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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

Extended Opportunity Programs and Services

Q2

1.2 Lead Author:

Liza Ashak

Q3

I.3 Collaborator(s):

Agustin Orozco, Katie Cabral

Q4

Dean/Manager(s):

Agustin Orozco

Q5

I.4. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Spring 2021 program reviews on the program review webpage.

In the last year, the EOPS program was able to improve remote working conditions to better serve students and to streamline booking appointments. All remote services were improved by launching eSARS which allowed students to book counseling appointments and workshops online as well as ask counselors quick questions. We were able to keep the process smooth and seamless by maintaining contact with Jessica Mckean to troubleshoot as soon as we noticed any technical issues. In addition to this improvement to services, we were also able to fill all classified vacancies allowing the program specialists to reach students in a timely manner. We were also able to improve access to counseling appointments by hiring two new adjunct counselors.

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. Please include information on the implications for practice (e.g., on how your service area used the data for improvement).

EOPS served 539 students in Fall 2020 and 541 students in Spring 2021

EOPS served an underrepresentation of students who identify as African American/Black, Asian/Pacific Islander, and Hispanic/Latino, compared to all other students

EOPS served an underrepresentation of male students, compared to all other students

On average, EOPS students attempted and completed more units in Fall 2020 and Spring 2021, compared to all other students

EOPS students experienced higher course retention rates in Fall 2020 and Spring 2021 (95% in each semester), compared to all other students (84% in Fall 2020, 89% in Spring 2021)

EOPS students experienced higher course success rates in Fall 2020 (93%) and Spring 2021 (91%), compared to all other students (72% in Fall 2020, 74% in Spring 2021)

On average, EOPS students had higher semester GPAs in Fall 2020 (3.65) and Spring 2021 (3.52), compared to all other students (3.03 in Fall 2020, 2.94 in Spring 2021)

EOPS students were more likely to persist from Fall 2020 to Spring 2021 (92%, compared to 70% for all other students)

EOPS students who identify as African American/Black experienced lower semester GPAs in Fall 2020 (3.41) and Spring 2021 (2.69), compared to the average for all EOPS students (3.65 and 3.52, respectively)

EOPS students who identify as Hispanic/Latino experienced lower semester GPAs in Fall 2020 (3.34) and Spring 2021 (2.97), compared to the average for all EOPS students

EOPS students who identify as African American/Black or Hispanic/Latino experienced lower retention and success rates

When considering the success and retention rates of students who identify as African American/Black and Hispanic/Latino, we see that the GPA is not far off in Fall, but something changed in Spring 2021 resulting in a significant drop. We see that in Fall, the GPA for African American/Black and Hispanic/Latino were much higher than those who were not a part of EOPS, but in Spring, while the GPAs were still higher than non EOPS students, they dropped to a similar GPA. While our services only improved in Spring 2021, we will be able to get a better idea of what might have caused the change once we get the new survey results.

While we have made outreach efforts, we know that we still need to improve our numbers in these demographics to be able to reach more students. One form of outreach that we have not tried already is reaching out to the UMOJA program and the coming Punte Project to see if there are any students who are not a part of EOPS.

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

Student Services Program Review Annual Update Fall 2021

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)

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. This has significantly improved now that the vacant positions have been filled. We have also been re-thinking what support can continue to look like in our continuing virtual environment and have therefore done a few drive up events to offer school supplies, and provided a grant to each student at the end of the fall semester. While we cannot make some of the changes the students have requested due to state regulation of how our funding is used (such as the book vouchers) we have been looking for other ways to meet their requests. For example, we do not have the funding to provide laptops and hotspots, but our office participated in contacting all of our students to determine who needed such resources and reported it to equity. Following that, each semester we have included a question about resources and aid needed in our progress reports (This is a requirement of our students each semester. It is a google doc where students report their in progress grades which we then use to reach out to students reporting substandard grades).

Q7

II.2. What did your service area learn from the transition to remote operations over the past year? How can this be used to improve the student experience in the future?

In the past year, we have learned how to overcome barriers in providing students aid due to the offices being closed. We have found alternatives such as grants at the end of the semester in lieu of the supplies we used to give after orientation, the gas cards at the end of the first counseling appointment, and the meal voucher at the end of the second counseling appointment.

Q8

II.3. 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?

To improve enrollment, EOPS will begin to expand outreach efforts by collaborating with other programs in the college. Collaborating with programs such as UMOJA and The Puente Project also brings us the opportunity to improve enrollment among underrepresented students. To improve matriculation, we now reach out to EOPS eligible students who have not completed the requirements to fully become a part of the program. This has helped are students who did not realize they were missing a step. To improve success, retention, persistence, and graduation, we have improved our communication efforts with students so that they come in for their counseling appointments and seek the aid or referrals that they need.

Q9

Respondent skipped this question

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

Q10

Respondent skipped this question

OPTIONAL UPLOAD 2: Please upload any supporting 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

Q11

Yes

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

Q12

Yes

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

Q13

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 still in a high need of our book vouchers and our counseling services. We have increased the speed in which the book vouchers become available in the bookstore, but to ensure students receive them in a timely manner, we have been reaching out to students who have not completed the requirements to receive a voucher in order to remind them/make them aware if they are missing a requirement. Our Counseling services have been extended even more by hiring two new adjunct counselors to increase the number of appointments available. We also have improved the efficiency of the EOPS email to address students' needs, but we have also been doing this in person at the front desk of our office.

Page 4: III. Previous Goals: Update

Q14

1. Previous 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

Q15

Student Validation and Engagement

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

Q16

In Progress - will carry this goal forward into next year

3. Goal Status

Page 5: III. Previous Goals: Update continued

Q17

Respondent skipped this question

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

Q18

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

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

Q20

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q21

1. Previous Goal 2:

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

Q22

Student Validation and Engagement

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

Q23

In Progress - will carry this goal forward into next year

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

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

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

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).

In the coming year, we will set up an annual report, and continue to offer counseling services in partnership with Title V (Pathway Academy).

Q27

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

1. Previous Goal 3:

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.

Q29

Student Validation and Engagement

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

Q30

In Progress-will carry this goal forward into next year

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

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

Q32

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q33

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).

While we were able to offer the course in the past, it was canceled because of low enrollment. Due to the issues with course offerings and in person services, as well as the nature of this course, we have decided to put it on hold until we see that we are able to offer it again.

Once we see we are able to offer the course again, our action step is to continue 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.

Q34

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q35

1. Previous Goal 4:

Create a Categorical Programs Supervisor Position

Q36

Organizational Health

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

Q37

In Progress-will carry this goal forward into next year

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q38

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

Q39

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).

Once the request is 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.

Page 16: IV. New Goals

Q40

No

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

Page 17: IV. New Goals continued

Q41

Respondent skipped this question

1. New Goal 1:

Q42

Respondent skipped this question

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

Q43

Respondent skipped this question

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

Q44

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q45

Respondent skipped this question

5. 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).

Q46

Respondent skipped this question

6. How will this goal be evaluated?

Q47

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q48

Respondent skipped this question

1. New Goal 2:

Q49

Respondent skipped this question

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

Q50

Respondent skipped this question

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

Q51

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q52

Respondent skipped this question

5. 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).

Q53

Respondent skipped this question

6. How will this goal be evaluated?

Q54

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q55

Respondent skipped this question

1. New Goal 3:

Q56

Respondent skipped this question

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

Q57

Respondent skipped this question

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

Q58

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q59

Respondent skipped this question

5. 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).

Q60

Respondent skipped this question

6. How will this goal be evaluated?

Q61

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q62

Respondent skipped this question

1. New Goal 4:

Q63

Respondent skipped this question

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

Q64

Respondent skipped this question

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

Q65

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q66

Respondent skipped this question

5. 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).

Q67

Respondent skipped this question

6. How will this goal be evaluated?

Page 21: Resources Needed to Achieve Goal(s)

Q68

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

Q69

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."
