



EOP&S/CARE STUDENT SERVICES ANNUAL PROGRAM REVIEW 2013-2014 AND PLAN 2014-2015

Committee Members: (Alphabetized by last name)

Jorge Acosta	Ida Esquivel	Sara Gonzales-Tapia
Dorothy Jean Hays	Joanne Hinojosa	Nathalie Miramontes
Natalie Paredes	Sylvia Pinedo	David Tieu
Denise Zamora		

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 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.

Both programs directly support the College's mission by serving basic skills students through transfer.

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.

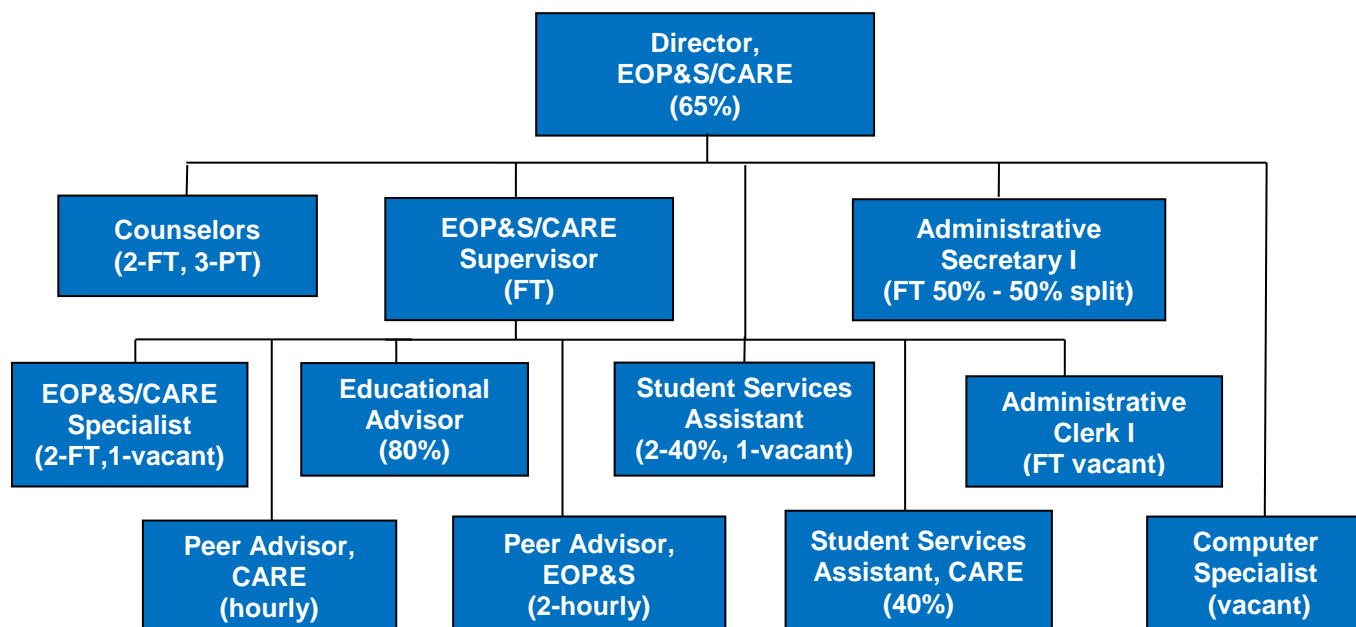
2. Key Functions/Goals:

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)

Organization Chart with Vacancies



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 or document with a survey.

Populate with the existing Unit Outcomes			
Outcome	Assessment	Result	Change
1. EOP&S/CARE students will be able to identify and understand requirements for certificate, degree and transfer completion, program contacts and services, unit and semester limits on participation and financial aid policies.	<p>Through the completion of the new student orientation, students will learn about book services and graduation requirements.</p> <p>Students will complete a pre questionnaire at the start of the orientation and a post questionnaire at the end. They will be asked the following questions:</p> <p>Q1. You will receive a reduction in book services for all of the following reasons except? (Answered in multiple choice format)</p> <p>Q2. How many units must you</p>	<p>The questionnaire was administered in fall 2013 to 195 students and in spring 2014 to 119 students.</p> <p>Results – fall 2013: Q1. 30% answered correctly on pre test; 66% answered correctly on post test</p> <p>Q2. 59% answered correctly on pre test; 77% answered correct on post-test</p> <p>Results – spring 2014: Q1. 43% answered correctly on pre test;</p>	<p>The criterion for success was only met for both questions in the spring semester.</p> <p>In analyzing the results, it was noted that a large number of students did not answer Q1 in the post. Staff facilitating the orientation will provide better instructions for completing the questionnaire so students are told that each question should be answered. In addition, the fall</p>

	complete for an associate degree? (Answered in multiple choice format) Criteria for success: 80% of the respondents will answer correctly in the post questionnaire	86% answered correctly on post test Q2. 50% answered correctly on pre test; 82% answered correctly on post test	orientations may have had more students at each orientation so perhaps there wasn't enough detail provided in some sections
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>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:</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>Criteria for success: 80% of post-questionnaire respondents will have shown improvement in each area.</p>	<p>The pre questionnaire was administered to 26 students in the spring 2014 semester. Of the 26 students who completed the pre questionnaire, only 15 answered the post questionnaire.</p> <p>Results from post questionnaire:</p> <ol style="list-style-type: none"> 1) Thirteen of 15 (87%) students indicated improvement in procrastination. 2) Eleven of 15 (73%) students indicated they felt less likely to be lacking a clear goal. Additionally, one student indicated on both the pre and post questionnaire that she "never" felt like she was lacking a clear goal. 12/15 = 80%. 3) Five of 15 (33%) students indicated that they missed class less frequently in the post. Additionally, two students indicated in both the pre and the post that they "never" missed class. 7/15 = 46%. 4) Fourteen of 15 (93%) students indicated an improvement to their time management skills. 5) Thirteen of 15 (87%) students indicated an improvement to their study skills. 	<p>Using survey monkey to administer the questionnaire may have resulted in fewer students completing the questionnaire. In the next cycle, the pre questionnaire will be handed out before the workshop begins and the post may be administered in the office after an appointment. This change may result in a higher number of responses.</p> <p>The criteria of success were met for all questions except Q3, which is about missing class. The counselors facilitating the workshop may need to spend more time on the impact this behavior has on the student's performance.</p>

4. Recommendations/Next Steps:

Prompt: Provide an outline of the previous recommendations. Insert progress and titles of persons responsible. Status should be Completed or In Progress. Indicate actual or estimated completion date by month/year.

	Previous Recommendation and / or Goals 2013-2014	Persons Responsible	Status / Progress	Completed
1	Provide early intervention to EOP&S/CARE students that have a GPA between a 2.0 to 2.3. Counselors will write a letter and	Counselors	In mid-September, 48 students were identified with this GPA range. A letter was mailed to them encouraging them to meet	February 2014

	encourage these students to come in for an additional counseling appointment to discuss grades. EMP pg. 345		with a counselor. At the end of February, 47 students were mailed the same letter.	
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	Counselors	In the fall semester, 488 students (93%) completed a first contact appointment. The educational advisor was also given the task of contacting new applicants that were eligible for the ENG 099 and Math 029/Math 030 fast track sequences to encourage them to enroll. In the spring 2014 semester, 484 students (97%) completed a first contact appointment.	April 2014
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.	Counselors and Educational Advisor	In mid-September, 193 students were identified who have a GPA ranging from a 3.0 to 4.0. The educational advisor was responsible for emailing this group of students UC transfer information regarding workshops and campus events. In total, 15 emails were sent out between September and November. Unfortunately, due to staff shortage, the project was not continued in the spring.	November 2014

4.a New Recommendations:

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

Example: **CCSP 2.3.2**
EFMP pg. 361

	New Recommendation and / or Goals 2014-2015	Persons Responsible	Estimated Completion	Budget Priority
1 st	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 – 4	Counselors, Director and Supervisor Confidential	June 2015	1
2 nd	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	June 2015	2
3 rd	Staff training: Engage staff in training opportunities to improve their knowledge of policies that affect students in transfer, financial aid, and program mandates.	Director	June 2015	2
4 th	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	June 2015	2

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
EOP&S/CARE	Completed	In Progress	Not yet begun
EFMP – 1 Develop workshops tailored to strategies for success in specific careers.	X		
EFMP – 2 Expand the support group for CalWORKs students with bridging activities to satisfy county regulations that require students to complete 32 to 35 hours of activities year round.	X		
EFMP – 3 Evaluate the pilot intervention strategies and expand to a greater number of students if data indicates that the interventions had a positive impact on student success.	X		
EFMP – 4 To 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		

5. Resources Requested:

Prompt: All requests should be linked to recommendations in section 4.a (please refer to the example below). Attach additional pages as needed for complete description / discussion.

EOP&S/CARE

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
Full Time Tenure Track Counselor	Goal: Provide sufficient number of counseling appointments to students. Impact: All students will complete the mandated contacts each semester.	Salary \$57,655 Benefits \$7,080 Health \$21,909 Total: \$86,644	1

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Outreach Specialist (Split 50% - 50% with CalWORKs)	Goal: Have a single person designated to outreach and recruitment. 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.	Salary \$46,684 Benefits \$9,823 Health \$21,909 Total: \$78,416	1

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Financial Aid Training	With the implementation of the Student Success and Support Program (SSSP), there are many changes to financial aid policies that impact EOP&S students. EOP&S staff are requesting training provided by the Financial Aid Director.	No cost	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.	Approximately \$65 per person; 5 people in attendance = \$325	2
Chancellor's Office and EOP&S Association annual conference	Attendance at these conferences is required for the program director and supervisor. All staff, especially counselors, are highly encouraged to attend to remain current with policy and procedures that impact EOP&S/CARE.	\$500-\$1000 per person depending on location of event (i.e. southern or northern California); 7 people in attendance = \$7000 maximum	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			