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Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

EOPS (Including UP!, NextUP, Borderless Spaces, and CARE)

Q2 Lead Author and Collaborators:

Agustín Orozco, Nicole Kealey, Liza Ashak, Cecelia Blanks, Judith Smith, Grace Aumoeoalogo, Dina Marinescu, Veronica Castillo, Wyatt Baquial,

Q3 Lead/Dean:

Agustín Orozco

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

Student Services Program Review Annual Update

During the 2017-18 academic year, the Cuyamaca College EOPS program was at the tail end of several years of transition and reorganization. In 2016-17, EOPS phased out old positions and implemented a new program structure. The reorganization resulted in an expansion of the role of the Assistant Dean of EOPS/CARE into a new Associate Dean of Student Services and Special Programs overseeing categorical programs at Cuyamaca College: EOPS/CARE; DSPS; and CalWORKs. The new Associate Dean was hired in February 2018 and reported to Dean of Counseling Services. The reorganization also created a new Program Specialist position that works with both CARE and EOPS. This was a temporary position that became permanent in the spring of 2018. The EOPS Student Services Specialist position was also vacant, and a permanent hire was also made in the spring of 2018. Finally, a new Faculty Counselor Position was approved for EOPS\CARE and that position was also filled in the spring of 2018. Lastly, the NextUP program lost a full time counselor, and a fulltime EOPS counselors moved into the coordinator role part time. Lastly, as part of further restructuring at Cuyamaca College, in the fall of 2018 the Associate Dean position was moved from the Dean of Counseling Services to Vice President of Student Services. This shift will continue to support the hard work and efforts the categorical programs have done and will continue to do, and increase visibility, collaboration and support in many facets.

The transition and reorganization experienced by EOPS had little to no effect on the number of students we served during the academic year 2017-18. During this period, EOPS served 1,102 students, this was a 7.2% increase from the previous year. This continues to be an achievement for the EOPS office because we continue to help the campus increase access and retention for low-income, first generation students here at Cuyamaca College therefore assisting the campus to increase the FTES. Other student achievements include:

- 63.6% of EOPS students completed 12 or more units in fall 2017, compared to 25.9% of all other students. 63.8% of EOPS students completed 12 or more units in spring 2018, compared to 27.0% of all other students.
- 68.4% of EOPS students had a GPA of 3.0 or higher in fall 2017 and 70.3% had a GPA of 3.0 or higher in spring 2018.

The 2018-19 academic year also brought other changes and achievement to the EOPS office. The current and new classified staff and faculty met regularly to go over program procedures and policies to clarify and refine what was already being done. EOPS staff, faculty, and student hourlies attended two full day retreats to go over policies and brainstorm new program ideas. Our EOPS team collaborations resulted in a new database to track student participation and status, as well as a thorough review of forms and files to streamline the process of organizing 1,000+ files and all the forms in each file. We also tackled the EOPS application, which transitioned from a strictly paper application to an electronic "fillable" form that was printed and returned, to a fully online application. This was a major accomplishment for our department and will continue to make it easier and faster for students to apply and find out the status of their application. Even something as simple as acquiring a card reader to help us read gas card numbers has helped us create a more organized and streamlined process and creates a better student experience as they come to our office to get their cards.

The physical space of EOPS was also another area of focus and achievement. This last year we focused on organizing EOPS and cleaning up in different ways. Storage has been an issue for our department and with the help of the CalWORKs program, we were able to get large storage cabinets to help with storing bulk program related items. We cleaned up cubicles, file cabinets etc. throughout the office and got rid of many items we no longer needed. CalWORKs was also able to buy new computers for all staff and faculty as well as a scanner/printer. These have been a huge help for the program and services we offer. During this period EOPS and Financial Aid were also approved to get an update in our physical space. Plans are in the works for new signage, building awnings as well as an update to the front counter area (more space, new counters and paint!).

Other Achievements and changes include receiving an achievement grant from the Grossmont Cuyamaca Community College District Foundation to continue working with former foster youth. Collaborations with other campus departments have also been crucial to our success. In this last year we have continued working with the Student Health Center, Financial Aid, and Student Affairs to create greater student access to CalFresh services and provide food to those challenged by food insecurity. In 2018-19 we also formed a new partnership with the Pathway Academy Program to share an adjunct counselor that teaches for the Pathway program and works directly with Pathway/EOPS students. Second year Pathway students have also been encouraged to apply for EOPS to continue receiving support as they make their way toward achieving their academic goals. This blending of programs will continue to maintain high EOPS participation numbers while supporting student achievement in academic and social goals. EOPS has also been at the forefront of creating a stronger partnership with both DSPS and CalWORKs. All three departments held a joint Special Programs retreat in the summer of 2018 to create community as well as discuss ways to collaborate while working with students in more than one program.

Student Services Program Review Annual Update

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

•First, as a result of attending the EOPS orientation, students will be able to identify three program requirements for success.

•Second, 75 out of 100 EOPS students will be able to identify their educational goal.

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Fall 2018 Orientation Analytics.pdf (336.9KB)

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

The original thought regarding assessing new EOPS students at the EOPS Orientation was to assess their understanding of our program and services as they were beginning their time with us. The four questions asked are listed below:

- How well do you know the support services that are provided by EOPS?
- How well do you know the eligibility criteria for EOPS?
- How well do you know what is expected in the Mutual Responsibility Contract?
- How well do you know what you need to do to be successful in EOPS and at Cuyamaca College?

The results of the pre and post-tests seem to show that students understand our programs, services and criteria. The results though, are mixed and have not been used to improve our services in the way intended. Some factors for this have to do with language barriers of our new students and their understanding of the questions. We found that administering a two-part (pre and post orientation) during an orientation, which includes a lengthy and dense power point presentation as well as signing the Mutual Responsibility Contract, and giving out school supplies was a lot at once. Students generally had a lot of questions about the survey and gave us the impressions that they were not always clear about what they were filling out. We do not feel this is the best way to assess students and will be looking at other ways to gauge students regarding our programs and services and help us understand where the gaps in knowledge might be.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Student Services Program Review Annual Update

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

EOPS does not plan to keep the same SSOs for the upcoming review period. Whatever assessment we create, we'd like to use clear language and possibly translate into Arabic so students can provide richer responses. We are also looking to have an electronic version so that responses can be tabulate and analyzed more efficiently. In addition, this semester EOPS in conjunction with the department of Institutional Effectiveness, Success, and Equity developed an end of the semester satisfaction survey that was sent out at the end of fall 2018 and yielded 333 results out of 700+ students who were in the program. This short 10 question survey gave us a clear picture of what worked during the fall semester 2018 and what we could improve upon. In general students' responses were very positive. The survey was taken by students who had previously participated in EOPS (59%) and students who were participating for the first time (41%). The benefits that students seemed to find the most helpful were gas cards (82%) and book cards (89%). When asked what services students found most valuable, students responded with such things as Counseling services (Comments such as "EOPS all aspects including counseling, school supplies, staff cooperation are valuable.") and book cards ("I appreciate the Gift cards that allows me to purchase or rent textbooks. It takes the stress from worrying about how to complete assignments without the text."). When asked about recommendation for improvement for EOPS, most students stated that EOPS was doing good work. There were a number of students who suggested we give out more services such as the amount of book cards or gas cards ("Maybe add more money to the gift cards since technically some books are more expensive to purchase and I don't want to spend too much money on books.") or the frequency in which we give financial resources out ("More financial support if possible. The program takes stress off of the students' shoulders and allows us to focus on school."). Lastly some had clear suggestions regarding our counseling services ("I would recommend that the counselors have a list of questions to ask the students when they come in, because 'what do you need help with' is not the best question."). The survey results will be tabulated, and a report will be given to staff to analyze and consider where changes can be made. The EOPS advisory board will also receive a copy so that we can get feedback and suggestions as well. A copy the results will be attached to this section.

Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

EOPS Student Survey 2018 - Responses _ SurveyMonkey.pdf (574.2KB)

Page 3: III. Student Achievement and Institutional Effectiveness

Student Services Program Review Annual Update

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

1. Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

EOPS is an overarching umbrella of programs that were initially created through social justice actions to address the needs of students who were underrepresented in higher education (low-income, first-generation, historically underrepresented students, etc.). The smaller program within EOPS are:

UP!

UP! assists students who are current and former foster youth, homeless youth, and youth raised in guardianship/kinship care. The program provides a comprehensive network of resources and support that helps to strengthen the capacity for students to obtain a college education.

NextUP

NextUp provides eligible current and former foster youth students with “above and beyond” services to help them overcome the extra obstacles that inhibit the completion of an associate’s degree, certificate, or four year transfer.

Borderless Spaces

Borderless Spaces is designed to help undocumented students succeed in college. This program provides students the comfort and ease of getting a college education while providing resources and maintaining confidentiality. In order to support students through their academic journey

CARE

CARE is designed for single parent students who themselves or their child receive CalWORKs/TANF assistance from the County of San Diego and are in EOPS. The program helps single parent students acquire the education, training and marketable skills needed to transition from welfare dependency to employment and eventual self-sufficiency for their families.

Therefore, EOPS is committed to promoting access and success for the students we serve. EOPS is required to recruit students who are faced with economically, educationally, and social disadvantages. Students who meet our eligibility requirements are diverse in many way such as serving students that have ESL or other developmental needs, and/or are racially and ethnically underrepresented. EOPS at Cuyamaca College continues to contribute to equity and student achievement. We meet on a regular basis as a staff to assess current and new approaches to serves this dynamic population of students. One of our future goals is to work with Dreamers, undocumented, and AB540 students and support the college in overall efforts.

In 2017-18 Cuyamaca served between 8-9% of the campus. We worked with more female students (66-67%) than males students (32-34%). Our population of students tends to trend toward older students (29-30% were 40 or older) and those between the age of 20-24 (26-27%). A majority of students in our program are interested in a degree and or would like to transfer (69 %)!

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

All EOPS Programs Comparison Report - 2018.pdf(88.4KB)

Student Services Program Review Annual Update

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups? To access a detailed report on the College's equity data, [click here](#). To access college-wide student demographic and outcome data, [click here](#).

According to the college demographics and as has been consistent with past years, the program male students are underserved by our program. In this last program cycle, African American (3-4%) and Asian (3-4%) students continue to be underrepresented. African American students are a group we would like to continue recruiting and serving in our programs due to college data suggesting lower retention rates and lower course success rates in comparison to other students. Another trend that has been consistent for the last few years is the higher number of Middle Eastern students we serve, due to several factor such as the a high influx of Chaldeans in the local community. These students are reflected in the White non-Hispanic category (71.6%). 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 population (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 physical space that is beginning to create a welcoming environment for all students. We will continue to work with Outreach and Pathway Academy to attend more local community and High School events in order to get more students from these populations to apply and become a part of our program.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)?

Yes

Page 5: Previous Goal 1

Q16 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.

Q17 Link to College Strategic Goal(s):

Basic Skills
Acceleration
Student Validation and Engagement

Q18 Goal Status

In Progress

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Student Services Program Review Annual Update

Q20 Please provide the rationale for this goal:

The UP! Program has supported the college mission by providing a comprehensive range of support services for outreach, access, student development, and multicultural activities. This is in-line with the campus strategic goals of Acceleration, Guided Pathways and Student Validation and Engagement. As we continue to refine the program, we plan to continue recruiting students, and seek to offer comprehensive services and support.

Q21 Please provide the goal action steps for the year (previously "Activities"):

Seek the funds for direct services to students in the form of book vouchers, gas cards and bus passes.

The NextUP Program Assistant worked on an evaluation for current students to evaluate their experience and help us provide better services.

Q22 ****OPTIONAL**** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q23 Do you have another goal to update?

Yes

Page 6: Previous Goal 2

Q24 Previous Goal 2:

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.

Q25 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student Pathways ,
Student Validation and Engagement

Q26 Goal Status

Respondent skipped this question

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

In this next year we plan to evaluate current students to gain more information regarding their experience and to help us provide better services.

Student Services Program Review Annual Update

Q28 Please provide the rationale for this goal:

The Borderless Spaces Program has supported the college mission by providing a comprehensive range of support services for outreach, access, student development, and multicultural activities. This is in-line with the campus strategic goals of Acceleration, Guided Pathways and Student Validation and Engagement. As we continue to refine the program, we plan to continue recruiting students, and seek to offer comprehensive services. We hope to partner with several campus departments such as Admissions and Records and well as Student Equity to provide support for students and refer to appropriate on and off campus resources.

Q29 Please provide the goal action steps for the year (previously "Activities"):

EOPS has begun working with the Associate Dean of Institutional Effectiveness, Success, and Equity to initiate a process of providing comprehensive services that begin at the A&R Office, then continue at EOPS office where resources and support are identified. We will also continue to seek the funds for direct services to students in the form of book vouchers, gas cards and bus passes.

Q30 ****OPTIONAL**** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q31 Do you have another goal to update?

Yes

Page 7: Previous Goal 3

Q32 Previous Goal 3:

Goal 3: Institute personal development courses(s) specific to foster youth, CARE and EOPS students in order to develop a cohort mode for the program to increase retention.

Q33 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student ,
Pathways
Student Validation and
Engagement

Q34 Goal Status

In Progress

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Course evaluations will be done to measure effectiveness.

Student Services Program Review Annual Update

Q36 Please provide the rationale for this goal:

This will creatively address how to serve students effectively with limited staffing. This aligns with the Areas of Focus for Student Access, Acceleration, Guided Pathways, Student Validation and Engagement. Success will be measured by at least one course being approved and added to the class schedules for summer 2019.

Q37 Please provide the goal action steps for the year (previously "Activities"):

For summer 2019, the goal will be for an EOPS counselor to teach a personal development class in order to develop a cohort model for the new students entering the program. We have been working with the Dean and Chair of the Counseling Department in order to offer a one unit course and will be developing spring 2019.

Q38 ****OPTIONAL**** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q39 Do you have another goal to update?

Yes

Page 8: Previous Goal 4

Q40 Previous Goal 4:

Goal 4: Work with administration to support and institutionalize effective counseling and leadership staffing levels within EOPS.

Q41 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student ,
Pathways
Student Validation and
Engagement

Q42 Goal Status

Completed

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

N/A

Student Services Program Review Annual Update

Q44 Please provide the rationale for this goal:

The positions hired have supported and provided leadership for EOPS, CARE, NextUP/CAFYES, Borderless Spaces and UP! A new Fulltime EOPS Counselor was hired as well and a Program Specialist and Student Services Specialist as well as an Associate Dean of Student Services and Special Programs. These position will continue to support the college mission by providing a comprehensive range of support services for outreach, access, student development, and multicultural activities

Q45 Please provide the goal action steps for the year (previously "Activities"):

This goal will be deleted next program cycle.

Q46 ****OPTIONAL**** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q47 Do you have another goal to update?

No

Page 9: Previous Goal 5

Q48 Previous Goal 5:

Respondent skipped this question

Q49 Link to College Strategic Goal(s):

Respondent skipped this question

Q50 Goal Status

Respondent skipped this question

Q51 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q52 Please provide the rationale for this goal:

Respondent skipped this question

Q53 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q54 ****OPTIONAL**** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Page 10: V. New Goals (If Applicable)

Student Services Program Review Annual Update

Q55 Would you like to propose any new goal(s)? **Yes**

Page 11: New Goal 1

Q56 New Goal 1:

Create a Categorical Programs Supervisor Position

Q57 Link to College Strategic Goal(s):

**Student Validation and
Engagement**

Organizational Health

Q58 Please provide the rationale for this goal:

The Associate Dean of Student Service and Special Programs has 3 areas to oversee: DSPS; CalWORKs; and EOPS (which encompasses, NextUP, UP, Borderless Spaces, CARE). DSPS, CalWORKs, EOPS, CARE and NextUP are all state funded and require a great deal of communication, training, etc. from the state. Oversight at that level requires a tight grasp of state updates and changes in policy, budgets, deadlines, reports, etc. Although there is some overlap in the students in these three programs, there can be an upwards of 2-3000 students participating all together. Our students are can be the most vulnerable can use the most support. This support comes in many ways including the common benefits receive including:

- Counseling services
- Access to resources
- Advocacy
- Structured support
- Priority Enrollment

Some of the programs provide monetary support and accommodations in the classroom and exams.

A Categorical Programs Supervisor Position would help in the following ways:

- Better communication between the Associate Dean and each program by helping field questions, information flow, etc. through phone and email.
- Keeping track meetings, events, trainings, deadlines, etc. through a comprehensive calendar system.
- Assistance in researching new funding opportunities and expansion of program services (i.e. Fresh Success program for CalFresh Recipients through EOPS, support for the Workability Grant III through DSPS)
- Support for program expansion such as expanding EOPS Services to better serve Dream Students as they enter Cuyamaca College.
- Support for workday issues and payroll/HR concerns
- Help centralize collaborative projects, services and support for the categorical programs.

This position would ultimately help the students we work with in several ways;

- Centralize the Categorical programs support in one area.
 - Create a coordinated area for communication with the campus regarding categorical student concerns and situations (i.e. faculty, CAPS, Student Affairs, etc.)
 - Help to create more programs, workshops, for students
 - A more structured effort to recruit students into the our programs
 - A better approach to advertise oupr programs and services to students
 - Create a database to track students, programs, etc.
-

Student Services Program Review Annual Update

Q59 Please provide the goal action steps for the year (previously "Activities"):

Submit staffing request form

Q60 How will the goal be evaluated?

N/A

Q61 ****OPTIONAL**** New Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

2018-19 Classified Position Request Form - Categorical Programs Supervisor.pdf(311.3KB)

Q62 Do you have another new goal? **Yes**

Page 12: New Goal 2

Q63 New Goal 2:

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

Q64 Link to College Strategic Goal(s): **Student Validation and Engagement** , **Organizational Health**

Student Services Program Review Annual Update

Q65 Please provide the rationale for this goal:

Cuyamca College has a proven record in its support for current and former foster youth. As services were being created across the state, EOPS at Cuyamaca created the UP! program, which has mostly been financially sustained by donations, small levels of college and district support. The program has and continues to support foster youth, as well as students with food and housing insecurities. Four years ago the state Chancellor's Office created the CAYFES/ NextUp Program. NextUp provides eligible current and former foster youth students with "above and beyond" services to help them overcome the extra obstacles that inhibit the completion of an associate's degree, certificate, or four year transfer. Eligibility is in part defined as to the age when students began receiving services from the state. Therefore making a clear distinction between UP! and NexNextUP students. NextUp started as 3 year pilot and Cuyamaca College was selected to participate. In order to remain fully funded after the initial 3 years we needed to serve a target number of students (as defined by our program proposal). Since we did not meet our target, we received a cut in program funds. Our current program numbers have been small - 16 in fall 2017-spring 2018, with a capacity to serve 40 students. We were forced to give up a full time counselor coordinator and redistribute program leadership to a full time EOP Counselor who coordinates part time. The UP! Program is run by an adjunct counselor as well. but the need is great because of this specific population of students. A full time classified position working with all former foster youth would be a huge benefit to this population of students in the following ways:

- Recruitment of students - this population of students requires a certain level of specialized/personalized recruitment. This position could be the "face" of foster youth programs and services at Cuyamaca College, working with high schools, counselors and community agencies, to identify potential students.
- Campus liaison - There are many layers of public and private support throughout the city, county, region, and state. Having someone who could attend events, training, workshops, etc. would help counselor coordinators to help support students on campus and in the office. This in turn would be a great way to connect students with campuswide, and local community resources.
- College Collaborations - This position could coordinate resources on campus through the Admissions and Registration Office, as well as Financial, Outreach, etc.
- Streamline the coordination of budgets, reports, etc. for both programs and identify potential problems and concerns.
- Create programs, events, etc. in line with program goals and to directly benefit students and help to retain them in our programs and at Cuyamaca.

Q66 Please provide the goal action steps for the year (previously "Activities"):

Submit staffing request form.

Q67 How will the goal be evaluated?

N/A

Q68 ****OPTIONAL**** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

2018-19 Classified Position Request Form - Program Specialist Foster Youth.pdf(327KB)

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to achieve this goal? **Yes**

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to achieve this goal? **No**

Page 15: Faculty Position Request(s)

Q71 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested: **Respondent skipped this question**

Q72 Related Program Goal(s): **Respondent skipped this question**

Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested: **Respondent skipped this question**

Q75 Related Program Goal(s): **Respondent skipped this question**

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal? **Yes**

Page 17: Classified Staff Position Request(s)

Student Services Program Review Annual Update

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

EOPS Student Services and Special Programs Manager

- Supervise, train and direct staff; schedule and assign work; participate in screening processes of hiring procedures for all categorical programs.
- Serve as liaison with community agencies, organizations and educational institutions regarding students eligible for programs.
- Supervise, evaluate, and train assigned staff. Assign and review work; determine staffing requirements and establish workloads;
- Compile, prepare, evaluate, annual budgets and requisitions as needed. Submit appropriate payroll information for all academic and classified staff.
- Supervise reports of all related to personnel, and students required of the office, including collection and maintenance of student related data and records, for State mandated MIS reporting requirements, etc.

Q79 Classified Staff Position 1 Related Program Goal(s):

New Goal 1

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

2018-19 Classified Position Request Form - Categorical Programs Supervisor.pdf(311.3KB)

Q81 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

Categorical Programs Supervisor Job Description.pdf(16.4KB)

Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Program Specialist –Foster Youth

The program specialist is responsible for supporting former and current foster youth in their educational pathways at Cuyamaca College. The program specialist will assist current and potential NextUP/UP! participants with the process of admissions and matriculating into the higher education environment. Assist with arrangements for housing, job placement and other community support needs for students. Assist with program evaluations, EOPS and financial aid eligibility, database management of student records, files, and tracking program requirements. The program specialist for foster youth will be responsible for district accounting records, purchasing, travel reimbursements, and district and chancellor's office reporting requirements.

Q83 Classified Staff Position 2 Related Program Goal(s):

New Goal 2

Student Services Program Review Annual Update

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

2018-19 Classified Position Request Form - Program Specialist Foster Youth.pdf(327KB)

Q85 ***OPTIONAL ***Please use the button below to upload the position classification description (obtained from HR).

Program Assistant - CAFYES 2017.pdf (272.1KB)

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal? **No**

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

Page 21: Perkins Request and Strong Workforce

Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal? **No**

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Page 24: X. Facilities Resource Needs

Q97 Are you requesting facilities resources to achieve this goal? **No**

Page 25: Facilities Request

Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#) **Respondent skipped this question**

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:[Facilities Request Form](#) **Respondent skipped this question**

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development resources to achieve this goal? **No**

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q102 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve this goal? **No**

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q105 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 30

Q106 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
