistant, CARE     Specialist
  (1-hourly)    (3-hourly)        (40%)            (vacant)
```

3. 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?*

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

	Populate with the existing Unit Outcomes			
	Outcome	**Assessment**	**Result**	**Change**
1	EOP&S/CARE students will be able to identify and understand requirements for certificate, degree and transfer completion, program contacts and services, unit and semester limits on participation, and financial aid policies.	Through the completion of the new student orientation, students will learn about book services and graduation requirements. 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: Q1. You will stop receiving financial aid once you attempt how many overall units? (Answered in multiple choice format)	The questionnaire was administered in fall 2015 to 210 students and in spring 2016 to 151 students. Results – fall 2015: Q1: Thirty-eight percent (38%) answered correctly on pre-test; ninety-five percent (95)% answered correctly on post-test Q2: Sixty-nine percent (69%) answered correctly on pre-test; ninety-four percent (94%) answered correctly on post-test	The criterion for success was met in both semesters; therefore, this will be the final cycle of this SLO. A new SLO will be assessed in the 2016-2017 year (see #3 below).

		Q2. What grade must you receive to continue in the math and English sequence? (Answered in multiple choice format) Criteria for success: Eighty percent (80%) of the respondents will answer correctly in the post questionnaire.	Results – spring 2016: Q1: Thirty three percent (33%) answered correctly on pre-test; eighty percent (80%) answered correctly on post-test Q2: Seventy three percent (73%) answered correctly on pre-test; ninety-one percent (91%) answered correctly on post-test	
2	EOP&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.	Students that attend the "Understanding Academic Probation Workshop" will report being more aware of what they need to do to improve their grades. Students will be able to identify their self-defeating behaviors (SDB) that create barriers to their academic success. Students will complete a pre and post self-assessment of their SDB. The pre assessment will be administered during the workshop and the post assessment will be administered towards the end of the semester in an individual counseling appointment. The students will be asked to identify their three most critical SDB and possible solutions. At the follow-up counseling meeting, the student will write a narrative explaining their behaviors and if they have improved these behaviors. Counselors will evaluate the extent of their success based on the narrative. Criteria for success: Eighty percent (80%) of post assessment respondents will have improved their SDB.	The post assessment was completed by 11 students in the fall 2015 semester. One hundred percent (100%) of the respondents reported positively improving their SDB. The post assessment was completed by 20 students in the spring 2016 semester. Ninety percent (90%) of the respondents reported positively improving their SDB. Counselors report as a result of the Academic Probation workshop: "Students were able to identify behaviors negatively affecting their academic performance, and developed practical strategies to improve their academic performance." "Students identified areas of improvement including better time-management skills, study habits, and self-awareness during their follow- up appointment. In addition, students also utilized off and on campus resources." "As a direct result of the follow-up appointment with this counselor, all students responded that they realize what negative behaviors they need to change to make them more successful students. All of the	The results of the SLO were discussed at a counseling meeting on 05/02/16. The consensus is that students are making positive changes to their SDB. Therefore, this will be the last cycle of this SLO. A new SLO will be assessed in the 2016-2017 year (see #4 below).

			students interviewed in the self-assessment appointment responded that they now have a 'Positive' view of their behaviors."	
3	EOP&S/CARE students will be able to identify and understand requirements for certificate, degree and transfer completion, program contacts and services, unit and semester limits on participation and financial aid policies.	At the conclusion of the exit interview, students will be aware of their academic progress and remaining eligibility in EOP&S. A questionnaire will be developed and administered to all students at their exit interview and will assess their awareness of their academic progress and remaining eligibility. Criteria for success: Seventy-five (75%) of the respondents will be able to identify their overall grade point average and their completed degree applicable units so that they may understand their remaining eligibility in the program.	Assessed in 2016-2017	
4	EOP&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.	Through participation in various transfer workshops, EOP&S/CARE students will report feeling less anxious and more comfortable with the transfer process. A pre-test will be administered at the start of each workshop and a post-test will be administered at the conclusion of each workshop. Criteria for success: Seventy-five (75%) of the respondents will report that as a direct result of the workshop, they feel reduced anxiety and an increase in knowledge with the transfer process.	Assessed in 2016-2017	

4. Previous Recommendations/Goals:

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 Recommendation/ Goals 2015-2016	Person(s) Responsible	Status/ Progress	Completed
1	Explore the feasibility of offering tutoring services in EOP&S for computer lab basic skills classes. CCSP 2.2.4	Director	Completed	April 2016
2	Establish new contacts with high school career technicians at feeder districts. CCSP 6.1.1, 2.1.2	Counselors	Completed	April 2016
3	Increase visibility of the EOP&S/CARE program by working with divisions and programs that serve potential EOP&S students. CCSP 2.1.1, Other: EOP&S program plan	Counselors, Director, and Supervisor	Completed	June 2016
4	Collaborate with financial aid staff to develop financial aid literacy workshop series for EOP&S students. SSSP Plan mandates	Director and Counselors	Completed	November 2015

5. New Recommendations/Goals:

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), CCSP Annual Implementation Plan (AIP) item, and/or the Educational Facilities Master Plan (EFMP) goal, using the following format.
Examples: CCSP 5.3, AIP 5.1.2, and/or EFMP pg. 361

	New Recommendation/ Goals 2016-2017	Person(s) Responsible	Estimated Completion	Budget Priority
1st	Increase faculty awareness of the EOP&S/CARE program and the services provided to students. CCSP 5.3	Counselors, Director	June 2017	2
2nd	Reassess the staffing needs and submit proposal for permanent positions. Other: EOP&S Comprehensive Program Review	Director	June 2017	2
3rd	Increase the unduplicated number of students served in the academic year by 20%. CCSP 5.3, 5.5; Other: EOP&S Program Plan; and EOP&S Comprehensive Program Review	All staff	June 2017	2
4th	Participate in the coordination of developing an electronic application for EOPS. AIP 5.1.6	Director, Supervisor, Specialist, TeCS	June 2017	2
5th	Address furniture needs in the office.	Director, Secretary	June 2017	2

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
EOP&S/CARE	**Completed**	**In Progress**	**Not yet begun**
EFMP – 1 Develop workshops tailored to strategies for success in specific careers.	X		
EFMP – 2 Expand the support group for CalWORKs students with bridging activities to satisfy county regulations that require students to complete 32 to 35 hours of activities year round.	X		
EFMP – 3 Evaluate the pilot intervention strategies and expand to a greater number of students if data indicates that the interventions had a positive impact on student success.	X		

EFMP – 4 Increase awareness of educational opportunities for the CARE/CalWORKs population through community outreach such as high school teen parent programs at continuation high schools and by distributing flyers at laundromats, churches, and the Women Infants and Children program.		X	
EFMP – 5 Expand the work study program to include off campus employment sites.			X
EFMP – 6 Reinstate peer Advising.	X		

6. 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.

EOP&S/CARE

Certificated Personnel (FNIC)

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
EOP&S/CARE Counselor, Full-time	Goal: Provide sufficient number of counseling appointments to students Impact: All students will complete the mandated contacts each semester New recommendation #1, 2, & 4	Salary $60,583 Benefits $ 8,560 Health $21,814 Total: $90,957	1	CCSP 5.3; Other: EOP&S Program Plan
EOP&S/CARE Counselor Part-time	Goal: Provide additional counseling support to full-time counselors. Impact: Adjunct counselor will provide counseling coverage while full-time counselors are off contract or are away at trainings and conferences. New recommendation #1, 2 & 4	Salary $ 36,000 Benefits $ 5,753 Health $ -0- Total: $ 41,753	2	CCSP 5.3; Other: EOP&S Program Plan

Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Outreach Specialist- 100% (split 75%/25% with CARE)	Goal: Have a single person designated to outreach and recruitment so that a strong working relationship is established with high school and community partners. Impact: Increase the number of students served in EOP&S/CARE and develop new partnerships with high school personnel in the five districts Citrus College serves. New recommendation #2 & 4	Salary $ 49,046 Benefits $ 11,520 Health $ 21,814 Total: $ 82,380	1	CCSP 1.1, 1.3, 10.2; EFMP pg. 345
EOP&S/CARE Specialist- 100% (split 75/25 with CARE)	Goal: Hire an additional employee to keep up with the demands of a growing program and assist with the execution and delivery of key EOP&S and CARE services. Impact: Improve efficiency of processing	Salary $ 43,350 Benefits $ 10,182 Health $ 21,814 Total: $ 75,346	2	AIP 5.1.6

	applications for program eligibility and help meet the increased demands that come with serving an increased number of students as it relates to new student orientations, progress monitoring, outreach, and book services. New recommendation #2 & 4			
Student Services Assistant – 49%	Goal: Hire an additional employee to keep pace with a growing program and maintain accurate data on all students. Impact: Improve efficiency and error reduction of tracking student contacts, program eligibility, and student progress. New recommendation #2, 3, & 4	Salary $ 11,681 Benefits $ 1,121 Health $ -0- Total: $ 12,802	2	CCSP 5.3
Administrative Clerk I – 49%	Goal: Provide clerical support to office and assist Administrative Secretary I. Impact: Improve completion time of general office duties. New recommendation #2 & 4	Salary $ 15,033 Benefits $ 1,443 Health $ -0- Total: $ 16,476	2	CCSP 5.2

Staff Development (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Chancellor's Office and EOP&S Association annual conferences	Goal: Remain current with policy and procedures that impact EOP&S/CARE. Impact: All staff will have access to professional development activities including training, workshops, and networking. New recommendation #3 & 4	$500-$1000 per person depending on location of event. 7 people in attendance = $7,000 maximum	2	CCSP 3.3
Annual Counselor Conferences (UC, CSU, ETS, etc.)	Goal: Remain up to date on transfer policies, as well as campus specific programs and services. Impact: Counselors have access to training materials that will help them provide quality counseling to students. New recommendation #1	Approximately $65 per person; 5 people in attendance = $325	2	CCSP 3.3; Other: EOP&S Program Plan

Facilities (Facilities)

Describe repairs or modifications needed and location	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Table for waiting area in SS 236	Goal: Replace broken table that is in student waiting area. Impact: Students will have an additional space to study while waiting for their appointment. New recommendation #5	$622	2	CCSP 5.2

Computers / Software (TeCS)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Integrate EOP&S database into Banner	Goal: Eliminate the need to use the legacy EOP&S database. Impact: Capture all required student data for EOP&S/CARE reporting purposes. New recommendation #3 & 4	Unknown- provided by college	2	AIP 5.1.6

Equipment

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				

Supplies (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				