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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

EOPS

Q2

1.2 Lead Author:

Agustin Orozco

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Liza Ashak

Q4

I.4 Dean/Manager:

Agustin Orozco

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

The Academic year of 2019/2020 was a difficult one for the entire college.

Since March 2020 prior to the transition, we have had some staffing changes in our classified office staff. We have been working with a vacancy, and as a result, we have needed the remaining staff member to pick up extra responsibilities

When we transitioned in March 2020 to a fully online format, we hit the ground running. We got our counselors situated with zoom appointments, and began running all appointments through Zoom with the option of phone appointments for the students who were not yet comfortable using Zoom. Knowing that booking appointments using email would not be efficient or convenient enough for our students, we temporarily set up doodle polls that we used to schedule students while we waited for our eSARS account to be launched. In the meantime, we coordinated efforts to ensure eSARS was ready to implement in Summer 2020.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

In Fall 2020, Cuyamaca's EOPS department partnered with the office of Institutional Effectiveness, Success, and Equity (IESE) at Cuyamaca College to administer a survey to students who participated in EOPS. The goals of this survey were to determine students' satisfaction with EOPS services, to identify which EOPS services students found most helpful in the last year, to determine whether students feel they belong at Cuyamaca College, and to identify EOPS students' recommendations to improve the program overall.

This survey was administered via email in October and November 2020. As an incentive to complete the survey, students had the opportunity to enter a random drawing for a \$30 gift card. In total, 246 out of approximately 600 students completed the survey.

The majority of respondents reported positive perceptions of the EOPS program at Cuyamaca College, and found the benefits that the EOPS program provides like priority registration, counseling, workshops, and the \$150 book voucher very helpful to their success. Most respondents indicated the EOPS program requirements were clear, the counseling appointments helped them clarify and achieve their goals, it was easy to schedule an appointment for an online counseling session, they would feel comfortable seeking additional services from EOPS, and they were satisfied with the EOPS services they received in fall 2020. These services were offered while we were on campus and we have been able to offer them remotely as well as providing educational supplies through drive up events. The majority of respondents indicated they feel like they belong at Cuyamaca college, they would encourage other students to participate in EOPS, and that they have made connections with at least one counselor, instructor, and another student. The vast majority of respondents (88%) indicated that the best way for EOPS to communicate with them is via email.

Based on students' recommendations, EOPS has the opportunity to make the following changes:

- Reduce wait times for appointments
- Make it easier for students to contact someone in EOPS via phone and email
- Send more frequent reminders about important deadlines and requirements
- Provide additional assistance (e.g., assistance with Financial Aid, Admissions and Records, transferring)
- Provide translators or counselors that can speak languages other than English
- Provide assigned counselors
- Improve and expand the book vouchers (e.g., simplify the process to redeem these vouchers, expand the use of the \$150 voucher so it may be used for other supplies, increase the amount, and change the book voucher dates)
- Increase grants and financial assistance
- Expand workshop offerings (e.g., provide workshops to help with resumes and applying for jobs, create • workshops that go on students' transcripts)
- Provide students computers and internet access
- Provide opportunities to build community among students in EOPS
- Make specific changes to the program during the pandemic (e.g., reduce the required units)

Working remotely and with a reduced staff has been challenging but we have been doing our best to communicate with students regularly as well as keeping track of email, phone calls, etc. as well as being sensitive to language barriers and other things that have slowed our communication down. We have also been re-thinking what support can continue to look like in our continuing virtual environment and have therefor done a few drive up events to offer school supplies, and provided a \$600 grant per student at the end of the fall semester. For the Spring 2021 semester we plan to offer live office hours a few times a week as well as offer out more school supplies and plan for a virtual graduation event.

Q7

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

According to the college demographics, the category of male students is underserved by our program (31% male versus 69% female). African American and Asian students continue to be underrepresented. In the last four years, the highest number of African American students served was 4.9% in Fall 2016 compared to 6% for the college. In the last year numbers dropped to 2.2% for Fall 2019 which is 3% below the college, and 1.9% in Spring 2019 which is almost 4% below the college. This is a group we would like to work harder to recruit and serve in our programs to support higher retention rates and higher course success rates. We have been thinking of ways to increase these numbers including renewed conversations with Outreach and the Umoja Program.

Another trend that has been consistent for the last few years is the higher number of Middle Eastern students we serve, due to several factors such as a high influx of refugees and immigrants in the local community. These students are reflected in the White non-Hispanic category. All of our demographic populations are consistently below the college demographics except for the white non-Hispanic category which is much higher than the general college population (76.5% compared to 44%, respectively).

With the intent of fully understanding our demographics and the needs of our student population, we included a question on ethnicity in our application which included a Middle Eastern option. Using this information, we were able to determine that for the academic year of 2019-2020, a majority of students that fall into the White/non-Hispanic category, were Middle Eastern, and this continues to influence all aspects of our programs and planning. .

Appropriate levels of staffing will continue to assist balancing the demographic composition of students served as well as creating a greater balance of staff available to serve a higher number of students. We need to continue our efforts in recruiting underserved populations (i.e. African American, Native American and Asian Students), while balancing the needs of ESL and Middle Eastern students. We have also been improving our intake process, electronic needs, and prior to COVID 19, our physical space which was beginning to create a welcoming environment for all students. Since we have been accepting all students that meet our specified qualifications so far, we know this means we need to strengthen our outreach. We will continue to work with Outreach other college programs and departments (such as athletics) to create connections between programs in order to bolster our numbers and support students college wide.

As for the needs of individual students, the three contacts required give our counselors the opportunity to determine what specific additional services students need and refer to those services when appropriate. These contacts also give our program the opportunity to catch and assist any students who need emergency support. Due to COVID, we relaxed program requirements, but were happily surprised that a majority of students were eager to meet all program requirements..

In terms of retention/persistence rates, EOPS student retention rates overall have been 17-20% higher than the college. EOPS students' fall-to-spring retention/persistence rate was 90.6% in 2019-2020. EOPS students had a course success rate of 87.6% in Fall 2019 and 87.4% in Spring 2020. The percentage of EOPS students who completed 12 or more units was more than double that of all other students in Fall 2019 (65.5% compared to 24.3%, respectively) and in Spring 2020 (66.3% compared to 25.6%, respectively). The percentage of EOPS students who had a semester GPA of 3.0 or higher was 72.6% in Fall 2019 and 82.4% in Spring 2020.

Q8

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

EOPS Student Survey Fall 2020 Report_201208.pdf (461.5KB)

Q9

OPTIONAL UPLOAD 2: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca EOPS Comparison Report 2019-2020.pdf (474.8KB)

Q10

Respondent skipped this question

OPTIONAL UPLOAD 3: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Q11

Respondent skipped this question

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q12

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q13

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

The results of our SLOs showed that students are in a high need of our book vouchers and our counseling services. We made efforts to improve the speed in which we provide book vouchers by having them credit available in the bookstore soon after students complete the requirements to receive them. They are immediately emailed as soon as the bookstore has confirmed the funds are available. Our Counseling services have been extended as well by hiring a new adjunct counselor to increase the number of appointments available. We also quickly moved our appointments to zoom after the college was closed in March 2020 and discussed ways to reach out to students especially those who were not familiar with zoom. We divided the number of EOPS students by counselor and had each counselor email and call students on their list while we transitioned to Zoom meetings to assure our students that we were still available to answer questions and that counselors were available to provide counseling. We also had an information session to answer questions as well as sent out a needs assessment that asked about access to internet and computers/laptops and referred many students the the Cuyamaca CARES emergency grants. During appointments, counselors also helped familiarize students with zoom knowing that they would need the skills for other areas of the college.

Q15

Respondent skipped this question

OPTIONAL: Please use the Upload button below to attach any additional documentation you would like to include.

Page 4: III. Previous Goals: Update

Q16

Goal 1:

Work with administration to support and institutionalize services for UP! former foster youth, to be housed in EOPS, but not to be solely supported by EOPS.

Q17

In Progress - will carry this goal forward into next year

Goal Status

Page 5: III. Previous Goals: Update continued

Q18

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q19

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q20

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The program is still funded through grant money. We are working with the Foundation to find more grant money and possibly more long term funding. Our action step within the year is to find more grant funding, and more long term funding within the next four years

Q21

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q22

Goal 2:

Permanent support position for Foster Youth (UP!, Next UP/CAFYES,) Programs.

Q23

Completed

Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Please describe the results or explain the reason for deletion/completion of the goal:

A permanent position was hired for the Foster Youth (UP!, Next UP/CAFYES) Programs.

Q25

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q27

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

Goal 3:

Work with administration to support and institutionalize services for undocumented students, to be housed in EOPS, but not to be solely supported by EOPS

Q29

In Progress-will carry this goal forward into next year

Goal Status

Page 11: III. Previous Goals: Update continued

Q30

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q31

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q32

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

We have made significant gains this year with regards to services for undocumented students. We have partnered with Grossmont College and Jewish Family Service to provide legal services to Cuyamaca College undocumented students, classified staff and faculty. We also recently received funds to help us pay for a program coordinator, those funds along with funds from Equity will allow us to pay for a position through the Foundation. In the coming year, we will set up an annual report, and continue to offer counseling services in partnership with Title V (Pathway Academy).

Q33

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q34

Goal 4:

Institute personal development courses(s) specific to foster youth, CARE and EOPS students in order to develop a cohort model for the program to increase retention.

Q35

In Progress-will carry this goal forward into next year

Goal Status

Page 14: III. Previous Goals: Update continued

Q36

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q37

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Our action step for this year is to begin conversations to see how we will be able to have the course offered, and strengthen our outreach efforts by collaborating with Outreach in partnership with the Pathway Academy to improve enrollment and successfully offer the course to completion.

Page 16: IV. New Goals

Q38

Yes

Would you like to propose any new goal(s)?

Page 17: IV. New Goals continued

Q39

New Goal 1:

(Goal 5: This is an existing goal which is "In Progress")

Create a Categorical Programs Supervisor Position

Q40

Organizational Health

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q41

Please describe how this goal advances the college strategic goal identified above.

Create a more cohesive structure of support along all Cuyamaca College categorical programs where all employees can work in a more connected way towards the goal of student success.

Q42

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q43

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Request was submitted last year and when approved, our next steps are to go through the steps of forming a hiring committee, posting the position, running a formal interview process, and selecting a well-qualified candidate.

Q44

Respondent skipped this question

How will this goal be evaluated?

Q45

Yes

Do you have another new goal?

Page 18: IV. New Goals continued

Q46

New Goal 2:

Goal 6: (This goal is existing and submitted last year)

Develop an electronic file system for all EOPS student files

"In Progress"

Q47

Organizational Health

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

Please describe how this goal advances the college strategic goal identified above.

This goal advances organizational health because it improves the overall quality of the services we provide and the student experience. Student files will be more organized, and easier to find. Counselors and staff will be able to locate specific documents easily, and counselors will be up to date on specific education planning needs of students which will reduce the stress of having to locate information during an appointment. Students will be able to receive their services faster because it will be easier and faster to update student files. There have been instances where important documents were not in the student file which resulted in a delay in receiving services like book vouchers and counseling appointments in the following semester. Also, being more organized allows counselors and staff to develop a stronger relationship to the student because they are able to refresh their memory from previous encounters using one centralized filing system. This results in better connections between students and counselors.

Q49

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q50

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

We are working with the college to utilize perceptive content, but we are waiting for the updates to be completed so that we can start. Once we start, it will take about 2 years to scan all files to be completely digital.

Q51

Respondent skipped this question

How will this goal be evaluated?

Q52

Yes

Do you have another new goal?

Page 19: IV. New Goals continued

Q53

New Goal 3:

Goal 7

Existing Goal

Create an integrated application process that pulls data and exports to database to improve the quality of student outreach and participation.

Q54

Guided Student Pathways

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q55

Please describe how this goal advances the college strategic goal identified above.

Improve EOPS team knowledge of campus support services to increase student access

Q56

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q57

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Find a software that allows for online user input (this would be the application), capability to organize all information into compartmentalized internal database. We have been in communication with Southwestern College regarding their database and our Office of Admissions and Records to look at alternative options.

Q58

Respondent skipped this question

How will this goal be evaluated?

Q59

Yes

Do you have another new goal?

Page 20: IV. New Goals continued

Q60

New Goal 4:

Goal 8:

Existing Goal

Develop an office space that cultivates community and student engagement

GOAL COMPLETED

Q61

Student Validation and Engagement

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q62

Please describe how this goal advances the college strategic goal identified above.

By creating an office space that is open and welcoming to students, they will begin to feel important to our program. The purpose is for students to feel a sense of belonging in our office and want to spend more time in a lounge in our office. This will give students an exposure to other students within the program and cultivate new friendships and groups. This would be a place where they study and meet with study groups. This gives students a chance to feel a part of the Cuyamaca College community, and to build a stronger relationship to faculty and staff they have and have not met. We met this goal shortly before going remote.

Q63

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q64

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

GOAL COMPLETED!

Q65

Respondent skipped this question

How will this goal be evaluated?

Page 21: V. Resources Needed to Achieve Goal(s)

Q66

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q67

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."
