

2023-2024 Student Service Program Review - Extended Opportunity Programs and Services Latest Version

First self-study of the updated Student Service Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

Program Review Overview & Timeline

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by **Robbins Smith, Patricia** on **01/19/2024 02:38**

1. Please review your mission statement provided above. Does it clearly and succinctly describe your service area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.

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, while cultivating a sense of self-advocacy in our students.

2. Briefly describe how the mission and purpose of your service area aligns with the Cerritos College mission and educational master plan.

The EOPS mission/purpose is in alignment with the Cerritos College mission statement in that our program provides substantive support services to those students who are economically and educationally disadvantaged, thus leveling the playing field and making educational attainment more equitable for our students.

Our mission/purpose in EOPS is also aligned with the Cerritos College Educational Master plan goal A, which is strengthening the culture of completion. Participation in EOPS is "high touch" in that there are at least three meetings with a counselor each semester, completion of comprehensive educational plans for all our program participants, as well as an array of supportive services to help ensure students achieve their educational goals in a timely manner.

B. Service Area Description : Version by **Amador, Lui** on **01/15/2024 23:34**

Service	Description
Priority registration	All students in the EOPS student group are granted priority registration.
Academic counseling	Minimum of 3 counseling appointments per semester, but can come for more, as needed (no limit)
Tutoring	EOPS tutors - writing, math and science (anatomy & physiology, chemistry, biology) a
EOPS grants	All EOPS students receive direct aid/grant each semester they are in good standing/enrolled.
EOPS book support	Book grant and/or the purchase of textbooks needed is provided to those who are in process or completed their math/English requirement for their educational goal.
Lending library	300+ books for loan to any EOPS student, as well as graphing calculators. (Two books + calculator available each semester).
Academic supplies	Throughout the year, students can take supplies they need (scantrons, binders, notebooks, pens, highlighters, etc.).
Transportation Support	Transportation support in the form of gas, Uber or metro card is awarded on a case-by-case basis .
Honor Society Reimbursements	EOPS/CARE students who wish to join the Alpha Gamma Sigma and/or Phi Theta Kappa honor societies can get their membership fee reimbursed.
Computer lab	EOPS students have access to 9 computers and a printer, for their use anytime the EOPS office is open.
Workshops/events	A plethora of workshops/events throughout the year (i.e. welcome back event, grab-n-go finals support, graduation event, etc.
EOPS course sections	Offered are: Counseling 101B, Counseling 200, English 100 and English 103 sections specific for EOPS students, with additional supports embedded in the course.
Transfer Assistance	Financial support to cover up to 4 additional application fees (above the four they get waivers for), for a total of 8 at no cost.
Cap & Gown	All graduating EOPS students are provided their graduation cap & gown at no cost.
We also offer two programs within EOPS, as well as two foster youth support programs within the EOPS department :	
Summer Bridge Program	6-week summer transition program that helps incoming freshman coming from high school to be ready/prepared for college before entering the fall semester.
CARE Program	The Cooperative Agencies Resources for Education (CARE) program provides resources and support necessary for disadvantaged, single, head of household CalWORKs/TANF recipients

Service	Description
LINC	Support program that serves former/current foster youth who are ages 26 or older. They must have been placed in the foster care system on or after their 13th birthday.
NextUp	Support program that serves former/current foster youth who are ages 16-25. They must have been placed in the foster care system on or after their 13th birthday.

B. Service Area Description Continued : Version by Amador, Lui on 01/15/2024 23:34

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

For prospective students, we make concerted efforts in outreach and recruitment. The addition to our team of a full-time position (Program Assistant II) dedicated primarily to our outreach and recruitment efforts was so that we could increase our enrollment into EOPS (and the related programs within our dept). Efforts include outreach within our local school districts: ABC Unified, Compton Unified, Downey Unified, Long Beach Unified, Norwalk-La Mirada, Bellflower, and Paramount Unified School District. Additionally, we partnered with Cerritos Complete to outreach to our feeder districts. We attend various events annually (virtually and/or in-person) both on our campus as well as within our community at various sites/locations (such as Gahr High, Norwalk High, Buena Vista High, Downey High, Western High, and Tracy High). We also presented to nearly 1,000 students who attended the Cerritos College Senior Preview Day on April 21st, 2023, as well as tabling at Welcome Day on August 14th, 2023, where nearly 1,500 new and returning students connected with all the campus programs, resources and services. We offer a six-week EOPS Summer Bridge program, which is one of our recruitment efforts to bring in new incoming freshman who are recent high school graduates. The promotion of the EOPS Summer Bridge program to our local high schools helps to us to be able to share all the support/services EOPS provides generally, and the participation in this program specifically gives them an even more in-depth way to learn about all the resources on campus. We also have a robust recruitment plan for our current students at Cerritos College who are not yet in EOPS. Direct outreach includes running queries from our data management system (Peoplesoft) which pulls a list of students who fit the eligibility criteria of our program. We contact them via mass email campaigns, sharing our program information and giving them an easy way to express interest and apply for EOPS. We also are available for students to come into our office, to call us or email us, and we'll share information about our program, answer any questions they may have about the program and assist them with applying/joining. For both prospective and current EOPS students, we have a website that we regularly maintain with all the information about our program and services. There is also a simple but detailed webpage as to how to join for prospective students. For current students, our website lists all deadlines and important information they need to know about our program. Our contact us page gives our information so that students know how to contact us via phone, email or by completing the interest form (by scanning our QR code). Additionally, we increased our social media presence over the year, utilizing the Instagram platform to post photos and short video clips of our programs, services, workshops and events. We also have created and utilize a variety of marketing materials such as posters, glossy flyers, pop up banners, and branded giveaway items that we use when attending/presenting at events and/or displaying around campus to promote our programs. For our current EOPS students, we keep up regular/consistent communication with them. We send email blasts via Constant Contact about appointment reminders, events or workshops happening, as well as other important information and resources they need to be informed about. We also utilize the EAB Navigate system to make it easy for students to make appointments, send reminders via email and text messages. We also use the campaign feature in EAB Navigate to send targeted texts and/or emails to specific students who are in EOPS. Finally, have our front counter "manned" with both permanent and student workers at all times our office is open, so that students can come in and get their appointments scheduled and/or any questions answered that they may have. We pride ourselves on a high level of commitment to service excellence, delivering a positive customer service experience that exceeds the needs and expectations of our students.

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

One of the primary supports/services EOPS offers is counseling, and this could be considered duplicative with general counseling; however, EOPS has counselors who are hired to work specifically with educationally and economically disadvantaged students. They provide a higher degree of support in the form of longer appointment times (when needed), being able to see the same counselor (to help with consistency) and the number of appointments is greater (with three each semester being the minimum). In this way, the counseling done within the EOPS program goes above & over what happens in general counseling.

EOPS and the services it provides to our students complement other student services programs, such as the CARE program, the LINC/NextUp program and the CalWORKs program. We work closely with these other programs to be able to offer complementary services/resources. We work together to be sure the support we provide from each program helps to build upon what the other offers or provide a distinct service/support for the student in each program.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

Our EOPS Summer Bridge program requires collaboration from multiple areas on our campus. We work with Enrollment Services, Financial Aid, as well as the English and Counseling departments to set up the classes within the program as well as to ascertain eligible incoming Freshman students and getting them enrolled in the Summer Bridge program and the two respective classes that are a part of that program (English 100 and Counseling 200). We also collaborate with various departments on campus to arrange workshops and presentations to the Summer Bridge students about the resources available to them on our campus (Falcons Nest, Financial Aid, Student Health, ASCC and Student Government, Equity Center, SAS, Career Services and Transfer Center).

During the Fall and Spring semesters, we collaborate with the Cerritos College English department to offer sections of English 100 and English 103 that were only available for enrollment by EOPS students. We embed additional support for the students, with the instructors providing a higher level of support (i.e., more office hours, reaching out to the students at various set points in the class), as well as embedding our tutors in the classes. I, as the program director as well as the Dean of Liberal Arts who oversees the English department, the English instructors and the embedded tutors met a few times before/during/after the semester to strategize on how to offer these classes and provide wrap-around support throughout their enrollment in the EOPS English class sections most effectively. Both the Summer Bridge program and the EOPS classes offered in Fall/Spring semesters utilize these key partnerships to provide students with extra supports in order to ensure their success and bridge equity gaps.

Other areas on campus that we partner with regularly throughout the year are: the LINC & NextUp programs as well as the CalWORKs program, Falcons Nest, and Financial Aid. We collaborate on a number of events with LINC/NextUp and CalWORKs programs throughout the year. We also work with them to offer complementary services, and ensure our students know they can participate in multiple programs to maximize their support and the level of services they receive. We make regular referrals to our students with food and/or housing

insecurities to the Falcon's Nest, our basic needs hub on campus. We also work regularly with Financial Aid in being able to award grants to our EOPS students as well as helping students who may have financial aid issues or questions – we are often the “bridge” to help the student get their questions answered or problems resolved.

C. Service Area Organizational Resources : Version by Amador, Lui on 01/15/2024 23:34

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

- The EOPS team consists of the following team members: A director, two EOPS Specialists, a Program Asst I and II, Administrative Services Technician, Administrative Clerk III, three full-time counselors, six part-time counselors, and 4-6 student hourly employees. All full-time staff, counselors, part-time counselors, and student hourlies report directly to the EOPS Director. The primary responsibilities/focus of each person's role are outlined below:

Director, Special Support Programs: Oversees entire EOPS team, including management of schedules and any personnel issues that arise. Responsible for budget creation & management and fiscal oversight of program including monitoring the use of all resources. Lead and approve any/all EOPS program improvements/changes.

EOPS Specialists (2): Certifying eligibility and enrolling students into EOPS, development of Summer Bridge program, workshops and EOPS events, awarding all grants to students, program development and improvement (with the Director), meet with students to assist with any issues/support/provide resources.

Admin Services Technician: Daily maintenance of the EOPS budget including entering and reconciling all expenditures and payroll/fringe Completion of all fiscal forms (such as budget transfer form, change in account classification form, etc.).

Program Asst II: Lead outreach and recruitment efforts both on and off campus, lead all orientations for prospective students, oversee development of marketing materials, maintain social media presence (Instagram, Cerritos College app).

Program Asst I: Primary person for all scheduling (including inputting of schedules and maintaining changes in Navigate, maintaining calculation of UAD for FT counselors), inputting and maintaining all payroll (FT and PT counselors, classified and STH), maintaining the EOPS website, and inputting facilities work orders and room reservations.

Admin Clerk III: Primary person overseeing all student and adult hourly employees (STH) including assigning their daily tasks to be done, daily management of dept. projects, handling Constant Contact email blasts (creating/sending out), help daily oversight of EOPS interest form, and overseeing/replying to the EOPS general email account for the dept.

Student & Adult Hourly Employees: These short-term hourly employees work at the front counter, welcoming students as they come into our office and assisting them with any questions they may have or in making/checking in to their counseling appointments. They also help work on departmental projects, being assigned tasks to complete during their shift by our Admin Clerk III.

There are a variety of regular meetings, such as our weekly classified team meetings and our monthly departmental meetings (with manager, faculty, classified and STH attend), and this is where there is both the sharing of information as well as the discussion of any issues or programmatic improvements can be looked at.

The delineation of duties is defined generally by each person's title and job description, but the regular duties each person does specifically within our department is outlined in a spreadsheet where the listing of tasks that each person does is listed. This helps each person to know his/her role and the expectation of work tasks they will be focusing on/expected to complete. In terms of non-regular assignments (such as special projects), we discuss these in our meetings and then the work assignments are delegated; in this way, everyone knows who is doing what and what role each person plays in any given project/assignment.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

Our current staff profile was intentional; previously we were understaffed for the program's size/scope. EOPS serves approximately 1,000 students annually and offers a plethora of services, and these were handled by too few counselors and classified staff; this was rectified, and an expanded team was approved, with 4 new PT counselors and 3 new FT classified positions being hired. *

Previously there was an Assistant Director, 2 EOPS Specialists, a Program Assistant, 3 FT counselors and 4 PT counselors. We advocated and brought on board a Director of Special Support Services, three more PT counselors to meet the student demand/need for appointments, as well as increasing our classified staff – a Program Assistant II, an Administrative Services Technician, and an Administrative Clerk III. These classified positions helped to centralize specific efforts to these positions and thus, right sizing the workload of the Assistant Director, EOPS Specialists and Program Assistant. so that these individuals could adequately complete the necessary tasks within their positions.

*The three newest positions above are funded by and have responsibilities mentioned below for the EOPS, CARE, and NextUp programs.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

We have been fortunate to have many candidates who want to work in EOPS, and our applicant pools have been quite large. We have had a solid group of candidates with the right experience and have had no problems hiring qualified individuals. We also have been able to retain our classified staff, inasmuch as that the only real “movement” has been promotions within the department; retention has not been an issue with our classified staff. There is a slight challenge with retention however with part-time counselors, in that the desire of PT counselors is typically to find a FT position, and as such, we run the risk of losing our best PT counselors to other programs who have a FT position to offer. We must understand this and keep open lines of communication with our PT counselors, so that they are open/comfortable in sharing with us if they are applying/accepting another position. When this happens (such as it did this academic year), we need to be able to increase the hours of the other PT counselors ASAP to help with the workload and/or bring on another PT counselor.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

EOPS has an annual CCCEOPSA Fall conference that is offered, as well as a smaller Spring CCCEOPSA conference. We send at least three of our EOPS team members to each conference, rotating who can attend each conference (so that all team members get a chance to attend). These EOPS specific conferences are vital for getting the Chancellor's office and EOPS program information and updates. They are also critical for networking with other EOPS professionals in our region and in the State.

Our Counselors (both PT and FT) are also afforded the opportunity to attend other counselor specific trainings, like the CSU Transfer conference and UC Transfer conference. Also, our campus provides monthly trainings/meetings to counselors; an all-counselor monthly meeting brings together all FT and PT counselors, a Counselor Connect training meeting monthly as well as an Instructional Counselor monthly meeting for those who are also teaching a counseling class. Additionally, both counselors and classified have the opportunity to attend other trainings that strengthen their skillset with working with our student population, such as attending the Trauma Informed Care training. While not all counselors/classified are able to attend every training, we do ensure that we provide opportunities for all to attend outside trainings and conferences, and intentionally rotate who goes to what training/conference in an orderly fashion. We also request that any participants who do attend a training or conference bring back the information to the larger EOPS group and share it at the next EOPS Dept. meeting.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

A few steps have been put in place to try and be proactive in terms of succession planning.

In terms of the Director position and the responsibilities under that position, there are many things that are critical to happen at certain times of the year, and only the director has the access to do these critical duties. What has been created is a directors "EOPS Things to Know" guide. This has a list of actions needed to be completed on a timeline, as well as detailed instructions on how to complete each of those actions. While these responsibilities are primarily only things the Director completes, having a place to go if the Director were to leave/retire or was suddenly not available would be extremely helpful in keeping the department functioning.

For the classified positions, we have created a list of all the duties that each position is responsible for, so that it is clear who is doing each task. This is helpful in succession planning, so that if/when a position is vacated/empty, it is clear the duties that that position was doing and will need to be done by others until the position is filled.

As for the student and adult hourly employees, since we have a number that serve in this role and there is turnover in these positions, a "how to" guide has been created for them and the tasks they are responsible for, so that as new employees are onboarded, they have this resource to refer to and our permanent Administrative Clerk III can use this document to train them.

One thing the entire staff (Director, classified and faculty) has been working on is cross-training one another on the most vital tasks/job duties in each of our respective roles. We've also been creating manuals and SOPs for our area, so that we have in writing our procedures and the steps in which to complete projects and regular tasks that happen in our area. Between the cross-training and SOP's, this will allow our program to continue to function and keep things running smoothly when someone leaves/retires, or even when there is an illness or vacation of one of our staff – it allows us to continue the essential workflow of our program/area.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

Within the EOPS dept., we hold monthly all-staff dept. meetings, where management, classified and faculty come together to discuss things related to the program/area. We also hold a weekly classified team meeting (with the Director and all classified staff). In both these types of meetings, individuals can add agenda items to any meeting that they may want to talk through/discuss, thus empowering them to address anything that might be on their mind with the group. Additionally, we always leave time for "items from the floor" so that there is the opportunity to share and talk through anything on their mind.

Additionally, I, as the Director have an open-door policy with my team, letting them know that if they want to talk about or talk through anything, I am here to listen and hear them out and help them work through whatever is the issue. I also conduct 1-on-1 meetings with my team members, so that we can talk more in-depth about the specific work they are doing as well as getting more in-depth personally about their performance, goals for their position, future aspirations they may have, etc. In this way, I feel I can better support my team members, both with any issues/problems they are facing but also in supporting them with their personal and professional growth.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

There are a wide range of committees, workgroups and outside projects that the individuals in the EOPS department are a part of. All of these committees and partnerships further enrich the EOPS program by bringing unique perspectives and ideas that make the staff and faculty of the program as diverse as the students it serves.

- The Director, Dr. Smith, serves on the Reclassification committee for Management employees, and the Professional Classified Staff Development committee. She is also trained as a Process Monitor for hiring committees and serves 1-2x a year on hiring committees;
- FT Counseling Faculty Dr. Hurtado serves as a CCFE team member as well as an interdisciplinary chair for Chicano Studies, as well as serving on the Program Review shared governance committee;
- FT Counseling Faculty Marisol Aguilar serves in the ACE program as an adjunct counselor, as well as serving on the Student Learning Outcome (SLO) committee;
- FT Counseling Faculty Kristine Aslanyan serves on the Student Learning Outcome (SLO) committee;
- One of the EOPS Specialists, Zoey Leon-Caballero serves on the Professional Classified Staff Development & Employee of the Month committee as well as serving on two hiring committees this past year;
- Our other EOPS Specialist and CARE Coordinator, Stephanie Minami serves as the campuses CARE representative in the Chancellor's Office CARE Circle meetings, and has served on the APIDA Week planning committee;
- The Administrative Clerk III, Hannah Rivera, works closely with our Falcon's Nest team, coordinating the CalFresh efforts and reporting our CalFresh data for our area.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Amador, Lui on 01/15/2024 23:34

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The students that we serve in EOPS are those that are economically and educationally disadvantaged. Economically disadvantaged is demonstrated via qualifying for financial aid and having unmet need; educationally disadvantaged is being a first generation college student, being a foster youth, the primary home language is not English, not graduating high school or graduating with less than a 2.5 g.p.a. and/or been in remedial education.

The eligibility criteria for being a part of the EOPS program is as follows:

- Be a California resident or AB 540 eligible
- Be enrolled in 12 or more units when accepted into the EOPS program*
- Not have completed more than 40 units (from all colleges/universities)
- Complete a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application, and be eligible for the California College Promise Grant (previously the Board of Governors Fee Waiver) under method A or B
- Be educationally disadvantaged in some way, which includes one or more of the following factors:
 1. Is a first-generation college student
 2. The primary language in the home is/was non-English
 3. Is a current or former foster youth
 4. Not have graduated from high school or obtained the General Education Diploma (GED)
 5. Graduated from high school with a grade point average below 2.50
 6. Been previously enrolled in remedial education
 7. Not qualified at the college of attendance for enrollment into the minimum level English or Mathematics course that is applicable to the associate degree.
 8. Is a member of an underrepresented group residing in the immediate service area.

**lower unit exceptions when joining EOPS are allowable if the student participating is a student with a disability and part of the SAS program on campus, and/or if they are a CARE single head of household parenting student.*

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

The chart below shows the four largest ethnicities at Cerritos College and their comparative percentages of each ethnicity in EOPS. In terms of ethnicity, age and gender, EOPS is similar to the broader college student population as a whole, with some slight differences. EOPS students tend to have a 7% higher concentration of Hispanic students and a 2% higher Black student population than the entire student body, meaning there is a higher concentration of minority students in the EOPS program.

Ethnicity 22-23	EOPS	CC All Students
Hispanic	75%	68%
Asian	5%	9%
White	4%	9%
Black	9%	7%

As for age range, EOPS has a slightly higher student population who are 19 years or younger, but the biggest difference is that EOPS only has 1% who are ages 50+, while the campus as a whole has 7% who are 50 years or older.

Age Range 22-23	EOPS	CC All Students
19 or younger	34%	31%
20-24	33%	31%
25-34	22%	20%
35-49	9%	11%
50+	1%	7%

The biggest difference you see is looking at gender and the difference between all students at Cerritos College and the EOPS population. EOPS has a significantly higher percentage of women participating in the program, 71% vs. 55% respectively.

Gender 22-23	EOPS	CC All Students
Male	27%	43%
Female	71%	55%
Unknown	2%	2%

When looking at the number of first-generation students in EOPS versus the whole student body, we see that EOPS is made up of 48% first generation college students, versus the entire study body which is 37% (a 12% difference).

Finally, when looking at the retention rates and success rates for EOPS student population at Cerritos College vs. the college student body as a whole, EOPS has both a 3% higher success rate and 9% retention rate than the general population at Cerritos College:

Cerritos College 22-23	Success Rate	Retention Rate
Cerritos College - All Students	67%	82%
EOPS student group	71%	91%

B. Service Area Service Trends : Version by Amador, Lui on 01/15/2024 23:34

1. Describe the usage trend for your service area in the last three years.

- a. Has it remained steady, increased, or decreased?
- b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?
- c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.
- d. Describe any factors that contributed to any change.

There are a plethora of services EOPS provides, including: priority registration, academic counseling, tutoring, direct financial support (i.e., grants), book support in the form of a lending library and providing textbooks to students, school supplies given out, reimbursement of honor society fees, transfer support in covering application fees and graduation support in terms of a free cap and gown.

We have made concerted efforts in the past few years to increase the utilization of our various services offered through the EOPS program. This effort was needed post-pandemic, to bring back our students and them utilizing all the supports/services EOPS had to offer them. We use a variety of ways to engage our students – texting, email blasts/campaigns, phone calls, events focused on engagement of the students to create a sense of community, etc. We are doing these things more often with intentionality, so that we can grow the number of students we bring in the program, the number we retain in the program, and fully serve those already in the program.

The pandemic brought unique challenges in terms of providing services in often different formats and in different ways than previously. But since the return to campus in Spring, 2022, we have been putting extra effort in working toward getting our students to engage more regularly, and to utilize the supports EOPS has to offer to them more consistently.

We have seen an increase in the utilization of many of our services across the board since returning to campus. Specifically, the services we have seen an increase in usage is the use of the lending library and academic supplies support, an increase in those using priority registration, and the number of students completing their required 3+ appointments each semester. We have remained steady in the use of our tutors, with this being an area we still can continue to develop so that we will see growth.

One trend that has remained in place over the past 2-2.5 years (post-pandemic) is the interest in remote/online access to services. Our EOPS students can select virtual or in-person appointments and consistently over 2/3 of our counseling appointments are virtual. The desire/utilization for virtual tutoring is also there, although not to the same extent as counseling appointments. Virtual events and workshops are also requested, and while we have brought back these things in-person, we honor our students' desires and, when feasible, offer online events and workshops. Finally, our EOPS courses offer a variety of formats (virtual, hybrid, in-person) to keep up with trends and student needs. What is clear is that we will need to continue being responsive to the ways in which our students want to receive services and offer services in a myriad of formats.

An unexpected finding over the last few years (since looking at the year that was pre-pandemic and comparing to now) was that our female population within EOPS has been growing, and conversely, our male student numbers have been decreasing. This is a trend we've noticed for a while now, and an equity gap we need to work on addressing in the future.

2. Describe your pattern of service. Include:

- a. Standard hours of operations.
- b. Alternative modes (e.g., online, hybrid, etc.).
- c. Schedules of delivery (e.g., early morning, evening services, etc.).
- d. How your services meet the needs of the users.

EOPS hours of operation and office hours are as follows:

<u>DAYS OF THE WEEK</u>	<u>OFFICE HOURS</u>	<u>COUNSELING HOURS</u>
Monday	8:00am – 5:00pm	8:00am – 6:00pm
Tuesday	8:00am – 5:00pm	8:00am – 6:00pm
Wednesday	8:00am – 6:00pm	8:00am – 6:00pm
Thursday	8:00am – 5:00pm	8:00am – 6:00pm
Friday	8:00am – 4:30pm	8:00am – 4:30pm

We offer a variety of modalities for our counseling appointments, tutoring, EOPS English and counseling classes and ways to contact our office. Counseling and tutoring are available via in-person or remotely/Zoom. EOPS English and Counseling classes are currently offered in-person or hybrid. Students can connect with our office via phone, email, remotely/Zoom appointments or via text.

To meet the needs of our students, we offer counseling appointments later in the evening (up to 6pm) Mondays through Thursdays, as evening appointments are needed by many of our students. We also listen to our students' needs/requests for classroom modality, and as such, we currently are offering in-person and hybrid (as some did not want virtual/remote learning modality for these classes).

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

All our counseling appointments are conducted with our counselors on campus, and this includes both remote/Zoom appointments and in-person appointments. While the remote appointments continue to be the most utilized with over ¾ths of our students selecting this modality for their counseling appointments, we have seen a slight increase over the last 6-9 months in the demand for in-person appointments.

As for tutoring services, we see the opposite trend – we have over ¾ths of our tutoring sessions happening in-person. Most of our students who come for tutoring want to be in-person, and this is increased to almost 90% when we are talking about math tutoring. It appears for our students, getting assistance with math is something they want to do face to face.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Amador, Lui on 01/15/2024 23:34

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The SAO's for EOPS are:

1. EOPS students will successfully identify and select the Learning & Career Pathway (LCP) in their first appt in relation to their career interest(s) and personal strengths.
2. EOPS students will utilize the program supports and resources to help improve their educational progress and success.

The methods used to assess EOPS's SAO#1 is the first counseling appointment completion, which includes the CSEP completion during that appointment. The expectation is 90% or greater of new EOPS students will complete their first appointment and their CSEP is created within that appointment.

The method used to assess EOPS's SAO #2 is by looking at the services utilized by our EOPS students and seeing if there is an increase from one year to the next in terms of the following: orientations completed, counseling appointments completed, specialist appointments completed, tutoring sessions completed, lending library utilized, school supplies given out.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your service area uses to understand current needs?

c. How have the needs changed over time?

EOPS does have student requirements which must be met to stay in good standing in EOPS (such as completing 3 or more counseling appointments each semester as one major requirement). However, it is our responsibility to make our services (including our counseling appointments) easy to access and offered in the ways that are most convenient and wanted by our students. The same is true with other services/supports we offer, such as our tutoring and EOPS class sections – we need to offer our tutoring and class sections in the modality and at the days/times the majority of our students are requesting.

The way we assess our EOPS students' needs is by both asking/polling our students, as well as looking at the data, and noticing trends and patterns. We use the survey data as well as the trends we are seeing to adjust the services we provide. For example, in conducting an exit survey of our students who took the EOPS English and Counseling course sections, we asked what modality would be most effective to be successful in these courses, as well as what modality they would enroll in. While there was a split in the modality, they preferred enrolling in (with in-person and online being the two most selected), a majority stated that at least some in-person meetings would be the way to successfully complete the course. To that end, we have made most of our EOPS sections hybrid, with an approximate 70% online and 30% in-person class meetings. Another example is our tutoring schedule. We look at the trends over time as to when students attend tutoring sessions and offer more tutoring at the most popular times (and less in times that aren't being utilized).

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

As mentioned above, EOPS tracks our usage patterns with both counseling appointments and tutoring sessions. We track both the days of the week most utilized, the times we have the most appointments/sessions happening, and if there are any differences in the in-person vs. remote utilization of counseling appointments or tutoring sessions. Our usage patterns are looked at with regular frequency and adjustments are made as needed – we do not wait until a year or even a semester has passed to adjust and try and adjust during the semester as we are able, to better meet the needs of our students.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

Knowing the services provided and how they are provided, as well as the resources they can connect students with at other colleges EOPS programs is important, as it gives us a glimpse both of how we are comparing with other programs, but also, can help guide us to adding/enhancing services or resources we offer our Cerritos College EOPS students.

Our Vice-President of Student Services has led a discussion around "ROCKS" (which are essentially the most important goals to work toward) and we created ROCKS for EOPS with the focus being a 15% increase in EOPS enrollment from Fall 2022 to Fall 2023. Weekly tracking of enrollment has allowed us to see our progress toward this goal, which has been helpful in knowing in essentially "real time" if the recruitment strategies and enrolment practices we are employing are being effective. Looking at the data at regular and consistent intervals has allowed us to be more responsive and quicker to be able to make changes and to "pivot" if need be, to try and reach our ROCK*.

Additionally, we learn about other programs at the CCEOPSA conferences, where there are roundtables to discuss different aspects of our programs in depth and share ideas. We also get feedback/ideas from the monthly Region 8 Manager's meetings that our Director of Special Support Programs attends. Here program improvements are shared at the management level, and these can be brought back to the others on our campus, to see if any/some of the ideas could work and be implemented at Cerritos College.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

The Chancellor's office has EOPS guidelines which each EOPS program must follow. The guidelines are detailed and explain exactly how we can spend the funding we receive, what requirements there are for students to be able to join EOPS, what supports are required and what others are allowable (and what type of support is not). Each EOPS program must follow the Chancellor's office EOPS guidelines – no deviation from the guidelines is allowable.

At the beginning of each academic year, the Chancellor's office requires submission of the EOPS Program Plan, which outlines specifically what the program will be planning on doing, the supports that will be given, and how the funding will be spent. At the close of the academic year, the SSARC end of year report is completed, which details any/all expenditures in detail, showing exactly how the grant funds were spent.

B. Service Area Outcomes Assessment : Version by Amador, Lui on 01/15/2024 23:34

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

For SAO #1, our data from 2022-2023 was as follows:

First Appt Completion: 408 of the 415 new EOPS students (98.5%) completed their first appointment, both discussing/selecting their LCP and completing their CSEP in that appt.

For SAO #2, our data from 2022-2023 was calculating the services utilized by the 475 first year EOPS students during that academic year.

Orientations completed	= 100% (475 new EOPS students for 22-23)
Counseling appointments	= 2,590 EOPS appointments
Tutoring sessions	= 57 writing, 51 math
Lending Library	= 443 textbooks requested/borrowed
School Supplies	= 368 students requested/provided academic supplies
	<ul style="list-style-type: none"> • Number utilizing at least one of the services/supports = 475 (100%) • Number completing one or more counseling appointments = 466 (98%) • Number utilizing at least three different services/supports = 329 (69%)

2. What areas for improvement are suggested by the data?

One area for improvement is a deeper dive into the impact of the first appointment/CSEPS completed, and if this translates to a positive impact in graduation rates. How we can go about effectively measuring if knowing your LCP and having a CSEP from that first initial appointment quantifies into less units being taken toward completion of a degree/ed goal and/or less time needed for that degree/goal attainment. Tracking the long-term impact would help identify if these efforts were truly impacting these areas.

Another area for improvement would be the trend we are seeing in a lower percentage of males joining EOPS – less males utilizing the supports/resources the program provides that can help them to achieve their educational goal(s). Researching ways to connect with male students and increase their participation in programs like EOPS will be one way to learn how to make more intentional and positive progress in bringing males into EOPS. Also focusing on our recruitment and outreach efforts with this in mind, doing what we can to increase our male participants in the program. Finally, looking into ways we can partner with other departments on campus that serve a large population of male students (such as athletics, or the Veterans Resource Center) would allow us to try and recruit more male students into EOPS.

A very practical area of improvement that is needed is maximizing the office/dept space and obtaining additional space. Our program has grown significantly, almost doubling the number of employees that work in EOPS in the past 3 years. While we have been diligent about strategizing and utilizing every office and every inch of the space we have, we are quickly outgrowing our area. We need to plan for the future and the new Student Services building that is being built, ensuring that we are part of the planning discussions for the space that EOPS will be moving into. We must ensure that enough spaces for adequate counseling, tutoring, events/workshops and student computer lab/work areas are part of what is developed in the new space.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

The data on the utilization of the EOPS supports helps us to see what areas we might be able to improve upon, and what else is needed/where we could do more. It allows us to come together as a team and figure out how to get higher student engagement and utilization of our supports offered. An example of this is the service of priority registration – we decided to incentivize utilizing priority registration by letting all EOPS students know that a \$100 transportation card (gas or Uber) would be available to them if they used their priority registration appt date to register for classes in the upcoming semester. This incentive successfully encouraged just over 600 of our Fall 2023 EOPS students to register for Spring 2024 classes using their Tier 1 priority registration.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

Being able to track and see the utilization of each service we provide and making that data available to our team helps us to see where we are doing well, and where improvements can be made. It opens up the dialogue between our team, to brainstorm how we might be able to offer more services or improve the services we have.

5. How does the service area make needed data and information available to area stakeholders?

Data about EOPS is shared with the team (manager, classified staff, faculty, and STH) in the departmental meetings. Feedback is solicited by all team members, so that we can get input as to how to grow our utilization of the supports we offer.

Data is also shared in weekly and monthly updates to the Vice President of Student Services and with the rest of the area (e.g. weekly rocks spreadsheet).

Section 4: Previous Three-Year Service Area Program Plan Reflection

Service Area Three-Year Reflection : Version by Amador, Lui on 01/15/2024 23:34

1. What are the primary strengths of the service area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

EOPS has many strengths, being one of the leading student support programs on our campus as well as one of the strongest EOPS programs within our state.

We have a robust EOPS Summer Bridge program, which is a six-week program offered to recent high school graduates that are joining EOPS. Summer Bridge gives these incoming freshmen the opportunity to complete two courses over the summer – a counseling class, which helps to prepare them for life in college and solidify their learning/career pathway and their CSEP, so that they know their path and have the plan as to how to get there. They also complete English 100 with additional embedded supports, to help them successfully complete this gatekeeper English course before they start Fall session. Finally, there are many workshops provided that teach the students about all the other supports and resources on the Cerritos College campus.

For all EOPS students, we are able to have our students receive academic counseling at least three times in every semester that a student is in the program. We make it a requirement to be in good standing with EOPS that every student completes a comprehensive educational plan (CSEP), which helps them have that roadmap as to what they need to take to meet their

educational goals. We can provide several financial supports above and beyond what students receive through their financial aid package, to more fully support the student fiscally. And we have over 10 other supports in place to offer that wrap around type of support for the students in our program.

Over the last few years, we've pivoted significantly in terms of the modalities in which we offer services to our EOPS students. The pandemic caused us to figure out how we could provide services remotely, and post-pandemic, we saw the desire to still offer services virtually, even when returning to campus and being able to be in-person again. Students now want the option of obtaining services online or in-person (or a combo of both); as such, we now offer a wider variety of modalities in which to receive our counseling appointments, orientations, tutoring and EOPS courses. Students can select the modality that they prefer, and we monitor the trends and adapt our ratio of the various modalities regularly.

We've been innovative in some of the ways we've added support that is over & above what has been done in the past traditionally. We have begun to regularly offer transportation assistance, and while this was done in the past, it was only bus/metro support. To be able to assist with the mode of transportation our students prefer, we offer multiple options, such as bus passes, uber or gas cards. We also have continued to offer our EOPS sections of English 100 and English 103, in collaboration with the English department/liberal arts division. These sections were created so that we could offer these core English classes to our students with embedded extra support, to try and increase the success rates in these classes, as well as to encourage our students to complete these core classes in the first year of them joining EOPS. In this way, we are supporting the campuses larger efforts of the goal of math and English completion within the first year in college.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

One of the EOPS Student Area Outcomes (SAO) was that EOPS students will have a comprehensive educational plan completed within their first semester in the program. The goal is for all (100%) of EOPS students to have completed a CSEP with a counselor within the first semester they are enrolled into EOPS. The actions taken to work toward this goal were to inform all incoming students at their EOPS orientation of the requirement of completing a CSEP in their first EOPS Counseling appointment. Then once they are part of the program, the students must meet this requirement to be in good standing in the program.

The other SAO the EOPS department has been working toward is an increase of EOPS students who are completing their transfer level English requirement within the first year. Our effort to this end is to embed English 100 in our Summer Bridge curriculum, so that this is one of the first classes that will be completed for these incoming freshmen students. We've also continued to partner with the English department to offer sections of English 100 and English 103 that are specifically designated for EOPS students and have additional supports built into the layout of the course. We've designed these to be completed in 9-weeks, so that our students can focus on this course with additional support and be successful in completing the course. For those that are not doing well, we work with them early on to have them drop and enroll again in a second offering of the course in the second 9-weeks, so that they can continue to build on what they were learning, work with the same professor in this second course and hopefully be successful at their attempt to complete their English requirement.

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

The Cerritos College EOPS program receives an annual allocation from the State Chancellor's office that is currently just under \$1.4 million dollars. We utilize the funds to provide the support/services that the students who qualify for EOPS need, to help level the playing field and provide the students with more equitable opportunities in attaining their educational goals.

In conjunction with the EOPS guidelines, the director allocates where the funding will be spent each year (budget creation). The largest percentage of the grant funds are utilized for hiring personnel that work directly with the students to support them at Cerritos College – this includes academic full-time and part-time counselors, EOPS Specialists and other classified support positions, part-time tutors as well as student assistants. The second largest allocation of funding is direct aid to the students (i.e., grants) and other financial support (such as book assistance, providing supplies, transportation cards, etc.). The smallest piece of the budget is used for items that are considered discretionary funds, which is non-direct supplies, advertising, travel and conference. The EOPS guidelines state that discretionary funds need to be no more than 5% with our college being less/closer to 3.5% annually.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

The allocation for EOPS has increased slightly annually for the past several years. Increases and decreases typically happen due to a formula the Chancellor's office uses, which uses prior year's data to figure out allocations. However, due to the pandemic, this utilization of the formula was put on pause, and schools were not penalized for having lower enrollments during or post-pandemic. The funding formula for EOPS will start being used again to figure the 2024-2025 allocations. As a result of these steady and slightly upturned allocations despite lower student numbers during and post-pandemic, we've been able to have more funds to help support our students. Because of the increase in funding we've received, we've expanded direct and non-direct aid to our students. We've been intentional about where we allocated this increased funding because we did not want to use this to help fund positions, so that if we were to lose these increases, we would need to figure out how to fully fund the positions. This is why using any increases to simply increase student support was the way we have been using the increases, so that if it does decrease in future years, the positions funded to help support these positions won't be affected.

Finally, we are in a good position to stay steady or even see a slight increase when the funding formula is used again (starting in 2024-2025), as we've been able to bring our numbers back up almost to our pre-pandemic levels. Literally every college with an EOPS program, including Cerritos College, saw a significant dip in enrollment during the pandemic and in the years following. It has been very intentional to focus on enrollment as our main goal in the past couple of years, to make concerted efforts focused on outreach and recruitment, so to bring back the number of students in EOPS to pre-pandemic levels. Our efforts have yielded significant gains, such as a 23% increase in our number of EOPS students in Fall 2022 to our current Fall 2023 semester. We have seen our annual numbers go up each year since returning from the pandemic, and this year, we've already surpassed the total number enrolled from last year, with us only being at the halfway point of the academic year.

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

The current location of EOPS is in the administrative building, and we share our office with the CARE and LINC/NextUp programs. The space has been acceptable, but recently with the addition of the new positions brought on board, we have outgrown the space. We've modified the open space we have in our area, bringing in two workstations that were put in the walkway, which is where our student computer lab is. The lab is now about 1/3 of the size it was previously, but this allowed us to put a workstation on either end of the open computer lab area, which was necessary to house our new employees. We also have a lack of storage space, and while we have purchased several storage cabinets to put in every open area in our area, this is simply not enough. We will need adequate storage in the new student services building that is being designed/built to house all of our marketing and outreach materials, giveaways, workshop supplies, etc.

In terms of the increase in PT counselors, we are strategizing so that we can have 2 counselors share one space, which means organizing their schedules so that the two sharing work on alternative days/times of one another. In this way, the office space can be utilized at all days/times we are open, but it still allows a private counseling space for the counselor/student to use.

We will be moving into a new space, with the development of the Student Services building, which is in the design phase now and should be completed in approximately 2 years. Initial plans for the new building reflected a departmental composition and structure that was four years ago, prior to all of the recent growth and expansion. More intentional planning will be needed to design a space that can accommodate the larger department and its enhanced needs. We will need to work with our VP of SS and the rest of the team who is on the planning committee of this new building to ensure there is enough space for our employees, as well as spaces for our students to meet with our tutors, and a shared space with the other programs

that we will be housed within the new building to be able to hold events, workshops and other student activities.

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

We use a variety of technology, both on the back end/behind the scenes, as well as many programs that students see/utilize.

In terms of students, we have our EOPS webpage which is updated regularly to have the most up to date program info, how to join, listing of supports the program offers, information for current students (such as important deadline dates), listing of our EOPS sections of English and counseling classes we offer, tutoring schedule, FAQ's and how to contact us.

We also use EAB Navigate, which is where our EOPS counselors and Specialists have their appointment availability listed, and students can access this directly through their student portal to make an appointment(s). The students can pick their preferred counselor, their desired modality (either in person or virtually via Zoom) and the exact type of appointment they need, so that they get the most beneficial appointment/assistance they need. The students will get automated email confirmation when an appointment is made, as well as reminders of their appointments via email and text the day prior. Staff can also use EAB Navigate to text and/or email individual students, as well as being able to utilize campaign features within the program that allows us to send very specific targeted emails to a particular group of students we are wanting to reach out to.

We also utilize Constant Contact, which is an email marketing and communications tool. Constant Contact allows us to send email blasts to students that are more engaging than simply receiving a message. These emails are colorful, using photos and graphics and allowing us as the user to take a simple message and make it more engaging (and thus, more likely to be opened by our students). We can embed links and the program provides data on the number of opens/click throughs, so we can see what our students are opening and wanting to get more information on. We utilize this platform in conjunction with other modes of communication, such as Navigate, email, phone calls, texting and in-person communication; utilizing a plethora of ways of engaging with our students helps ensure that students are getting the information we need to share with them, and they have multiple ways to respond/engage with our EOPS team.

Cerritos College has recently launched their own app, which is yet another way that EOPS students can interact with those in the EOPS office. There is wall feature that students can post on, and we monitor this regularly to be able to respond to anything posted about EOPS. Information about EOPS as well as a way to contact us is also available to students via the Cerritos College app.

Behind the scenes, our EOPS team utilizes PeopleSoft to do a lot of the tracking of data on our students. For example, within PeopleSoft we can have a bolton created for each EOPS student that is enrolled and in the program in a particular semester, and in that bolton, we can keep track of information such as their appointments completed and if they are in good standing with the program. In a glance, we can enter a student's campus ID number and see every semester they were in EOPS and the details about that particular semester for that student. PeopleSoft also allows certain staff to award and disburse grants to our EOPS students. For the manager, there is also reporting capabilities that allows us to really dive into our EOPS student data, to see such things as number enrolled in any given semester in EOPS, how many have completed their 1st/2nd/3rd required appointment in a semester, see who is eligible for an EOPS grant, etc.

7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The major challenges facing EOPS are capacity issues – with our increasing numbers, we need to look at increasing our counselor and EOPS Specialist appointments availability to meet/assist our students. We did increase our counselor appointment availability approximately a year ago, bringing on 2 much needed part-time counselors to our team. However, with the increase in students we are serving as well as one of our longstanding PT counselors obtaining a full-time position elsewhere, we are hitting capacity again in terms of what we are able to offer. If we continue to expand and bring more students into EOPS, we will need to open the EOPS PT counselor pool again and hire 1-2 more PT counselors in the near future. We'll also need to look at changing the split position that we currently have of a 50% EOPS Specialist and 50% CARE Coordinator and consider hiring a 100% EOPS Specialist and then have the current person doing the split role become a 100% CARE Coordinator. The numbers for both EOPS and the CARE program (which is a program within EOPS for single parenting students on cash aid) has been growing, and we need to assess at what point in the future we'd need to consider splitting this 50/50 role into two full-time 100% positions. Finally, serious consideration should be given to looking at reinstating the Assistant Director position for EOPS. With the size of the EOPS program, having a second person who can lead the team and help with the management of the growing program would be a great benefit. Also, with the Director now overseeing five programs (with EOPS being the largest but still only one of five programs), having someone who could help manage and solely focus on EOPS would be a great benefit to the program/students in EOPS.

With the increase in staff in the past couple of years, as well as the likelihood of adding another PT counselor and/or a FT EOPS Specialist, our need for a larger space is imperative. As previously mentioned, there have been previous discussions and plans on how the department will be housed in the new Student Services building. However, those initial plans should be re-examined to see if they still accurately reflect our needs.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Over the next three years, I'd like to be able to have more students joining EOPS, with an increased level of support/services offered and/or more students within EOPS taking advantage of the optional support/services we offer. The goal for the next three years would be an 8-10% increase each year, with the goal of exceeding 1,300 students within this three-year span.

Some of the newer supports we've expanded, such as our transportation support, I'd like to see extended even more in the next years. I'd also plan on seeing an expansion in our tutoring services – we've included several science courses in the EOPS tutoring we offer through our department, but growth both in the number of topic areas as well as the number of students that are utilizing tutoring is the goal.

With this growth, I'd envision we'd need additional support of counselors, classified staff and short-term hourly employees. I'd estimate that we will need 2-3 PT counselors, a splitting of the current 50/50 role of EOPS Specialist and CARE Coordinator in one position to these being split and being 2 positions (100% EOPS Specialist and 100% CARE Coordinator). We will also have the need for an expansion of STH, hiring more tutors and student and adult hourly employees to help work the front counter in the customer (student) service role.

Looking at space, within three years we should be in the new Student Services building, which will provide our department with the adequate space that is needed for our area. We have grown over the past few years and anticipate continuing to grow, and we have reached the limit of capacity in our current space. We will be a part of the conversation in the design/layout of the space that EOPS will occupy and will be able to help ensure there is enough space for all our staff as well as the student spaces needed in our area. Having a new location with additional space and being co-located with the other student services programs will help our EOPS team to do our job more effectively.

In terms of the collaboration with the English department, I'd like to continue this relationship and work with them to offer these EOPS sections of English 100 and 103, with the intention of continuing to adapt and tweak these section offerings so that we see an increase in our completion/success rates in these classes. I'd also like to take this model of partnership and implement a similar partnership with our math department. I'd envision offering EOPS sections of the math classes that are the most needed to complete our students' educational goals; these classes would have the embedded support like our English classes have.

Lastly, we will capitalize on the new technology that has been and is being implemented to the college, such as EAB, Degree Planner, etc. The investments into these technologies will help support the work we do, allowing all of our EOPS team to more effectively do their jobs. EAB Navigate has made booking appointments directly with students easier. For our staff, it has enhanced our ability to communicate with our students, providing opportunities to use emails and texts to our students, a campaign feature that allows us to drill down to specific groups of students we want to connect with, and data and reporting capabilities that are far superior to our previous SARS scheduling system. The new program Degree Planner that is being implemented in the near future, will help our counselors to streamline how they work with students. This new program will help with the streamlining of creating CSEP's for our students that are in alignment with their pathway/LCP. Ensuring all our staff are trained fully in these technologies so that we can utilize to the maximum extent possible the capabilities will be a priority.

Section 5: Service Area Three-Year Action Plan (Goals, SAOs, Objectives, Action Plans, and Resource Requests)

Service Area Goals, SAOs, Objectives, and Action Plans : Version by **Robbins Smith, Patricia** on **01/19/2024 02:38**

SAO's	Service Area Goal Alignment	Method of Assessment	Assessment Year
SAO #1: EOPS students will have a comprehensive educational plan completed within their first semester in the program. The goal is for all (100%) EOPS students to have a completed CSEP within that first semester they are enrolled into EOPS.	Goal #1	Tally number of completed CSEP's by our EOPS counselors for those students in the EOPS program.	2024-2025
SAO #2: An increase of EOPS students who are completing their transfer level English requirement within the first year.	Goal #1	Tally EOPS students completing transfer level English within their first year of joining EOPS	2024-2025

Aligned Action/Recommended Action Plan (SS) : Version by **Robbins Smith, Patricia** on **01/19/2024 02:38**

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
GOAL #1: In the three major EOPS support provided to students, see a 5% or more increase by the end of the current academic year, as compared to the previous academic year in each of the following: 1. Counseling appointments completed, 2. Tutoring sessions completed, and, 3. Lending library items utilized/checked out.	Director, FT and PT Counselors & EOPS Program Specialists	End of Academic year - June 30, 2025	Action: Hire FT Counseling Faculty, 50% EOPS funded, 50% NextUp funded as a categorically funded position Action: Provide additional counseling appointments available to students at the days/times we see are the most desired, both in-person and online modalities. Action: Hire additional tutors with specializations in the different science, math and English classes we see most requested for tutoring (i.e., Anatomy & Physiology, Biology, Statistics). Action: Provide additional tutoring session appointments and drop-in sessions available to students at the days/times that are the most desired, both in-person and online modalities. Action: Hire an Assistant Director of EOPS* Action: Increase the number of relevant textbooks available through the EOPS lending library for students to borrow for the semester. Action: regular marketing to our EOPS students of our services/supports available, including an easy way to utilize each/all supports.

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
GOAL #2: Ensure EOPS program functionality at optimum, regardless of any retirements/resignations/vacancies	Director and EOPS Program Specialists	End of academic year - June 30, 2025	Action: Have a list of specific job duties and responsibilities for each position spelled out and available for all in the department to see (to be clear who is responsible for what within the department). Action: Have a Standard Operating Procedure (SOP) as well as a timeline for all major processes that take place on a regular basis within the EOPS department. Action: Cross-train employees so that there is more than one person who can complete any job duty/function necessary. Action: Create a training/how-to manual for our adult and student short-term hourly employees that work the front counter and are in the customer service role, working directly with our students.

Service Area Resource Requests : Version by **Robbins Smith, Patricia** on **01/19/2024 02:38**

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
1	Full-time Counseling Faculty position	\$90,526 plus related fringe	recurring expense	Faculty	EOPS grant and 50% NextUp grant funding	SAO #1, SAO #2, Goal #1	College Goal A	To serve the increased number of EOPS students into the program, as well as to serve the NextUp students, a recently added new program.
3	Asst. Director, EOPS	\$113,496 plus related fringe	recurring expense	Other staffing	100% EOPS grant funding	Goal #2	College Goal C & College Goal F	To help with the increased demands of running the program, from the increase in services provided to the increase in students in the program annually increasing.
2	Part-time tutors	\$26,220 plus related fringe.	recurring expense	Other Staffing	75% EOPS grant and 25% NextUp grant funding	SAO #2, Goal #1	College Goal A	Offering additional tutors in math and writing will help our students to be more successful in their courses, helping to increase our persistence/completeness of their required math/english courses.

Section 6: Service Area Program Review Process Reflection

Program Review Reflection : Version by **Amador, Lui** on **01/15/2024 23:34**

1. In what capacity were your service area staff, and/or users involved in the program review process?

EOPS faculty and staff were offered the opportunity to be a part of the committee who worked on program review, and those who expressed interest in serving on the program review committee were asked to participate. At the beginning of the process, it was initially discussed first in a general departmental meeting then was on the agenda as a standing agenda item during our scheduled weekly team meetings. For those that were assisting with the writing of the document, this was done by sharing the document on TEAMS and having committee members contribute their thoughts, insights and valuable perspective about the EOPS program. While the initial draft was put on paper by the Director, the others on the committee were able to contribute a great deal from their perspective or things that were missed, thus making it a much more robust and complete Program Review plan.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

We reviewed the previous Program Review plan, as well as current SAO's and goals for our area. We worked from these, seeing where we have achieved what we set out to do and where we still had work to do. By building upon what was already in place, it helped to ground us in the work that needs to be done and the actions that need to be taken to see those goals to fruition.