

Student Services – 2021-2024 EOPS/CARE/NextUp Comprehensive Program Review

Section 1: Program Information

A. Members: List all staff in your department or program.

- Teresa Cuara, Adjunct Faculty, Counselor
- Mikisha Deason, Professional Expert
- Ida Esquivel, Administrative Secretary I
- Sara Gonzales-Tapia, Director of EOPS/CARE/NextUp and CalWORKs
- Lamar Jones, Professional Expert
- Eduardo Lopez, Adjunct Faculty, Counselor and Professional Expert
- Christian Marbury, Student Services Assistant
- Nathalie Miramontes, Faculty, Counselor
- Marivel Ortiz-Sanchez, EOPS/CARE/NextUp Supervisor
- Leina Saikali Willis, Faculty, Counselor
- Raul Sanchez, Faculty, Counselor
- Vacant, Student Services Assistant
- Brianna Valdez, Services Assistant
- Denise Zamora, EOPS Specialist

B. Organization Chart

- Director of EOPS/CARE/NextUp and CalWORKs (1 – 100%)
 - EOPS/CARE/NextUp Supervisor (1 – 100%)
 - EOPS Specialist (1 – 100%)
 - Administrative Secretary (1 – 100%)
 - Student Services Assistant (3 – 49%)
 - Student Aide (4 – 12 hours)
 - Counselors (3 – 100%)
 - Adjunct Counselors (2 – part-time)
 - Professional Expert (2- one full time; one part-time)

C. Briefly describe your program, including program components and function.

The primary goal of Extended Opportunity Programs and Services (EOPS) 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. The EOPS program offers a variety of valuable support services including academic counseling, textbook assistance, priority registration, tutoring, and direct aid.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOPS that specifically assists students who are single-head of household, have at least one child, and are currently receiving Temporary Assistance to Needy Families (TANF) or California Work Opportunity and Responsibility to Kids (CalWORKs) benefits. The program's goal is to assist current welfare-recipient students in gaining the tools they need to become self-sufficient and support their families by providing a variety of comprehensive counseling and supportive services that lead to completion of college level educational training programs.

The NextUp program provides support services to EOPS students who were in foster care on or after their thirteenth birthday and are under the age of 26 at the time of initial enrollment. NextUp delivers services from a

holistic, trauma-informed, student-centered approach. These services include offering community support, financial, childcare, and transportation assistance, academic guidance, tutoring, food security, health and mental health support, and life skills training. This comprehensive support system is crucial for helping foster youth achieve their educational goals and build successful futures.

D. Describe how your program interacts or collaborates with other on- and off-campus programs.

The EOPS/CARE/NextUp program collaborates with various on- and off- campus offices and agencies for the purposes of recruitment, to help support students, and improve the overall operations of the program.

In an effort to increase enrollment and bring more awareness of EOPS services to potential students, EOPS/CARE/NextUp staff participate in the Automotive Department's Open House event in the fall and spring semesters. In addition to the Automotive Open House events, EOPS also collaborates with the Career/Transfer Center and the Office of School Relations and Outreach on various events during the academic year with the goal of improving recruitment efforts and gaining a strong visibility on campus. Off-campus collaborations include partnerships with local high schools including Sierra Vista, Azusa, Duarte, and Monrovia High Schools. The purpose of these visits is to increase awareness of the Summer Bridge program for current high school seniors, conduct presentations of EOPS services and build connections with administrators, counselors, and staff to help promote EOPS.

Two additional offices that EOPS/CARE works closely with is the Disabled Student Programs and Services (DSPS) and Financial Aid. Faculty and staff in DSPS initiate the Reduced Course Load (RCL) assignment of DSPS students. A RCL form allows the DSPS student to participate in EOP&S with less than 12 units in a semester. Their full-time unit equivalency is determined by the DSPS counselor and is based on the student's disability. Referrals to DSPS are often made by EOPS counselors. Because all EOPS/CARE students qualify for financial aid, collaboration with this office happens frequently and consistently. The director closely monitors the unmet need of EOPS/CARE and NextUp students before awarding any monetary services and will work with financial aid technicians and the director to understand any financial aid issues a student may have. Students are scheduled to meet with EOPS counselors to assist with Satisfactory Academic Progress and the loss of priority registration and fee waiver petitions.

The Honors Transfer Program, STEM TRiO, Office of Student Life, CalWORKs and Veterans are additional areas that EOPS/CARE and NextUp collaborate with either to create events for students or by referring students to their offices. The director also works closely with staff in TeCS, Campus Safety, and fiscal services to address a variety of operational processes.

NextUp collaborates with various on- and off-campus programs to support the unique needs of current and former foster youth. Partnerships and referral pathways for NextUp students have been established to numerous campus programs and off-campus organizations and non-profits. On-campus collaborations include connections with Guardian Scholars, Rising Scholars, the Financial Aid Liaison for foster care/homeless youth, the Basic Needs Program, Student Wellness Center, Career and Technical Education (CTE), Automotive Department, the Promise Program, and DSPS. Every semester, NextUp works closely with these departments to enhance student retention and support educational and financial goals. Off-campus, we collaborate with the Department of Children and Family Services (DCFS) and the Independent Living Program (ILP), as well as organizations such as Pacific Clinics, Hathaway Sycamores, the Department of Rehabilitation, the Individualized Transition Skills Program (ITSP), and various non-profits dedicated to supporting foster youth's education and well-being. NextUp students are often referred to these resources for additional support to address their basic needs and housing.

E. How is your program funded?

As categorical programs that receive their funding from the State Chancellor's Office, EOPS, CARE, and NextUp have separate allocations with their own budget restrictions. Within the EOPS allocation is the District Match budget that is used to pay for the director's salary and benefits, as well as 50% of the supervisor's salary and benefits. The allocations are received annually and all programs are allowed to carryover funds into the next fiscal year.

Section 2: Mission

A. Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

B. Provide your program's mission statement and purpose.

The mission of the EOPS/CARE/NextUp program is to assist students from point of entry through completion of their educational goal by focusing on retention, access, and offering holistic academic and social supports. As a counseling-centered program, EOPS is designed to provide access and retain students from educationally and economically disadvantaged backgrounds. The numerous services provide support to students in achieving their academic and career goals. The CARE program provides additional services to eligible student-parents. The services are specifically tailored to support students with balancing their academic, work, and family commitments. NextUp provides unique services that help students navigate life after foster care by enhancing life skills, promoting mental health, and fostering social and economic stability. This comprehensive support improves student retention in college and increases graduation rates.

C. How does your mission statement and purpose align with Citrus College's mission?

The EOPS/CARE/NextUp program is an exemplary model of the values embedded in the college's 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 that begin at the basic skills or college-level and working with them through transfer to a four-year university. The program is committed to providing students with lifelong learning experiences through holistic, wrap-around services that lead to successful completion of their educational goals by focusing on the student's overall wellness and academic needs. Providing a holistic support program improves outcomes by addressing the multifaceted challenges students face and ultimately leads to better educational and life outcomes.

Section 3: Student Experience

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

The EOPS/CARE survey was distributed to 581 students. A total of 68 students participated in the survey. The collection of response data spanned from October 1 to October 15, 2024, resulting in a survey response rate of 12%. Students were asked questions that assessed customer service, satisfaction with services, and opportunities for improvement. Thirteen questions were asked, of which 10 were scored on a Likert scale and three were open-ended questions. The Likert scale questions asked students to measure their agreement with the question asked. The majority of EOPS/CARE students answered strongly agree (71% average) or agree (26% average) to these questions. The two standard open-ended questions asked students to state what services provided by the program

are most helpful and what can the program do to help students be successful. Fifty-five students answered the first question and provided responses regarding the financial support offered, counseling, academic resources and stating their overall satisfaction with the program. Thirty-two students answered the second question and their responses centered on being satisfied with the current services, better communication regarding when services are available, and more assistance with transfer and academic services. Three questions were specifically written for EOPS/CARE, which included measuring on a Likert scale their agreement to feeling that the study space in the office is useful and comfortable and that they feel a sense of belonging amongst the EOPS/CARE community. The majority of students that responded indicated they strongly agreed (73% for the first question and 70% for the second question) or agreed (18% for the first question and 16% for the second question) with those statements. The last question tailored to EOPS/CARE asked what attracted the student to apply to the program. Their answers focused on the comprehensive support provided by the program, the wide range of services offered, the welcoming and friendly environment, and being referred by family and friends who had participated in the program.

B. Compare these survey results with results from previous program review.

This is the first year that a survey was administered to students as part of the comprehensive program review process. Therefore, these results will serve as the baseline data for future comprehensive program reviews.

Section 4: Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc.

The EOPS/CARE/NextUp programs serve students from educationally and economically disadvantaged backgrounds. The students are first-generation college students, undocumented dreamers, student-parents and foster youth and are often identified as disproportionately impacted groups in the Student Equity Plan.

Data provided by the Office of Institutional Research compares the ethnicity, gender, and age of EOPS/CARE students to the collegewide population over the last three fall semesters. Similar to the college, the largest ethnic group in EOPS and CARE are Latinx students. It is noteworthy to state however, that the Latinx population in EOPS is on average 78%, which is 13% higher than the college average. The CARE program is seven percent higher at 72%. In terms of gender, both the college and EOPS/CARE serve more females than males. The difference once again is the percentage. The college average over three years is 55%, whereas EOPS is 67% and CARE is 96% making this a significant variance. Lastly, the age metric for EOPS is the most alike to the college with only about a seven percent difference, with 24 and younger being the majority group. The same is not so for CARE. The largest age group in CARE is the 30 to 49-year-olds, which on average was 52%.

The Office of Institutional Research also analyzed the enrollment, success, and retention of EOPS/CARE students. The EOPS program only serves credit students and requires them to enroll full-time. In fall 2021, EOPS students enrolled in an average of 13.5 units and had a retention rate of 94% and a success rate of 79%. One year later in fall 2022, EOPS students enrolled in an average of 13.7 units. Their retention rate and success rates were very similar at 94% and 76% respectively. The fall 2023 semester saw a slight increase in units with an average enrollment of 14 and a retention rate of 93% and a success rate of 78%. The CARE program also only serves credit students, but an exception may be made to the full-time enrollment requirement in the first semester a student participates in CARE. They may join the program if they are enrolled in nine or more units. In fall 2021, CARE students enrolled in an average of 11.2 units. Their retention rate was 98% and their success rate was 82%. In fall 2022, the average unit count increased to 13.8. The retention rate remained high at 90%, but the success rate fell to 54%. In fall 2023, CARE students enrolled in an average of 12.5 units. The retention rate dipped slightly to 89% and the success rate increased to 84%.

B. Based on your analysis, what is the future plan for your program?

Consider the following questions in consultation with the Office of Institutional Research, Planning & Effectiveness:

- i. How many students are served in your program?
- ii. How do your students compare to the overall student population at Citrus College?
- iii. Include other qualitative or quantitative information about your population.

The pandemic certainly effected the number of students participating in EOPS/CARE and resulted in a sharp decrease in the number of students served. As instruction and services shifted to a hybrid environment, student participation began to increase and by the end of the 2023-2024 academic year, EOPS/CARE had returned to pre-pandemic numbers. In two years, the program grew by 82%. The table below illustrates data pulled from the Chancellor's Office Data Mart that captures EOPS/CARE student headcount over the last three academic years starting with 2021-2022.

Extended Opportunity Program & Services (EOPS) Summary Report		Annual 2021- 2022	Annual 2022- 2023	Annual 2023- 2024
		Student Count	Student Count	Student Count
	CARE participant	14	26	26
	EOPS participant (excludes CARE participant)	428	635	779
Citrus CCD Total	EOPS and CARE participant	442	661	805

California Community Colleges Chancellor's Office Data Mart

As described in section 4A, EOPS/CARE students closely mirror the college-wide demographics in ethnicity in gender. The age group is on average older in EOPS/CARE; consequently, more re-entry students are served in the program. Students are required to qualify for the California College Promise Grant to be served in EOPS/CARE; therefore, they are considered low-income students. This presents additional challenges to our students as many have to work off campus and might not have the ability to become involved on campus or take advantage of tutoring or study labs. The majority of EOPS/CARE students are also first-generation college students and are learning to navigate higher education without family guidance. Understanding that many EOPS/CARE students have multi-layered backgrounds, the program aims to provide over and above and just in-time services to them. This includes effectively using counseling appointments to address student needs, providing students with easy networking opportunities, identifying gaps in services, and responding to student recommendations.

C. PLO/SLO Assessment: Describe how your program has assessed program learning outcomes and student learning outcomes over the last three years and what you found from these assessments. Attach any relevant reports or other evidence to substantiate your narrative analysis. Include reflections and recommendations based on your analysis of the findings.

SLO 1: EOPS/CARE students will be able to identify requirements for certificate, degree and transfer completion, program contacts and services, unit and semester limits on participation and financial aid policies.

SLO 2: EOPS/CARE students will learn various intervention, retention and empowerment strategies through counselor and staff support, mid-semester progress reports, and referrals to on and off campus services.

In the academic year 2021-2022, SLO 2 was assessed. Toward the end of the fall semester, EOPS/CARE students completed a survey aimed at measuring the usefulness of online resources provided by the program. The survey

focused on tools such as guides, videos, and checklists designed to improve students' comfort with online academic processes. The criteria for success was that at least 75% of respondents would find the resources useful. Results indicated that most resources exceeded this benchmark, with highlights including 90% of students reporting increased comfort accessing online resources through the EOPS Canvas shell and 79% finding the Student Educational Plan (SEP) guide and registration videos useful. However, two resources, the schedule planner (56%) and the "Navigating the EOPS Canvas" video (69%), did not meet the criteria for success. In the spring, a modified survey assessed students' overall comfort and awareness of online resources after continued exposure throughout the academic year. Results showed that 156 of 160 respondents (97.5%) felt their comfort with online resources increased due to EOPS materials, and 157 of 160 (98.1%) reported improved awareness of online tools such as Canvas, Zoom, and the SEP. Overall, the assessment demonstrated that the materials were highly effective in helping students navigate online academic processes. The more students interacted with these resources, the more comfortable and confident they became. As a result, the program continued promoting and enhancing these resources to further support student success.

In the academic year 2022-2023, SLO 2 was measured with a different assessment. That year the program had a goal of providing programming and excursion opportunities for EOPS/CARE students that centered on cultural capital and awareness, wellness, and building community with staff and peers. With the support of Senate Bill 85 (SB 85) funding, staff successfully provided Citrus College students with a one-day excursion to the University of California Riverside and admission to the Cheech Marin Center for Chicano Art & Culture Museum. This experience, which 26 students and four staff members participated in, significantly enhanced students' cultural awareness and sense of belonging. A pre- and post-survey was administered to students and the criteria for success was that 80% of the participants either strongly agreed or agreed to the statements on the survey. The post-survey results showed a marked increase in students' agreeableness in all areas of the survey. Notably, students rated interacting with EOPS/CARE staff as the most enjoyable part of the excursion. Some qualitative highlights captured from the survey were that students were grateful for the opportunity and enjoyed their time building community with others. They also expressed a strong desire for more events like these with other four-year universities, indicating their enthusiasm for future opportunities.

Another successful event hosted by EOPS/CARE that year was the "De-stress Potting Event", which was hosted in collaboration with the Student Wellness Center and funded by SB 85 funds. The event's purpose was to build community with staff and peers while normalizing and promoting the importance of mental health and taking advantage of resources provided on campus. Students were provided with a survey at the end of the event, and the feedback was overwhelmingly positive. Out of the surveyed participants, all agreed that attending the event helped them de-stress, learn additional ideas on how to de-stress, and encouraged students to reach out for support. Overall, we successfully met our goal of providing EOPS/CARE students with programming centered on cultural awareness, wellness, and community building.

In the academic year 2023-2024, EOPS/CARE continued to provide re-engagement activities for students. The program hosted a Welcome Back event for our EOPS/CARE/NextUp students, trick-or-treating in the Student Services building, a CARE mini-conference, a foster care awareness event, and focus groups for student-parents and foster youth. Although, a formal assessment was not completed, students provide positive feedback in counseling appointments, mid-semester check-ins, and through the progress report survey.

In 2024-2025, the director will meet with staff to review program SLOs and determine if they need to be updated and how to incorporate NextUp into the assessment process. A formal process will be established to ensure SLOs are assessed every year.

D. Document accomplishments and/or improvements since your last program review.

Grants & Financial Support

The EOPS/CARE program has consistently prioritized financial assistance for students. A needs assessment was conducted in 2019-2020, providing insights into student needs and guiding resource allocation. Over the past three years, grants of varying amounts from \$140 to \$450 were issued to EOPS students to support their educational costs. In addition to the EOPS grant, CARE students received additional grants that varied from \$450 to \$1500 per semester. Beyond grants, the program in collaboration with CalWORKs, hosts the annual "Adopt an Angel" event, which provides CalWORKs and CARE families with gifts, books, and gift cards to help cover holiday expenses.

Events & Networking

Each year, EOPS has offered events to foster community and support student growth. In 2020-2021, highlights included the Transfer Networking Week with alumni panels, the first virtual CARE and CalWORKs mini-conference, and a celebratory Transfer Celebration. Other unique events like KPOP healing spaces, EOPS alumni panels, and game nights enriched the student experience. Prior initiatives in 2019-2020 included the "Job Prep Pop-Up" event that provided students with professional work attire and participation in high school fairs to promote EOPS/CARE resources. In 2021-2022, students were introduced to over ten campus clubs, and a leadership module was added to the EOPS Canvas shell to encourage student involvement.

Training & Guidance

Training sessions have equipped both staff and students with essential skills. EOPS provided "College 101" at College Information Night (2020-2021) and virtual First-Generation Ally training. Collaborative efforts also led to "DACA and Other Paths to Legal Residency" workshops and Dreamer Ally and Equity NOW training, deepening counselor awareness of student needs. In 2019-2020, EOPS presented on the EOPS Canvas shell to Region VIII EOPS directors and delivered Flex Day training on effective student services. The 2021-2022 achievements included counselor collaborations with Career Technical Education faculty, introducing career-specific knowledge that supports student career exploration.

Programs & Initiatives

Faculty and staff have introduced innovative resources each year. In 2020-2021, "how-to" guides and videos were created, staff introductions were shared on social media, and a chatbot improved accessibility. Drop-in counseling and the addition of Instagram videos supported student engagement. In 2019-2020, EOPS introduced COUN 210 (later renamed EOPS 210) for Summer Bridge, a new resource map, and virtual support options. By 2021-2022, EOPS had achieved full program objectives, with partnerships established with faculty across various departments to offer career-focused programming for students. A year later in the fall of 2022, "EOPS 211- First-Generation College Student Seminar" was created and approved. The course was offered for the first time in the fall of 2023.

E. Document program challenges/obstacles since your last program review.

A challenge that is reoccurring since the last program review is the high turnover in Student Service Assistants (SSAs) and supervisor roles. In the last five years, seven SSAs have resigned from the position to pursue full-time employment and two supervisors have also resigned to pursue other professional development opportunities. Both positions have a significant impact on the day-to-day operations and services to students. Additionally, professional experts were hired to fill an immediate need in outreach and recruitment and to coordinate the NextUp program. Temporary positions are not ideal since the employees may pursue permanent positions elsewhere that provide consistent salary increases and the rights associated with participation in bargaining units.

Because EOPS, CARE, and NextUp are categorical programs, the Chancellor's Office is the governing entity over these programs. There also has been high turnover in the coordinator roles at the Chancellor's Office, which creates

confusion while new staff learn about the historical context of the programs. Their interpretation of Title 5 and EOPS/CARE Implementing Guidelines changes regularly, which impacts who may be served in the program and what services they are eligible for. Additionally, new mandates are being rolled out with minimal structure and established foundations as the Chancellor's Office continues to promote local control. An example of this is the addition of NextUp under the umbrella of EOPS. Incorporating NextUp into EOPS has been challenging because eligibility requirements are different from EOPS, faculty and staff did not receive sufficient training, and policy changes to NextUp continue to occur. The team has done their best with keeping up with the changes to try to reduce the impact to students.

Although instruction and services are offered in person and remotely, student engagement continues to be low as students do not attend workshops or events at the same rate they did before the pandemic. It may take a few more years to see an increase in participation at these extracurricular events, but faculty and staff will continue to provide student engagement opportunities.

F. Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

The majority of the recommendations from the last comprehensive program review were completed. Two professional experts were hired to assist with outreach and to coordinate the NextUp program. The pandemic catapulted EOPS/CARE into the use of technology not only for counseling, but also for the day-to-day operations. All paper files were converted into electronic files, documents were made fillable or changed to Formstack or Smartsheet, and the use of Microsoft Teams became standard. The EOPS counselors made significant progress in developing the career component to counseling and the study area redesign was completed. The following provides further information regarding the 11 goals of the 2019-2024 EOPS/CARE Comprehensive Program Review.

EOPS/CARE Recommendation/Goal 1 (2019-2024): Develop a new counseling course with an EOPS prefix (EOPS 101) for the Summer Bridge program. The curriculum will focus on study skills, career development, and college readiness from a first-generation, low income student perspective. The class will utilize Open Educational Resources (OER). The course, COUN 210, was submitted to the curriculum committee in October and reviewed at their November 7, 2019 meeting. The Board of Trustees approved COUN 210 at their December 3, 2019 meeting. The course was offered for the first time in summer 2021. In fall 2020, the name change for COUN 210 was approved and updated to EOPS 210.

EOPS/CARE Recommendation/Goal 2 (2019-2024): Develop additional counseling courses that focuses on peer mentoring and academic probation. After the approval of EOPS 210, counselors began brainstorming the next course to develop and then the pandemic hit. This goal was tabled for a few years until counselors returned to campus. At that time, the mentorship and probation components were replaced with a course tailored to first-generation college students. In the fall of 2022, EOPS 211- First-Generation College Student Seminar was submitted to the curriculum committee and ultimately approved by the Board of Trustees at the November meeting. Instead of creating additional courses, the counselors and director have worked on improving probation interventions in EOPS and have set a new goal of developing a mentorship program.

EOPS/CARE Recommendation/Goal 3 (2019-2024): Redesign the EOPS/CARE office space to provide a larger study area for student utilization that is more conducive to learning. This goal took a couple of years to complete, but the redesign was final in the fall of 2021. Funding was secured to reconfigure extra cubicles into computer stations and furniture, printers, and computers were purchased to expand the study area.

EOPS/CARE Recommendation/Goal 4 (2019-2024): Promote leadership activities to students that include participation in student clubs and leadership conferences. EOPS counselors developed a leadership module for the EOPS Canvas shell where informational videos on leadership, links to professional organizations, and leadership opportunities were stored. Students were also emailed information on how to participate in leadership roles on campus and an information session comprised of a panel of various Citrus student leaders was held in the fall of 2021.

EOPS/CARE Recommendation/Goal 5 (2019-2024): Establish a professional clothing closet on campus. The Job Prep Pop-Up event took place in October 2019. Approximately 40% of the participants were EOP&S students. The event was very successful with 95% of participants indicating that as a result of attending the event, they were better prepared for a job/internship interview. One hundred percent of participants indicated that they now understand how to dress in suitable interview attire. The Job Prep Pop-Up event that was scheduled for April 2020 was cancelled due to COVID-19.

EOPS/CARE Recommendation/Goal 6 (2019-2024): Hire additional full-time tenure track counselors to facilitate the ability to offer more 45-minute appointments, provide extensive transfer counseling, and assist students with career and internship opportunities. This goal was not completed due to the drop in enrollment as a result of the pandemic and a shift in funding priorities. As the number of students participating in the program continues to increase, it may be a goal that is explored further in the coming years.

EOPS/CARE Recommendation/Goal 7 (2019-2024): Faculty and staff will participate in ongoing professional development activities that are relevant to the EOPS/CARE population. Over the years, faculty and staff attended conferences offered by the Chancellor's Office, Region VIII, and professional organizations. Some of these conferences included the EOPS Association's annual conference, trauma informed training offered by the Chancellor's Office, and A2MEND.

EOPS/CARE Recommendation/Goal 8 (2019-2024): Develop a partnership with Career Technical Education (CTE) faculty and staff in order to gain knowledge regarding the CTE programs. The EOPS counselors identified the top CTE programs of study that they wanted to learn more about and emailed the faculty from these disciplines a set of informational questions. Faculty from construction management and dental assisting met with EOPS counselors virtually to discuss the program in depth. Additionally, EOPS counselors attended CTE advisory meetings and Open Houses to further develop the partnerships.

EOPS/CARE Recommendation/Goal 9 (2019-2024): Clarify career pathways by informing EOPS/CARE students about applied learning experiences in various fields. Information regarding internships were shared with students via email and in the EOPS Canvas shell. Some of these internships were with Kaiser Permanente, Children's Hospital Los Angeles, Snapchat, City of Hope, and the Getty Museum. Students were also informed about the COPE Health Scholars Program and volunteermatch.org, a website that matches students' interest with internships.

EOPS/CARE Recommendation/Goal 10 (2019-2024): Work with Guided Pathways Student Success teams to incorporate EOPS and prevent duplication of efforts. This goal was met over several years. The director was a co-lead for the Social and Behavioral Science CAP and a member of other success and design teams. The director provided insight into the needs of EOPS/CARE students and shared how the program supports students through the services provided.

EOPS/CARE Recommendation/Goal 11 (2019-2024): Inform and instruct EOPS/CARE students on the use of the various functions within Degree Works including the degree audit and electronic Student Educational Plan (SEP). The EOPS counselors showed students how to access Degree Works via the student portal during first contact appointments. For students who expressed interest in additional support, counselors encouraged them to enroll in COUN 201. A step-by-step guide was also created with detailed instructions and screen shots on how to access the SEP from the Degree Works home page. Additionally, all EOPS staff were trained on how to help students with accessing their SEP.

Section 5: Ensuring Equity and a Commitment to DEIA+ in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The EOPS/CARE/NextUp program is intended to specifically serve underrepresented student populations; students from low-income and not college-ready educational backgrounds, student-parents, and former foster youth.

Many first-generation college students, foster-youth, and single parents with educational challenges, face an uphill battle in pursuit of higher education. Through counseling and wrap-around support services, the program addresses the needs of these underserved student populations by connecting them with regular check-ins to review their grades, discuss and plan their educational goals, address any academic or personal challenges that might be impacting their ability to succeed in pursuit of these goals, and connecting them with on- and off- campus resources to help address those challenges.

EOPS/CARE/NextUp counselors are highly skilled and trained in student development theory, especially those pertaining to these underserved student populations. In addition to an educational background rooted in understanding and serving underserved students, they also possess years of experience in successfully supporting and serving these students. They also relate to these students and can speak to their experiences, many of them having overcome the same challenges these students face today.

Financial stressors also have a heavy impact on student success for low-income students. Through book services, grants, and other financial support, the program addresses the financial challenges of low-income students. These financial supports ensure that students are able to afford their textbooks, are able to attend classes on campus without worrying about the cost of parking, have additional funding to cover other educational related expenses through grants, and so much more. These financial support services are essential in providing equitable access to resources and bridge the gap for low-income students.

B. How do you serve students regardless of service location or delivery method?

The EOPS/CARE/NextUp program offers most of its services via in-person and virtual modalities. Students may choose to utilize the EOPS virtual Zoom lobby, call the office or stop by in person to schedule counseling appointments or have general questions answered. New student orientations are offered in person and virtually via Zoom. For counseling appointments, students have the option of choosing to be seen in-person or connecting virtually and phone appointments are available if necessary. Counselors also developed a virtual version of the campus resource tours/seminars that have been highly successful for students on academic probation. Book services, CARE orientations, and appointments with the NextUp program coordinator are also all offered virtually or in-person.

There are a few services offered solely in one modality, but this is done strategically to fit the service need. Progress report appointments are only completed virtually due to their quick check-in nature. Gas card distribution, supply

pick up, and the book lending library are only offered in person since these services are tangible items that students need to be physically present to pick-up. All-in-all, the program does a great job at providing an array of modalities to meet student needs regardless of service location or delivery method.

Section 6: New Program Goals

- A. List 2-4 program goals you wish to accomplish during the next three years. Please connect each goal to at least one campus initiative/plan (Strategic Plan, EFMP, SEAP 2.0, Guided Pathways, Technology Plan, Sustainability Plan, Transfer Plan, Other: _____).

EOPS/CARE/NextUp Recommendation/Goal 1 (2024-2027): Expand tutoring options offered in the study area. This goal supports strategies 5.1, 5.2, 5.3, 8.1 and 9.5 of the 2021-2026 Strategic Plan.

EOPS/CARE/NextUp Recommendation/Goal 2 (2024-2027): Expand offering campus tours to students participating in EOPS/CARE/NextUp. This goal supports strategies 5.1, 5.2, 5.3, and 9.5 of the 2021-2026 Strategic Plan.

EOPS/CARE/NextUp Recommendation/Goal 3 (2024-2027): Create peer mentorship opportunities for students participating in EOPS/CARE/NextUp. This goal supports strategies 5.1, 5.2, 5.3, and 9.5 of the 2021-2026 Strategic Plan.

EOPS/CARE/NextUp Recommendation/Goal 4 (2024-2027): Increase awareness of UC transfer services and resources. This goal supports strategy 5.2, and objectives 1a, 1b, 9 and 12 of the 2021-2026 Strategic Plan.

Section 7: Budget Planning

Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals for your department. Ideally, this will inform the resource requests in the annual updates for each of the next three years.

Staffing

The EOPS/CARE program has experienced a steady increase to the number of students served over the last two years. An Argos report of students enrolled at Citrus College who meet the eligibility criteria for EOPS typically consists of 500 students every semester. The program will need both classified staff and faculty to continue to provide services to more students. This includes additional Student Service Assistants, a permanent Outreach Specialist, and a full-time counselor.

The NextUp program is in its second year and also continues to see an increase in the number of students joining the program. NextUp students require high touch services that require a significant amount of time and follow-up. The only staff in NextUp is a professional expert who assists the director with coordinating the program. Additionally, the professional expert meets with students to verify eligibility, connect them with wrap-around services, and ensure they are completing EOPS contacts. This position is not a permanent hire on campus and should be converted into a classified position to ensure employee longevity and stability in this role, which ultimately benefits the students. The program needs additional full-time classified staff to assist with scheduling appointments, outreach and recruitment, and case management. Counselors assigned specifically to meet with NextUp students is highly encouraged so that all of their academic, career and transfer needs are met.

Technology and Equipment

As technology evolves computers, laptops, and equipment become outdated in a couple of years. In addition to employee computers, there is a study area for EOPS/CARE/NextUp students that includes computers and printers. These might need to be replaced in the future. Students have also requested Mac computers since specialized majors require this equipment.

Professional Development

In addition to the annual EOPS/CARE Association conference, participation in other professional development conferences will benefit the EOPS/CARE faculty and staff. There is interest from several employees to attend *COLEGAS* and *A2MEND*, which are conferences that focus on cultivating leadership amongst the Latinx and African American communities of higher education professionals. There are foster youth specific conferences as well that are hosted by the Chancellor's Office and the John Burton Foundation. The counselors also like to attend the annual UC and CSU Counselor Conferences. Additional conference and trainings that would benefit EOPS/CARE/NextUp faculty and staff include those that center on serving male students of color and providing trauma informed care.

Section 8: Program Review Involvement

List the names of faculty and staff who participated in the review process.

- Teresa Cuara, Adjunct Counselor
- Mikisha Deason, Professional Expert
- Ida Esquivel, Administrative Secretary I
- Sara Gonzales-Tapia, Director of EOPS/CARE/NextUp and CalWORKs
- Eduardo Lopez, Adjunct Counselor and Professional Expert
- Nathalie Miramontes, Counselor
- Marivel Ortiz-Sanchez, EOPS/CARE/NextUp Supervisor
- Leina Saikali Willis, Counselor
- Raul Sanchez, Counselor

Describe the involvement of faculty and staff in the program review process.

The comprehensive program review was discussed at every staff meeting where the entire team was present beginning in late spring 2024 and continued into fall 2024. The director had additional meetings with the counselors, supervisor, and NextUp professional expert to brainstorm goals. The contributors who assisted the director in writing sections of the comprehensive program review include Mikisha Deason, Ida Esquivel, Eduardo Lopez, Marivel Ortiz-Sanchez and Leina Saikali Willis.

APPENDIX A

2024 EOPS/CARE Survey: Descriptive Analysis

Office of Institutional Research, Planning and Effectiveness
October 2024

Section 1 Background

The EOPS/CARE survey was distributed to 581 students. A total of 68 students participated in the survey. The collection of response data spanned from October 1 to October 15, 2024, resulting in a survey response rate of 12%.

The table below displays the number of EOPS/CARE service users and non-users, disaggregated by student type.

Have you used any of the following services provided by the EOPS/CARE program at Citrus College within the past year?	Count	Percent
Yes	68	100%
I'm a new student	0	0%
I'm a continuing student	62	91%
I have graduated in spring 2024/ I'm about to graduate in summer 2024	6	9%
Other		
No	0	0%
I'm a new student	0	0%
I'm a continuing student	0	0%
I have graduated in spring 2024/ I'm about to graduate in summer 2024	0	0%
Other	0	0%
Total	68	100%

The ensuing sections of the report present tables showcasing outcomes derived from the EOPS/CARE survey.

Section 2 Scale Questions

This section displays results for the Strongly agree – Strongly disagree scale questions where students rated aspects of the EOPS/CARE program based on their experiences.

	Survey Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable or I don't know
1	The hours of service met my needs.	69%	31%	0%	0%	0%	
2	The EOPS/CARE provided me services in a timely manner.	68%	29%	1%	1%	0%	
3	An adequate amount of resources and information about EOPS/CARE was provided.	72%	25%	3%	0%	0%	
4	I understand EOPS/CARE processes and procedures.	68%	28%	4%	0%	0%	
5	The staff in EOPS/CARE were polite and welcoming.	76%	22%	1%	0%	0%	
6	The staff in EOPS/CARE were helpful.	74%	24%	3%	0%	0%	
7	The staff in EOPS/CARE were knowledgeable.	72%	24%	4%	0%	0%	
8	I was satisfied with the services provided by the EOPS/CARE.	72%	28%	0%	0%	0%	

Section 3 Open-Ended Questions

Q9. What services provided by the EOPS/CARE program have been most helpful to you?

A total of 55 students shared their feedback on this open-ended question.

Here are some themes:

- Financial Support: Many students mentioned the book vouchers, free printers, book loan, gift cards, gas cards, and free/discounted parking permits are the most helpful services.
- Counseling: Many students found counseling sessions helpful, particularly for regular progress check-ins, course selection, and setting up educational plans. They also appreciated the counselors' supportiveness.
- Academic Resources: Students frequently mentioned receiving essential supplies like binders, notebooks, pencils, and college paper. Many also appreciated the access to free printing, computers, and study areas. Priority registration was also mentioned by several students.
- Overall Satisfaction: Some students commented that all of the programs are helpful.

Q10. What can the EOPS/CARE program do to help you be successful?

A total of 32 students shared their feedback on this open-ended question.

Here are some themes:

- Continued Support and Resources: Many students expressed appreciation for the current resources and services provided. They emphasized that the program should "keep doing what they are doing" as it has been helpful.

- Resource Availability: Students requested clearer communication about the availability of book loans and appreciated the snacks provided between classes. They emphasized the importance of efforts to build awareness of all available services and eligibility.
- Transfer and Academic Guidance: Students requested more assistance with the transfer process, including guidance on prerequisites, accessing honors programs, and understanding how to qualify for universities.
- Additional Services: Some students mentioned wanting more financial assistance, such as gift cards, grants, free/discounted books, and more frequent counselor visits.

Section 4 Additional Questions

Q11. I feel the study space of the EOPS/CARE program is useful and comfortable.

Answer Choices	Responses	
Strongly agree	73%	48
Agree	18%	12
Neutral	3%	2
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	6%	4
	Answered	66
	Skipped	2

Q12. I feel a sense of belonging in the EOPS/CARE community.

Answer Choices	Responses	
Strongly agree	70%	46
Agree	23%	15
Neutral	6%	4
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	2%	1
	Answered	66
	Skipped	2

Q13. What attracted you to apply to the program?

A total of 50 students shared their feedback on this open-ended question.

Here are some themes:

- Academic Support and Guidance: A strong theme is the comprehensive support provided by the program, such as academic counseling, summer bridge help with course scheduling, and guidance for their educational journey.
- Resources and Services: Students were drawn to the program because of the wide range of services and resources offered. These included financial assistance, book loans, priority registration, access to printers, and snacks between classes.

- Sense of Belonging: The welcoming and friendly environment created by staff and counselors was another important factor. Students emphasized how the program made them feel that they are part of a supportive community.
- Referrals: Many students were referred to the program through EOPS/CARE outreach, friends, or family.