



C U Y A M A C A  
• C O L L E G E •

# Annual Update Report

SIS - EOPS/CARE/NextUp

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

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

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

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

Summary of Progress or Results
<p><b>Summary Date:</b> 12/03/2024</p> <p><b>Summary of Progress or Results:</b> All of our classified professionals and student workers for both programs have been cross-trained in the other's program. We have improved the organization of the office by creating two functioning workspaces with separate phone lines so that students are directed immediately to their program. We have coordinated the schedules of faculty among both programs to divvy up workspaces. When appropriate we collaborate requests by submitting one form containing our separate smart keys in order to reduce the efforts for the business office. Some examples of this are when we order caps and gowns and our technology requests. We also submitted a hire request for a categorical supervisor. All action steps reported in the previous program review were completed.</p> <p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Status:</b> In Progress - will carry forward into next year</p> <p><b>Action steps for this academic year.:</b> Our main action step for the coming year is to create a training manual for new employees to make the training and cross-training processes easier.</p>

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

**Program Goal:** Increase the efficiency and effectiveness of EOPS services

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

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

**Summary of Progress or Results**

**Summary Date:** 12/03/2024

**Summary of Progress or Results:** We have been conducting our software research, but due to restrictions placed by the district, we were unable to make a purchase. It appears that we need more time to be able to purchase software as we continue to work with the district on making such a purchase. While working on finding software we will continue exploring options like ClockWork Scheduler. We plan on presenting it to the district as a potential solution as this software would also support VARS, the statewide reporting system, to meet program needs effectively. For the time being we are still working on ways to increase the efficiency of our office in lieu of software. We have created a new application which has been more user friendly. We expanded our excel roster to make it more comprehensive. Our staff works with our student workers to monitor documentation to be able to track student compliance. Students who are missing appointments are being called and booked over the phone. This requires a lot of efforts from office employees and a new software would be more efficient and convenient, but this is our temporary solution.

**Reporting Period:** 2023 - 2024

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

Present Clockwork Scheduler to the district for purchase, but continue to look for ways to increase efficiency.

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

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

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

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

**Summary of Progress or Results**

**Summary Date:** 12/03/2024

## Summary of Progress or Results

**Summary of Progress or Results:** We have increased our in-reach efforts with the intentionality of increasing our enrollment of historically marginalized students.

Some examples of these events are:

The heritage month events for each month like Black History Month and Hispanic Heritage Month  
Open Mic hosted by Young Gifted and Black club  
Health and Wellness events  
Campus-wide Registrations labs  
Cuyamaca Explore/Open House  
Welcome Week  
Find your Pack

We also created our own event which is the ice cream social.

Attending these events increases exposure of our program campus-wide to increase awareness, and it provides students who are eligible a quick and convenient place to apply to our program. Staff who are managing the tables are equipped with iPads for on the spot applications.

To assess, we included questions in our end of semester survey asking how students found out about the program. The respondents also identify their ethnicity and are able to provide us with their ID to be entered in a drawing. This helps us to use the information from our answers to track if our outreach efforts are helping us to increase applications among historically marginalized students. In our in-reach efforts for Spring 2025, we will be collecting a roster with ID numbers so we can better track how we did at each event.

**Reporting Period:** 2023 - 2024

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

Continue out reach efforts and on the spot applications, but collect the ID numbers of the students who apply so that we can track how many applications each even yielded, and we can ask for desegregated data from the IDs collected.

## Service Area Overview and Update

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**Lead Author**

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**Collaborator(s)**

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**Initial Collaboration Date with Service Area Team**

11/04/2024

**Dean/Manager(s)**

Sade Burrell

**Initial Collaboration Date with Dean/Manager**

11/15/2024

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

In the 23-24 academic year, our program focused on getting students back into compliance by meeting their EOPS contacts and making sure that all students had a current, signed, mutual responsibility contract. Currently, all active EOPS students have a signed MRC on file. We worked together as a team to figure out how to ensure students were making their contacts, so we increased our phone call reminders, had counselors remind students which contacts remained at the end of each appointment, and, for in person appointments, we had the front desk immediately book the appointments as students were leaving the office. This resulted in a dramatic increase in the number of students in full compliance.

## Student Learning Outcome/Service Area Outcome Assessment and Student Success

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**Student Access, Learning, and Achievement**

**Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?**

For the annual update, EOPS used demographics data from the IEC office to identify gaps in access and success/retention.

In total, 684 students received EOPS services in Fall 2023, which reflects a **23% increase** from the 556 students who received services in Fall 2022. There were 746 students who received EOPS services in Spring 2024, which reflects a **28% increase** from the 583 students who received EOPS services in Spring 2023.

Based on this report, there are opportunities to expand access to EOPS for the following student groups:

- Black or African American students
- Asian or Pacific Islander students
- Latino/a/é students
- Indigenous students and students who identify with two or more races

We are continuously working to improve these numbers. It is one of our program goals and outcomes, and we have an action plan in place to achieve this goal. We also focused on this goal in the counselor institute. The action plan can be seen in our outcomes and assessment plan.

In regards to how our students are doing in their courses, students who received EOPS services had higher course retention rates and success rates compared to students who did not receive services. Overall, students who received EOPS services had a higher fall-to-spring persistence rate (87%) compared to students who did not receive services (70%). On average, students who received EOPS services attempted more units (11.4), completed more units (9.6), and had higher semester GPAs in Fall 2023 (3.26) and Spring 2024 (3.32) compared to students who did not receive services. Unfortunately, equity gaps exist in all of these areas as described in the following question.

## Annual Update

### **Please discuss any equity gaps in access or success the data revealed.**

The following groups of EOPS students experienced equity gaps in Fall 2023 course success rates: Black or African-American students (47%), Asian or Pacific Islander students (64%), Latino/a/é students (72%), and Indigenous students or students who identify with two or more races (55%).

Black and African-American students who received EOPS services in Fall 2023 experienced equity gaps in fall-to-spring persistence, with a persistence rate of 83%.

The following groups of EOPS students completed fewer units and experienced lower GPAs in Fall 2023: Black or African-American students (4.2 units completed; 1.81 GPA), Asian students (6.6 units completed; 2.71 GPA), and Indigenous students or students who identify with two or more races (6.0 units completed; 2.48 GPA).

### **What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.**

We are currently working to ensure all EOPS students are making all of their contacts each semester. In the last program review, we suspected that our success and retention rates were dropping overall and equity gaps were growing because students were not making all of their contacts. In the last year, the office put in all efforts to ensure students were in compliance with EOPS requirements which includes completing contacts. We are continuing these efforts, and we look forward to the 24/25 data to assess if these efforts have made a difference in our equity gaps. As part of our future planning, we brought back the end of semester student surveys starting the current semester, Fall 24. We added questions to help us understand the needs of our students, and we also asked for demographics so that we can relate the answers to our equity gaps.

### **What has this data revealed about the progress of the program review goals you set?**

The data shows us that we still have ground to cover in our goal of increasing access. We need to work on closing our equity gaps, and we need to continue intentional outreach. To aid with this goal, we have diversified our EOPS office. We have always had a pretty diverse team of faculty, but, in hiring student workers, we mindfully diversified our front office.

### **Service Area Assessment**

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

No

#### **If you responded no above, please describe the department's plan to update SLOs/SAOs.**

We assessed SAO 1 at the end of last semester, and we are reporting the results this semester. We will be working with Heyley Toyer if we have trouble reporting our assessments at the end of this semester. We revamped our recruitment efforts last year, and we are currently working on assessing the efficiency of those efforts.

#### **If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

We are still within the four year cycle to assess. We did not do it yet because we dedicated our last year to changing our goals so that they align with our SAOs and revamping our entire program. Last year was dedicated to get students back in compliance so that we could have meaningful assessment this year.

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

Last year, we focused on our SAOs

SAO 1: Increase the efficiency and effectiveness of EOPS services by streamlining departmental process in order to better meet student needs and improve EOPS requirement Compliance.

Our office went into this full force last year. We had counselors talk about and remind students of their remaining contacts, their staff and student workers made more phone call reminders, and we were able to increase the EOPS grant and use it as positive incentive to completing the contacts. This resulted in a dramatic improvement in student compliance.

SAO 2 Increase enrollment among underrepresented student groups including Black/African American, Latinx, Native American, and Asian and Pacific Islander Students.

## Annual Update

We have increased our inreach efforts, and we are currently working on assessing these efforts. This is partially being done using our student survey which asks about how students heard about EOPS. When we receive these survey responses, we will be able to break down by demographic, what brought students to our program. We will adjust and improve our efforts based on these responses

## Program Goals

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### Program Goals Status

I have updated the progress on my previous goals.

### Program Goals Mapping

Mapping for all active Program Goals complete.

## Submission

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### Program Review response is complete and ready for review.

Yes - Response is complete and ready for review