Cerritos College
Spring 2020 EOPS/CARE/LINC
Self-Study Executive Summary

I.   Mission

The mission of Extended Opportunity Programs & Services (EOPS) at Cerritos College is to enhance the success of under-represented students facing barriers in higher education. EOPS strives to provide equitable access, assist in the educational development of students, and empowers students to achieve their educational goals. EOPS takes pride in providing "Over & Above" educational opportunities and supportive services for the college and surrounding community by cultivating a sense of self-advocacy and civic engagement.

II.   Program Review Process

EOPS/CARE/LINC participated in the Program Review self-study process utilizing the CAS Standards. The purpose of the study was to obtain a baseline review of programs and services provided for students. The study focused on strengths, challenge areas, and recommendations for growth.

The Self-Study team was led by Terrie Lopez, Director of Career and Assessment Services. Her role was to facilitate an honest, nonjudgmental discussion with the team to arrive at a fair rating of each of the various sections.

Members of the team included: EOPS Counselors Raul Valenzuela and Kristine Aslanyan; LINC Coordinator Linda Ramos; EOPS Specialist Richard Garcia; External Evaluator Nelly Hernandez-Garcia (CalWORKs Counselor) and Dr. Lui Amador, Dean, Student Equity.

The team held seven meetings throughout spring 2020, with the first and last attended by the Vice President, Student Services. It should be noted that during this review, due to COVID- 19 (Corona Virus) the college implemented at "Stay at Home" order effective March 20, 2020. Meetings were held via Zoom conferencing for meetings 3 – 7. Additionally, the EOPS Assistant Director was appointed to serve as the Acting Dean of Admissions and Records, effective April 1, 2020. The Self-Study lead commends the team for continuing through the process during this challenging times.

III.   Summary of Findings

<u>**Strengths**</u>
PROGRAM AND SERVICES **(**2.1. - 2.4): EOPS/CARE/LINC is a very well-coordinated program. Goals and objectives are set through the annual unit planning process, as well as from the Chancellor's Office Implementing Guidelines. There is guidance for students throughout the matriculation process. All EOPS students meet with a counselor three times during the semester and EOPS counselors collaborate with other offices, such as Career Services, Transfer Center and Financial Aid, as referrals are made to other offices as needed. LINC informs students of their program services and expectations during their intake process. During the intake process, an assessment of student needs ensures the student is set with necessary services and resources.

As part of the program structure and framework, students sign the Mutual Responsibility Contract, which specifies the services students may receive and the roles, responsibilities, and expectations of both the student and the EOPS/CARE programs. LINC verifies a student's eligibility for the program through the intake process. The program is intentionally designed to ensure access for students. EOPS is intentional with their interventions, such as students having three appointments with counselors to provide programmatic resources, having instructors provide information on student's work in progress to provide guidance where needed. The program is responsive to the needs of students.

STUDENT LEARNING, DEVELOPMENT, AND SUCCESS **(**3.1):   The program contributes to students' learning, development and success in several ways. The Counseling component of EOPS provides regular counselor feedback to students through education plans and follow up, which all contributes to preparing the student for their educational learning and pursuits. EOPS Counselors teach COUN 200, 150 & 101B classes where students have the opportunity to learn academic and life development learning skills to help them achieve their educational and career goals. EOPS also tracks students Work in Progress. The counselors ensure they network with other Student Services offices for the students' success. For Fall 2019, 67% of the students attended all three of their counseling appointments. 279 EOPS students completed 12 or more units with a 3.0 cumulative grade point average. At the time of this review, 90 students submitted for an AA/AS and 30 submitted a petition for a certificate for a total of 120 students completing a program here at the college.

LINC also does a good job in contributing to their students learning, development and success by ensuring students have an education plan, enroll in Counseling 200 (success and retention and meeting education goals) and provide intensive counseling with at-risk/probationary students (intervention support and services). As of fall 2019, 621 LINC students completed a Comprehensive Education Plan. Students were able to enroll in several COUN courses, such as Dynamics of Leadership, Success in College and Career, ad Educational Planning.

LEADERSHIP, MANAGEMENT, AND SUPERVISION (6.1 – 6.3): The leadership in the department provides direction in setting vision and goals, advocates for the program within the campus environment and communicates to others the relevance of the program within context of institution's mission, goals, and objectives.

The leadership is on top of evaluating the needs of students and staff. The leadership plans, allocates and monitors the use of the resources. The leadership does a good job in advocating for the department and can articulate the indicators and their impact on moving forward the program's goals.

Consistent feedback is provided to the staff, as required by the district, on a timely basis. Evaluation of staff is completed per collective bargaining agreements. Additionally, leadership maintains an open-door policy for one to share their thoughts and receive feedback.

COLLABORATION AND COMMUNICATION (8.1-8.3): Collaboration and Communication is a strong point of the department. Plenty of examples of collaborations exists, working with both campus and external agencies.

The department communicates with students and the community using a variety of modalities and mediums. Queries are used to identify the audience for communications and outreach letters are sent to current and prospective students.

ETHICS, LAW AND POLICY (9.1 – 9.4; 9.6): The program follows clear guidelines to ensure that ethical practices are always conducted and students' rights to privacy are respected. FERPA laws are followed by the department, as required by Board Policy and Administrative Policy 5040.

Legal obligations and responsibilities are followed by all employees, which are clearly defined through both the EOPS Implementing Guidelines and the Chancellor's Office Guidelines.

The department follows all policies and procedures that may have legal implications, may involve an emergency or crisis, or needs to inform management. The department follows all reporting procedures.

FINANCIAL RESOURCES **(**10.2 – 10.3): The department does a good job of planning to make sure they meet the needs of the current students. The department takes care to stay within allocated budget, not exceeding discretionary funds, while meeting all expenditure guidelines. It should be noted, however, that the LINC program does not have an independent funding source.

Challenges

MISSION **(**1.1– 1.2): While EOPS meets this section, it is not clear for LINC and CARE. The mission statement for EOPS is on the website; however, there was discussion regarding CARE because it is not specifically addressed in the mission statement. Additionally, while LINC has a mission statement, it needs to be updated and should be included on the program's website. Furthermore, there is no mention of LINC within the EOPS mission statement. Discussion as to whether EOPS/CARE/LINC functions as independent programs under the EOPS umbrella with separate mission statements or should one mission statement encompassing all programs should occur for clarity.

ASSESSMENT (4.1 – 4.6): Throughout this part, there appears to be a consistent theme of uncertainty of how the data that is collected is used to make decisions that guide the direction of the program. Data is available on student completion and success, as well as the number of students who have completed comprehensive education plans, met the required three appointments and filed petitions for graduation/transfer. Staff believes they are doing what needs to be completed as a department but are unsure that data is captured to determine the impact of the programs and services offered. There is a need to be strategic in assessment and providing the parameters of the importance of that assessment. There is a strong desire among the staff to understand why and how the data is being used.

ACCESS, EQUITY, DIVERSITY, AND INCLUSION (5.1 – 5.4): Interpreters are available for students who may be deaf or hard of hearing, although are not readily available. Staff often write notes with students when assisting DHH students. There is no assistive technology in the office for students. Accessibility to computers is challenging.

TECHNOLOGY (11.1 – 11.2; 11.4): There are a lot of areas that have not incorporated technology. Only two members (half) of counseling team have completed the virtual counseling training and use it consistently. There is no comprehensive system for messaging used across the program or across campus. Staff sends out reminder emails of the services and students' appointments but that does not guarantee student engagement. The department has social media but does not use it. Limited in how department communicates with students.

FACILITIES AND INFRASTRUCTURE (12.1 – 12.2): There are several issues with the design of the facility. Thin walls do not promote confidentiality when meeting with students. Noise level and close proximity of all the resources is distracting; space not suitable for all services offered. Electrical breaker goes off when microwave is used. Lack of storage for supplies and program elements.

Recommendations
The team met to discuss the various recommendations moving forward. Five themes were identified as areas to address over the course of the next three years.

I. **Planning**
   1. Intentionally schedule meeting times (such as a staff retreat) for strategic planning, addressing outreach and recruitment, assessment/evaluation, team building and professional development.
       a. Reassess and define EOPS/CARE/LINC mission statements and align with the new learning outcomes and holistic views of the student.
       b. Document the purposes behind actions to ensure that goals are being met and that each person is aware of the goals and understands their role in implementing the action plans.
       c. A strategic plan should be created for outreach and recruitment to increase the number of students served to increase funding.

II. **Communication (Internal and External)**
   1. Evaluate current efforts for disseminating information to staff, students, and external agencies to ensure effective communication and maximize collaborative opportunities.
       a. consistent collaboration on campus to maximize resources available for students and possibly minimize duplication of services available from other departments.
       b. Disseminate communication about the resources available from other agencies and departments on campus and external campus partnerships will increase awareness.
       c. Identify social media platforms students are using and market and/or promote services.

III. **Assessment/Evaluation**
   1. Establish clearly defined purposes for how and why data is being collected and how it will be used to assist department with assessing/determining impact on students.
       a. Take time during a staff meeting or staff retreat to clearly connect learning theory to the impact of services, which will benefit staff during planning process.
       b. Revise and evaluate LINC program goals to strengthen and further inform the work and provide rationale for program practices.
       c. Develop a strategy for assessment and providing the parameters of the importance of that assessment may help close the gap for the staff.

IV. **Technology**
   1. Evaluate current department resources to identify available technology related to accessibility.
       a. EOPS contact Students Accessibility Services be contacted to identify resources for SAS students.
       b. Information Technology should be contacted to installing software for student use (e.g. JAWS, Zoom Text, etc.)
   2. Department should explore all technology resources available to engage students.
   3. Ensure universal design is embedded into programs and services.

V.   Staff Development
1. Provide intentional time on staff meeting agendas for opportunities to share conference/training knowledge from those who attended with the rest of the staff so those unable to attend will benefit from the information.
2. To maximize resources for training, ensure linkage between professional development and programmatic goals and needs exists.
3. Ensure all counselors receive training on all modalities for reaching and serving students in order to interact with student population.