

Student Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)

Student Services

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Sonia Duran, M.A. – Committee Chair

Alexandria Rosales, M.S. – Committee Member

JP “Juan Pablo” Gonzalez, M.S.– Committee Member

Dr. Cristina Arellano, Ed. D.- Committee Member

Jessica Flores, M.S.- Committee Member

Danielle Bejarano, M.S.- Committee Member

German Barron, M.S.- Committee Member

Alejandra Alvarado, M.S.- Committee Member

Nicole Howard, B.S.- Committee Member

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Sonia Duran, M.A.

Alexandria Rosales, M.S

Printed name of Principal Author

Sonia Duran

Signature

Alexandria Rosales
Alexandria Rosales (Jan 20, 2023 08:29 PST)

Director-EOPS/CARE/CalWORKs/FYSI

Jan 19, 2023

EOPS Counselor

Title

Jan 20, 2023

Sonia Duran Printed name of Department Manager	 _____ Signature	Director-EOPS/CARE/CalWORKs/FYSI _____ Title	Jan 19, 2023 _____ Date
Elaine Lipiz-Gonzalez Printed name of Dean or Immediate Management Supervisor (IMS)	 _____ Signature	Dean, Student Support Services _____ Title	Jan 20, 2023 _____ Date
	 _____ Signature	VPSS _____ Title	Jan 20, 2023 _____ Date

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: “Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.”

The EOPS Department supports the Fullerton College mission of advancing student learning and achievement through our comprehensive recruitment from our local diverse communities and our provision of on-boarding services (both in person and remotely), including an extensive intake conversation, a detailed program, and college orientation, required academic counseling, priority registration, timely academic evaluations, and labor-intensive follow-up practices. EOPS counseling services fosters a long-term conversation between the students, program specialists and counselors, which provides a wealth of information to each student regarding careers, career and educational pathways and majors available to them.

EOPS goes over and above to supplement the traditional education and student support programs that the college already has in place. Our counselors ensure that students are aware of different educational pathways when they come in for their academic counseling appointments. Our counselors clarify how to navigate these pathways by having effective conversations to understand where the student is in their educational process at least twice a semester. During these appointments, counselors create educational plans and always make sure that current educational plans are up-to-date and accurate. EOPS also keeps track of students' progress by, for example, having students fill out an Academic Progress Report in the middle of each semester.

EOPS matches Fullerton College’s mission to foster a supportive and inclusive environment where students feel comfortable and inspired to be successful learners, responsible leaders, and engaged community members. Our services are accessible by having outreach in different parts of our community, always being available through email, and by providing office hours in the early mornings, evenings, and some Saturdays. We also put emphasis on positively affecting student self-concept and self-esteem with staff and faculty that offer workshops and participate in open discussions with students about their well-being.

Vision: Fullerton College will transform lives and inspire positive change in the world.

The EOPS Department transforms lives by welcoming and engaging students in a conversation about their future. EOPS students arrive on campus in varying states of readiness, many times with difficult life stories and lack of support. We meet them at their appropriate level and work arduously to transform their lives and inspire positive change in the world by helping them. We do this during orientations, conferences, specialist and

counseling meetings, and as part of our course offerings. This instruction is directed specifically to disadvantaged students who often have little or no knowledge of career and academic pathways and opportunities. We believe that this effort affects not only the well-being of our local community but also that of our region and state.

Core Values:

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.

During the pandemic, many students shifted the way they learned, and transitioned to a 100% online format. The transition was different for all students, but nonetheless, face-to-face conversation and community was limited to nonexistent for all. Some students returned to in-person classes wanting to feel a sense of belonging and connection due to not having the opportunity to connect with anyone other than the Zoom online platform during the beginning of the pandemic.

EOPS promotes the importance of these feelings and has continued to maintain knowledge of resources on campus remotely and in-person where students can receive personal, academic, and vocational assistance, as well as knowledge of opportunities that are available regarding volunteer work, internships, and employment options. For our new students, three hours of campus tutoring are mandatory. Placing this requirement is essential for our EOPS students as it exposes them to seeking the resources available on campus, as many of our students often do not know how and where to access tutoring.

Counseling and specialist appointments are the perfect opportunity to introduce students to the various resources available to them at Fullerton College. Based on individual students' needs, they are encouraged to utilize services such as the Library, Transfer Center, Career Center, Workforce Center, Academic Skills Center, Disability Support Services, and the Health Center. EOPS students may also be referred to special programs such as STEM, Honors, Puente, Study-Abroad, and Service-Learning programs to further enhance their support and access to resources. In addition, participation in campus Student Success Workshops and culturally diverse events such as; Kindercaminata, Worldfest, guest speakers, Major Declaration Day, and Student Government earns workshop credit for program requirements.

EOPS staff and counselors utilize a student success-centered perspective to instruction that is vital to the well-being of our campus community through participation in the Faculty Senate, the Curriculum Committee, the Program Review Committee, Guided Pathways Workgroups, the Pathways Steering Committee, Student Equity Achievement Committee, the Student Learning Outcomes and Assessment Committee and others, as well as faculty hiring committees in and outside of the Counseling Department for campus positions and for leadership positions at the campus and district level.

Diversity – We embrace and value the diversity of our entire community.

EOPS was created during the turmoil that was the civil rights movement during the 1960's. With the advent of the Civil Rights Act of 1964, both overt and covert discrimination came under the law. This was the most comprehensive attempt to equalize human rights since the Civil War. Extended Opportunity Programs and Services was formally set in motion in July of 1969, with the enactment of SB 164 by Senator Alquist (urgency legislation).

EOPS students are among the most diverse population on campus. It is our great joy and honor to serve students who have arrived from all over the world. These students enter Fullerton College from a wide range of personal, cultural, and economic circumstances. Our staff promotes the acceptance and appreciation of others as students

learn about their peers' unique circumstances and points of view. This personal and first-hand knowledge of others results in a broadening of ethnic and racial perspectives where students are taught how to develop positive attitudes in this diverse world. Strategies to effectively manage life-changing situations are discussed in the context of personal obstacles thus promoting life skills and tolerance of diverse ideas in school, community and the world of work. The diversity that exists in our office staff further promotes the knowledge of a variety of ethnicities and backgrounds.

Equity - We commit to equity for all we serve.

EOPS is mandated by Title 5 to serve all students in our program equitably. All entering students must sign a Mutual Responsibility Contract which outlines the students required actions to receive our services. Students must meet with a counselor three times, one being the APR (Academic Progress Report), meet with their assigned EOPS Specialist, and attend tutoring for 3 hours or (for continuing students) a workshop. Students meeting these requirements receive all available EOPS services which include: priority registration, Book Service Award, Book Lending Library, Financial Aid assistance, educational and instructional school supplies, transfer fee waivers and assistance, campus and community resource assistance, and specialized tutoring.

Excellence – We honor and build upon our tradition of excellence.

We continue our tradition of providing services and support to California's disadvantaged population in ways that enhance and expand existing services provided by the college "...over, and above, and in addition to...". While we continue to add to our core services, we understand that as new initiatives are launched by state legislators that we must continue to creatively enhance our program services. Our program has been able to expand services to students and has developed unique collaborative learning components, provided books and supplies for students, assisted students with child care funds, extensive and comprehensive counseling that enhances retention and transition, assisted students with transportation costs, provided emergency loans and financial aid assistance, and developed special classes to bridge the gap for students in transition.

Growth – We expect everyone to continue growing and learning.

During our counseling and specialist appointments we provide comprehensive support to address the multiple needs of these students. Topics often discussed include self-awareness such as what obstacles are standing in the way of their academic success, awareness of higher education by reviewing the differences between transfer institutions- CSU, UC and Private schools, the development of academic survival skills which include time management, study skills, campus resources, etc., the intricacies of financial aid through the use of our Financial Aid Specialist who is dedicated to assisting students with appointments, and the ability to handle family and personal crises without completely ending their college journey. The student's growth is also supported through the many workshops and clubs we sponsor as a program and within the college as well. This foundational knowledge is then applied by the students to build awareness of majors and careers, understand the processes required to graduate and transfer, understand their own unique strengths and weaknesses for the purpose of self-improvement, and understand their own history with attention paid to overcoming barriers to academic and career success. The individual personal awareness that is gained by students from their connection to our program promotes their life-long success, motivation, and appreciation for learning.

EOPS is dedicated not only to the success of their students but also to the development and success of their workers. Every year the California Community College EOPS Association sponsors a statewide conference to inform and energize the faculty and staff who work in EOPS. During this conference, we learn how to improve with current best practices and we are updated on important state legislation which affects EOPS students.

Training for all counselors (tenure track and adjunct) are held on a regular basis. The department promotes the best practices from general counseling, and strives to stay abreast of the many changes mandated by the state, as well as those issues uniquely applying to EOPS.

In addition, other staff development activities on and off campus are strongly encouraged. When faculty or staff attend staff development activities, such as CSU and UC conferences, all new information is communicated to all individuals in EOPS who would benefit from the information. In this way, we all grow, learn and advocate for EOPS students.

Inclusivity – We support the involvement of all in the decision-making process.

The entire EOPS staff meet regularly to discuss and consider issues in serving current students, improvements to the program, and any new services and/or events that may be developed. Counselors meet regularly to develop new and innovative strategies to serve students, evaluate the effectiveness of such services and to adjust counseling services and course offerings as necessary to meet the changing student needs.

As a program, student feedback and participation are highly valued and utilized in our decision-making process. Counselors seek input from students regarding their counseling and other educational needs which is then shared and discussed amongst the EOPS department. We include our adjunct counselors in these processes as a way to stay informed about the EOPS programs in other colleges. This information is also shared with appropriate campus committees so plans can be put into place.

Innovation – We support innovation in teaching and learning.

Many activities initiated by EOPS programs statewide are now institutionalized in colleges; clear evidence that EOPS is a role model worthy of emulating. For instance, the first Transfer Center originated in an EOPS program, with the overriding efforts to provide students with exposure to various transfer institutions. Most colleges in the state now include a Transfer Center as part of their core of student services. Likewise, tutorial assistance programs began in EOPS with the recognition that underprepared and disadvantaged EOPS students could benefit dramatically from tutoring and learning assistance programs. Today, virtually all community colleges in California have tutoring programs. In addition, the goal of equity and funding to community colleges also emulates the values and goals of EOPS by providing resources and services to close the achievement gaps. We, in EOPS, are proud of our contribution to the colleges we belong to and the students we have served.

Integrity – We act in accordance with personal integrity and high ethical standards.

Integrity and ethical standards are at the core of the discipline of counseling and they are very important to our department. We strive to maintain appropriate relationships within our department and with the campus community. Students are held accountable for program requirements and must follow the standard code of conduct for all.

Partnership – We work together with our educational and community partners.

As an EOPS program, we collaborate with educational and community partners in many ways. For example, we collaborate with Non-Profit organizations around the community that support our students' needs such as, OC United, Orange-wood Foundation and 211. As a program, we meet once per semester with the EOPS Advisory Committee where we discuss collaboration with program and community members. In addition, we work very closely with the K-12 Anaheim Union High School District with recruiting future EOPS students and providing counseling services to their senior students. Adopt an Angel is an event put together during the holidays for an

opportunity to work closely with our campus and community. In this event the staff, faculty and community of Fullerton College is able to adopt an EOPS/CARE/FYSI family to provide gifts and a Christmas experience. Lastly, EOPS also collaborates with a variety of educational partners from Fullerton College such as, Transfer Center, Promise, Fullerton College's Outreach Team, and different staff and faculty from campus divisions.

Respect – We support an environment of mutual respect and trust that embraces the individuality of all.

EOPS provides a welcoming environment that provides a “sense of belonging”. We promote a culture of inclusiveness in which it is rooted in trust and respect. We embrace individuality and diversity by celebrating each person’s and student’s unique strengths and accepting and supporting their areas of growth.

Responsibility – We accept our responsibility for the betterment of the world around us.

EOPS in general is motivated by our sense of service to our students, our campus, and to our local and state communities. We are dedicated to our role of facilitating student success and assisting students in the realization of their goals and dreams. The program services and requirements have at their core the intention of preparing our students to succeed in college and contribute to our community as active, educated citizens and successful members of the workforce.

College Goals: Fullerton College will promote student success.

Objective 1: Address the needs of underprepared students.

Objective 2: Increase course retention and success.

Objective 3: Increase the number of degrees and certificates awarded.

Objective 4: Increase the number of transfers.

Objective 5: Increase the number of student’s participation in STEM activities

Objective 6: Increase the persistence rate of students.

Fullerton College will reduce the achievement gap.

Objective 1: Address the needs of English language learners.

Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.

Objective 3: Increase the success rate of Hispanic and African-American students by at least 2%.

Objective 4: Increase the persistence rate of Hispanic and African-American students by at least 2%.

Objective 5: Increase the number of students from under-represented groups participating in STEM activities.

As stated before, EOPS is a program specifically directed to serve underrepresented populations on campus. The EOPS Statewide Student Characteristics for the Academic Year 2019-20 through 2021-22 include:

BY RACE/ETHNICITY

Race/Ethnic Group	2019-20		2020-21		2021-22	
American Indian	5	0.3%	4	0.3%	4	0.4%
Asian	103	6.5%	86	7.0%	66	6.8%
Black	42	2.6%	27	2.2%	27	2.8%
Filipino	17	1.1%	16	1.3%	9	0.9%
Latinx	1214	76.5%	946	76.5%	744	76.5%
Pac. Islander	4	0.3%	--	--	1	0.1%
Two or More	24	1.5%	20	1.6%	11	1.1%
Unknown/Decline to State	53	3.3%	50	4.0%	47	4.8%
White	124	7.8%	88	7.1%	63	6.5%
Overall	1586		1237		972	

BY GENDER

Gender	2019-20		2020-21		2021-22	
Female	1042	65.7%	863	69.8%	674	69.3%
Male	498	31.4%	333	26.9%	262	27.0%
Non-Binary	9	0.6%	9	0.7%	13	1.3%
Transgender	7	0.4%	7	0.6%	4	0.4%
Unknown/Decline to State	30	1.9%	25	2.0%	19	2.0%
Overall	1586		1237		972	

BY AGE

Age Group	2019-20		2020-21		2021-22	
19 or less	777	49.0%	571	46.2%	444	45.7%
20 to 24	527	33.2%	437	35.3%	325	33.4%
25 to 29	137	8.6%	90	7.3%	73	7.5%
30 to 34	51	3.2%	43	3.5%	44	4.5%
35 to 39	40	2.5%	39	3.2%	27	2.8%
40 to 49	37	2.3%	37	3.0%	36	3.7%
50 +	17	1.1%	20	1.6%	23	2.4%
Unknown	--	--	--	--	--	--
Overall	1586		1237		972	

EOPS is consistently working at reducing the achievement gap by providing over and above services to eligible students. With the passage of AB 705 the criteria in Title 5 section 56220 item number 5.2 (underrepresented group as defined by campus equity goals) is being used to determine academic disadvantage for program eligibility. However, the mandates regarding financial need must also be met. We currently use California Promise Grant A and B eligibility, but have also added Grant C eligibility with a student EFC of zero. This item was not previously used at Fullerton College to determine eligibility, but we will now identify eligible students based on the findings within the Fullerton College Student Equity Plan. This will inevitably increase the number of underrepresented students being served by our program.

Fullerton College will strengthen connections with the community.

Objective 1: Strengthen our contacts with Alumni.

Objective 2: Strengthen partnerships with local feeder high schools and universities.

Objective 3: Strengthen partnerships with local businesses and industries.

Objective 4: Increase funding capabilities of the college.

Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.

The EOPS Outreach Team collaborates and interacts with our 13 feeder high schools virtually and in person through and after the COVID-19 Pandemic. The 2022-2023 Academic year for many secondary schools reopened their campuses and welcomed post-secondary institutions to promote their program's services and resources. With

prudence, the EOPS Outreach Team attended their campuses on a regular basis, participated in their events, and adapted to online presentations. In promoting our services through accessibility, the EOPS Outreach Team attended the Garden Grove Unified School District Virtual College Fair, Fullerton Joint Union High School Community College Fair 2022 (in-person), Orange Unified College and Career Fair (virtual), Saddleback Valley Unified College and Career Fair (in-person), Newport Mesa Unified College Fair and Career Fair (virtual), Irvine Unified College Fair and Career Fair (in-person), and the La Vista/La Sierra College Fair (in-person). Ergo, allowing the EOPS Outreach staff to connect, promote, and explain our program's services and resources to high school seniors with high-touch practices. In addition, high school seniors at these college fairs were able to ask any questions about our program's eligibility requirements along with receiving our: (1) EOPS flyers, (2) EOPS SWAG, and (3) filling out our EOPS Interest form. Furthermore, seniors asked how long it would take to determine if they are approved for the program and when it is optimal for them to apply for the Fall 2022 semester. Unrelated to program eligibility requirements, questions arose about the type of degrees and certificates offered at Fullerton College. In continuation of strengthening our partnerships with high school stakeholders and seniors, the EOPS Outreach Team consisted of an EOPS Coordinator, a classified professional, and an EOPS Adjunct Counselor to answer any potential questions asked at the college fair events.

Unlike the in-person table college fair events, the EOPS Outreach team focused on creating engaging virtual presentations and a quick response (QR) code to obtain stakeholder or student contact information through the use of their phone camera. To take it a step further, we recognized the importance of digitalization and incorporated a Welcome Video embedded in our EOPS Interest form when arriving at the homepage before filling out the form. As a result, the EOPS Outreach Team collected a total of 88 responses during the Spring 2022 semester recruitment. This also allows the program, in a timely manner, to remind high school seniors that our application was open for the Fall 2022 semester.

Along with attending an array of college fair events, the EOPS Outreach continues to attend the Annual High School Partners' Breakfast (virtually and in person). The Annual High School Partners' Breakfast consisted of administrators, counselors, and career technicians for an opportunity to share the EOPS program eligibility requirements, resources, and services to share with their students and high schools. High Schools in attendance: (1) Fullerton, (2) La Habra, (3) Buena Park, (4) Sonora, (5) La Sierra, (6) Troy, (7) Sunny Hills, and (8) La Vista high school. This allowed the EOPS Outreach Team to reconnect with counselors and technicians and update the contact list for future collaborations. In these presentations, we learned and recognized that virtual presentations were in high demand. Therefore, we revisited our EOPS presentations and social media accounts to create recorded (with voice) presentations along with following each high school's social media account (i.e., Instagram and Tik Tok) to promote our program's eligibility requirements, reminders, resources, and services.

For the past two consecutive academic years (2020-2021 and 2022-2023; virtually and in person), the EOPS Outreach Team has continued to participate at the Maywood Educational Fair in Maywood. In this one-day event, the EOPS Outreach team promotes, fosters, and shares the program's services and resources for the local high school juniors and seniors and their families to bring awareness of our program's resources and services. We continue to strengthen our ties with the universities by email, in-person events, and by delivering EOPS SWAG to their facilities.

As the EOPS Outreach Team focused on strengthening its communication and involvement with the myriad of high schools and universities, equally important, the EOPS Outreach team focused on its partnerships, collaboration, and participation with programs and college events. The EOPS Outreach Team consistently committed its partnerships with the following programs: (1) The North Orange Promise Program, (2) Educational Partnerships and Programs, (3) Umoja Program, (4) Puente Program, (5) Student Life & Leadership, (6) Veterans Resource Center, (7) Grads to be Program, (8) Career and Technical Education, (9) North Orange Continuing Education, (10), Disability Support

Services, (11) Athletics Department, (12) English as a Second Language, (13) CARE program, (14) FYSI program, (15) CalWORKs program, and (16) the Food Bank.

Moreover, EOPS has an EOPS Advisory Committee and a CARE Advisory Committee, both of which have members on campus and off campus and have developed strong ties to the community. For example, the EOPS Advisory Committee consists of the EOPS Director, 2 EOPS classified staff, 1 EOPS counselor, 1 FYSI counselor, 1 CalWORKs counselor, FC Honors Program faculty, Director of the Transfer Center, 2 EOPS admissions staff from Cal State Fullerton, two from OC Department of Education, AS FC student senate, Director of Financial Aid, Director of Educational Partnerships and Programs, Dena of Guided Pathways/Library, Director of DSS, CSUF VP of Student Affairs, Coordinator of Cadena Cultural Center & Grads to Be program, Coordinator of Umoja, Pathways of Hopes/Food Bank, Community Action Partnership of OC (Diaper Program) and several community members. The CARE Advisory Committee consists of the EOPS Director, 4 EOPS classified staff, 1 CARE counselor, 1 CalWORKs counselor, 1 counselor from Anaheim Fullerton Family Resource Center, the President and Executive Director of Fristers, a FC adjunct counselor, a current student and a Social Services Supervisor.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The California Community College system has as one of its purposes to “recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit from that education regardless of economic, social and educational status.” (Education Code: Section 69640-69656) EOPS was created to fill this need. In order to be eligible for the program, our students are usually low-income, and have a varying degree of academic disadvantages as outlined in Title 5 section 56220: Eligibility Criteria. Often these students are first-generation college students. Our charge is to provide counseling and other support services which will empower them to reach their academic and vocational goals. We do this through the intake process including orientation, counseling and specialist appointments, tutoring, textbook services program, transfer and career counseling, and coursework designed for specific populations. We describe these in more detail below.

The EOPS office identifies those students affected by language, social, economic and academic disadvantages through a careful screening process. The legal criteria for eligibility of students is contained in Title 5 section 56220 and is as follows: the student must be educationally disadvantaged by one of five determiners:

To receive programs and services authorized by this chapter, a student must:

- 1. be a resident of California pursuant to the provisions of Part 41 commencing with Section 68000 of the education Code. A student who is California Dream Act eligible, as determined by the college, meets the requirements of 56220(a).*
- 2. be enrolled full-time when accepted into the EOPS Program. The EOPS Director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units.*
- 3. not have completed more than 70 units of degree applicable credit coursework in any combination of postsecondary higher education institutions.*
- 4. qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2).*
- 5. be educationally disadvantaged as determined by the EOPS Director or designee.*

Outreach to High Schools:

The EOPS program continues to foster its relationships with all thirteen title one local feeder high schools through collaborations with Educational Partnerships & Outreach. However, it is essential to note that during the pandemic,

many of the thirteen local feeder high schools were not accepting any in-person presentations or college fairs for the EOPS Outreach Team to attend. As soon as the secondary schools were open to online Zoom presentations, the Outreach Team representatives from our program maintained open communication (e.g., by email or by phone) with high school teachers, administrators, or career specialists to provide virtual presentations to all grade levels (e.g., 9th grade, 10th grade, 11th grade, and 12th graders). During the early stages of the pandemic, the EOPS team ensured not only to follow up with each high school teacher, administrator, or career specialist after our online presentation(s) to provide our PowerPoint slides and EOPS flyer, but we were open to delivering EOPS SWAG in-person at their high schools the following day or week. A few high schools were open to the idea to drop off our EOPS SWAG for them at their main office.

Extensive Orientation to Fullerton College and EOPS:

Students are required to complete the New Student Online Orientation once they have met the entry eligibility criteria. At the end of the orientation, students take a quiz and must pass all areas in order to continue to the next step of the application process. Once the student completes the new student orientation and passes the quiz, students are then scheduled an intake appointment with an EOPS counselor. During the intake appointment, the student meets with an EOPS counselor to sign a Mutual Responsibility Contract and to develop a two-semester educational plan. Since the last program review cycle, we have applied different options for our new potential students to complete the entry requirements. Students have the option of signing up to a.) an onboarding session with our counselors (this includes: completing the New Student Orientation, meet with a counselor to develop an educational plan and sign the Mutual Responsibility Contract) Or b.) they are can complete the New Student Orientation Online on their own Or c.) sign up for a New Student Orientation Online hosted by the EOPS Program Outreach Coordinator. When students complete either options b or c, after completing the orientation, students are transferred to the front desk support staff to assist them to schedule an intake appointment.

Counseling:

EOPS counselors provide ongoing comprehensive academic, career, and personal counseling services while aiding students in overcoming environmental, cultural, financial, and academic barriers to higher education. They work extensively with students to explore major, transfer, and career options, establish goals, and develop personal and academic plans to successfully achieve those objectives.

Most recently, EOPS collaborated with the Career Center to provide career exploration and counseling to students who are uncertain about their career goals and/or considering a career change. This 3-step process allowed students to; 1) learn about personality and skills through a webinar, 2) take STRONG and/or MBTI Career Assessments, and finally 3) provide students the opportunity to meet with our certified EOPS counselors to discuss their assessment results utilizing online tools and resources such as ONet, BLS, etc.

Developing a long-term educational plan:

Each new EOPS student is required to meet with an EOPS counselor during the first term to create an individualized, sequential, multi-term education plan from which they are able to navigate toward the successful completion of their educational goals. These plans are adjusted as needed over the course of the student's studies on campus to accommodate: a change of major or goal, personal and family crises, and any other significant development which would challenge the student's progress.

Developing an understanding of college level academic skills required for success in coursework:

The EOPS Program provides and promotes workshops tailored to meet the unique educational needs of EOPS students including student success, library, transfer, study skills, Growth Mindset, coping mechanisms, time-management, and financial literacy topics. Students are also encouraged to attend webinars hosted by the Career Center and community cultural events.

Tutoring Services:

EOPS offers tutoring services through various modalities like in-person, virtual, and online. Tutoring is also offered in different formats like course embedded tutoring, small groups, and in a highly individualized manner through the campus Academic Support Center (ASC). Within ASC, students can schedule appointments or walk-in to use the Writing Center, Tutoring Center, enroll in the Math Success Program, participate in Hornets Tutoring or log in to the online Smarthinking tutoring service. In fact, it is required for new EOPS students to participate in 3 hours of tutoring to remain eligible for the program. EOPS goes above and beyond by offering additional tutoring. Students can request to pre-schedule weekly hour appointments for the semester. The program also refers students to the services and workshops offered by the Math Lab, DSS Adaptive Computer Lab, Skills Center, and the new online statewide California Library.

Academic Progress Monitoring:

EOPS monitors the academic progress of each student to ensure that they receive timely intervention and appropriate supportive services to successfully complete classes and educational goals. At the eighth week of the term, each student must turn in an academic progress report through Canvas. This report should reflect their course details, current grades, and any course withdrawals.

EOPS Textbook Services Program:

Students are provided a book service award each term so their required textbooks are available to them in time for the first day of classes; including the textbook rental program offered through the on campus bookstore. EOPS also maintains the EOPS Book Lending Library where we make sure it is updated with the current edition college textbooks and a variety of calculators (scientific, TI-84, etc) which are available to check-out for the entire semester free of charge. For the past few years, we have also added various access codes for students to have at no cost. Codes include Cengage and Math codes. Many students have all of their textbook expenses covered by using both services.

In addition to these structured services EOPS staff and counselors are well regarded for:

1. Creating enhanced awareness of students' "best fit" toward majors and careers that are more closely matched to their related interests, values, aptitudes, and learning styles. EOPS Counselors develop long-term relationships and understandings with their students which help these students to make appropriate career choices.
2. Teaching and modeling skills that are required for on and off campus leadership. EOPS is proud to provide qualifying students with The Honors Alliance which encourages students to develop leadership skills. Students learn how to work well within a team, to understand cross-cultural differences, problem solve, make decisions, and understand the concept of emotional intelligence. The EOPS team is excited to revive the EOPS Club in the near future. This club will provide opportunities for campus involvement, program advocacy, leadership development, and a sense of belonging to EOPS students who wish to join.
3. Specialized Transition Services: University of California, California State University undergraduate admissions and Private Universities application fees are waived for EOPS students to enhance their ability to transfer to UC or CSU campuses. EOPS offers Transfer Workshops to help students with their transfer applications during Fall, Summer, and Spring which assist students in completing this often difficult process. In fall 2019 we offered 13 transfer workshops, in fall 2020 we offered 13 transfer workshops, fall 2021 we offered 12 transfer workshops. During these CSU and UC transfer workshops students are provided a brief overview of the transfer process, deadlines, and the application followed by the opportunity to work on their applications with EOPS counselors available for questions or technical issues. In addition to working on their Transfer applications to CSU and UC's, we encourage our students to apply for educational and support programs when they transfer, programs such as

EOP, Honors to Honors, etc. The goal is for them to continue receiving support during the transition period and feel connected.

4. Focusing on the needs of our special populations and their specific challenges. The department offers specialized counseling that focuses on the needs of unique populations including students with disabilities (DSS), single parents receiving cash aid (CARE), and foster youth (FYSI). With communication from the appropriate program, EOPS staff and counselors are made aware of which students attain services from these offices. This allows us to cater our appointments, educational plans, and personalize conversations. Specifically, with CARE and FYSI, there are many overlapping services to streamline eligibility and support. For students with disabilities who are using DSS services, we are able to approve them to take less than the typically required 12 units based on the recommendation of a DSS Counselor.

CARE

The **CARE program**, which stands for Cooperative Agencies and Resources for Education, was established by the State of California in 1982 as a supplemental component of EOPS. CARE aims to provide academic and financial support services and activities for the single, head-of-household student with at least one child under the age of **18 years**. The goal for CARE is to break the welfare-dependency cycle by having students complete college-level educational training programs, therefore becoming more employable and economically self-sufficient. CARE students are EOPS students and as such receive EOPS services as well as CARE's additional support. It is important to keep this information in mind as the content of this review is analyzed. CARE is the first state-funded and only statewide program of its kind in the entire nation.

Many, but not all CARE students, also utilize CalWORKs/TANF funds and income assistance. While serving many of the same students, the intent of CalWORKs is ultimately employment, while the primary focus of EOPS and CARE is to assist students to achieve academic success by offering educational support services to enhance persistence, retention, graduation, and transfer goals. CARE and CalWORKs also have different eligibility requirements:

CalWORKs Student Eligibility	CARE Student Eligibility
CalWORKs/TANF recipient parents (can be married) who are attending college as part of their welfare-to-work activities	Must be eligible for EOPS and meet additional CARE requirements.
Must be receiving adult portion of the TANF grant.	Must be single head of household (i.e. one parent assistance unit)
Must have a dependent child under the age of 18 living in the home.	Must have at least one dependent child under age 18 at time of acceptance into CARE

Must be enrolled in the college and a course at the beginning of the term.	Parent or child must be current CalWORKs, TANF or Tribal TANF cash aid recipient. (CARE may continue to serve single-parents after they have timed out of CalWORKs to continue their education.)
Can serve students who have left TANF cash aid within the past two years and must be working (full time or on a limited basis)	Student must be at least 18 years of age.
	Safety net provided to student who no longer receive CalWORKs/TANF/Tribal TANF cash aid, but whose dependent children still do.

Due to this overlap, the CARE coordinator carefully coordinates with CalWORKs to ensure that there is no duplication of financial services. The two programs meet on a monthly basis to plan events, while maintaining communication on a daily/weekly basis concerning services provided and any possible overlaps. CARE services provided to qualified students may include additional financial aid support for books, transportation, educational supplies, academic counseling, coursework, and any other identified student needs including nutritional needs. The Fullerton College CARE program serves students from three different counties (Los Angeles, Orange and Riverside) which can add to the challenges our students encounter. At Fullerton College, CARE is staffed by a counselor and a coordinator, who devote many of their hours to serving this program.

CARE Components:

- Orientation and Registration Services
- CARE Kick-off Student Orientation each semester
- Outreach to High School Parent Programs in Fullerton and Anaheim
- Counseling and Advising (in person & virtually)
- Individual academic counseling with CARE Counselor
- Personal counseling with CARE counselor or CARE Coordinator
- Academic planning and monitoring
- Case Management
- Monthly meetings required to receive services
- Community Referrals
- Financial Aid Services
- CARE Book Award
- CARE End of Semester Grant
- CARE transportation grants (bus passes, parking permits and gas cards)
- CARE nutritional grants (gift cards to Sodexo for food on campus and grocery cards)
- School Supplies including backpacks
- Student maintenance emergency fund/account
- CARE Auto Repair grant (up to \$500-\$1000- per student as needed) once per year maximum
- Community Building Activities
- Workshops to inform students and help them create relationships on campus

2.2

Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, do not include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FT E
Managers					
EOPS Director	1	100%	12	General	1
Classified					
EOPS Program Coordinator	2	100%	12	General	2
Administrative Assistant II	1	100%	12	General	1
Administrative Assistant I	1	100%	12	Categorical	1
Student Services Specialist	3	100%	12	Categorical	3
Faculty (full-time)					
Academic Counselor	4	100%	12	Categorical	
1 Vacant Academic Counselor	1	100%	12	Categorical	1

Adjunct Academic Counselors	9	23%	12	Categorical/ General	
Hourly - student Adult	1	50%		categorical	
Adult Hourly	1	50%		categorical	
Hourly - work study Student	2	75%		75% Categorical 25% FA work study	
Professional Experts	1	50%		Categorical	
	Total FTE				

CARE CURRENT STAFF				
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)
Managers				
Classified				
CARE Coordinator	1	100%	12	Categorical
Faculty (full-time)				
Academic Counselor	1	25%	Categorical	Categorical

Faculty (Adjunct)				
Hourly - Adult				
Adult Hourly			Categorical	0.5
Hourly - Student	1		Work Study	
Professional Experts				

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Professional Keynote Speakers	Motivational Speaking	various	\$2500	Categorical
College Prep Bus Transportation	Transportation Services	9	\$9000	Categorical
Professional DJ	DJ Service	6	\$1500	Categorical
Sodexo Food Services	Catering Services	Varies	\$5000	Categorical

Konica Minolta (Lease Agreement)	Xerox Machine Services/Agreements	Varies	\$10,800	Categorical
Volunteers				
EOPS Volunteers (varies)	Office/Outreach/Event Volunteers		\$0	N/A
Interns				
EOPS Interns (varies)	Office/Outreach/Counseling Interns	Varies	\$0	N/A
Total Hours & Costs				
Total FTE				

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Since the last program review cycle, we have been able to staff the vacancies. We hired two Student Services Specialists, a CARE Coordinator, the EOPS Coordinator was promoted to the Director of the program, and the EOPS/FYSI Specialist was reclassified to a Coordinator. However, we are still experiencing a vacant counselor position. Since the pandemic, as a campus and statewide, the community college system continues to face low enrollment. Our most underrepresented and unprepared student population continues to face all sorts of challenges that hinder their ability to enroll in college. For example, many students are working full-time to help their families and are unable to prioritize their educational needs as their families depend on them to contribute to family obligations such as rent, utility bills, etc. Another example is many of our students continue to struggle with taking online courses. Although many students of the general population have been able to adapt, the students we serve in our program are unable to navigate and understand how to be online learners. Additionally, challenges of not having the time, quiet space, or the technology are among some of obstacles. However, we are determined and have faith that we will continue to grow. In fact, just this fall 2022 semester, we were able to onboard close to 400 new students to our program, a significant difference from last fall 2021 where we recruited 284 new students. This provided us hope that our numbers will continue to grow as we see more students eager to seek higher education.

We continue to work closely with the Promise program as we also have seen their numbers increase. However, the challenge we continue to see is the students currently enrolling in the Promise program are students whose income eligibility criteria does not qualify them to apply to our EOPS program. Nonetheless, the Directors of the programs work closely to collaborate recruitment efforts to target the student population we are both seeking to enroll at Fullerton College.

As we continue to see our numbers increase this year, we are excited that we will be able to justify the need to hire another full-time counselor as we will need to make sure we have the counseling appointments needed to meet the student demand but also to be in Title 5 compliance. In the next program review, we will be able to demonstrate our increased numbers.

When the pandemic hit, it halted us from developing or tracking many outcomes and goals we intentionally had set to accomplish. One is incorporating a Hornet Success Camp program. This was impossible to accomplish since we were not on campus for the modality needed to develop this type of program. Now with Guided Pathways in place, a similar program with the same intentions is being piloted. The First Year Experience program will be initiated soon.

2.5 How many students are served? How has this number changed since the last review?

PROGRAM REVIEW STUDY THIS YEAR 2022

TERM	UNDUPLICATED NUMBERS
2019-2020	1535 students
2020-2021	1320 students
2021-2022	972 students

Prior to the pandemic our numbers were solid and we were continuing to see our numbers increase. During the pandemic, we faced many challenges that hindered us from working on and measuring our intended goals and outcomes that we previously outlined and intended to accomplish in our past program review. It also presented the challenges of retention and recruitment efforts. Although we were able to sustain 1320 students during the 20-21 academic year, there were many obstacles that many of our students were facing. Many were obligated to work full-time, had technology issues, struggled with adapting to online classes, food insecurities, shelter, homelessness, etc. These challenges, among additional ones, presented drastic problems that forced many to stop attending college.

EOPS

The following table indicates the changes in students served from our last Program Review study. For the purposes of the chart: “Unduplicated” means that no student was counted more than once during each semester. The numbers reflect the college's current enrollment trends as well.

PROGRAM REVIEW STUDY THIS YEAR 2022

TERM	UNDUPLICATED NUMBERS
2019-2020	1535 students
2020-2021	1320 students
2021-2022	972 students

PROGRAM REVIEW STUDY 2018

TERM	UNDUPLICATED NUMBERS
2016-2017	1574 Students
2017-2018	1545 Students
2018-2019	1610 Students

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

EOPS/CARE was impacted by many factors since the effects of the pandemic. Many of these factors had implications such as recruitment and retention efforts as well as transitioning to converting our services, processes and forms to online. Additionally, we had to redirect our working goals. We needed to first learn how to work virtually and distantly from our coworkers, as well as establish remote student services. More so, our students suffered throughout the pandemic as well. Navigating the transition to online learning was a significant challenge for our students. Many of them shared that they had difficulty understanding how to learn online. Additionally, learning online was not the only factor our students were experiencing. Our students encountered food insecurities, lack of technology resources, homelessness, and financial hardship. Due to these factors many of our students were forced to drop out as many needed to work and feed their families. These obstacles not only resulted in retention rates to decrease but it also resulted in a decrease in student enrollment.

In summary, since the pandemic, we continue to actively focus on improving our technology within the department to increase student access. We are identifying new and innovative outreach and recruitment procedures to increase student enrollment, and establishing methods for data collection and analysis by utilizing our in-progress EOPS dashboard, working with our campus research department, and attending relevant training and other workshops, which will allow us to more effectively improve our student support services.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

During the past two years the state has been very proactive, encouraging colleges to minimize basic skills, partner with local high school districts, and structure career development for all students very early during their college studies. Below find some of the highlight:

AB 705 (updated 2021)

Update: In a November 2021 memo, the California Community Colleges Chancellor's Office ended the phase-in period and directed all colleges to fully implement AB 705 by fall 2022 by ending practices in violation of the law. Citing extensive research, the CCCCCO concluded that AB 705 standards require colleges to place and enroll all U.S. high school graduates, with limited exceptions, into transfer-level English and math/quantitative reasoning courses.

The implementation of this legislation from its start in 2017 continues to impact EOPS procedures for eligibility. In prior years, we used incoming student assessment along with financial need as our primary indicators of student disadvantage and eligibility. Students who scored into remedial levels for English and Math were considered the most in need of EOPS academic support services. At that time, we also collected information on Other Educational Qualifying Criteria factors such as first-generation students, language spoken in the home, academic attainment of the student's parents, and student HS graduation and/or GED. Since assessments may no longer be used, the entire statewide program has adopted the use of the Other Educational Qualifying Criteria as our means test for eligibility in addition to financial need. These changes, due to the use of multiple measures, did not affect application rates/numbers, or acceptance rates/numbers based on AB 705.

AB 2 (Santiago) Community Colleges: California College Promise.

This bill amends Section 76396.3 of the Education Code to authorize a community college to waive fees under the California Promise for a student enrolled in fewer than 12 units provided that the student has been certified as full-time by a staff person in the disabled student services program at the institution. The bill prohibits a college from waiving fees for students who have previously earned a degree or certificate from a postsecondary educational institution. Finally, the bill requires the Chancellor's Office to report, by July 1, 2024, on the use of fee waivers and on whether College Promise is achieving outlined goals.

EOPS works closely with the Disability Support Services (DSS) program, but in rare cases, students not receiving the CA Promise Grant may consider themselves not eligible for and not apply to EOPS, thinking that having less than 12 units would disqualify them from the program. EOPS will accept a 10% portion of students with 9 units or more and will make accommodations based on the DSS recommendation. This codifies the CA Promise fee waiver creating less confusion.

AB 703 (Weber) Public postsecondary education: fee waivers for exonerated persons.

This bill adds Part 41.5 (commencing with Section 69000) to Division 5 of Title 3 of the Education Code to prohibit the UC, CSU, and community college districts from collecting mandatory tuition and fees from persons exonerated of crimes if the student completes and submits the Free Application for Federal Student Aid (FAFSA), meets the financial need requirements established for Cal Grant A awards, and is a resident of California. An eligible person may receive a waiver of tuition or fees for up to six years of full-time attendance or equivalent but may not receive this waiver for a prior academic year.

EOPS is in the process of gathering information and preparing to work with formerly incarcerated future students and this bill could be instrumental to our student population.

AB 2416 (Gabriel) Postsecondary education: student financial aid: satisfactory academic progress.

This bill seeks to eliminate inconsistent policies and practices at California higher education institutions regarding student homelessness in an effort to provide greater stability and support for these students. It requires colleges and universities participating with state financial aid programs to use the definition of "homelessness" established in the

federal McKinney-Vento Homeless Assistance Act for homeless individuals. The bill also requires homelessness to be an extenuating circumstance that colleges and universities may consider to alter or excuse compliance with SAP requirements. The Chancellor's Office will be issuing guidance on this bill in Winter 2020.

AB 3137 (Voepel) California College Promise: members of the Armed Forces.

This bill allows a student who is a member of the Armed Forces of the United States and is called to duty to withdraw from participation in the California College Promise and resume participation in the program upon the student's return from duty without losing eligibility for the fee waiver or any other benefit of the program. The bill provides that the time during which the student was obliged to withdraw because of active duty shall not count toward the limit of the period of that student's eligibility for participation in the California College Promise. The bill clarifies that "Armed Forces of the United States" means the United States Air Force, Army, Coast Guard, Marine Corps, and Navy, and the reserve components of each of those forces, and the California National Guard, the California State Guard, and the California Naval Militia. This bill draws upon AB 19 dollars, and does not affect California College Promise Grant students. The intent of the bill is to ensure active military students are able to maintain eligibility in the Promise program if they are called to active duty.

SB 860 (Beal) Foster Youth Services Coordinating Program: postsecondary education financial aid applications.

This bill seeks to increase Pell Grant recipients within the foster youth student population by increasing FAFSA (Free Application for Student Aid) and CADAA (California Dream Act Application) submissions. The bill requires each Foster Youth Services Coordinating Program (FYSCP) at county offices of education to describe in their plans how the program will coordinate efforts to ensure, to the extent possible, that foster youth students complete the FAFSA or the CADAA in grade 12. Annual FYSCP plans must include the number and percentage of foster youth seniors who complete a FAFSA or CADAA.

SB 1232 (Glazer) CalWORKs: postsecondary education.

This bill provides that a CalWORKs eligible individual shall receive a standard payment for books and college supplies in the amount of \$175 to \$500 per semester or quarter. The bill further specifies that participants in CalWORKs are not required to participate in a job club to be eligible for the standard payment for books and college supplies in the course of their study at a postsecondary institution and clarifies that an assessment of a participant shall be conducted only for the purpose of identifying any barriers, such as domestic violence, substance abuse, mental health, learning disability, or other barriers a student may have. The intent of this bill is to provide CalWORKs eligible individuals attending part-time or full-time at a postsecondary institution with a standard payment for books and college supplies prior to the beginning of the academic term to reduce the financial burden of attendance. The Chancellor's Office will be issuing guidance on this bill in Winter 2020.

AB 1232 (McCarty) Community colleges: nonresident tuition fees: English as a second language (ESL) courses.

The purpose of this bill is to help provide a smooth transition to the United States (U.S.) for recent immigrants, refugees, and asylees by offering a nonresident tuition exemption for enrollment in credit ESL courses. Existing law requires districts to charge a nonresident tuition fee to nonresidents, except in specified circumstances. This bill would add, to that list of nonresident tuition exemptions, nonresident students who are enrolled in a credit ESL course and are a recent immigrant, refugee, or a person who has been granted asylum by the U.S. This bill specifies that this nonresident tuition exemption shall only apply to individuals who, upon entering the U.S., settled in California, and resided in the state for less than one year. This nonresident tuition exemption only applies to the tuition fee for credit ESL courses. Under Education Code Section 76380, districts are prohibited from charging nonresident tuition or a fee of any kind for non-credit English classes, among other specified categories of noncredit courses. This bill does not authorize districts to receive state apportionment from eligible students until they meet

the criteria to be classified as a California resident. Districts should communicate the availability of this nonresident tuition exemption as part of their financial aid materials, policies, and practices.

SB 1141 (Limón) Public postsecondary education: exemption from payment of nonresident tuition.

The purpose of this bill is to correct unintended consequences that have prevented some students from accessing in-state tuition.

Existing law, often referred to as AB 540 (Firebaugh, 2001), creates a pathway for nonresident students who attend or have attended high school, community college, or adult school to become exempt from the payment of nonresident tuition. This bill removes the two-year cap on full-time community college enrollment in credit courses that can be counted towards achieving this nonresident tuition exemption. This means that any student who has three years of full-time enrollment in credit courses on or after January 1, 2023, is immediately eligible for the AB 540 nonresident tuition exemption.

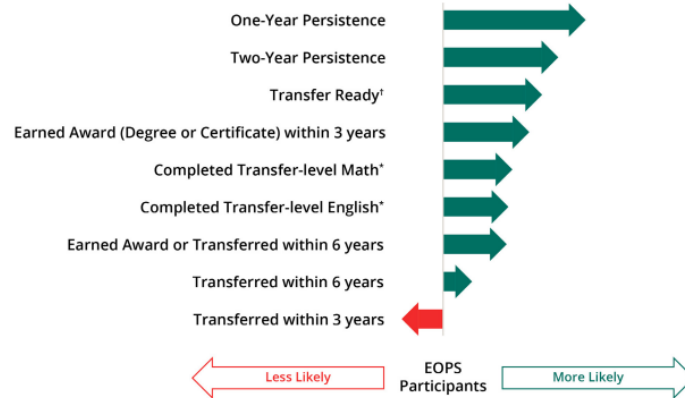
Implementation Next Steps: The Chancellor's Office will update its existing AB 540 guidance and affidavit to reflect these changes. Additionally, districts can expect to receive guidance regarding SB 1141 by Winter 2022.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Now that we are slowly returning to campus and offering in-person services, EOPS continues to work closely with Promise and similar programs to help aid in fostering student success for incoming and continuing Promise students. However, the challenge we encountered through the pandemic is that many of the students that were enrolling in Promise did not meet the income eligibility criteria needed to qualify for the EOPS program. Due to this, it has been difficult to recruit from Promise. However, it is not new that as a campus we have been suffering low enrollment and recruitment making it difficult for EOPS to recruit the student population we serve. Now that we are offering more in-person classes and on-campus services, we are hopeful that we will increase the number of students served by 20%. During the fall 2022 semester, we were able to recruit 384 new students compared to 280 last fall 2020. This provided us a glimpse of hope that students are regaining interest in enrolling in classes and applying to our program. The goal in the spring is to take on an additional 350 students which will bring the unduplicated student count to 1,200.

Additionally, we received a remarkable report from the Research Planning group (RP group) reconfirming that EOPS continues to be successful in all academic outcomes measured. When this study was performed in 2012 with a cohort of first-time students enrolled between 2004-2007, the results concluded that EOPS participants outperformed their non-EOPS peers on nearly all academic outcomes measured. Now ten years later, EOPS continues to improve participant outcomes compared to non-EOPS peers across a wide number of success metrics. There is no doubt that EOPS continues to be the model for student success.

Ten years later, EOPS continues to improve most participant outcomes compared to non-EOPS peers.

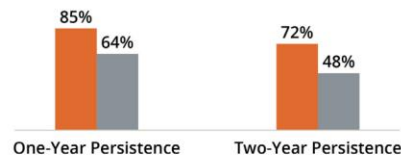


^{*}Completion within one year of enrollment
[†]Earned 60+ units, completed transfer-level English and math, and earned a 2.0 GPA or higher

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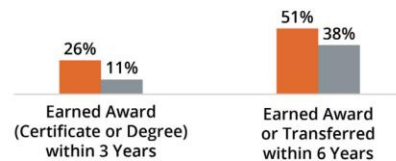
Persistence



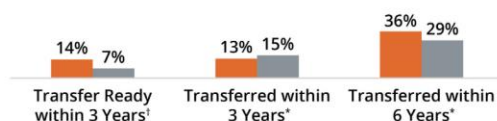
Transfer-Level English and Math



Completion



Transfer



[†]Earned 60+ units, completed transfer-level English and math, and earned a 2.0 GPA or higher

^{*}For students who indicated transfer as their educational goal

[‡]Running this analysis only with later cohorts (2016-2019) to capture some of the possible impacts of early implementation of AB 705 revealed similar results. However, to capture the full impact, we will be paying close attention to this effect in the future.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

EOPS has been serving underrepresented students at Fullerton College since 1969. We offer services to students that promote academic success. The EOPS Program has been working on building, growing and fine tuning our successful methodologies since the inception of this program 49 years ago. We have developed support mechanisms such as transfer services and tutoring, which have been formally adopted by community colleges for over 40 years. Through a holistic approach to student services and close collaboration with on-campus and community organizations, the EOPS faculty and staff continue to positively and effectively impact the academic success of program participants when comparing EOPS to non EOPS completion rates.

Our primary strengths are that through our structured and collective efforts we have shown success in reducing the achievement gap by:

- Providing educational opportunities to traditionally underrepresented students
- Providing a diverse faculty and staff that encourages and celebrates diversity
- Providing book purchase funds
- Providing book lending services through our “Lending Library”
- Collaboration with other departments and community agencies.
- Participation in annual professional development to stay well informed about issues and policies affecting our students.
- Implementation of Early Intervention utilizing Academic Progress Report (APR)

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

Based on the demographic information from High School feeder schools, EOPS on this campus could potentially serve about 3,000 students. Data shows that approximately 75% of students in our local feeder schools are eligible for the free/reduced school lunch program. Many of these students could be eligible for our program. However, the challenge that we continue to see with many of these students that are potentially eligible is there is a lack of educating both the parents and students regarding attending and defining the steps to matriculating to the college. Additionally, it is important to educate parents in filling out and submitting the FAFSA form. The lack of knowledge of understanding this form is oftentimes intimidating and leads the students and parents to not submit the form. This creates a barrier at all levels especially to be considered for our program since we need to make sure they meet our income eligibility criteria.

After our last program review, EOPS instituted an online program orientation process. This process has supported our intake process, streamlining the delivery of program information in a convenient format. We assess student learning with a very basic quiz at the end on which all students answer 100% of the questions accurately to complete the process. The online orientation needs to be redesigned to meet the technological standards of our students. While this has improved retention somewhat, we want to re-institute the in-person orientation, for those students who would like a more personal touch.

EOPS has adjusted to the changes in dual-enrollment, which has impacted the number of courses and the type of courses offered during our spring and summer recruitment process. This has left us with a less cohesive transition process for our incoming students.

While we have improved our transfer and transition process for graduates of our program, the program needs to implement a comprehensive exit interview, as well.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

EOPS is fortunate to enjoy strong support from all of the Student Services Division. As mentioned in our most recent program review, a realignment transitioned EOPS from the Counseling Division to the Student Services Division. While there were initial concerns about the “unintended consequences” that this separation might create, the divisions of Counseling and Student Services maintain close and successful relationships between all counselors. This was particularly evident as counselors and staff came together to support each other during the transition to remote services and instruction resulting from the pandemic. The opportunity and necessity for EOPS faculty and staff to collaborate on programs, committees, and trainings across divisions is ongoing. EOPS must continually strengthen the program to maintain “over and above” services.

When COVID hit in Spring 2020, EOPS responded immediately to the varying needs of our students. We adapted all of our in-person services to remote offerings. As we now transition back from a global pandemic to a new “normal”, we have the opportunity to redesign how we serve the ever-changing needs of our diverse student population. We are now offering a hybrid approach to student services based on our students’ and staff members’ needs and preferences.

3.4 Based on your analysis in 2.1 through 2.8, what **challenges** exist for your program?

Keeping up with the legislative changes mandated through AB 705 and Guided Pathways will create specific challenges or opportunities for growth for our department. Fullerton College and the Student Services division is now implementing Guided Pathways initiatives such as First Year Experience, Starfish, & Guided Exit. EOPS faculty and staff have been involved in the development and implementation to ensure our student voices are represented. With EOPS being a model program, it is not surprising that our approach to serving students would be ideal for all students. As such, when the services are duplicated and implemented by other special programs, we must continually improve our program services in order to continue with our mission of “over and above”. We see this as a good challenge to have as it keeps our program innovative and moving forward alongside the needs of our students.

With community college student enrollment declines across the state, EOPS programs are also experiencing decreased student participation. Resulting from a variety of factors including the most obvious, COVID, many students did not enroll or return to college. Consequently, Fullerton College and FC EOPS enrollment is also down. In collaboration with the Educational Partnerships & Outreach, the EOPS Outreach team is proactively working to address this issue through both in-reach and outreach efforts. Nevertheless, recruitment and retention of students to the California community college system and thereby EOPS will be a challenge in the upcoming semesters.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycles Completed

1	EOPS will develop and implement an academic student plan for EOPS students struggling with academic probation.	Fall 2019: We were able to pilot the academic probation plan entitled “Follow the Yellow Brick Road to Success” by offering student success workshops to those who were placed on academic probation. We had a total of 54 students on probation, and 13 students signed up to attend these workshops. Spring 2020: We were unable to continue assessing these efforts due to COVID.	Fall 2019: We had a total of 53 students on Academic Probation and 1 on Progress Probation. 29 students came in for counseling one or more times throughout the fall 2019 semester. The student's GPA ranged from 0.00 to 1.98 for the academic probation group. The students with a 0.00 to 0.90 did not meet with a counselor during the fall 2019 semester. This was a total of 13 students. Most students with a 1.06 to 1.98 GPA met with a counselor during the fall 2019 semester. Spring 2020: We could not continue assessing these efforts due to COVID.	We are not able to provide an overall assessment on this initiative due to COVID-19 and the campus closure. However, we are recommitting to it for the upcoming cycle.	1 semester
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2	EOPS will re-design and implement a professional animated video to use for the EOPS student Orientation to be used for all new students.	Fall 2019: EOPS began to work on redesigning the New Student Online Orientation to be an animated video with special features that would captivate the student's attention so they could fully absorb the importance of the program's requirements and resources. The script for this video was revised during the fall 2019 semester, and the goal was to begin working on the video during the spring 2020. This project was paused as we needed to refocus our plans due to the campus closure and learning how to adjust to working remotely.	Spring 2020: This project was paused due to COVID-19 and campus closure. We needed to refocus our plans due to the campus closure and learn how to adjust to working remotely.	EOPS has resumed this goal, and the New Student Online Orientation video is expected to be completed by spring 2023.	2 cycles were completed
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3	EOPS will re-design the outreach component of the program to communicate more effectively with feeder HS districts and community partners and provide a seamless transition from HS to Fullerton College.	spring 2019	fall 2022	In spring 2019, we began discussing re-designing the outreach component. In the fall of 2019, the outreach team became more visible with our feeder HS and community partners. However, we couldn't fully execute these efforts during the Spring 2020 semester due to COVID-19 and campus closure. Fall 2021, we re-designed our outreach efforts and have been able to develop and strengthen our efforts with our local feeder high schools, community partners and on-campus community.	3 cycles were completed
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4	EOPS will develop a summer readiness program to provide onboarding wraparound services targeting high school students. *We are retiring this outcome.	n/a	n/a	Due to COVID-19 and campus closure, we could not pilot this outcome. Since the last program review cycle, so much has changed that we are no longer going to consider this outcome and we are retiring it.	n/a: no longer considering this outcome.
5	EOPS will develop a partnership with financial aid department and implement financial aid workshops.	spring 2019: we developed a partnership with the financial aid department to assist our EOPS students through the SAP process. Once the student attended the SAP workshop, the financial aid department would notify us so that we not only provide the student workshop credit but we would also had the opportunity to provide them with a supporting letter to support their academic standing. In addition, we were in discussions	Fall 2019: We continued to work with our financial aid dismissal students and financial aid, to assist our students through the SAP process.	In spring 2020 due to COVID-19 and campus closure, we were not able to gather data for this outcome as we needed to track it. However, we will be able to provide an update in the upcoming cycle as we are in discussions to put in place financial aid workshops on topics such as CCPG, FAFSA/CAL	One cycle was completed.

		to implement EOPS Financial Aid workshops, but due to all the changes happening in the FA department, we still need to follow up with these efforts.		Dream Act, SAP, etc.	
6	75% of EOPS students will submit an Academic Progress Report (APR) during each term that they are enrolled in the program	Fall 2022	Spring 2025	TBA	0
7	EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and	Spring 2023	Spring 2025	TBA	0

	career counseling sessions administered by EOPS Counselors.				
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4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Increase the number of EOPS students successfully completing each semester in good standing	The number of EOPS students who are on probation will decrease.	Data will be collected with BANNER, requested through OIE, collected internally and tracked on spreadsheet EOPS will track the cumulative GPA upon entry through goal completion.	Yes	The results will evaluate the success and retention rate of EOPS students.
2.	EOPS will decrease the number of holds for program warning filed for	Students will be better informed about the EOPS	EOPS will internally track the requirements	Yes	Data will reveal the number of students who are complying

	the book service award every semester.	program requirements and services so that the number of students qualified for the book service award and retained in the program will increase.	through the master list and at the end of the semester we will be able to identify how many students met all the requirements.		by meeting all the requirements of the program.
3.	EOPS will increase and strengthen partnerships with local high schools and community partners. (This outcome has been met).	The EOPS Outreach Team has been tracking all outreach/in reach activities & workshops. This has enabled us to strengthen our partnerships with local high schools and community partners.	EOPS tracks these efforts internally. A spreadsheet is kept to date by updating all high school, community and on campus partnerships.	Yes	By keeping track of all our partnerships, this will better assist us to evaluate the effectiveness of the EOPS community partner collaboration.
4.	*We are retiring this outcome. Incoming EOPS students will successfully complete their first semester by participating in the Hornet Summer Camp.	n/a	n/a	n/a	n/a
5.	75% of EOPS students will submit an Academic Progress Report (APR) during each term that they are enrolled in the program	EOPS will monitor that all students submit their APR within the giving deadline. This	EOPS will track the submissions of the APR through an internal spreadsheet.	Yes	The results will show us an increase on APR submissions, retention and completion success.

		will allow us to assess their academic progress and monitor their GPA each semester.	Reports will be pulled from CANVAS identifying all students who submit their APR within the giving deadline.		
6.	EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and career counseling sessions administered by EOPS Counselors.	EOPS Counselors will partner with the Career Center to offer EOPS targeted career exploration and career readiness workshops to provide our students a clear understanding of job development and placement as they identify the career direction they are pursuing with their identified majors. These workshops will be developed in collaboration with the Career Center fall 2023.	Data will be collected by using BANNER, and by an internal spreadsheet.	Yes	The results will demonstrate our students identifying specific majors and careers they are pursuing.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

During the last Program Review Cycle, we initiated an Academic Progress Report and began the process of incorporating it into our regularly mandated services, as a mandated counseling contact. This process was used as an intervention strategy to assess students' progress towards course completion and success. Students who turn in a report with negative comments and non-passing grades meet with an EOPS counselor for an in-depth evaluation and discussion of specific actions to take which may improve their final outcomes.

During our implementation we noticed anecdotally that many (especially first semester freshmen) were surprised by the substandard grades they received. The appointment offered the opportunity to have a reality-based discussion

regarding the student's other obligations such as work and family. Many of our students need to work, and do not understand the rigor of college work.

We have been proceeding with this mandatory process, with ongoing review, and noticed that many students were still not completing this requirement or were turning the report in later for a variety of reasons. This semester to encourage student participation we offered an incentive for on-time submission and noticed a 30 % increase in the number of reports turned in on time.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

We know that explicit evidence from data driven evaluation is crucial. We also know that we must give particular acknowledgement to the fact that in the last few years this type of assessment has become the standard in demonstrating if a school and/or program is meeting Federal and State accountability expectations. Our SLOs provide us with meaningful evidence that has allowed us to easily adapt and continue supporting the evolving needs and interests of our students. Having established learning objectives that are measurable provides our staff and faculty with a valuable means for sharing insights and creating processes linking these various and diverse insights with continuous measures for program improvement.

4.5 What challenges remain to make your program outcomes more effective?

Through this systematic process of evaluating our programs and our services, we have noted that one of the biggest challenges EOPS/CARE faces is the redesign of our outreach program with local area High Schools. The campus wide outreach program was supported with a robust staff who developed relationships with the high schools. Our outreach program was drastically cut back. We no longer offer COUN 100 at the high school they have been replaced with COUN 140. Where we once had 4-6 sections of Counseling 100 offered during spring semesters, we are now offering 1 section. We once had 2 full time specialists working in the high schools but one position was removed so we currently have the Outreach Coordinator and Adjunct Counselor working outreach in the high schools. In 2021 a full-time counselor retired, we have not been able to secure her replacement due to low enrollment.

The ability to launch new initiatives and then to provide statistical representations of the success of our efforts is a key characteristic in painting a visual of how good, and how valuable this program is to both students and our campus. In order to make our program SAOs/SLOs more effective, we need to regularly review these goals on a semi-annual basis in our staff meetings, to ensure they are receiving proper attention and focus by our team.

4.6 Describe how the program's outcomes are linked to the college's goals.

The EOPS/CARE SAOs and SLOs are linked to the college's goals because our program is dedicated to promoting student success. We recruit the at-risk, first-generation students that may not ordinarily consider attending college an option and we matriculate them through orientation, retain them with counseling, peer advising, academic monitoring and workshops, and assist them in attaining their vocational, personal and transfer goals. By these measures we reduce the achievement gap.

The demographic characteristics of our student population include being low income, educationally disadvantaged (established currently by high school transcripts), and starting college with a limited English background. Once students are matriculated into EOPS/CARE their chances of achieving their goals greatly increases.

4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.

EOPS/CARE SLOs support the achievement of the institution level SLO's by assisting Fullerton College EOPS/CARE students to complete Certificate Programs and/or Associate of Arts/Science degrees and Associate Degree for Transfer (ADT). This is achieved by employing our programs' various requirements and resources, and in this manner helping students successfully complete their stated goals, thereby EOPS/CARE students contribute to Fullerton College ISLO's (Institutional Student Learning Outcomes).

Through the support students receive from EOPS and CARE they are able to develop the skills, knowledge, attitude, and ability to complete the transfer and Associate degree at Fullerton College and move on to four-year colleges, universities, or back into the workforce. EOPS and CARE students have proven to be prepared in all of the aspects of the four areas of ISLO's at Fullerton College. These four areas of ISLO's are (1) Communication, (2) Critical Thinking and Information Competency, (3) Global Awareness, and (4) Personal Responsibility and (5) Professional Development. EOPS and CARE students are guided by our academic counselors, student services specialist, and our support staff on how to successfully navigate their way through Fullerton College and attain their Associate of Arts, Associate of Science, and Transfer to the California State University, University of California, Private Universities or out of State Universities.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

At the moment we rely on MIS data, the EOPS dashboard, surveys and our campus Institutional Research team to get much of our data analyzed. In addition, EOPS/CARE keep detailed records of student participation, unit load, total units, majors, and GPA. This data enables us to understand in a timely manner the shifting needs of our student population. Moreover, surveys may continue to be used but will need to be restructured to elicit more meaningful information.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Results are not yet available; though previous methods were ineffective.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Assessment of the results are not yet available, but these results will be used to determine which services are doing what they propose to do and which services need to be restructured to become more effective.

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focus on individual student learning or actions.

-All listed outcomes from table 4.1 address individual student learning or actions in some form.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

-Outcomes 4 and 5 from table 4.1 address methods to assess outcomes in such a way that the data can be disaggregated.

C. Identify a process for using outcome assessment data to improve student services programs

--Outcomes 4 and 5 from table 4.1 use outcome assessment data to improve student services programs.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

-Outcomes 4 and 5 from table 4.1 will be used to identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The outcomes listed are new and data has yet to be collected. Once collected it will be used to find significant differences by race, ethnicity, gender, and other categories. This will inform the strategies EOPS will use to close the attainment gaps among groups of students and the kinds of professional learning that will help.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

List the goals from your last self-study/program review.

Short-Term Goals (Strategic Action Plans)

1. EOPS New Student Online Orientation.
2. One-on-one tutoring services.
3. New use of an educational qualifier allowed under Title 5, section 56220, 6.5.2, (not previously used at FC EOPS) to determine student eligibility in EOPS.
4. Increasing the numbers of students served by EOPS.
5. Additional Counseling Staff to support ongoing and improved EOPS services to under-prepared students.
6. Develop a new-student summer semester welcome to acclimate students to their new academic environment.
7. Hire one additional Classified Staff to support ongoing and improved EOPS services to under-prepared students.

Long Term Goals

1. To increase the amount of eligible students we serve in our program by 20%.
2. To have more courses taught by our EOPS counselors that target specific groups.
3. To be current with our use of technology and to have competency training in technology.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Short Term Goal 1: EOPS New Student Online Orientation.

We saw the need for student accessibility via the online orientation, therefore we incorporated this into our program standards. Students are now able to complete the orientation online and learn about the services we provide as well as the program requirements. It has made the counseling sessions during our intake sessions much more streamlined and efficient. We have been working on making an updated online orientation that is more innovative and interactive for students and it is in its last stages before going “live” in Spring 2023. This newer version is more likely to provide the required information in a format that students can retain.

Short Term Goal 2: One-on-one tutoring services

We have also been able to partner with the Tutoring Center on campus and allow for our students to receive additional “Over and Above” one-on-one tutoring. Students are now able to request additional tutoring in the subjects they are struggling with. The only requirement is for students to first attend 3 hours of tutoring at the Tutoring Center and if additional one-on-one is needed, then students are able to request this by emailing the Student Services Specialist who is in charge of tutoring. As an additional improvement, online tutoring is now also available to our students.

As previously mentioned, the lack of staff within our program has accounted for positions to merge and some responsibilities to shift. Since this transition, we have been unable to allow for the Specialist to compare results from this partnership. We are working on using data from this Program Review cycle to begin formulating data in regards to our tutoring partnership.

Short Term Goal 3: New use of an educational qualifier allowed under Title 5, section 56220, 6.5.2, (not previously used at FC EOPS) to determine student eligibility in EOPS

EOPS has specific standards that need to be taken into account by the state guidelines; however, we work hard to grow the number of students served by EOPS. We are now incorporating the educational qualifier in Title 5, section 56220, 6.5.2- “Student is a member of an under-represented group as targeted by the district/college Equity goals.” Since then we have been able to increase the number of students in the program; including but not limited to: male Hispanic, African American and Asian students.

Short Term Goal 4: Increasing the numbers of students served by EOPS

Unfortunately, due to the Covid-19 pandemic, EOPS has seen a decline in the number of students we are able to serve. As stated in the data included at the bottom of Section 1, there were 972 students in our program during the 2021-22 school year. There have been many new strategies that we have been able to implement this year in order to increase our numbers again. We are working diligently to reach out to new students with innovative in reach and outreach efforts.

Short Term Goal 5: Additional Counseling Faculty to support ongoing and improved EOPS services to under-prepared students

Since the last Program Review, one full-time EOPS counselor retired. While EOPS student numbers have decreased some, the personal and academic support needed by our students has increased. We have seen an increase in student show rate to counseling appointments in addition to increased offerings of new student onboarding sessions and CSU applications workshops. Counseling faculty are heavily involved in campus wide initiatives such as Starfish Implementation and Guided Exit in an effort to retain and graduate EOPS students at higher rates. Additionally, the EOPS counselors began partnering with the Career Center in Fall 2021 to offer EOPS target Undecided About Your Major Workshops followed by career counseling with EOPS counselors. EOPS counselors also conduct targeted

counseling outreach to students who are on academic and progress probation. This type of hands on, intrusive, holistic, case management approach to counseling requires ongoing, consistent, dedicated faculty to maintain.

Short Term Goal 6: Develop a new-student summer semester welcome to acclimate students to their new academic environment.

During the last Program Review cycle, we saw the structured growth within our program and wanted to help new students feel acclimated; thus, increasing their academic success at Fullerton College and within EOPS. However, due to the numerous changes in staffing- loss of positions, merging of positions, this was hard to accomplish.

Long Term Goal 1: Increase the amount of eligible students we serve in our program by 20%.

We successfully met this goal and increased our overall numbers by more than our expected 20%.

Long Term Goal 2: To have more courses taught by our EOPS Counselors that target specific groups.

EOPS has been able to maintain sections of Counseling courses and encourages EOPS students to enroll in EOPS Counselor taught sections. The following courses have been taught by EOPS counselors during this program review cycle:

Course	Course Title	Units	Sections per semester
Counseling 101	The College Experience	2	1
Counseling 135	Introduction to Leadership Development	3	1 to 2
Counseling 141	Career Exploration	1	1 (SP only)
Counseling 151	Career and College Success	3	3
Counseling 163	Personal Growth and Life Success	3	1 to 2

Long Term Goal 3: To be current with our use of technology and to have competency training in technology.

In the past few years, EOPS has been a pioneer in the use of technology to further assist our students. Covid-19 forced the entire campus to be more technologically-competent, and EOPS was no exception. We have now continued to use the exceptional technological tools that we created in 2020 in response to the pandemic. This includes the following: 1) a Canvas page dedicated to the EOPS program that offers resources, requirements, and information that students can access conveniently through a desktop/laptop or phone using the Canvas app. 2) A new and improved website that streamlines the eligibility, requirements, our services, the application for our program, and our online orientation. 3) As mentioned in Short Term Goal 1, we implemented an Online Orientation for our new students that is much more user-friendly than our previous orientation. 4) Assistance with free laptop rentals through collaboration with our Academic Computing Technologies Department. 5) Presence on social-media platforms. 6) Appointment reminders through phone calls, texts and email. 7) More efficient communication with students via Canvas, email, and social media. 8) Offering online courses.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The level of success for each goal listed is described in the previous section. We were able to discuss how these goals were met or how they are a continued work in progress and use these results to have better and more successful outcomes for our next Program Review cycle.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Anytime you have a list of goals/accomplishments written down, it is much more likely that they will be completed, due to having accountability. Therefore, because of the Program Review document, we are able to stay focused on both short term and long-term goals for the year. Our program includes much student contact, and it is easy to lose sight of many of the good ideas which are generated within our staff. By listing them in this report, we can go back and evaluate or at least redirect efforts to improvements beyond our regular activities.

A perfect example of a goal that was reached and has contributed to the overall improvement and quality of the EOPS program is our Online Orientation. The process was streamlined for students and done more effectively; thus, allowing us to reach a broader student population and increase our overall EOPS numbers by 20%.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We have continued to receive Equity funds, which have helped us tremendously in providing resources to provide direct services to students, counseling services, outreach activities, staff development and more. These resources have improved our program dramatically and will continue to do so, which impacts the success of our students.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

In EOPS we are fortunate to continue receiving funding from Student Equity general funds. This has allowed us to continue better serving our students and their access to “Over and Above” services, these funds are an essential component.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Redesign Academic Probation prevention plan for EOPS students who are on probation and at risk of dismissal and/or Financial Aid Disqualification.
List College goal/objective the plan meets:	College Goal #: Fullerton College will increase student success. Objective #1 - Address the needs of underprepared students and Objective #2 Increase the persistence rate of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS will redesign the previous Academic Probation prevention plan titled “Follow the Yellow Brick Road to Academic Success” EOPS Counselors will host workshops and provide follow-up counseling services to ensure a plan is in place for increased academic achievement. The first semester of this prevention plan will be implemented in fall 2023. Data will be tracked and collected at the end of spring 2024 and

	fall 2024. This process of data comparison will be continuous and will be conducted at the end of each semester.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Data will be compared each semester to see what students improved their academic success by reviewing their starting GPA and end of semester GPA, which will then be used to determine the efficacy of the prevention plan.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount		
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STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	EOPS will develop and offer a series of financial aid workshops.	
List College goal/objective the plan meets:	College: Goal 2: Cultivate a Culture of Equity Objective 1: Remove institutional barriers to student equity and success. Objective 2: Improve student critical thinking skills.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The EOPS Financial Aid Specialist will collaborate and partner with the Financial Aid office in developing a series of EOPS workshops such as, the FAFSA process, what is the California College Promise Grant (CCPG), Financial Aid Appeals, SAP, etc. Students who attend these workshops will gain knowledge in understanding the process for each different topic so they can successfully be able to complete and remove any obstacles that may hinder them to obtain their financial aid. These workshops will be offered beginning spring 2023 and be continuous each semester.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students who attend these workshops will be provided a short quiz of understanding at the end of each workshop. The results of each quiz response will show us that students are understanding each process. This will be valuable as they will be able to complete each process without any delays.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source

Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	EOPS students will submit an Academic Progress Report during each term that they are enrolled in the program.
List College goal/objective the plan meets:	College Goal #1: Promote Success for Every Student Objective #4: Increase completion of courses, certificate and degree programs, and transfer-readiness.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS will provide students and remind them to submit their APR in a timely manner. Reminders will be sent through CANVAS and express the importance of submitting the APR. The assigned Student Services Specialist will review all the submitted APR's and will identify all the non-passing APR's. The students that submitted a non-passing APR will be contacted to schedule an appointment with an EOPS Counselor. The counselor will assess the students' academic needs and based on

	their assessment they will make the appropriate interventions as necessary.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome will result in an increase on APR Submissions, retention and completion success.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	
Computer Software	
Training	
Other	

Total Requested Amount	
STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name:	EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and career counseling sessions administered by EOPS Counselors.
List College goal/objective the plan meets:	Goal #1: Promote Success for Every Student Objective #1: Create a clear pathway for every student. Objective #2: Enhance workforce training opportunities. Objective #5: Encourage completion of degrees for students enrolled in Career Technical programs.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	EOPS Counselors will partner with the Career Center to offer EOPS targeted career exploration and career readiness workshops to provide our students a clear understanding of job development and placement as they identify the career direction they are pursuing with their identified majors. These workshops will be developed in collaboration with the Career Center fall 2023.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measurable outcome will show us our students, especially who have not identified a specific major or career goal, by attending this workshop will result in them being able to identify the major they want to obtain and the career job they are pursuing.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

EOPS has been established since 1969. Since then and with the help of our wonderful EOPS team, there are thousands of students who were able to accomplish their goals of graduating with an AA/AS degree, or with a certificate, and/or transfer to a four-year university. These students may not have had these opportunities otherwise. In Spring of 2020, the COVID pandemic challenged all students with these goals, due to having to take and make use of all campus resources remotely, but it did not stop our team from being leaders on campus and going “Above and beyond” to assist our students. We met students where they were and quickly found ways to support them online through counseling, academic and transfer workshops, as well as developing our CANVAS page to be student friendly and allow students to schedule their appointments and also view important updates/information about our program! In addition to working with our students, EOPS collaborated with the college through the Healthy Horney Drive thru program where students had the opportunity to pick up school supplies, books, etc.. EOPS placed and continues to place students' needs first and understand that the success of our EOPS students transcends in our community and their success is our success!

Therefore, the long-term plans are to maintain or to increase the level and standards of EOPS at Fullerton College. We plan on doing so by allowing students to gain a sense of belonging and confidence upon arrival to Fullerton College and beyond. An EOPS Welcome Day is an important resource we would like to add to EOPS which will include a set of workshops, career assessments and financial aid awareness for our students so they can be better prepared upon entry and beyond. Welcome Day will allow us to also increase the number of unduplicated students served in EOPS by 20% through the Refer a Friend process. Throughout this process, we will continue to provide the state mandated three counseling appointments for our students and we will need to continue on with the addition of a full-time counselor to achieve this task. It is also important to note that in order to continue growing, we need to get fully-staffed and space or reasonable accommodation is also needed to ensure good quality standards are being met. This goal will require funding from general college funds, but it is an important aspect to help foster and support our growth as well.

An additional long-term goal would be to continue with course offerings and workshops specifically targeted to EOPS students. The need for mental health and awareness has always been an important aspect in retaining our students but the COVID pandemic emphasized that. Many of our students dealt with and/or are continuing to deal with depression, anxiety and stress. Although our program has always done a great job assisting and referring them to the Student Health Services office, offering a more personalized approach would be great. An example of this personalized approach would be to continue to have EOPS specific courses, such as the already existing Counseling 163 and our MIND 101 and/or mindfulness workshops.

Another long-term standing goal of EOPS is to be current with our use of technology and to have competency training in technology. Most students are proficient with the many types of technology and they are expecting delivery of services and access to technology within their classrooms and from the programs that support them.

Some of our technology goals include:

- Continued EOPS high touch communication practices with students through the use of improved Social Media outlets, appointment confirmation emails, texts and phone calls to ensure student attendance in counseling and specialist appointments.
- Having more online courses and workshops is a goal we are currently working on and will continue to develop over the next several years. Due to the pandemic, most of our students took online courses as their only option. In order to continue meeting this expectation and allow students the flexibility of doing either online or in-person, it is important for our EOPS counselors to be fully trained and receive or update their Online Teaching Certification as well as their Career Certification.
- Besides our online application and online orientation, it is also a long-term goal to continue assisting our students in multiple ways. COVID aided with the completion of this technology tool by allowing us as a college and individualized program to use Zoom as our online platform for counseling and assisting students virtually. With this, we saw an increase of student attendance to appointments. The online appointments made it easily accessible for students to schedule when they were available without having to drive to campus.

EOPS must also be cognizant of long-term plans for staffing. EOPS has one full-time counselor vacancy resulting from a retirement that we are hopeful will be approved in the next cycle. While we are lucky to have a group of highly trained EOPS adjunct counselors to support student demand, the level of hands on, intrusive, holistic, case management approach to counseling requires ongoing, consistent, dedicated faculty to maintain.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

- Hiring an additional full-time counselor to support student demand in academic and career counseling
- Purchasing MBTI/STRONG Career Assessment materials

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The 2022 Program Review of Extended Opportunity Programs and Services (EOPS) provides a detailed picture of a well-organized, efficient, and effective program. Our mission is to provide “over and above” support and services to increase the successful retention and graduation of students from educationally and economically disadvantaged backgrounds. The statistics and data presented within the content of this report shows that EOPS/CARE students have a higher persistence (85%), a higher completion rate of transferable course work (70.6%), and a higher retention rate (83.6%) as compared to similar populations of students who are not receiving EOPS/CARE services.

As a program, we deliver proactive solutions to academic, financial, social, and personal challenges that may potentially prohibit a student from achieving their stated educational goals. Methods we employ include academic, personal, and career counseling, personalized meetings with a specialist, tutoring services such as: one-on-one tutoring and online tutoring, and workshops. Additionally, we inform students of the various Federal, State and local policies that may impact their matriculation, so that in turn, they may become self-advocates long after they leave our program.

In addition, EOPS is a program that celebrates and embraces diversity which is exemplified in both the makeup of our students and our staff. Our students come to us with various cultural, ethnic, gender, religious, ability, sexual preference, and ability identities. We understand that we are all made up of multiple identities and promote a welcoming and supportive environment for all. We promote student inquiry and intellectual curiosity through the various events we host throughout the year. As a program, we are dedicated to the personal growth and development of our students. We have a successful history of providing comprehensive and holistic counseling and student support services. EOPS/CARE has established audit safe procedures that are for the most part measurable, and we implement excellent legal compliance practices.

The unprecedented arrival of COVID-19 in March 2020 led to a campus closure and a need to establish a process for supporting our students remotely. Consequently, the Fullerton College EOPS program underwent a challenging transition during the 2019-2020 academic year which continues to affect the program and its participants to date. With community college student enrollment declines across the state, EOPS programs are also experiencing decreased student participation. Prior to the pandemic, we were enjoying a continued increase in student participants from term to term however there has been a significant decline since then, evidenced by our reported student numbers. Consequently, it is no surprise that this and other impacts resulting from COVID 19 on the college and our program’s staff and students are represented throughout this program review.

During this program review cycle, we experienced several challenges and changes that have hindered us in collecting data for our goals and learning outcomes. As previously mentioned, our program staff was required to refocus and reinvent how we provide support and services remotely. This resulted in a halt to several of our goals as we were maneuvering with constant uncertainty and change. An example of this includes the challenge to

partner with local high schools while schools were closed to visitors or overwhelmed with learning to offer online courses themselves. Another example was developing an in-person summer bridge program while the campus was only offering remote courses or later enforcing the vaccination requirement which many students were uncertain about receiving. Finally, so much of our efforts were focused on basic needs and crisis management as students came to us as often their only option for support beyond school related matters. As an “over and above” program, we pivoted many times to prioritize the needs of our students at the moment so that we might retain them or at the very least ensure that they knew we would be here when they were ready to return to us.

Looking forward, we are excited for the challenge of once again creating a new normal whereby we assess the needs of our unique student population and provide the services that will support their success and achievement. Through this self-study, we have been able to ascertain which previously established goals are still significant and which can be tabled to focus on more relevant student needs. Through the continuation of our existing services, a continued commitment to the advancement and celebration of diversity, and new efforts to redesign academic and financial aid probation interventions, increase student participation in the academic progress report requirement, and engage more students early on in the career exploration process, we commit to getting more EOPS students to “Cross that Stage!” and changing the lives of one of the most at-risk student populations on campus.

The EOPS/CARE staff, faculty and administrator will continue to focus on improving the success rate for all areas reported in this Program Review. Faculty and staff continue to participate in staff development and training activities, thereby increasing competency and investment in the program and our students. As a program, we are committed to rebuilding the number of students served by EOPS and therefore increasing underrepresented and underprepared students’ access, persistence and success in both EOPS and the campus, thereby working to close the achievement gap. We intend to use additional funding in support of EOPS goals as well as campus and state goals. All the while, EOPS will maintain compliance with the ever changing and complex Federal and state legislation.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication

Routing & Response Page

Originator > IMS > Program Review Chair > Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to the Vice President's Office.*

RESPONSE


 Elaine Lipiz Gonzalez (Jan 20, 2023 12:42 PST)

Printed name of IMS

Dean, Student Support Services

Title

Jan 20, 2023

Date

☒ *I concur with the findings contained in this Program Review.*

☐ I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):
Area of exception:

☐ I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.