

EOP&S/CARE

I. Introduction

The mission of EOP&S/CARE at Citrus College is to compassionately help fulfill the needs of participant students through encouragement and support. Therefore, EOP&S/CARE staff members become ambassadors for the institution, functioning as liaisons between students, the college, and the community. The goal of EOP&S/CARE is to instill tools necessary for students to become empowered individuals, who are able to overcome barriers and actualize their academic and career goals.

EOP&S/CARE is located in the Educational Development (ED) building which is centrally located and also houses the financial aid office, DSP&S, the Testing Center and other student services programs. EOP&S/CARE is under the leadership of one (65%) director who reports to the dean of counseling.

The EOP&S/CARE staff consists of the following:

#	EOP&S/CARE Positions	Hours Week	Funding Source	
			EOP&S/CARE/CARE	Other
1	Director (EOP&S/CARE)	40	65%	35%
2	Full-Time Faculty	35	100%	
4	Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisor	40	80%	20%
1	Full-Time Administrative Secretary I	40	100%	
1	Administrative Clerk II	40	100%	
2	Student Service Specialists	40	100%	
4	Student Service Assistants	16	100%	
4	Peer Advisors	20	75%	25%

During the 2006-07 academic year EOP&S/CARE at Citrus College served a total of 1022 students, (unduplicated) of which 121 were CARE students. Over the past three years, the steady increase of EOP&S/CARE students has been managed in order to ensure that adequate services are provided to eligible students based on the annual allocation of funds. The CARE student population has declined from 2004-05 to 2006-07 by 12% for various reasons: the pressures placed on CARE students from The Los Angeles County Department of Social Services to go to work instead of attending school, a lack of support at home and the family demands single parents generally experience.

The last EOP&S/CARE Operational Program Review took place October 8-11, 2002. The following are the thirteen (13) recommendations made by the team and the current status on each:

(1) The Vice President of Student Services, the Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor were to collaborate to develop proper coordination and communication between the EOP&S/CARE program and other campus programs to facilitate providing "over and above" services to EOP&S/CARE eligible students. Meetings are scheduled with Financial Aid, the bookstore, and CalWORKs. In 2004 the EOP&S/CARE and CalWORKs programs were reorganized under one director. This merger facilitated the collaboration process and fostered collaboration efforts such as outreach and recruitment for CalWORKs and CARE eligible students, as well as a combined annual recognition ceremony for EOP&S/CARE and CalWORKs students.

(2) The EOP&S/CARE Director/Counselor and staff conduct an immediate student transcript audit to identify any student in excess of 70 units or 6 consecutive semesters. Following this thorough assessment, appropriate exit notification must be provided to each student determined ineligible due to limitation monitoring as specified by Title 5. In fall 2004, a new EOP&S/CARE database was developed to assist with tracking of student's units and semesters completed. In addition, the 70 unit/six semester eligibility form and process was revised to include a final review by the director in order to ensure checks and balances.

Students receive notices of eligibility beginning the completion of 40 units and three semesters. Finally students are mailed an exit notification upon completion of 70 units or six semesters.)

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(3) The Vice President of Student Services, Dean of Counseling Programs and Services, and EOP&S/CARE Director/Counselor identify EOP&S/CARE computer program needs in order to produce an effective student tracking system by accessing the campus data currently available and by providing staff with the training to ensure accurate EOP&S/CARE MIS student data reports. In fall 2004, a new EOP&S/CARE data base was implemented to address this recommendation. In addition, during fall 2006, the district invested in the Banner program, which was implemented summer 2007. The Banner program promises better accessibility to campus student data.

(4) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor clearly define the role and time assigned to the EOP&S/CARE Director/Counselor and, if necessary, submits a waiver to the Chancellor's Office requesting a less than full-time director based on the waiver criteria established. It is also recommended that the EOP&S/CARE Director/Counselor clearly define the job duties, document them on the Summary of Personnel 2.2 forms, and train each staff member to implement these job duties and responsibilities as required by Title 5.

In spring 2004 the college reorganized the EOP&S/CARE Director/Counselor position from a counseling faculty position to a management position to include leadership over the CalWORKs program. In summer 2004 a new EOP&S/CARE and CalWORKs director was hired. As the new director position is not full-time, in spring 2005 the new director submitted a request for waiver and for a new EOP&S/CARE Supervisor/Coordinator position that was 100% dedicated to EOP&S/CARE. The request for waiver was approved. In addition, annual staff development activities and training have been held to train staff to understand roles and responsibilities.

(5) The EOP&S/CARE Director/Counselor works with the EOP&S/CARE staff and The Recruiter/Outreach Assistant to develop a strategic and coordinated outreach plan focusing exclusively on EOP&S/CARE "over and above" outreach and recruitment. This plan should include a method that effectively tracks contacts with potential students in order to verify their enrollment and provide information about the strategies that yield an increase in the number of EOP&S/CARE students currently served. In 2004-05, outreach and recruitment master calendars were developed to track outreach and recruitment activities. Staff utilized contact cards at these activities to collect information from students interested in Citrus College and EOP&S/CARE, and Summer Bridge. In January 2006, an outreach database was created and implemented to better track and follow up with potential students. Since fall 2004, the EOP&S/CARE Educational Advisor has visited local feeder high schools on a weekly basis to assist potential students with college and program applications. EOP&S/CARE will continue to participate in campus recruiting events such as The Youth Conference, Parent Night, Independence City, and Early Decision.

(6) The EOP&S/CARE Director immediately submits a basic skills waiver request that meets the conditions and standards established by the approved waiver criteria. The team also recommends that either an efficient system to track the participation and effectiveness of tutoring services to EOP&S/CARE students by the college tutorial center be developed or that an alternative method of providing tutoring services to EOP&S/CARE students be created. A waiver request was submitted for the absence of EOP&S/CARE basic skills offerings in the 2005-06 Program Plan and was approved. After tracking participation over a three-year period of EOP&S/CARE students utilizing the college's tutoring services, it was discovered that very few students utilized the extra hour of tutoring provided by EOP&S/CARE. As a result, EOP&S/CARE is working on developing an alternative method to provide tutorial services to EOP&S/CARE students that go "above and beyond" what the college offers.

(7) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor ensure that any counselor conducting EOP&S/CARE counseling meets the EOP&S/CARE minimum counselor qualifications and has had proper training regarding Title 5 regulations. The practice of using non-qualified counselors to meet one of the two EOP&S/CARE required meetings with a counselor must be discontinued immediately. This practice has been discontinued and all counselors are carefully screened for EOP&S/CARE minimum counselor qualifications.

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(8) The EOP&S/CARE Director/Counselor collaborates with the Dean of Counseling Programs and Services to review the current counseling loads and to develop a plan to ensure that EOP&S/CARE students are being served with their required counseling contact time. One additional full-time counselor was hired during the 2005-06 academic year and one additional adjunct counselor was hired during 2006-07 for a total of two full-time counselors and two adjunct part-time counselors. Additionally, two full-time counselors from the Center for Teacher Excellence and General Counseling contribute additional hours for appointment availability during the evening office hours; thereby four part-time counselors in addition to two full-time counselors are available to assist EOP&S/CARE students in completing their required contacts.

(9) The EOP&S/CARE Director/Counselor ensures a Student Educational Plan (SEP) is in each student file, and Student Educational Plan (SEP) include long-range mapping of courses required to lead a student toward his or her educational goal. The nature of the three required contacts should be clearly defined and documented in the file and a counselor comment sheet implemented to record student advisement information in order to comply with Title 5 Student Educational Plan (SEP) and counselor contact requirements. Student Services Assistants continually review files to ensure all documents, including the SEP, are on file for each student. Students lacking an SEP are immediately called to schedule an appointment with a counselor. A "Student Summary Sheet" has been placed in each file to track counselor contacts and an interview sheet is utilized by the counselors and educational advisors to record detailed notes for each meeting.

(10) The EOP&S/CARE Director/Counselor trains staff on implementation of the EOP&S/CARE program's probation/dismissal policy. This policy is outlined in the student handbooks.

(11) The counseling staff provides probation counseling "above and beyond" the services provided by the college at large to ensure that students maintain academic progress and achieve their educational goals. EOP&S/CARE is continuously working with the Early Alert Program and in fall 2006, EOP&S/CARE counselors began conducting "Understanding Academic Probation" workshops.

(12) The EOP&S/CARE Director and staff formalize a tracking system for the ACT program and Career/Transfer Center referrals. In addition, the EOP&S/CARE Director/Counselor must submit a waiver to the State Chancellor's Office to ensure Title 5 compliance regarding mandatory transition services due to lack of "over and above" job placement services offered to EOP&S/CARE students. EOP&S/CARE staff assigned to coordinate ACT work closely with the Career/Transfer Center to identify and track transferring EOP&S/CARE students. A waiver request for job placement services was submitted with the 2005-06 Program Plan and was approved by the Chancellor's Office.

(13) The Vice-President of Student Services, Dean of Counseling Programs and Services, and the Financial Aid and EOP&S/CARE directors effectively coordinate their services and share information about mutual needs and timelines in a manner that ensures students' financial aid awards are not adversely affected. Designated EOP&S/CARE staff is granted access to Financial Aid's PowerFails software program, which allows the staff to more efficiently process EOP&S/CARE applications. Additionally, the EOP&S/CARE Supervisor and other staff work closely with Financial Aid staff to share information on book awards, CARE grants and other services that directly affect a student's unmet financial need. A timeline was developed to share information and avoid any adverse results that may affect a student's financial aid awards.

II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

A. How do these four categorical programs work with each other and with other student services programs?

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students

at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

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B. How do student services work with instruction, institutional research and the management information systems (MIS)?

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

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D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student **access, progress, learning and success**. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”*

1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

The Director of EOP&S/CARE and CalWORKs reviews MIS data before it is submitted to the State Chancellor's Office. If the data is incorrect, the director and designated staff investigate the reasons why students are not being counted towards the total unduplicated count for the year. Once the EOP&S/CARE and CalWORKs director and the TeC Services (MIS) department have fully evaluated the data, it is submitted to the State Chancellor's Office.

B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

MIS data provided by the Chancellor's office appears to be fairly accurate. However, there are some instances when data from the state and in-house data does not match (i.e. transfer students, certificates awarded). An effort is being made to determine why these students' data are not being included.

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- C. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

Some of the more common reasons as to why the numbers of students in the MIS report may not match our program records include: lack of a basic student records, or a possibility the student is not properly coded for DSP&S or coded as a special major. When there is a discrepancy, we immediately contact TeC Services who works closely with us to identify the students who are not being counted and to determine the reason(s).

2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

A. How does the program compare with the total college demographic data?

Although the total number of unduplicated students at Citrus College declined from 2003 through 2006, the EOP&S/CARE program at Citrus College continued to steadily grow during the last three years, serving on average approximately 4% of the total college population. Below are some common trends noted when comparing EOP&S/CARE students to the general college population:

- 69% of EOP&S/CARE participants for the last three years have been female; females make up 57% of the total college population.
- As a result of increased recruitment efforts at the local high schools, EOP&S/CARE recently experienced an increase in students who are less than 20 years of age. This age group made up 29% of the program participants in 2005-06 compared to 31% of the total college population.
- Similar to the general college population, most of the students who participate in EOP&S/CARE fall within the 20-24 age range.
- 57% of EOP&S/CARE students are Latino; 34% of the total college population is Latino.
- Latinos make up the largest minority group served by EOP&S/CARE at Citrus College.
- 13% of EOP&S/CARE students are African-American; 5.5% of the total college population is African-American.
- African-Americans make up the second largest minority group served by EOP&S/CARE at Citrus College.
- Based on data we received from the Chancellor's office, EOP&S/CARE participants are younger than the overall student body (70% compared to 61% are less than 25 years of age), tend to be minorities (82% average compared to 55% campus wide), and are more likely to be female.

B. Describe the areas where you have concerns about access.

Some of the areas of concern with regards to access include:

- The need to reach out to re-entry/non-traditional students over the age of 35. In comparison to the college general population, 21% of students are over the age of 35 years old compared to 13% of students in EOP&S/CARE.
- The student body at Citrus College is 57% female and 43% male; EOP&S/CARE students are 69% female and 31% male. As a result of this disproportion, there needs to be more outreach to the male population. A likely cause of this disproportion is the fact that our CARE program is comprised of nearly 100% females. CARE students make up approximately 16% of our total EOP&S/CARE population.
- Citrus College's total student population is 30% white, while white students comprise 15% of the EOP&S program population. This percentage has been consistent over the last three years. EOP&S/CARE realizes there needs to be a push to recruit more non-minority students who are EOP&S/CARE eligible to better reflect the demographic population EOP&S/CARE serves.

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- The CARE program at Citrus College experienced subsequent declines in student participation during the last three years. This trend seems to mirror trends at other community colleges statewide and is likely linked to restrictive welfare-to-work policies imposed by the Department of Social Services.

C. Please describe any plans in place for improving access.

Plans to improve access in these areas include:

- Working with departments on campus such as Non-credit Matriculation, CalWORKs and vocational education programs to reach out to and identify re-entry students who would be potentially eligible for EOP&S/CARE.
- Furthering our working relationship with financial aid and identifying all BOG A and B students, as the number of students receiving financial aid at Citrus College has steadily increased over the last three years (19% to 25%). We hope to capture more of these students that fall within the demographics not generally associated with EOP&S/CARE at Citrus College: non-minorities, 35 years of age and over, and males.
- Developing a collaborative relationship between the CARE and CalWORKs program staff on campus. The CARE staff has fostered new working relationships with local community-based organizations that provide services to TANF/CalWORKs participants. We anticipate these reinforced recruitment efforts and strategies will increase student participation in CARE.

D. What programs and services do you feel specifically contribute to student access at your college? Why?

EOP&S/CARE has consistently increased the number of students it serves each year. Some of the programs and services that contribute to student access at Citrus College include:

- Collaborative efforts with other on-campus programs such as Financial Aid, CalWORKs, DSP&S, the Career/Transfer Center, and External Relations have been very effective in increasing student access. These key programs and departments have also helped improve EOP&S/CARE' exposure to the campus community.
- Ongoing working relationships with college faculty, specifically faculty who teach basic skills level courses and counseling courses, to help identify potential EOP&S/CARE students.
- Assigning educational advisors, including two EOP&S/CARE educational advisors, to local high schools where they visit with potential students every week throughout the year. These visits include assistance with student education plans, completing EOP&S/CARE and financial aid applications, as well as an admissions application to the college. Additionally, more classroom presentations are being conducted at local feeder high schools thereby informing more students about the support services EOP&S/CARE provide.
- The EOP&S/CARE Summer Bridge Program increased participation over the last three consecutive years. As a result, we have experienced a 4% increase of students age 20 and under in EOP&S/CARE.
- The EOP&S/CARE Advisory Committee is a key factor in improving access. Committee members who represent local community organizations and other educational institutions recognize the valuable services we provide and often refer students who could benefit from the programs.

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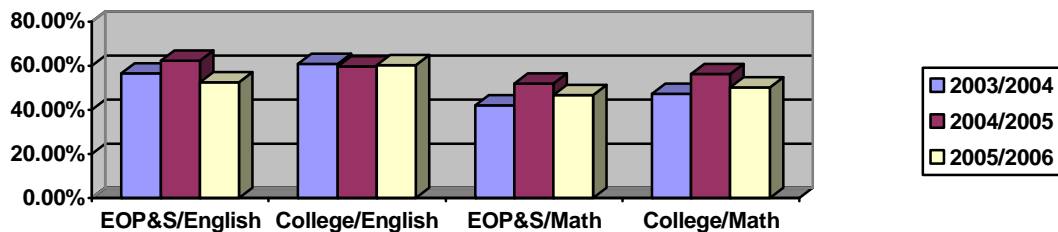
3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

A. How well do the students served by your program perform compared to the total college population?

Data submitted by the Chancellor's Office indicate that the persistence rates for EOP&S/CARE students are higher than those of the general college population for the last three years. 86.23% of EOP&S/CARE students persisted from fall to spring during the last three academic years, in comparison to 61% of Citrus College students.

Additionally, the majority of EOP&S/CARE students at Citrus College are accepted under the criterion that demonstrates an educational disadvantage based on placement in remedial, non-degree applicable courses in math and/or English. Data for the last three years demonstrate that EOP&S/CARE students successfully complete basic skills courses in math and English at a lesser rate than the general college population.

**Success Rates of EOP&S Students vs. The General Population
In Basic Skills Courses**



B. Describe areas where you have concern about student progress.

One significant area of concern for our students' progress is the low success rate in completion of basic skills courses. This accents the need to develop an effective tutorial services program in EOP&S/CARE to assist students in successfully moving towards completing basic skills English and math sequences that will lead to graduation and/or transfer. EOP&S/CARE would also like to improve our students' success rates of degree applicable unit completion. Again, an effective tutorial services program within EOP&S/CARE would assist in developing student academic success.

C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

EOP&S/CARE has consistently managed to maintain stronger persistence rates from fall to spring for the last three academic years compared to the total college population. Some of the programs and services that contribute to student progress at Citrus College include:

- Personalized academic and career counseling appointments, which have been very effective in keeping students on track towards completing their educational goal.
- Peer mentors and staff who consistently remind students of their appointments and reinforce requirements of the student's mutual responsibility contract that will enable the student to remain in good standing with the program.
- Mid-term progress reports are an important key to assisting students who are experiencing academic difficulties. Students complete progress reports early in the semester allowing EOP&S/CARE counselors to intervene and find solutions that will help the student improve academic performance in classes where they are struggling. Such solutions include referrals to the college's tutorial services or referrals to specialized workshops that focus on developing study skills.

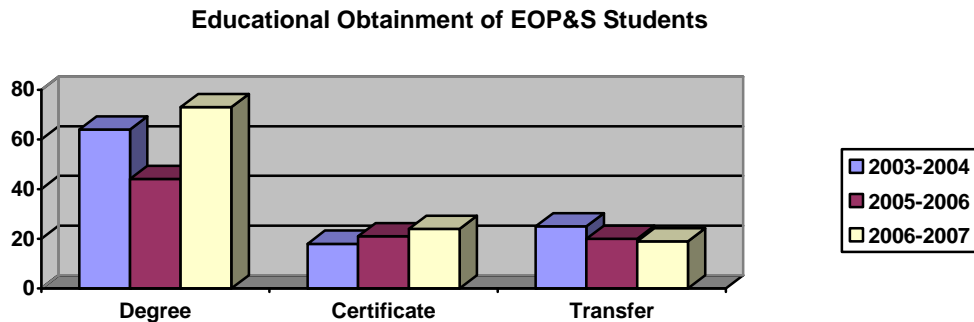
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- Citrus College's Counseling & Advisement Center also coordinates the Early Alert Program. College instructors provide information to the Early Alert coordinator about students who may be experiencing significant problems in their classes. Many of these students are EOP&S/CARE students who are eventually expected to see an EOP&S/CARE counselor to discuss ways to improve the student's progress in class.

4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

A. How well do the program students perform compared to the total college population?

MIS data provided by the Chancellor's Office is inconsistent with in-house data; the reasons for inconsistencies are being examined. According to in-house data, EOP&S/CARE students perform at a rate of success comparable to the general college population. The following graph reflects in-house data reported on the last three annual EOP&S/CARE Program Plans.



When in-house data is compared to overall college success, both the college and EOP&S/CARE saw an increase in the number of students who completed an educational goal in 2004-05 from 2003-04. However, after the 2005-06 academic year, both the EOP&S/CARE program and the college experienced a decrease in the number of students who graduated, transferred or completed a certificate program. In addition, both the program and the college experienced a decline in the number of students who are either transfer-directed or transfer-prepared.

B. Describe areas where you have concern about student success.

The recent decline in the number of EOP&S/CARE students who transferred to a four-year institution is an area of concern for EOP&S/CARE. We are currently exploring methods to improve transfer success rates among EOP&S/CARE students.

C. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The programs and services we feel specifically contribute to the success of students at Citrus College are:

- Consistent academic counseling and advising help students stay on track toward completing an educational goal. EOP&S/CARE advisors and counselors stay well informed of all graduation and transfer requirements. Furthermore, advisors and counselors attend annual UC and CSU counselor conferences where their knowledge of transfer requirements is updated.
- The Career/Transfer Center has been instrumental in successfully transferring EOP&S/CARE students. Opportunities to meet with university representatives, university tours, college fairs, application workshops and career assessment are just some of the services EOP&S/CARE students can utilize to improve upon their chances of success.

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- Assisting Citrus transfer, ACT is a program within EOP&S/CARE that focuses on providing specialized support to transferring EOP&S/CARE students. ACT participants are assisted with completing admission applications and personal statements. ACT participants are also encouraged to attend college tours, college fairs and specialized workshops that prepare students for transfer.

5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program.

A. What are the SLOs for the program?

Program Eligibility

SLO 1:

To further reinforce program requirements, EOP&S/CARE staff and faculty conduct ongoing communication with all students to reiterate program eligibility requirements (i.e. three required contacts, minimum 2.0 GPA requirements, and completion of minimum number of units per term). Communication includes, but is not limited to, reminder phone calls, flyers, newsletters, and personal contact within the office.

Persistence/Retention

SLO 2:

To promote persistence and educational goal attainment, EOP&S faculty and staff inform, educate, and encourage students to complete all courses required to complete educational goal requirements. Through academic counseling and progress checks, EOP&S counselors work to provide resources and referrals to support the students' educational, social, and personal needs.

Success

SLO 3:

To ensure successful completion of stated educational goals, EOP&S staff continually monitors the progress of each individual student's SEP. When it is determined the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S counselor for follow-up. The student then meets with a counselor to revise the SEP. This ensures the SEP is updated and the student is aware of courses needed to complete his/her educational goal.

Retention (Summer Bridge)

SLO 4:

In spring 2008, results will be evaluated to assess if current strategies, activities, and course material utilized in the Summer Bridge program promote enrollment and successful completion of the subsequent fall semester for Summer Bridge students.

Academic Self-Efficacy (CARE)

SLO 5:

A pre-survey was conducted in fall 2007 to assess new CARE student knowledge of Citrus College programs and services. A post-survey will be administered in summer 2008 to reassess knowledge and utilization of programs and services.

B. What process was used (or plan to use) to develop these outcomes?

Staff and faculty attended a Region 8 staff development workshop on developing student learning outcomes. Discussions were held within the department to brainstorm department specific SLO's. SLO's were further developed and refined with the vice president of student services, dean of counseling, within EOP&S/CARE meetings and at coordinators/director meetings.

C. What types of activities are you conducting in order to achieve these outcomes?

The following activities were conducted during the 2006 – 2007 academic year to ensure achievement of EOP&S/CARE SLO's:

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- Conducted New Student Orientations where staff reviews mutual responsibility contract, mandated counselor contacts, mandated academic progress monitoring, EOP&S/CARE services, other campus student support services and program eligibility requirements.
- Counseling Contacts – Counselors developed and updated SEPs, mutual responsibility contracts, graduation requirements, transfer requirements, and program eligibility contacts.
- Students' academic progress was monitored through mid-semester progress reports by instructors.
- Peer mentoring and staff-student interaction emphasized and discussed program requirements, appointments, and referrals to other campus resources.
- An EOP&S/CARE newsletter was developed and distributed to all eligible students.
- Self-development workshops were offered to eligible program participants; topics included, time management, self-esteem, note-taking skills, and test anxiety.
- Counseling 160, Strategies for College Success (counseling classes for new CARE and summer bridge students) was established.
- CARE students received a reminder letter of program requirements.
- All EOP&S/CARE students received updated program flyers detailing requirements and services.

D. How are you assessing the achievement of the outcomes?

Program Eligibility

SLO 1:

Program eligibility is monitored through tracking student course load, GPA, and fulfillment of three EOP&S/CARE and/or CARE contacts. Review and monitoring of eligibility is maintained by Student Services Assistance through "Student Summary Sheets" and entering of information to EOP&S/CARE database.

Persistence/Retention

SLO 2:

Student services assistants will review student records and the database to identify students in compliance with meeting EOP&S/CARE requirements as it pertains to their educational responsibilities. In addition, Student services assistants monitor SEP and research the specific question: "Did the student follow his/her educational plan and complete 3 out of 4 courses planned?" EOP&S/CARE staff will also work to identify students in need of a comprehensive SEP (minimum 4-6 semester plan) to ensure a comprehensive road map to the student's educational goal.

Success

SLO 3:

EOP&S/CARE counselors will review the SEP during the mandated individual counseling sessions. At the end of each semester, EOP&S/CARE counselors will review eligible students' records to determine progress towards stated educational goal. Additionally, EOP&S/CARE counselors will check for degree, certificate and graduation completion as outlined in the SEP to determine the successful completion of the students' long-term educational goal(s).

Retention (Summer Bridge)

SLO 4:

Summer Bridge participants will be administered a post-test, College Readiness Survey, at the end of the fall 2007 semester. Transcripts will also be evaluated at the end of the fall 2007 semester to review GPA (Grade Point Average) and completion of academic courses.

Academic Self-Efficacy (CARE)

SLO 5:

Using the responses to the pre-survey, counselors and other CARE staff members will determine what information or knowledge new students have on resources for their academic success. By reviewing the pre-survey, staff will determine what CARE students need to ensure their academic self-efficacy. The desired effect is for CARE students to be able to identify other campus program services in addition to the EOP&S/CARE department.

EOP&S/CARE

E. How do you use the assessment information to improve services?

Program Eligibility

SLO 1:

EOP&S/CARE full-time staff conducts ongoing communication to all staff to reiterate program eligibility requirements (i.e. 3 required contacts, minimum 2.0 GPA requirement, complete required units per term) to EOP&S/CARE students when they visit the EOP&S/CARE office for assistance and resources. Flyers with key information were created to distribute to students regarding required contacts and program eligibility. Friendly reminder phone calls were made to ensure attendance to EOP&S/CARE events, student/ counselor appointments, conferences, and workshops.

Persistence/Retention

SLO 2:

EOP&S/CARE Counselors inform, educate and encourage students to complete all courses required to complete educational goal requirements, despite personal setbacks. EOP&S/CARE counselors will work to provide resources, referrals, and personal counseling to students who may have information that would make a difference in their educational career.

Success

SLO 3:

EOP&S/CARE staff continually monitors the progress of each individual student's SEP. When it is determined that the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S/CARE counselor for a follow-up. The student then meets with a counselor to revise/complete the SEP. This ensures that the SEP is complete and that the student is on track to successfully complete his/her stated educational goal.

Retention (Summer Bridge)

SLO 4:

In the spring 2008 semester, results will be evaluated to assess if current strategies, activities, and course material/text utilized in the Summer Bridge program are successful and/or in need of revisions and thorough program evaluation.

Academic Self-Efficacy (CARE)

SLO 5:

The administering of the post-survey has yet to be determined. It is certain that this post-survey will be administered near the end of the spring 2008 semester. This may be done during a CARE group activity, through appointments with the EOP&S/CARE supervisor, or during the third contact (exit interview) with an EOP&S/CARE counselor. Using the given responses to the post-survey, CARE counselors and staff will be able to determine what students have learned as a result of the CARE Counseling 160 class and Self-Development Workshops.

6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations,

Student Eligibility

Student eligibility for the EOP&S/CARE program is limited to those who meet specific criteria identified in Title 5. The program is responsible for determining and documenting the student's eligibility. The CARE program has additional eligibility requirements that must be reviewed and documented to accept students into the program. The programs must monitor student continued participation and maintain student files.

A. Describe the factors your program uses to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts? (Title 5 – 56208)

Applicants must meet one of the following eligibility criteria that demonstrate an educational disadvantage:

EOP&S/CARE

- Placement in a remedial, non-degree applicable math or English course
- Non-high school graduate
- Earn a grade point average of 2.5 or less in high school, verified by transcripts
- Previous completion of remedial courses, verified by transcripts
- Self-certification by student that he/she is a first generation college student
- Self-certification by student that his/her first language is not English
- Emancipated foster youth or ward of the court with supporting documentation

Although these factors are not specifically listed on our handouts, we indicate that students must demonstrate an educational disadvantage. Applicants are expected to answer all questions on our intake application and provide supporting documents to assist in determining program eligibility.

B. Describe the process used to monitor continued EOP&S/CARE eligibility (70 units/6 semesters). (Title 5 – 56226)

Our current database allows us to identify students who complete or are close to completing 40 units and/or participation in the program for 4 consecutive terms. These students are evaluated by counselors who determine remaining semesters the students can participate in the program. A letter is sent to the student where he/she is also notified of his/her tentative last term of services with the program.

C. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

Students are strongly encouraged to utilize their priority registration date in order to follow the SEP with ease. Furthermore, students are encouraged to plan ahead and make appointments with EOP&S/CARE counselors prior to the priority registration date, in the event the student must make revisions to the educational plan. Also, at a student's end of term/exit interview, counselors review the student's progress to ensure he/she is on track to successfully complete courses. Any necessary revisions to the SEP can also be made at this time.

D. Describe the process and documentation used to verify eligibility for the CARE program.

Students must answer "yes" to the three questions on our EOP&S/CARE application indicating the student is a single parent, single head of household, has at least one child under the age of 14 and is actively receiving TANF. These students are given a separate CARE application asking for additional information about the student's current marital status, how long the student has been receiving cash-aid assistance, and the names, birthdates, gender and ages of all children in the household. Additionally, students are asked to provide a current notice of action or verification of benefits as proof of participation in TANF/CalWORKs.

Student Services

A. Does the EOP&S/CARE program offer all program services listed in Article 3 of Title 5? If not, which ones are not offered in EOP&S/CARE and why? (Title 5 – 56232 – 56240)

EOP&S/CARE at Citrus College does not provide the following services; waivers were submitted and approved by the Chancellor's Office for the 2006-07 school year:

- Assessments: EOP&S/CARE does not provide assessments; the college conducts general assessments for new students to the college.
- Basic Skills Instruction: EOP&S/CARE does not provide or pay for basic skills instruction. The college offers basic skills instruction that includes: 1) English as a Second Language (e.g. ESL 030, 035, 040), 2) Remedial/developmental English (ENG 030, 040), 3) Remedial/developmental mathematics (MATH 020, 029), and 4) Reading (READ 019, 040, 099). These are non-degree applicable courses designed to build the necessary skills to succeed in credit coursework. Citrus College's HSI Title V grant helps improve and increase basic skills instruction.
- Career Employment Services: EOP&S/CARE does not provide career employment services through job placement. The college provides job placement assistance to all

students through Student Employment Services. EOP&S/CARE provides career services through career test fee waivers for those students exploring career options.

EOP&S/CARE

B. How are the required counseling contacts documented? (Title 5 – 56236)

Counselors record the date a student completes a counseling contact on the student summary sheet in the student's current semester file. The counselor also briefly documents minimal details about discussions during the meeting with the student. Furthermore, counselors utilize a special form for end of term/exit interviews, where the counselor details the student's status with the program the following term and the student's history with the program in terms of units completed and semesters served.

C. Describe the process you have in place to ensure all eligible students meet their required counseling contacts. (Title 5 – 56236)

In order to assist eligible students in making their contacts, staff will:

- Distribute a flyer to students each semester that lists "Important Dates to Remember", such as deadline dates to complete counseling contacts.
- Provide students with an academic calendar/planner that lists deadline dates and includes our student handbook.
- Check files periodically and make reminder phone calls to students who have not scheduled or have missed appointments.
- Remind students of their responsibilities to the program when students pick up their progress report from the EOP&S/CARE office.

D. Describe the tutorial services for EOP&S/CARE that are over and above those available to the general students.

Currently, EOP&S/CARE at Citrus College does not provide tutorial services that go above and beyond the services available to the general student population. A few semesters ago, EOP&S/CARE paid for an extra hour of tutoring per week for EOP&S/CARE students who requested it. The college generally provides two hours of tutoring per week, per subject. After meeting with College Success Center staff, who oversees the college's tutorial services, it was determined EOP&S/CARE students were not utilizing the extra hour of tutoring. Additionally, there was not an effective system in place to track when EOP&S/CARE students utilized the third hour of tutoring. Eventually, this EOP&S/CARE service became obsolete and today, our students rely on the two hours the college provides. EOP&S/CARE is currently working on developing a new tutorial system that benefits EOP&S/CARE students and goes above and beyond what the college offers. A new student services building will be opened in approximately three years. In this new building, the EOP&S/CARE office will have more physical space to accommodate EOP&S/CARE tutors and their tutees.

E. What services are provided to CARE students and how are these over and above those provided to EOP&S students?

The CARE program at Citrus College provides eligible students with:

- An allocation that can be used towards the purchase of textbooks each semester in addition to the allocation provided by EOP&S. CARE students can use their allocations to purchase any optional textbooks.
- Meal tickets valued at \$5 each that can be redeemed in our cafeteria. This service is provided during the fall and spring semesters, and students can get up to 3 tickets per week.
- Transportation assistance that includes providing a monthly bus pass or a semester parking permit.
- Payment of any registration fees not covered by the Board of Governor's fee waiver. Such fees include parking permits, Student Health Center fee, laboratory fee and student service fee.
- A school supply package given to CARE students at the start of every semester, with ongoing availability of school supplies for students throughout the semester.

- Nursing uniforms for CARE students enrolled in the nursing program.
- CARE grants given at the end of each semester for CARE students who complete all program requirements.

EOP&S/CARE

Program Requirements

A. Title 5 regulations require the program to have a full-time EOP&S/CARE director. If the director is less than full-time in EOP&S/CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full-time attach a copy of the letter granting a waiver to these criteria.

- The EOP&S/CARE director is currently less than full-time in EOP&S/CARE as this individual also
- Oversees the CalWORKs program. His time is divided 65% for EOP&S/CARE and 35% for CalWORKs.
- A copy of the letter granting a waiver for this criterion is attached. In order to meet compliance a 100%
- EOP&S Supervisor was hired.

B. Describe the role of the EOP&S/CARE or EOP&S/CARE advisory committee, identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes. (Title 5 – 56028)

The role of the EOP&S/CARE advisory committee at Citrus College is to provide valuable input to be applied by the EOP&S/CARE director towards administrative decisions regarding the implementation of the program and its policies and services.

This EOP&S/CARE advisory committee meets bi-annually, once during the fall semester and again during the spring semester. The last advisory committee meeting was held on April 7, 2007 and a copy of the last meeting minutes is attached.

The EOP&S/CARE Advisory Committee is composed of the following faculty, staff, and members of the local community:

- Jeanne Hamilton, vice president of student services, Citrus College
- Lucinda Over, dean of counseling, Citrus College
- Robert Melendez, director of EOP&S/CARE and CalWORKs, Citrus College
- Dorothy Jean Hays, EOP&S/CARE counselor, Citrus College
- Natalie Mendoza, EOP&S/CARE counselor, Citrus College
- Joanne Hinojosa, EOP&S/CARE supervisor, Citrus College
- Sylvia Pinedo, EOP&S/CARE educational advisor, Citrus College
- Eric Rutherford, EOP&S/CARE specialist, Citrus College
- Denise Zamora, EOP&S/CARE specialist, Citrus College
- Raul Sanchez, educational advisor, Career/Transfer Center, Citrus College
- Robert Gamboa, educational advisor, Career/Transfer Center, Citrus College
- Lilia Medina, financial aid director, Citrus College
- Barbara Salyer, assistant principal, Azusa High School
- Gina Hogan, faculty, Citrus College
- Sylvia Smythe, basic skills director, Citrus College
- Lilian Sass, Foster Kinship Program coordinator, Citrus College
- Toni Billiet, educational advisor, CalWORKs, Citrus College
- Karen Dixon, Independent Living Program
- Sylvia Chasco, Department of Social Services, El Monte
- Leticia Guzman-Scott, Cal Poly Pomona
- Patricia Davis, Re-Entry and Women's Resource Center, Cal Poly Pomona
- Julissa Gutierrez, Cal State Los Angeles
- Ana Fimbres-Rafferty, UC Berkeley
- Veronica Carmona, student representative, Citrus College

EOP&S/CARE

Funding, Expenditures and Accountability

EOP&S and CARE funds may only be used to fund over and above services to EOP&S and CARE students. This also applies to district funds reported as district contribution.

- A. Understanding the EOP&S and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?**

EOP&S and CARE staff always welcome technical assistance relative to the EOP&S and CARE funding formulas. Key staff also attended technical training sessions at both the state and local levels. Another great tool is the Chancellor's website and the EOP&S and CARE coordinators at the Chancellor's Office are always accessible to answer questions or concerns we have.

- B. For staff reported in your EOP&S program plan that are not assigned 100% to EOP&S/CARE, please list the position(s) and how the percentage of time was determined. How are the staff accountable to the EOP&S Director for the services they provide to EOP&S students? In addition, how are their duties for this assigned time above and beyond what they provide to non-EOP&S or CARE students? (Title 5 – 56293)**

All staff reported in our program plan are assigned 100% to EOP&S/CARE with the exception of the EOP&S/CARE and CalWORKs Director, who is assigned to EOP&S/CARE 65%. This waiver was submitted and approved.

- C. For CARE funded positions that provide services to CARE students, please list the position(s) and describe how the services provided are above and beyond those provided to EOP&S students?**

- EOP&S/CARE supervisor- Coordinates services for CARE students including meal tickets, CARE grants, transportation assistance, orientations and mini-conferences. Supervises and coordinates outreach to potential CARE students.
- EOP&S/CARE counselor- Provides academic, personal and career counseling for CARE students. Facilitates workshops specifically tailored to meet the needs of CARE students. Monitors continued eligibility for CARE students. Instructs CARE counseling class entitled "Strategies for College Success."
- Administrative clerk II- Provides clerical support for CARE staff in organizing workshops, orientations and other CARE related services and events.
- EOP&S/CARE specialist- Assists EOP&S/CARE supervisor in coordinating all support services for CARE students. Participates in on/off campus recruitment activities that target potential CARE students.
- CARE student services assistant- Provides assistance in monitoring continued student program eligibility for CARE in compliance with Title 5 regulations.
- Adjunct counselor (2 positions) - Provides academic, career, and personal counseling to CARE students.
- Student hourly CARE peer advisor- Provide peer advisement and referrals to CARE students. Assist with CARE student orientations and mini-conferences.

- D. How do you ensure that EOP&S and CARE funds are only used to pay for allowable services for EOP&S/CARE eligible students?**

The EOP&S and CARE budgets are constantly monitored by the director for allowable expenses to help ensure compliance with Title 5 guidelines. Written requests to purchase computers/printers/hardware/software are always submitted to the Chancellor's Office. Furthermore, the staff at the Chancellor's Office is contacted when there are any questions concerning allowable expenses. The business office staff are well-versed in EOP&S/CARE requirements and provide technical assistance when needed.

EOP&S/CARE

E. Describe the process for developing and approving the EOP&S/CARE and CARE Budgets and Expenditures.

The EOP&S and CARE budgets are developed by the director and supervisor with assistance from the administrative secretary.

The administrative secretary works closely with the categorical accounting technician to complete the District Contribution worksheet and make the best possible estimate of salaries and fringe benefits. Once salaries and fringe benefits are in place, the EOP&S/CARE director, in consultation with the EOP&S supervisor, determines the remainder of the budget. The administrative secretary then prepares and routes budget forms.

EOP&S and CARE expenditures are monitored regularly by the administrative secretary. The administrative secretary and categorical accounting technician meet monthly to reconcile accounts.

In 2006-07 Citrus College implemented a new purchasing system. All requisitions are now completed electronically and the director must approve requisitions before they can be processed and purchase orders issued. Invoices for routine purchases for office supplies are approved by the director or supervisor. Account codes for purchases are assigned by the Administrative Secretary.

F. Identify the process for completing the EOP&S and CARE Year-End Reports and relationship to the district's year-end program accounting.

The administrative secretary meets with the director and supervisor regularly to provide budget updates. Year-end accountability is considered all year long, but preparation begins in the spring with year-to-date reconciliations and projections for the remainder of the fiscal year. The administrative secretary works with the categorical accounting technician to ensure final internal figures match final District budgets. The administrative secretary then prepares the final budget forms for the director's approval.

Other

A. What other areas or departments on campus do you coordinate with to provide services to EOP&S and CARE students?

EOP&S/CARE works very closely with Financial Aid, Admissions and Records, CalWORKs, Career/Transfer Center, the Learning Center, DSP&S, Outreach and Recruitment, External Relations and the Owl Bookshop to coordinate and provide services to EOP&S and CARE students.

B. What other programs or agencies off-campus do you coordinate with to provide services to EOP&S and CARE students?

EOP&S/CARE works very closely with our local feeder high schools and continuation schools to assist identifying incoming high school freshmen who potentially qualify for EOP&S/CARE and also to recruit these students into our Summer Bridge Program every year. Recently, CARE staff developed new working relationships with local community-based agencies, Covina Development Center, Prototypes, and Pacific Clinics. These agencies deal with complex problems such as substance abuse, mental illness, HIV/AIDS, homelessness, domestic violence, other types of trauma, and the lack of basic life skills.

C. Is there any training that you believe would improve performance in the EOP&S/CARE program? Please describe training needs as you see them. Training needs at this time would include:

- More training opportunities relative to the recent Banner implementation at Citrus College.
- More in-service training opportunities where we learn more about the departments we coordinate efforts with and share information on how EOP&S/CARE works.

EOP&S/CARE

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

The following activities have been implemented and are working well for the program:

- *Improved working relationship with the financial aid office*- We are sharing information with financial aid regarding book awards, CARE grants and other services that directly affect a student's unmet financial need. Furthermore, EOP&S access to Powerfaids allows EOP&S to process EOP&S applications in a timelier manner.
- *Coordination of 3 programs under one director*- Since 2004-05, EOP&S/CARE and CalWORKs have been coordinated by one director. This reorganization allows for more efficient implementation and coordination of services for overlapping student populations.
- *Summer Bridge*- Since summer 2004, the Summer Bridge Program coordinated by EOP&S has grown steadily.
- *Successful outreach campaign*- Both Educational Advisors spend a minimum of one day a week at local high schools and they, along with the EOP&S/CARE supervisor and EOP&S/CARE specialists have engaged in more internal and external events. The results clearly indicate that EOP&S/CARE staff excel at recruiting for the program and for the college overall. The following figures are compared to figures from 2006:
 - a. The total number of contacts is up 16%
 - b. The number of contacts who subsequently turn in applications to the college is up 15%
 - c. The number of contacts who qualify for EOP&S is up 5%
- *Increased counselor availability*- In 2006-2007, a second adjunct counselor was added to the EOP&S/CARE staff. Students expressed to staff that they are extremely pleased with the increase in the number of appointments available. Additionally, one full-time counselor from general counseling and one from the Career Transfer Center are also available for EOP&S/CARE students on a limited basis.
- *Streamlined books services*- In spring 2007, staff streamlined one of the forms involved in the book services process. This relatively simple change has resulted in students receiving their books in a timelier manner. The staff is continuing to review and collaborate with the bookstore on ways to improve this service for students.

B. What areas need to be addressed more effectively?

- *Technology issues*- The EOP&S/CARE program is currently struggling with several technical challenges. In May 2007, Citrus implemented Banner, an integrated student systems solution. EOP&S/CARE is one of many programs experiencing the growing pains associated with such a project including lack of access to necessary information and limited training. Complicating matters is the need for the program to maintain its legacy system until Banner is able to fully meet all program needs.
- *ACT*- The purpose of Assisting Citrus Transfers (ACT) is to provide over and above transfer information and assistance to EOP&S students. In recent years participation in the ACT program has waned, partially as a result of the Career/Transfer Center's high level of student access and support. The EOP&S/CARE program is currently reviewing its ACT component to identify ways to re-invigorate it to where EOP&S is offering "above and beyond" services to transferring EOP&S students.
- *Staff development participation* – Student participation in self-development workshops offered by EOP&S and CARE is lower than expected. We are exploring ways to improve participation.

C. Any exemplary practices and services that may be replicated by other colleges.

- *Summer Bridge* – EOP&S/CARE believe that, while not perfect, its Summer Bridge program is one of the most successful in the area. Reviews from students are consistently positive and the retention rate (students who complete the program and go on to enroll at Citrus the subsequent fall) is high. The curriculum, in addition to covering the usual "how to be a successful student" topics, includes components on cultural diversity and personal exploration.
- *Early Decision*- EOP&S collaborated with the high school relations coordinator and other departments during 2006/2007 to develop "Early Decision." Early Decision was a successful recruitment campaign launched in spring 2007 that targeted students from several district high

schools. EOP&S faculty and staff participated in the organization of the day-long visits and were given the opportunity to meet with many potential EOP&S students. Many of these students went on to participate in EOP&S Summer Bridge after graduation.

D. Any successful pilot projects implemented by your program.

- *CARE/CalWORKs Mini Conference* – In 2005, the CARE program implemented the mini-conference. This half day event, at the start of each semester, is a combination orientation and workshops. CARE students review their responsibilities as participants in the program, are exposed to educational speakers, and are given the opportunity to network with peers. In 2006-2007 the mini-conference was re-designed to include CalWORKs, as most CARE students are also CalWORKs students. This collaboration has been well-received by the students as it allows the opportunity for students to get answers to important questions relevant to the CARE/CalWORKs student.

EOP&S/CARE

V. Planning Agenda

New Plans – Evaluate current MIS collection and reporting to ensure proper documentation and submission of served students.

- *Timeline* – fall 2007
- *Resources Needed* – Banner student information system, EOP&S/CARE database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of TeC Services

New Plans – Develop and implement a recruitment strategy for re-entry/non-traditional students.

- *Timeline* – spring 2008
- *Resources Needed* – Development of a recruitment strategy that looks at potential areas and activities of recruitment of re-entry/non-traditional students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, Coordinator of High School Relations and Coordinator of External Relations

New Plans – Further our working relationship with financial aid and identify all BOG A and B students.

- *Timeline* – spring 2008
- *Resources Needed* – Collaboration and communication between EOP&S and the Financial Aid Department.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of Financial Aid

New Plans – Develop an effective tutorial services program for EOP&S/CARE students that goes above and beyond that of available tutorial services.

- *Timeline* – 2008 – 2009 academic year
- *Resources Needed* – Research in areas of possible tutorial needs of EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Coordinator of Tutorial Services

New Plans – Evaluate and implement strategies to improve transfer success rates among EOP&S students.

- *Timeline* – 2007 – 2008 school year
- *Resources Needed* – Research and surveys evaluating current transfer services. Research in areas of limitations in transfer services for EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor, counselors, education advisors and Coordinator of Career/Transfer Center.

New Plans – Develop and implement a formal verification procedure for CARE students' to ensure eligibility as "single head of household."

- *Timeline* – fall 2007

- *Resources Needed* – Communication and development of a form to be used by CARE and CalWORKs to be verified by the county listing the student's household status.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and CalWORKs staff/faculty.

EOP&S/CARE

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate imputing of MIS data
- Development of a database system that works with Banner to report MIS elements while allowing the department to enter needed information on students to make the office run more effectively.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Laws restricting EOP&S to service AB540 students. AB540 students are one of the most educationally and financial disadvantage population in the community college system and the inability of EOP&S to serve these students goes against the mission and purpose of EOP&S.