



**EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOP&S)/
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)
STUDENT SERVICES ANNUAL
PROGRAM REVIEW 2014-2015
AND PLAN 2015-2016**

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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.

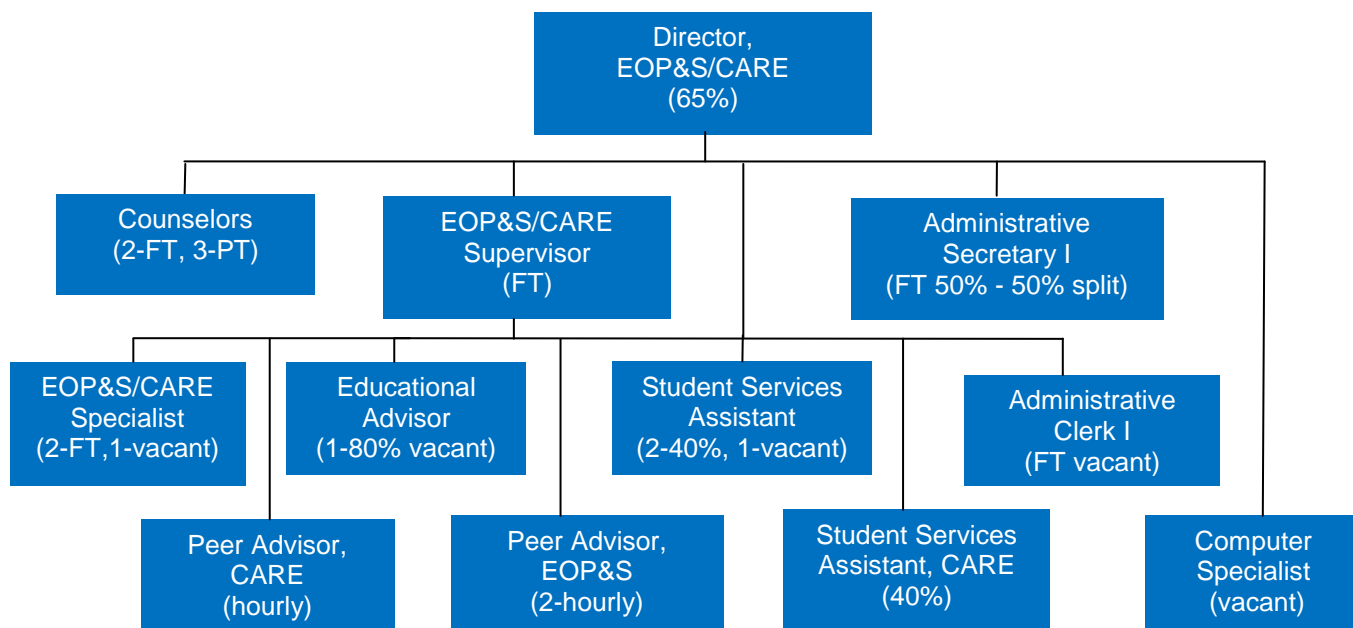
Program Description:

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 the student with balancing their academic, work and family commitments.

2. Key Functions/Goals:

- 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)

Organization 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?*

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	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	The questionnaire was administered in fall 2014 to 206 students and in spring 2015 to 107 students. Results – fall 2014: Q1: 39% answered correctly on pre-test;	The counselors meet on 05/05/15 to discuss the results of the questionnaire and decided that they would spend additional time reviewing the academic components of the orientation. Counselors agreed to move forward

	<p>participation and financial aid policies.</p>	<p>start of the orientation and a post questionnaire at the end. They will be asked the following questions:</p> <p>Q1. You will receive a reduction in book services for all of the following reasons except? (Answered in multiple choice format)</p> <p>Q2. How many units must you complete for an associate degree? (Answered in multiple choice format)</p> <p>Criteria for success: Eighty percent (80%) of the respondents will answer correctly in the post questionnaire.</p>	<p>89% answered correctly on post-test</p> <p>Q2: Fifty seven percent (57%) answered correctly on pre-test; Eighty nine percent (89%) answered correct on post-test</p> <p>Results – spring 2015: Q1: Thirty three percent (33%) answered correctly on pre-test; Sixty eight percent (68%) answered correctly on post-test</p> <p>Q2: Fifty six percent (56%) answered correctly on pre-test; Seventy eight percent (78%) answered correctly on post-test</p>	<p>with the final two questions of this Student Learning Outcome (SLO) in the 2015-2016 year and not re-analyze the questions asked this year.</p>
<p>2</p>	<p>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 their self-defeating behaviors that create barriers to their academic success.</p> <p>Students will complete a pre and post questionnaire through survey monkey. The pre questionnaire will be administered shortly after the workshop and the post questionnaire will be administered towards the end of the semester.</p> <p>The students are asked to measure how often they engage in the following self-defeating behaviors on a Likert scale:</p> <ol style="list-style-type: none"> 1) Procrastination 2) Lacking a clear goal 3) Missing class 4) Poor time management 5) Poor study skills 	<p>The pre questionnaire was administered to 15 students in the spring 2015 semester.</p> <p>Of the 15 students who completed the pre questionnaire, only eight (8) answered the post questionnaire.</p>	<p>Due to the low response rate, counselors decided not to analyze the results of the spring 2015 assessment. Instead they discussed methods to improve this SLO.</p> <p>In the 2015-2016 year the following changes will be made:</p> <ul style="list-style-type: none"> • The assessment will be changed to use the self-defeating behavior worksheet given at the Probation workshop. • At the follow up probation appointment, the counselors will review the changes the students have made in their self-defeating behaviors. Students will be required to write a small narrative on these changes. • The follow up probation meeting will be scheduled in the last full month of the semester (FA-Nov., SP-May). • Counselors will call the students periodically during the semester to get updates on their

		Criteria for success: Eighty percent (80%) of post-questionnaire respondents will have shown improvement in each area.		progress.
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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 2014-2015	Person(s) Responsible	Status/ Progress	Completed
1	Outreach and Recruitment: Implement new methods to recruit students to EOP&S including placement of EOP&S posters and fliers throughout campus, classroom visits to college success courses, and networking with high school administrators in the five feeder districts (Azusa, Claremont, Duarte, Glendora, and Monrovia). Non feeder districts (Pomona, Baldwin Park and Covina). EFMP pg. 345	Counselors, Director and Supervisor Confidential	Completed	June 2015
2	Career Workshops: Develop new partnerships to offer career workshops to EOP&S students to expose students to professionals in the field. CCSP 1.1.6	Counselors	Completed	April 2015
3	Staff training: Engage staff in training opportunities to improve their knowledge of policies that affect students in transfer, financial aid, and program mandates.	Director	Completed	June 2015
4	Re-evaluate staffing needs: There are key vacancies that have not been filled due to budget cuts. As the number of students served continues to grow and funding is restored, evaluating the staffing needs of the program is necessary.	Director and Supervisor	In progress- continual review due to vacancies	Ongoing

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) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendation/ Goals 2015-2016	Person(s) Responsible	Estimated Completion	Budget Priority
1 st	Explore the feasibility of offering tutoring services in EOP&S for computer lab basic skills classes. CCSP 2.2.4	Director	June/2016	2
2 nd	Establish new contacts with high school career technicians at feeder districts. CCSP 6.1.1, 2.1.2	Counselors	June/2016	2
3 rd	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, Supervisor	June/2016	2
4 th	Collaborate with financial aid staff to develop financial aid literacy workshop series for EOP&S students. SSSP Plan mandates	Director, Counselors	June/2016	2

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (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 below 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 #2, 3, & 4	Salary \$57,655 Benefits \$8,147 Health \$21,909 <hr/> Total: \$87,711	1	CCSP 1.1.3; 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 #2, 3, & 4	Salary \$35,343 Benefits \$4,994 Health \$-0- Total: \$40,337	2	CCSP 1.1.3; Other: EOP&S Program Plan

Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Outreach Specialist split 75%/25% with CalWORKs	<p>Goal: Have a single person designated to outreach and recruitment so that a strong working relationship is established.</p> <p>Impact: Increase the number of students served in EOP&S/CARE and to develop new partnerships with high school personnel in the five districts Citrus College serves.</p> <p>New recommendation #2 & 3</p>	<p>Salary \$46,684 Benefits \$10,009 Health \$21,909</p> <hr/> <p>Total: \$78,602</p>	1	CCSP 2.1.2; EFMP pg. 345

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	<p>Goal: Remain current with policy and procedures that impact EOP&S/CARE.</p> <p>Impact: All staff has access to professional development activities including training, workshops, and networking.</p> <p>New recommendation #4</p>	\$500-\$1000 per person depending on location of event. 7 people in attendance = \$7000 maximum	2	CCSP 2.3.2 and 1.2.2
Annual Counselor Conferences (UC, CSU, ETS, etc.)	<p>Goal: Remain up to date on transfer policies, as well as campus specific programs and services.</p> <p>Impact: Counselors have access to training materials that will help them provide quality counseling to students.</p> <p>New recommendation #4</p>	Approximately \$65 per person; 5 people in attendance = \$325	2	CCSP 2.3.4 and 1.2.2; 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
Reconfigure office cubicle to be more functional in SS 236; cubicle C-1	<p>Goal: Install front glass paneling so staff member can see front counter.</p> <p>Impact: Provide faster service to students at the front counter.</p> <p>New recommendation #3</p>	\$1,689	2	CCSP 3.1.5

Computers / Software (TeCS)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Integrate EOP&S database into Banner	<p>Goal: Eliminate the use of the legacy EOP&S database.</p> <p>Impact: Capture all required student data for EOP&S/CARE reporting purposes.</p> <p>New recommendation #3</p>	Unknown-provided by college	2	CCSP 5.1.1 and 5.1.3

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				

Appendix A

2015-2016 EOP&S/CARE Annual Program Review

	Previous Recommendation/ Goals 2014-2015	What was accomplished?
1	Outreach and Recruitment: Implement new methods to recruit students to EOP&S including placement of EOP&S posters and fliers throughout campus, classroom visits to college success courses, and networking with high school administrators in the five feeder districts. EFMP pg. 345	Classroom visits to college success classrooms were completed in the fall. Advertising on the campus marquees during the fall and spring application period was also a new recruitment method.
2	Career Workshops: Develop new partnerships to offer career workshops to EOP&S students to expose students to professionals in the field. CCSP 1.1.6	EOP&S counselors facilitated three career workshops this year, which include "Career Options in the Helping Professions", "Clinical Care Extender Program" and "Business Seminar."
3	Staff training: Engage staff in training opportunities to improve their knowledge of policies which affect students in the areas of transfer, financial aid, and program mandates.	Counselors attend monthly Tuesday trainings provided to the entire division. They also attended CSU and UC counselor conferences. Staff meetings were used as a platform to discuss policy mandates in EOP&S and Financial Aid.
4	Re-evaluate staffing needs: There are key vacancies that have not been filled due to budget cuts. As the number of students served continues to grow and funding is restored, evaluating the staffing needs of the program is necessary.	At the beginning of the spring term, the educational advisor position became vacant. In the 2015-2016 year, efforts will be made to get approval to fill certain vacancies in EOP&S.