#10

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Extended Opportunity Programs & Services (EOPS)

Q2 Lead Author and Collaborators:

Liza Ashak, Agustin Orozco, Nicole Keeley, Dina Marinescu, Wyatt Baquial

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Q3 Dean/Manager:

Agustin Orozco

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's 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.

Q5 Describe how your service area supports the College's mission:

EOPS supports the Cuyamaca College mission statement by promoting success and equity throughout the campus. By targeting underrepresented populations, we promote diversity amongst the campus and tailor some of our services to meet the specific needs of our students. For example, if a student needs additional tutoring time, our counselors can make that referral. This improves the retention rates and success rates of populations that have been historically marginalized and students who are suffering from economic inequity or crises.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.   **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.   **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.   **Respondent skipped this question**

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?   **Respondent skipped this question**

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?

Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period?**requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

Yes

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

According to the college demographics, the category of male students is under served by our program. African American and Asian students continue to be underrepresented. In the last four years, the highest number of African American students served was 4.9% in Fall 2016 compared to 6% for the college. In the last year numbers dropped to 2.8% for Fall 2018 which is 3% below the college, and 1.9% in Spring 2019 which is almost 4% below the college. This is a group we would like to work harder to recruit and serve in our programs to support higher retention rates and higher course success rates. Another trend that has been consistent for the last few years is the higher number of Middle Eastern students we serve, due to several factors such as the high influx of refugees and immigrants in the local community. These students are reflected in the White non-Hispanic category. All of our demographic populations are consistently below the college demographics except for the white non-Hispanic category which has been around 10% higher than that of the college.

With the intent of fully understanding our demographics and the needs of our student population, we included a question on ethnicity in our application which included a Middle Eastern option. Using this information, we were able to determine that for the academic year of 18/19, out of 722 students that fall into the White/non-Hispanic category, 662 were Middle Eastern and 60 were White.

Q47 How does the service area ensure it is addressing the needs of its student population?

Appropriate levels of staffing will continue to assist balancing the demographic composition of students served as well as creating a greater balance of staff available to serve a higher number of students. We need to continue our efforts in recruiting underserved populations (i.e. African American, Native American and Asian Students), while balancing the needs of ESL and Middle Eastern students. We have also been improving our intake process, electronic needs, and physical space which is beginning to create a welcoming environment for all students. Since we have been accepting all students that meet our specified qualifications so far, we know this means we need to strengthen our outreach. We will continue to work with Outreach and Pathway Academy to attend more local community and High School events in order to make more students from these populations aware of our services and willing to apply and become a part of our program.

As for the needs of individual students, the three contacts required give our counselors the opportunity to determine what specific additional services students need and refer to those services when appropriate. These contacts also give our program the opportunity to catch and assist any students who need emergency support.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

In terms of retention rates, EOPS student retention rates overall have been 17-20% higher than the college. EOPS student success rates have been about 11-13% higher than that of the college over all except for the academic year 16/17. That year, success rates dropped 2.5% from the previous year, and they were only 8.5% higher than that of the college. The best way to explain this is the major changes in leadership the office was going through in that year. Things began to stabilize in the office in 17/18 and even more in 18/19. In these years we can see the success rate improving again.

By ethnicity, our lowest success rates have been among African American and Hispanic/Latinx. These success rates have been similar to that of the college but we would like to look into what more we can do as an office to improve these success rates whether it is through professional development for our faculty and staff, or more personal development opportunities for all students. The most likely scenario would be both.

The average GPA for students in our program has been about 0.2-0.3 higher than that of the college except for Spring 2016. The average GPA was a 2.98 which was the first time the GPA for our program dropped below a 3.0 in the past four years, but it rose back up to a 3.0 and continued to rise after. In the last year, the average GPA was 3.17 for Fall 2018 and 3.24 for fall 2016.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

The EOPS Program supports the college goals of success, equity and access by supporting the four priorities of the strategic planning process: Acceleration, Guided Pathways, Student Validation and Engagement, and Organizational Health.

We support the goal of acceleration through mid-semester progress reports where we are able to see how students are doing in their classes. This is an opportunity for counselors to refer students to tutoring and other appropriate resources if they need it. EOPS also provides additional tutoring for students in the program.

Our model has always been very similar to the Guided Pathways model. We promote students declaring the path by providing career counseling as well as an AEP and CEP in their first semester. We help students follow that path to completion by updating their plans every semester keeping up to date with students' needs.

We promote student validation and engagement by providing on and off campus events for our students to feel like they are a part of a community. Some examples of this are conferences for students like the CARE Region X conference and the EOPS Student Leadership Conference, university campus tours, and a Graduation Celebration in collaboration with DSPS and CalWORKs. We also have been promoting student validation and engagement by improving our service area to make it feel more welcoming for students.

We pursue organizational health by having Faculty and Staff retreats every semester. This is where we come together as an office to discuss where we are with the program, where we want to be, and what we need from each other.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Combined Data.pdf (1.5MB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.	**Respondent skipped this question**

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.	**Respondent skipped this question**

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.	**Respondent skipped this question**

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: SLO 1: As a result of attending the EOPS orientation, students will be able to identify three program requirements for success. Assessment: Pre- and post-tests at orientations. The original thought regarding assessing 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 realized that it would be more important to see which services students have the most need for, so we changed SLO 1 to the following: NEW SLO 1: Students will be able to identify two EOPS support services that they deem the most helpful. This SLO will be assessed using the EOPS Student Survey which we send out once a year. This new SLO also helps us to ensure students are using our services, and it helps us to better understand what students need from us and which services are most important to them. SLO 2: Students will be able to identify their education goal. The criterion for success for this goal is that 75 out of 100 students will be able to identify their educational goal, but we were using Ellucian (Datatel) for assessment. We have discovered that this is not the most accurate assessment since most select their goal because it was one of the questions on the application. Many ESL students chose English because when they applied, they only knew they wanted to learn English, and most students who change their major do not change it with admissions until they need to complete a financial aid petition or apply for graduation. We changed the assessment so that we use our MIS reporting system because that is entered by our staff using the education plans from the first semester counseling appointments. This will be a more accurate assessment process because the goal is chosen after the student has had conversations with a counselor.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Our program works with tutoring to provide extra tutoring time for EOPS students. We require students to submit progress reports in the middle of the semester so that we can recommend additional support where needed to ensure students pass their classes. We work with the bookstore to provide students book vouchers to help them purchase their books.

We also work with Outreach, Financial Aid, DSPS, CalWORKs, Student Affairs and basic skills instructors to get students directed to our programs and take advantage of our resources. We have also partnered with Cuyamaca Cares program and Pathways Academy to reach out to students in need of additional resources.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Combined Sureveys 18-19.pdf (846.3KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

One of our strengths is being a part of an association. Being a part of the California Community College Extended Opportunity Programs and Services Association (CCCEOPSA) gives us the ability to frequently meet with representatives of EOPS from other Community Colleges in California. This gives us the opportunity to learn best practices from each other and consider solutions to statewide challenges.

We also maintain strong relationships with Region X to collaborate on creating conferences for CARE, NextUP, and EOPS.

We have a good working relationship with outreach, and this helps us promote our services. EOPS has been trying to work on different ways to outreach on and off-campus. We have successfully partnered with the Cuyamaca College Outreach department to promote EOPS throughout our region and on campus during the on-campus high school tours. We typically inform visiting high school students about EOPS, CARE, RISE, Unlimited Potential! and NextUP/CAFYES programs. EOPS has also provided them with brochures to take home to their parents. EOPS staff has also visited local high schools during their college fairs, parent-teacher night, etc. Another outreach effort that has yielded good results was working with outreach to create the additional EOPS question added to the Outreach questionnaire, which helped us to identify possible current or former foster youth. This outreach effort has expanded student count in the NextUP/CAFYES and Unlimited Potential! programs and homeless youth.

Our relationship with Financial Aid, DSPS, CalWORKs, Student Affairs and basic skills instructors has also proven to be an important aspect of our program as it has helped us strengthen our numbers.

Our high touch services are also a strength that has yielded high success and retention rates as well as a high GPA.

Q58 Please describe your service area challenges.

Some of our challenges have been helping students understand the importance of EOPS requirements. If students are not able to understand the value and benefits of our requirements, they may not be open to learning experiences, and they may be likely not to complete these requirements.

Our budget has also been a challenge. Where other colleges are able to provide parking permits and bus passes for example, we are not able to, and we provide less of what we can due to budget limitations. This limits some of our outreach.

Another challenge is our physical space. Our office is not big enough to house all of our needs, and we have had difficulty making sure we have enough office space. We also need more counselors to see all of our active students and meet their needs.

One of our biggest challenges has been that the majority of the employees in our office are new because of sudden vacancies. Because of this, information was not transferred from previous employees to new, so we had to find other ways to train ourselves.

Q59 Please describe external influences that affect your service area (both positively and negatively).

State mandates limit the amount of time students are able to be in EOPS. This is positive because it requires us to help students focus on the path and complete it as quickly as possible, but it is also negative because we sometimes need to turn away students who still need our services. One example is students who enter the program late and have already completed many units, or high unit majors who need to take a break from school and then cannot re-enter EOPS because we cannot accept anyone with over 70 units.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

We have the opportunity to work more on our outreach so that more students can enter our program early on. If we can make more students aware of our program sooner, we will be able to reach them before they accrue many units. Hiring more counselors and staff with multiple language abilities will help us surpass any language barriers with our students.

We can also collaborate with other resources and programs on campus to help reach higher success rates. We can partner with the Career Center to count some of their workshops towards our requirements. We have a pantry, but we can also collaborate with the food pantry when ours is not enough. We can also work with the Health and Wellness office to provide wellness workshops to our students.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 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

Q63 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q64 Please describe how this goal advances the college strategic goal identified above.

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 priorities of Acceleration, Guided Pathways and Student Validation and Engagement. It is most closely aligned with Student Validation and Engagement because the UP! Program provides above and beyond services to former and current foster youth who may not feel they belong in college or Cuyamaca. The program builds a sense of community among students. We have made progress with this goal by securing additional funding from Institutional Effectiveness, Success, and Equity. We have currently been able to use our funding to provide students with services such as book cards and gas cards to relieve some financial burdens. As we continue to refine the program, we plan to continue recruiting students, and seek to offer comprehensive services and support.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update? **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

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

Q69 How will this goal be evaluated?

This goal will be completed by acquiring long term funding so that the program is supported financially from a more secure long term source.

Q70 Do you have another goal to update? **Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

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

Q72 Which College Strategic Goal does your service area most directly support? **Student Validation and Engagement**

Q73 Please describe how this goal advances the college strategic goal identified above.

This goal supports the college strategic goals in the same way that previous goal 1 does:

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 priorities of Acceleration, Guided Pathways and Student Validation and Engagement. It is most closely aligned with Student Validation and Engagement because the UP! Program provides above and beyond services to former and current foster youth who may not feel they belong in college or Cuyamaca. The program builds a sense of community among students.

We have made progress with this goal by having the position approved for hire.

Q74 Goal status: **In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q76 Do you have another goal to update?   **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

Our action steps for this year are to continue through the hiring process by creating a hiring committee, having the positions posted, and go through a formal interview process to select a well-qualified candidate.

Q78 How will this goal be evaluated?

This goal will be evaluated as successful by completing the action steps above and hiring a well-qualified candidate for the position.

Q79 Do you have another goal to update?   **Yes**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

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

Q81 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q82 Please describe how this goal advances the college strategic goal identified above.

The Resources of Immigrant Students in Education (RISE) Program (formerly Borderless Spaces) 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. The program specifically supports Student Validation and Engagement by providing over and above services to undocumented students. The most important service is providing a place where they can feel safe from any kinds of threats. As we continue to refine the program, we plan to continue recruiting students, and seek to offer comprehensive services. We have made progress by partnering with several campus departments such as Admissions and Records as well as Institutional Effectiveness, Success and Equity (IESE) to provide support for students and refer to appropriate on and off campus resources. We have secured some funding from IESE which has allowed us to provide gas cards and book vouchers.

Q83 Goal status: **In Progress - will carry this goal forward into next year**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update?   **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:

In response to AB1809, we will be working with Jewish family Service to provide access to personalized Immigration Legal Services from lawyers like: DACA renewals, Know Your Rights workshops, application completion, family petitions, emergency preparedness and safety planning, ongoing client communication, and assessments/ consultations

Q87 How will this goal be evaluated?

This goal will be evaluated as complete by securing the partnership from Jewish Family Services as well as immigration services.

Q88 Do you have another goal to update?   **Yes**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

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

Q90 Which College Strategic Goal does your service area most directly support?   **Guided Student Pathways**

Q91 Please describe how this goal advances the college strategic goal identified above.

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. It is most aligned with Guided Student Pathways because this goal focuses on getting the student on the path by taking this course. We were originally measuring student success by getting a course approved and offered on the Summer 2019 class schedule. We achieved this and were able to offer the course, but it was cancelled due to low enrollment. Because the course was cancelled, we are considering the action step to be successfully completed but the goal in progress.

Q92 Goal status: **In Progress - will carry this goal forward into next year**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year:

Our action step for this year is to have the course offered again, 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.

Q95 How will this goal be evaluated?

This goal will be evaluated as successful if a counseling course is offered in the Summer 2020 with enough enrollment for it to continue to completion.

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?   **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Goal 3: Create a Categorical Programs Supervisor Position
THIS IS A PREVIOUS GOAL, BUT THE SURVEY ALLOWED FOR A MAXIMUM OF 4 PREVIOUS GOALS

Q98 Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

Q99 Please describe how this goal advances the college strategic goal identified above:

The Associate Dean of Student Service and Special Programs has 3 areas to oversee: DSPS; CalWORKs; and EOPS (which encompasses, NextUP, UP, RISE(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 2000-3000 unduplicated students participating all together. Our students can be the most vulnerable and require the most support. This support comes in many ways including the following common benefits:

*   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 of 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 our programs and services to students
*   Create a database to track students, programs, etc.

In short, a Categorical Programs Supervisor is necessary to support the strategic priority of Organizational Health in EOPS as well as DSPS and CalWORKs because it will help each office run smoothly. There needs to be someone who specializes in the rules and regulations of each categorical program to provide proper management for the programs. Students, faculty, and staff will have someone to turn to who is more easily accessible, and the Associate Dean will be able to focus his efforts on matters that require his attention specifically. Stress will be reduced for the entire categorical programs, and students will have more and easier access to their services. While we are aware now that this goal is actually an objective, we were not aware of this at the time we created it. It is still an important aspect to the success of our programs, and if one were to reword the objective to turn it into a goal, it would be "create a more cohesive structure of support along the categorical programs where all employees could work in a more connected way towards the goal of student success." The means to reaching such a goal would still be hiring a Categorical Programs Supervisor.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

NA

Q101 Action steps for this year:

Submit staffing request form, our next steps afterwards would be for the request to be approved and to go through the steps of forming a hiring committee, posting the position, running a formal interview process, and selecting a well-qualified candidate.

Q102 How will this goal be evaluated?

This goal will be evaluated as successful by completing the action steps and hiring a supervisor.
(Repeated as needed)

Q103 Do you have another new goal? **Yes**

Page 37: VIII. New Goals

Q104 New Goal 2:

Develop an electronic file system for all EOPS student files.

Q105 Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

Q106 Please describe how this goal advances the college strategic goal identified above:

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

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Student survey results show that EOPS students find great value in our counseling and peer advising, but they also ask counselors to be better informed and make education planning better. The survey asks that we improve our staff member skills, so an electronic file system will reduce the confusion of going through multiple places to locate documents or finding misplaced files, and it will make training more effective. This also fulfills the request from student surveys that we engage in continuous improvement, provide services on time, and be more organized.

Q108 Action steps for this year:

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

Q109 How will this goal be evaluated?

Once all files have been successfully scanned, we will be able to assess efficiency and organization using the student surveys.

Q110 Do you have another new goal?   **Yes**

Page 38: VIII. New Goals

Q111 New Goal 3:

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

Q112 Which College Strategic Goal does this service area goal most directly support?   **Guided Student Pathways**

Q113 Please describe how this goal advances the college strategic goal identified above:

With an integrated application process, applications will be processed much faster because we will no longer need our staff to take a printed out version of what students submit online and enter it into our database. This will result in applications being processed faster and removes the possibility of human error. This increases our student access, and supports guided pathways by providing a seamless application process and earlier entry into the program and counseling appointments.

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

In the student surveys, students asked for more online services. We wanted to provide an application process that was fully online and by being integrated, would be processed faster so that students did not need to come in and ask about the process of their application.

Q115 Action steps for this year:

Find a software that allows for online user input (this would be the application), capability to organize all information into compartmentalized internal database.

Q116 How will this goal be evaluated?

This goal will be evaluated as complete once we have set up the application process. We can then evaluate the effectiveness of the integrated application by seeing how fast applications are being processed and how accurately information is being stored.

Q117 Do you have another new goal?   **Yes**

Page 39: VIII. New Goals

Q118 New Goal 4:

Develop an office space that cultivates community and student engagement.

Q119 Which College Strategic Goal does this service area goal most directly support?   **Student Validation and Engagement**

Q120 Please describe how this goal advances the college strategic goal identified above:

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

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

We used results from the student survey which discussed the sense of community, belonging, and connections with faculty and staff. The results were good, but our aim is to improve them so that more students can strongly agree with the questions asked.

Q122 Action steps for this year:

Complete a student lounge area and finish renovating the front desk area.

Q123 How will this goal be evaluated?

Once renovations have been completed, we will compare our survey results from previous years to the new ones.

Page 40: IX. Executive Summary

Q124 One-page summary:

Program Overview and Components:
Extended Opportunity Programs and Services (EOPS):
The EOPS Program at Cuyamaca College is designed to recruit, inform and assist students who have been identified as economically and educationally disadvantaged. Eligible students are assisted by qualified counselors who provide the necessary academic and personal support services to enable them to succeed at Cuyamaca College. Services may include, but are not limited to, personal and academic counseling, transfer advising, peer advising and advocacy, financial assistance in the form of book grants, orientations, seminars, and courses for student success.
EOPS counselors ease the transition into college for new, returning, and re-entry students. The over and above support provided improves access to higher education

EOPS is designed for the recruitment, orientation, and retention of California residents who are economically and educationally disadvantaged. It is an umbrella that houses the following programs

Cooperative Agencies Resources for Education (CARE):
CARE is designed for single parent students who participate in the EOPS program and receive CalWORKs/TANF assistance.
CARE provides child care grants for study time (as funding permits), success seminars, new and continuing student orientation, access to Food Pantry and holiday events.

Unlimited Potential! (UP!):
UP! is designed to assist current or former foster youth, youth raised in guardianship, or homeless youth. This program is an intensive case management collaboration between the EOPS program and Financial Aid. However, students do not need to be eligible for the EOPS program to participate in the UP! Program. Any former foster youth, youth raised in guardianship, or homeless youth enrolled at Cuyamaca College are eligible to participate in the UP! Program.

Next UP Program (known as Coorperating Agencies Foster Youth Educational Support):
The Next UP program is to support the educational goals of current and former foster youth students participating in the EOPS program. This program is a supplemental component of the EOPS program which provides above and beyond services.

Resources for Immigrant Students in Education (RISE):
RISE is designed to provide a safe space for our AB540/Undocumented students. This safe space will provide students with academic, social, emotional, and financial support for our undocumented community. Students do not need to be eligible for the EOPS program to participate in the RISE.

While there are many components to our program, one of our strengths is being a part of an association. Being a part of the California Community College Extended Opportunity Programs and Services Association (CCCEOPSA) gives us the opportunity to frequently meet with representatives of EOPS from other Community Colleges in California. This gives us the opportunity to learn best practices from each other and consider solutions to statewide challenges. Also our cooperation as a team has been a big strength. All employees in the office share information fluidly.

We do face challenges in our office as all service areas do. The majority of the employees in our office are new because of sudden vacancies. Because of this, information was not transferred from previous employees to new, so we had to find other ways to train ourselves. Some additional challenges have been helping students understand the importance of EOPS requirements. If students are not able to understand the value and benefits of our requirements, they may not be open to learning experiences, and they may be likely not to complete these requirements. Our budget has also been a challenge. Where other colleges are able to provide parking permits and bus passes for example, we are not able to, and we provide less of what we can due to budget limitations. This limits some of our outreach.

Some of our external influences have been managing state mandates which have positive and negative effects on us. Some positive are that we are driven to help our students focus their classes down a specific path. Some negative effects are that we sometimes have to remove students for exceeding units

to remove students for exceeding units.

Despite all of this, our assessment results have shown us that our first SLO was not an effective one, so we changed it to one that would be more beneficial to our students. The results also showed us that our second SLO's assessment did not yield accurate results, so we changed the assessment to one that is more accurate.

Our future plans and goals have been mainly around the needs of our students. We created them based on student surveys asking us to improve our services and our office as a whole. We are currently working on reaching those goals

In conclusion, our program has gone through many challenges being a completely new office and lacking the resources needed to provide additional staffing or services requested by students, but despite these obstacles, we have pushed to learn what we needed to learn, change what we found was not working, and make progress towards our goals.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

No

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?   **No**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?   **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."   **I am ready to submit my program review**