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COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

EOPS

Q2

2. Lead Author:

Liza Kakos

Q3

3. Collaborators:

Albina Khammi, Nicole Keeley, Rana Al-Shaikh, Raul Enciso, and Sade Burrell

Q4

4. Dean/Manager:

Sade Burrell

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY **11/06/2023**

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

To empower underrepresented students to succeed in college by providing "over and above" academic, personal, financial, and community based resources, services, and support that cultivate a sense of community, self-advocacy, and civic engagement.

Q7

Yes

7. Is the service area description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

EOPS reflects the college's vision of equity, excellence, and social justice by serving students who are in the most need. The program was started by social justice movements demanding education become more equitable. We have held strong to this history and worked to uphold the promises the program made upon its inception by continuing to look for the best ways in which we can meet our students' needs and improve participation. Our system considers each student's individual needs to determine which services students will benefit from the most. For example, we have the CARE program for qualified single parent's which provides extra support and grants, but this is provided by all CARE programs. Our CARE program has gone above and beyond by teaming with Cuyamaca Cares to provide diapers for parents with babies that need them. We work with Toys for Tots to provide holiday gifts for the children of CARE students, but only children ages 0-13 qualify, so we partnered with Soroptomist to provide gifts for the children ages 14-17. Soroptomist is a program that provides scholarships to women. We invited Soroptomist to conduct workshops regarding the scholarship, and this resulted in many of the awards in the past 4 years going to our students. Just last year, 10 Cuyamaca CARE students received the Soroptomist Scholarship. Considering this scholarship is open to all women, this was an impressive amount of awardees.

Our Up! and NextUp programs, which serve current and former foster youth, homeless, and youth raised in guardianship, provide multiple above and beyond services some of which include the hygiene closet which provides basic needs supplies like a toothbrush and toothpaste. The programs also provided lockers which can be used to store food pantry and hygiene closet supplies for students who need to pick them up at a later time, but they can also just be used to store students' belongings. During the pandemic, Up! and NextUp provided college t-shirts to their students so that they could feel like they were a part of the college despite not being able to come to campus. They worked with the John Burton foundation to provide additional emergency grants to their students. NextUp! Was one of the few programs that was able to disperse gift cards during the shutdown from the pandemic, and they purchased laptops for their students to borrow when the library ran out. In the past four years, the program was a recipient of The Financial Literacy Award and the Above and Beyond Student Services Award

We have also been continuously working towards making the EOPS office a place where students will want to be in. For parents with children, our office and the CalWORKs office have created the Lobby Library with books and activities for children to do while their parents are completing appointments or other services. We combined our food pantry with the CalWORKs food pantry, and upon noticing our homeless students were only picking certain foods that were easier to open, our specialists realized we needed to provide can openers so that any student can pick any food from the pantry and be provided with the tools to open it. These all seem like small things, but our students have greatly appreciated them.

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Our service area used the data provided by the IESE office to compare our enrollment over the years to that of the college, as well as, our success and retention data. We also used the IESE office data for CCPG recipients to get a better idea of the demographics of students who could qualify for EOPS.

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

While disparities exist with our numbers in comparison to the college, it is also important to clarify that the numbers for our white students are not an accurate reflection of our student population because our Middle Eastern students are still being counted as white. In the past, we collected demographics data in house through a separate system and used that to show a more accurate picture of our student population, but with the time it took for our staff vacancies to be filled, some information was lost, and we are no longer able to access that system. For this reason, we cannot accurately reflect on our white and Middle Eastern numbers

Similarly to the college, we also experienced a sudden and massive drop in our numbers, but we have not bounced back as can be seen by the EOPS Headcount By Semester graph. We started the cycle with 800 students, but this dropped to a low of 424 in Fall 2021. This was a devastating drop and the highest we have gotten to is 583 students despite extending application deadlines and accepting all qualified students. We cannot reflect on FA 20 because there is no data for that semester, which is why it is not on the graph.

Similar to the college, our numbers for African American and Hispanic/Latinx students have been relatively stagnant. We started Spring 2020 with the plan to really work on our outreach for marginalized populations, but the closure and the eventual return required us to move our resources and time to making sure the office was fully functioning remotely. This meant finding a temporary solution to scheduling remotely because email was an insufficient method. We also had to move to the more permanent solution of online scheduling through SARS. Not too long after settling remotely we had to look at how we would return to campus safely, and then move back to seeing students in person. In Spring 2023, we increased our recruitment efforts and attended all of the events on campus that were targeted towards specific cultures. We will know the results of these efforts when the data for 2023/2024 is published.

We looked into the numbers for fee waiver recipients as this is the best way for us to get an idea of who actually qualifies for EOPS since fee waiver eligibility is a requirement. The number of African American students who received the fee waiver in 2021-2022 (which is the most recent data we were able to find) were 478. 2670 were Hispanic/Latinx and 437 were Asian. We ended the cycle with 13 African American students and 56 Hispanic/Latinx. This data is a more accurate comparison for EOPS because while we are still far off from the target, it gives us a better idea of what we can make our targets when we factor in our capacity. A new counselor has been hired for the UMOJA program. We plan to wait for him to settle in and possibly begin partnering with him in FA 2024. Our hope is to also partner with a Puente counselor once the program is fully formed as well. We do seek to continue to find different ways to effectively reach students and promote the program. As of right now, we are looking into better ways to reach students virtually since email is not yielding much results.

Q11

11. Please discuss any equity gaps in access or success.

Our success rates have been on a downward trend overall this cycle as can be seen by the Success Rates By Percent graph. We began this cycle with a low of 72.1% and ended it with a low of 50%. Our equity gaps have been among our African American/Black and Hispanic/Latinx, but our highs have also dropped. We began the cycle with a high of 91%, and we ended the cycle with a high of 85.9%. This is very concerning because we are averaging lower than the college, and that is not normal for our program. Our program has always met or exceeded the goal set by the college, and EOPS programs are known for always having higher average success rates. What is even more concerning is the size of our equity gaps. The graph shows that the gap widens as the years go by. It is tough to say what could be the cause of the downward trend since our office has been fully functioning since the beginning COVID. The only thing that has been different is that we have relaxed our requirements as was permitted by the State Chancellor's office. Students have not had any consequences for not completing all of their EOPS contacts because of the various barriers the pandemic possibly posed for students success whether as direct as not having the technology needed to complete contacts, or as indirect as not seeing our reminder emails because of the influx of emails from the college or being distracted by the stress the pandemic could have posed on their lives that they did not have the time or headspace to remember to complete their appointments. Not completing all EOPS contacts is the most likely cause of the drop in success rates as this has been the only change. In lieu of consequences, we used incentives. We introduced a much larger EOPS grant during the pandemic. Pre-pandemic, it ranged anywhere from \$50-\$75, but during the pandemic we increased it to about \$250. This was because we were not able to provide school supplies during orientations or gas cards and meal vouchers after appointments. We lumped everything into one large grant with the only requirement being to complete all EOPS contacts, but we cannot know if students saw the multiple email reminders to complete contacts or the multiple emails about the grant, since students have been complaining about too many emails overall from the college. This further shows the importance of streamlining our process and having one electronic system that can help us keep better track of our students.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

Starting Fall 22, our student workers would call students who had not completed one or more contacts as an attempt to get them scheduled. Looking back, it is possible that we need to start this intervention earlier to hopefully get better results. Another step, which has been important to us since the previous cycle, is to have all of our data and information in one electronic system. We hope that this could allow us to see, by demographics, which groups are not completing the contact and providing stronger intervention from there. As our technology is now, all we have is our SARS reports providing us with a list of names.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

This data has shown us how important it is to meet our goal of streamlining our services and finding an electronic system. We have been working on this goal and attending numerous trainings from different systems to find one that would best suit us.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

We realized that our students had needs that we did not have the resources to provide, and those needs were indirectly impacting their academic success. Needs such as food insecurities, jobs, and hygiene products. To fulfill these needs, we partnered with Cuyamaca Cares to stock our food pantry (which is open to all students even if they are not EOPS or CalWORKs students). We partnered with CalWORKs to help CARE students find on campus jobs. We also worked with the Health and Wellness office to provide our students with resources and important health information. We partnered with the Child Development Center to help us identify single parents who could qualify for EOPS and CARE. These are just some of the ways we have worked across the campus to help promote equity and student success.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

Our office was almost immediately fully functional from the start of the pandemic. Our biggest challenge was having to focus our efforts on putting out fires instead of focusing on our goal of growing our program in the way we planned to grow it. We are entering the new cycle with renewed priorities and focus now that things have stabilized for our office.

Q16

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

Graphs.docx (23.7KB)

Q17

Respondent skipped this question

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

Q18

Respondent skipped this question

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

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16. Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Updated%20Outcomes%20Assessment%20Plan.docx (16.1KB)

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

Our SAOs have not been fully assessed yet because we are still within the assessment cycle. We are only two years into our SAO assessment cycle because we changed our SAOs to more accurately reflect the direction that EOPS is looking to take. We had to make some changes to the assessment plan due to the delay in hiring an UMOJA and Puente counselor.

Q21

Respondent skipped this question

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

SAO 2 has suggested two things so far. The first is that the populations we are targeting are not really on campus. The second is that we need to find a more effective way to reach students virtually. Email is not yielding results because it is an overused mechanism.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

We have changed our SAOs to align with our goals of equity. We realized that we had two very big problems. Our numbers are not equitable, and our success rates are on a downward trend since the start of this program review cycle. Our assessments will show us how to make changes in our processes to close equity gaps and bring our success and retention rates back up.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Our SAO 1 data will be used to better understand the correlation between retention and students completing the required contacts including the progress update. This will allow us to determine if the students who are dropping classes are also mostly not completing the EOPS contacts, and it will allow us to conduct a more direct intervention.

Q25

21. Please describe your service area strengths.

The strength of the EOPS program is in our two-way accountability. We hold students accountable for fulfilling the requirements outlined in the contract they sign each year, but the contract also has a section outlining what students have a right to receive from EOPS. This allows the students to also hold us accountable for what is required of us. This contract is called the Mutual Responsibility Contract, and it gives the students the sense that we are partners in their educational journey

Another strength is that we see our students more often which gives us the opportunity to build their trust and see to their needs. Our model also allows us to check in on the students midway through the semester to determine if any interventions are needed.

Q26

22. Please describe your service area challenges.

One of the challenges our program has faced is the constant movement within the office. In the last comprehensive program review, we mentioned that every contract employee in our office was brand new with the exception of one full-time faculty member. Since then, immediately before the start of the pandemic, two specialist positions became vacant and were filled after the start of the campus closure. Since the previous program review, everyone except the two full-time faculty members are new. Another challenge has been outreach because the majority of students were not on campus, so we needed to rely on our website and emails for the virtual students.

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

We have been trying to increase enrollment for marginalized populations, and an integral part of our plan was to create a partnership with UMOJA and Puente, but the UMOJA position was delayed, and the Puente position has not been approved yet. These positions are both very important in building a sense of community within the college among Black/African American and Latinx/Hispanic. Having these programs would help all areas of student services. Partnering with the leads of these programs would also help us to promote EOPS programs.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

We are going to continue to work on outreach for our program which will hopefully spread further awareness of student services in general. Our goal is to even out our numbers so that they are more equitable. We are also going to research why our success rates have been dropping and work on getting them back up so that we can help close equity gaps.

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

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

Q31

Respondent skipped this question

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

Page 6: V. Previous Goals

Q32

Previous Goal 1:

Create a Categorical Programs Supervisor Position

Q33

Deleted

Goal Status

Page 7: V. Previous Goals continued

Q34

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

This goal was deleted because it serves better as an action step to one of our new goals.

Q35

Yes

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36

Respondent skipped this question

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

Q37

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).

Q38

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q39

Respondent skipped this question

Would you like to submit another previous goal?

Page 9: V. Previous Goals continued

Q40

1. Previous Goal 2:

Cross train classified professional, counseling faculty, and student employees regarding policies and procedures for EOPS/CARE & CalWORKs. Streamline front counter procedures to provide cohesive support for students in all programs. Provide case management support across programs and consolidate outreach efforts, intake processes, and counseling services when possible.

Q41

Deleted

3. Goal Status

Page 10: V. Previous Goals continued

Q42

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

This goal was deleted because it serves better as action steps for our new goal.

Q43

No

Would you like to submit another previous goal?

Page 11: V. Previous Goals continued

Q44

Respondent skipped this question

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

Q45 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).

Q46 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q47 Respondent skipped this question

Would you like to submit another previous goal?

Page 12: V. Previous Goals continued

Q48 Respondent skipped this question

1. Previous Goal 3:

Q49 Respondent skipped this question

3. Goal Status

Page 13: V. Previous Goals continued

Q50 Respondent skipped this question

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

Q51 Respondent skipped this question

Would you like to submit another previous goal?

Page 14: V. Previous Goals continued

Q52 Respondent skipped this question

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

Q53

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).

Q54

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

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

Page 17: V. Previous Goals continued

Q59

Respondent skipped this question

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

Q60

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).

Q61

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

Create a more accessible office combining the efforts of CalWORKs and EOPS/CARE to meet the needs of students efficiently and cohesively.

Q63

Increase equitable access (enrollment)

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

Q64

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

The purpose of this goal is for students to have more access to services regardless of which program they belong to. Our goal is for students to be able to come to our office and have their questions answered by any employee. We also hope that this goal will more strongly unite our offices which would then make services easier to complete.

Q65

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

We created this goal because the two programs now share one office space and one front desk. It makes sense for the employees of either program to be trained to help students rather than promising someone will get back to them because they could not reach an employee of the program they belong to. We also hope that doing this and hiring a supervisor will help the associate dean in managing all programs since the position does not come with an admin assistant.

Q66

Action Steps for the Next Year:

- Request the VPSS submit a new hire request for a categorical supervisor.
 - Cross train classified professional, counseling faculty, and student employees regarding policies and procedures for EOPS/CARE & CalWORKs.
 - Streamline front counter procedures to provide cohesive support for students in all programs.
-

Q67

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Other, please specify::

New supervisor position to be requested through the VPSS program review.

Q68

How will this goal be evaluated?

This goal will be completed once all employees are trained in the opposite program, a supervisor is hired, and survey results/success and retention rates show accessibility has improved.

Q69

Yes

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Goal 2:

Increase the efficiency and effectiveness of EOPS services.

Q71

Eliminate equity gaps in course success (passing grade in class)

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

Q72

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

This goal aims to help our office become electronically organized in a way that will allow us to know if students need interventions sooner in the semester. This goal also would also help us to recognize which students have not completed their EOPS contacts earlier. ultimately, we hope to look at desegregated data through an electronic system so that we can know where we need to focus most of our interventions.

Q73

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

This goal was informed by the need to improve our success and retention rates and eliminate our equity gaps which are apparent in the IESE data.

Q74

Action Steps for the Next Year:

- Research software that can be used as an electronic file system to manage students and applications in one place as well as store all EOPS information.
 - Complete research in 23/24 to be able to make a purchase by 24/25.
-

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q76

How will this goal be evaluated?

This goal will be evaluated by improved success and retention rates, eliminated equity gaps, and an office electronically organized by one system.

Q77

Yes

Would you like to propose a new, 4-year goal?

Page 20: VI. 4-Year Goals continued

Q78

Goal 3:

Increase equitable access among EOPS students, specifically historically marginalized populations

Q79

Increase equitable access (enrollment)

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

Q80

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

This goal is motivated by improving EOPS numbers among our historically marginalized populations to eliminate equity gaps. We believe this goal will allow us to improve success and retention which would hopefully lead to improved enrollment overall among the college as a whole.

Q81

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

This goal was informed by the EOPS headcount provided by the IESE office.

Q82

Action Steps for the Next Year:

- Increase outreach efforts earlier on to improve enrollment among historically marginalized populations.
 - Assess the success of the outreach efforts from Spring 23 to determine if they should be continued.
 - Submit hire request for a Full-Time counselor to serve the NextUp program
-

Q83

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q84

How will this goal be evaluated?

This goal will be evaluated by the elimination of our equity gaps in our headcount.

Q85

No

Would you like to propose a new, 4-year goal?

Page 21: VI. 4-Year Goals continued

Q86

Respondent skipped this question

Goal 4:

Q87

Respondent skipped this question

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

Q88

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q89

Respondent skipped this question

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

Q90

Respondent skipped this question

Action steps for the Next Year:

Q91

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q92

Respondent skipped this question

How will this goal be evaluated?

Page 23: Final Check

Q93

I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"
