



C U Y A M A C A
· C O L L E G E ·

Annual Update Report

SIS - EOPS/CARE/NextUp

Create a more accessible office combining the efforts of CalWORKs and EOPS/CARE to meet the needs of students efficiently and cohesively.
(Goal 1)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Create a more accessible office combining the efforts of CalWORKs and EOPS/CARE to meet the needs of students efficiently and cohesively. (X)
- **Increase Hiring and Retention of Diverse Employees:** Create a more accessible office combining the efforts of CalWORKs and EOPS/CARE to meet the needs of students efficiently and cohesively. (X)

Summary of Progress or Results

Summary Date: 12/03/2024

Summary of Progress or Results: We created a training manual for new employees and we piloted it with the student workers this year. We also created a Cuyamaca Resource Guide with information on all of the resources on campus so that employees understand where to refer students.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Our next action step is to gather feedback, create a final draft and send the manual for final review.

Increase the efficiency and effectiveness of EOPS services (Goal 2)

Program Goal: Increase the efficiency and effectiveness of EOPS services

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Increase the efficiency and effectiveness of EOPS services (X)
- **Increase Completion and Eliminate Equity Gaps:** Increase the efficiency and effectiveness of EOPS services (X)
- **Increase Hiring and Retention of Diverse Employees:** Increase the efficiency and effectiveness of EOPS services (X)

Summary of Progress or Results

Summary Date: 12/02/2025

Summary of Progress or Results: After our student specialist met with the representatives for the software we were considering for a more in-depth demo, we found that the software was not user friendly enough and decided not to move forward. We are now continuing to review the available software. We have created a new application which has been more user friendly. We expanded our excel roster to make it more comprehensive. Our staff works with our student workers to monitor documentation to be able to track student compliance. Students who are missing appointments are being called and booked over the phone. This requires a lot of efforts from office employees and a new software would be more efficient and convenient, but this is our temporary solution.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Look for a new software that better fits the needs of our office.

Increase equitable access among EOPS students, specifically historically marginalized populations (Goal 3)

Program Goal: Increase equitable access among EOPS students, specifically historically marginalized populations

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- Increase Equitable Access:** Increase equitable access among EOPS students, specifically historically marginalized populations (X)
- Eliminate Equity Gaps in Course Success:** Increase equitable access among EOPS students, specifically historically marginalized populations (X)
- Increase Persistence and Eliminate Equity Gaps:** Increase equitable access among EOPS students, specifically historically marginalized populations (X)
- Increase Completion and Eliminate Equity Gaps:** Increase equitable access among EOPS students, specifically historically marginalized populations (X)

Summary of Progress or Results

Summary Date: 12/03/2024

Summary of Progress or Results: We have continued our in reach efforts, and we have seen growth in the program, but we are looking for more intentional and significant growth among the historically marginalized students. After reflecting on our numbers, our full-time counselors attended the strong workforce counselor institute and dedicated their work to this goal most specifically. After completing their institute, the feedback they provided was to keep track of our event attendee information, have that information desegregated by the IESE office and review it to determine if our in reach efforts are effective in reaching historically marginalized students, or if changes need to be made to specific events.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Organize all events into one location, send the collected data to IESE, and review and adjust future events. Start discussions with DSPS to see how they have been closing equity gaps so that we can possibly mirror those practices.

Service Area Overview and Update

Lead Author

Liza Kakos

Collaborator(s)

Rana Al-Shaikh, Nicole Keeley, Albina Khammi, Zefora OrtizSade Burrel,

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

In our spring 2025 EOPS retreat, we went over SAOs from the previous program review and how we would assess them for this year. In spring we also talked about program review during our leadership meetings. This semester staff has been emailing me about the different events we have been participating in and our achievements due to the plans we made in the Spring to better assess the outcomes of our events. I also meet individually with the coordinator, the program specialist, and the dean.

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

I met with the dean, and we discussed the SAO assessments, the program review, and our technology needs to continue to improve the efficiency of our office.

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

Our office began implementing a process where we identify potential students for some of our smaller programs like CARE, NextUp, and Rise. We found that some students will not apply to our program unless they are sure they will qualify. To support their needs, when we received student referrals, we began marking them on a roster as potential, and once we verified their qualifications, instead of just notifying them they qualify, we offered to meet with them one-on-one to discuss the program and let them know they qualify. This improved applications and our hope is that it will help us with our goal of diversifying our office and reducing equity gaps among historically marginalized students.

Another change we established was Identifying, next to each employee on the SARS grid, all of the languages that employee speaks. We did this so that if students ever need assistance in a specific language, it will be easy for anyone to identify who the student can speak with. We also added this information in our new student orientation.

We also created an employee training manual for our student workers and professional experts. The manual is still a draft which we are currently vetting. We have been helping students with transportation gift cards this past year since more classes are in person now.

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

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?

We use our roster to keep track of all of our students actively in the program, and we rely on the IESE data to double check our numbers are accurate and to measure equity gaps using the desegregated data. To measure compliance, we use SARS reports to identify how many of the total students completed each EOPS contact as well as the timeframe they completed it to ensure the contacts were made by each deadline. We also use an excel spreadsheet to keep track of MRC completion, unit compliance, campus of record (important for EOPS qualification), overall units (70 degree applicable units are the maximum allotted to remain in the program), updated CEP, unit accommodations, program enrollment (CARE, CalWORKs, NextUp!, DSPS, Rise, etc). The

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data from the spreadsheet is manually entered and manually tracked because this is our only option in lieu of the appropriate software we are looking to purchase.

Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

While the program has grown, our demographics have remained on trend which means our equity gaps have persisted. We have not seen a significant enough of an increase in the percentage of Black/African American (2%), Hispanic Latinx (12.2%), and Asian/Pacific Islander (5%). While our percentages have increased in these demographics, it is not a significant enough of an increase to be notable, and the equity gaps are still wide open. We planned in the Spring 2025 semester to begin collecting student information at events and submit it to the IESE office for desegregation to determine which events are actually yielding the best results. The plan was to continue the events that are reaching a more diverse pool of students and consider whether or not we should drop the events that are not reaching a diverse group of students. This semester we began collecting this data and our goal is to use it to inform our Spring 2026 events. We are also going to reach out to DSPS and mirror some of their efforts since they have smaller equity gaps. We do not have any notable equity gaps in student compliance.

Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

Yes

Which SLO/SAOs did you assess in the last year?

All SAOs were assessed for Spring 2025.

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

In the last year, we assessed our SAOs and found that we have reached a high percentage of compliance, but we discovered that we have made very little progress in improving equity gaps in enrollment. After discussing with the Associate Dean of Special Programs, we concluded that we needed to organize our efforts more efficiently so that we have a better understanding of what our inreach actually looks like. We decided to make one organized file to house the event rosters prior to sending them off to IESE. This way, all events are organized, and when we receive the information for the data, we can go back to the file to compare which events are yielding the best results.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.

Yes - Review and feedback complete

Feedback

The addition of language identification in SARS is an excellent enhancement. It allows team members to schedule students with counselors who speak their preferred language and makes the front desk scheduling process more efficient.

I recommend that we work in collaboration with DSPS to better understand how they are achieving significantly higher service and success rates for Black and Latine students. This type of collaboration among faculty and staff could be a valuable practice for us to pursue.

It is also encouraging that the need for stronger program organization has been identified. We have strong ideas and initiatives in place, and developing a more structured system will help us operate more effectively and consistently. I look forward to supporting these efforts.

Overall, program growth has allowed us to hire additional counselors and increase the number of appointments available to students. In the future, it would be helpful to highlight the total number of appointments offered, as this will clearly demonstrate areas where the department is exceeding expectations and going above and beyond in service to students.

My recent conversation with the lead author of the program review, Liza, has given me confidence and hope that the program will continue to grow and effectively close the gaps that have been identified.