



EOP&S/CARE NON-INSTRUCTIONAL ANNUAL PROGRAM REVIEW and PLAN 2013-2014

Committee Members:		
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1. Program Mission/Description:

Program Mission:

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

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOP&S that specifically assists students, who are single heads of welfare households with young children, with supportive services as they acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families.

Program Description:

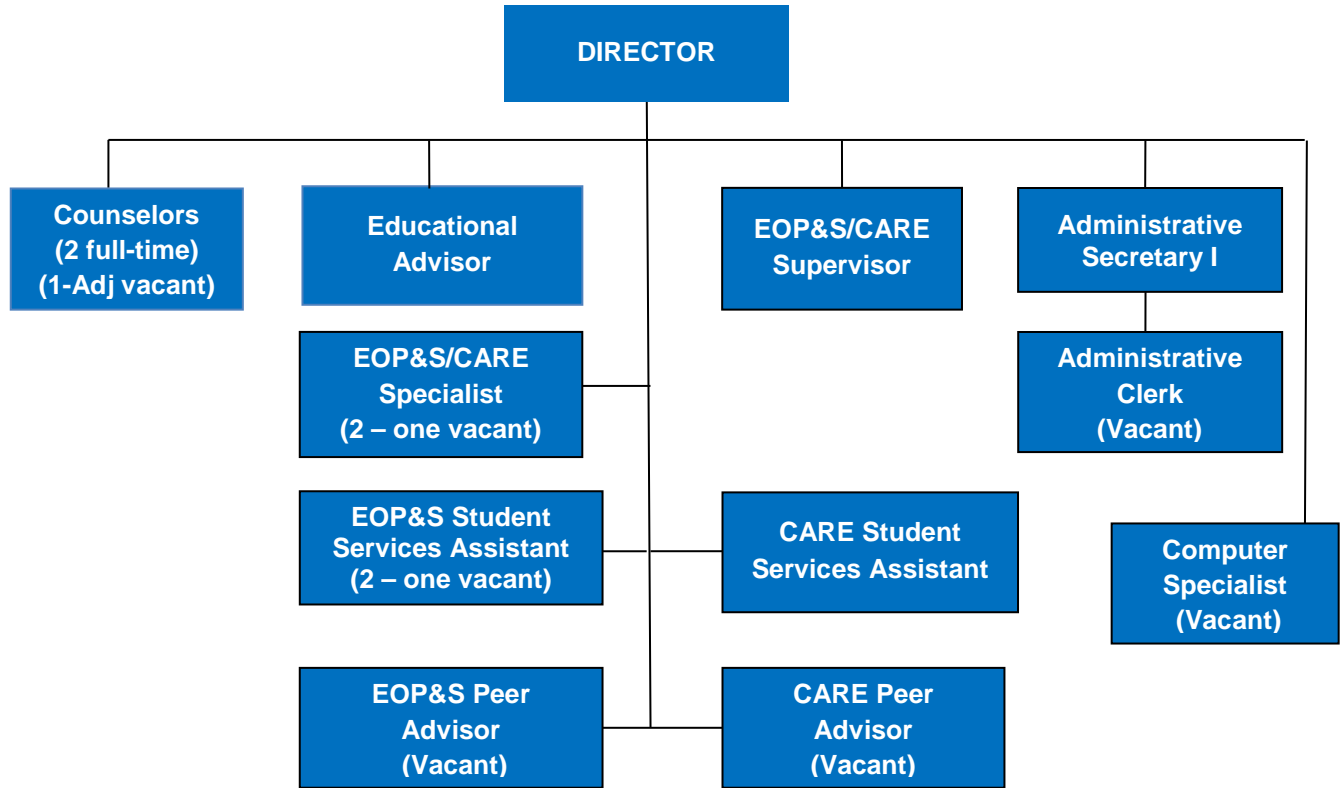
The EOP&S program supports students from economically disadvantaged backgrounds in achieving their academic and career goals. The CARE program assists EOP&S students who are single parents on public assistance with at least one child under the age of 14.

2. Key Functions/Goals of this Department/Program:

Key functions/goals include:

- 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)

Organizational Chart



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?*

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.	<p>Through the completion of the new student orientation, students will learn how long they may receive services in EOP&S and the timeline for completing contacts.</p> <p>Students will complete a pre and post-test questionnaire at orientation. They will be asked the following questions:</p> <p>1) You may receive EOP&S/CARE services until you have completed how many degree applicable units and</p>	<p>The questionnaire was administered in fall 2012 to 125 students and in spring 2013 to 111 students.</p> <p>Results: Q 1- fall 12 22% answered correctly on pre-test 78% answered correctly on post-test</p> <p>Q1-spring 13 65% answered correctly on pre-test 91% answered</p>	<p>The criterion for success was met for question 1 in the spring semester. The criterion for success was met in both the fall and spring semesters for question 2. It is evident that the workshop content sufficiently explains the timeframe for completing contacts and how long a student may receive services from</p>

	<p>semesters? (answered in multiple choice format)</p> <p>2) You may complete the progress report (2nd contact) before completing the 1st contact? (answered as True/False)</p> <p>Criteria for success: 80% of the respondents will answer correctly in the post-questionnaire.</p>	<p>correctly on post-test</p> <p><u>Q2- fall 12</u> 12% answered correctly on pre-test 98% answered correct on post-test</p> <p><u>Q2-spring 13</u> 27% answered correctly on pre-test 99% answered correctly on post-test</p>	<p>EOP&S/CARE.</p> <p>In the next cycle of this SLO, two new questions will be assessed.</p>
<p>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.</p>	<p>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 those behaviors that create barriers to their academic success.</p> <p>Students will complete a pre and post-test questionnaire at the workshop. They will be asked to respond with yes or no to the following questions:</p> <ol style="list-style-type: none"> 1) I totally understand the definition of “Academic Probation”. 2) I clearly understand why I am on academic probation. 3) I totally understand the behaviors I now have that have caused me to be in academic probation. 4) I now understand how to change these behaviors so that I may be academically successful. <p>Criteria for success: 75% of the respondents will answer favorably in the post questionnaire to all four questions.</p>	<p>Thirty (N=30) students completed the pre and post-test questionnaire in the spring semester. 30 out of 30 students (100%) answered yes to all four questions on the post-test questionnaire.</p> <p>However, the yes responses in the pre-test questionnaire were also high. Q1=63% Q2=97% Q3= 97% Q4=77%</p> <p>The counselors facilitating the workshop felt the majority of the students should not have answered yes to the questions because they did not have a clear understanding of probation.</p>	<p>Although the criterion for success was met for all four questions, the sincerity of the student’s answers in the pre-questionnaire is unconvincing. For this reason, we will need to modify the questions asked in the next cycle of this SLO. In addition, we may also decide to administer the post questionnaire later in the semester. This will give the student time to improve upon their self-defeating behaviors.</p>

4. Recommendations/Next Steps:

	Previous Recommendation and / or Goals	Progress / Persons Responsible	Status	Est. completion
1	Visually enhance the EOP&S/CARE and CalWORKs office space to recognize student achievement. CCSP 2.3.7	All staff	Five "My Citrus Stories" posters of former EOP&S/CARE students were purchased and hung throughout the office.	Spring 2013
2	Collaborate with the Transfer Center to promote transfer activities to EOP&S/CARE students.	Educational Advisor, Counselors	Counselors promoted and referred students to transfer center events and workshops throughout the year.	Spring 2013
3	Meet with Financial Aid and Admissions and Records staff once a semester to review policies that impact EOP&S/CARE students.	Director, Counselors, Educational Advisor, Supervisor	Attended trainings provided by Financial Aid and Admissions and Records both in fall and spring semesters.	Spring 2013
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

	New Recommendation	Persons Responsible	Est. Completion	Priority
1	Provide early intervention to EOP&S/CARE students that have a GPA between a 2.0-2.3. Counselors will write a letter and encourage these students to come in for an additional counseling appointment to discuss grades. EMP pg. 345	EOP&S Counselors	September 2013 and March 2014	3
2	During first contact appointment, counselors will evaluate English and Math levels with student, explain the sequence, and develop a comprehensive SEP to include these courses in the first term. Encourage students to enroll in the English/math fast track learning communities. CCSP 1.1.3	EOP&S Counselors	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

5. Resources requested:**EOP&S/CARE****Certificated Personnel (FNIC)**

Position	Discuss impact on goals / SLOs	Cost	Priority
Full time Counselor	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 semester.	Total cost: \$89,061	1
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.	Total cost: \$28,725	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Student Aide	Hire additional work-study peer advisors to assist students and staff during business hours.	\$0 due to work-study	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
EOP&S/CARE and CalWORKs work group	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.	N/A	2
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.	\$65 per person on average	2

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building/ Room	Priority
N/A			

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			