Program Review All Fields
Program Review: EOPS Fall 2020

Main

Overview
Academic Year Fall 2020

Originator Garcia, Mari

Division Counseling and Guidance

Department

Program

EOPS
Program Type

Student Services

Co-Contributors

Contributor

- Cisneros, Carina

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Extended Opportunity Program and Services (EOPS) is a state funded program under SB 164 which operates following Title V Education Code, Article 8 sections 69640-69656. The EOPS program's primary goal is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their educational goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services, including assistance with their admission, registration, financial aid, book purchases, educational planning, academic and personal counseling, workshops, and other support services from counselors and staff. In an effort to meet EOPS regulations and keep services relevant to the needs of our students, full-time staff and faculty regularly participate in the annual CCCEOPSA conference, monthly Region IV EOPS/CARE consortium, annual EOPS and CARE Technical Training and monthly EOPS/CARE and CalWORKs joint staff meetings. Additionally, the EOPS and CalWORKs programs hold semi-annual Advisory Committee meetings with on and off-campus partners and educational stakeholders to assist in maintaining effective programs for our students. All services and functions provided by the EOPS/CARE program are informed by Title V EOPS and CARE Implementing Guidelines.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **Continue to focus on strategies for improving student success, and student achievement of educational goals, i.e. transfer and graduation and/or other ed plan goals.**

   Accomplishment

   EOPS provides "over and above" support services to low-income first generation students. All EOPS students participate in orientation, abbreviated and comprehensive educational planning, priority registration, transfer planning, funding for textbooks, academic progress monitoring, university visits and leadership opportunities through the EOPS Club. Students on academic probation are required to attend a workshop to assist them with resources and information on how to improve their status. In 2013-14, EOPS served 418 students, including 28 foster youth. In 2014-15, 424 students were served, including 42 foster youth and for 2015-16, we plan to serve 500 students and increase the number of foster youth to 60 with the assistance of a new part-time EOPS/Foster Youth Counselor.

   The graduation and transfer rates for EOPS students were as follows: 2013/14, 64 students graduated and 15 transferred. In 2014/15, 68 graduated 18 transferred.

2. **Work with MIS and the Office of Institutional Research to collect data related to new regulations.**

Accomplishment

EOPS is fully integrated with SSSP regulations to collect the data required for the college to receive funding. As the data collection from SSSP is still being tabulated, the college has not completed the final results regarding orientation, ed plans, and follow-up services. However, the EOPS Counselor provides all of these services. Regarding Student Equity, EOPS and other categorical programs provided 32 workshops with 275 students attending in 2014-2015. EOPS provided two orientations and completed comprehensive education plans for 98% of 424 EOPS students. The Foster Youth Committee made up of representatives from A/R, Financial Aid and EOPS met to discuss definitions of foster youth and services for which they qualify. An MOU was created with Silicon Valley 43 Children's Fund to provide coaching services for foster youth once a week on campus. A total of 89 students from the categorical programs attended five campus visits and reported on a survey that the visits were helpful in learning about transfer options. In 2015/16 we plan to expand to 6 university visits.

3. **Continue to provide EOPS representation on SSSP and student equity committees.**

Accomplishment

EOPS/CalWORKs Associate Dean co-led and co-wrote Student Equity Plan for 2014-2015. She continues to be an active member of the Student Equity Committee and the SSSP Committee. EOPS serves the most disadvantaged equity populations who underperform in terms of success indicators according to the CCCCO data mart; Hispanic, low-income, and foster youth students. In 2014-15, EOPS received Student Equity funding for transportation, books, summer counseling, and buses for university visits. For 2015-2016, Student Equity is currently funding a part-time foster youth counselor.

Briefly describe the activities and accomplishments of the program with respect to
a. PIPR recommendations; and
b. Each goal since the last program plan and review.

N/A

Have the services of your program changed over the past three years? Please explain (300 words or less).

After the CalWORKs and Fresh Success office relocation was completed, our EOPS/Foster Youth Counselor was able to move into the EOPS office instead of being in another part of the building.This eliminated confusion and allowed EOPS students to check-in the EOPS office and walk to her office in same area instead of walking out the door to another part of the building. This change allowed our office to be creative with our space by creating a computer lab with seven stations for EOPS students and a small meeting space.
 The space change and creation of the EOPS Computer lab has allowed us to enhance our above and beyond services to include much needed supports like free printing, hands on assistance for group registration during priority registration, provide one-on-one Financial Aid application assistance, as well as assist students with applying to transfer to universities.This space also allows the EOPS to provide a private, safe space for our undocumented students and allies to meet on a monthly basis (Cafecito Friday/Cafecito y Consejo).
Per program regulations, EOPS students are required to meet with their EOPS Counselor a minimum of 3 times each semester. In 2019
we implemented Contact Cycles for EOPS students to follow and meet with their counselor by specific times in the semester. It is important that students make timely contact with their counselor throughout the semester, thus our contact cylce includes a 6-week timeframe for an initial meeting with Counselor, followed by a mid-term check-in within the next 5 weeks and ending with a third Counselor meeting for registration, transfer assistance or other next steps. The Contact cycles have allowed EOPS staff to provide better case management by following the estalished contact guidelines and making follow-up up phone calls to students who are not making their expected Counseling contacts.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D3. Course Rates by Unit

Although in EOPS, we do not have any course offerings, the EOPS program helps the college meet the goal of increasing the transfer rate by ensuring that EOPS students maintain progress towards reaching their educational goal. The program supports students using a case management model that ensures students are meeting their required counseling contacts which allows for progress monitoring and early interventions to occur. Additionally, EOPS

students are required to enroll in a minimum of 12 units at the time of EOPS enrollment, and they must remain enrolled in at least 9 units every semester thereafter to remain eligible. These program requirements helps students maintain momentum towards their educational goal and supports the college's goal of increasing Gavilan College Degree, Certificate, and Transfer Completion rates.

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D4. Milestone Tracking Summary

According to SSARCC data reported, EOPS served the following number of students:

2017-2018 we served 526 students

2018-2019 we served 511 students

2019-2020 we served 479 students

In 2018, Research, Planning, and Institutional Effectiveness (RPIE) conducted a comprehensive quantitative outcomes analysis to evaluate the effectiveness of EOPS.

Two key findings arise from the research. Participation in the EOPS program increases the odds of a student receiving a degree or certificate by 92%.

The importance of this finding cannot be overstated. EOPS has a greater effect on the likelihood of receiving a degree or certificate than any other program on campus, including MESA, TRiO, and Puente. This is especially notable given that EOPS serves far more students than these three programs combined. It also has a greater effect than various student statuses, including student athletes, veterans, AEC students, Kickstart participants. The only statuses more predictive of a student receiving an award than EOPS participation were race, age, and basic skills status.

There is evidence to suggest that participation in the EOPS program may increase the odds of a student persisting in and passing their courses, but if true, the effect is likely not systematic.

The complete RPIE Research Study is included as an attachment.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.
   1. **What were the measured outcomes of specific initiatives over the past three years?**
   2. **What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
   3. **What indicators are you measuring?**

(300 words or less)

Since we have lost our EOPS SLO's data from the past annual program updates, we don't have the specific outcomes measured at this time. One of our specific inititatives from the past three years was the development of contact cycles for students so the program can provide better case management and timely interventions with students. This initiative has in fact resulted in better case management and communication with students because it has created an accountability structure for staff to check in with students who have not had any program contact for 5 weeks.

We are measuring student retention and success with meeting program outcomes.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

EOPS had to make quick shifts in our transition to Distance Education and it really highlighted some of the strengths and weaknesses of the program. Many of our paper--based processes (progress reports, textbook vouchers, student files) became much more difficult to do and rethink. One platform that has aided in the transition has been the utilization of Canvas for communicating with EOPS students and establishing transparent milestones that include their Counsleing Contacts and Progress Reports as assignments.

In order to support the success and retention of our students, we need to be more flexible and readily available to meet student needs in an online format that is user friendly. Our EOPS program process need to be updated to align with the current online environment and utilize Canvas to support student and enhance communucation is our most promising initiative for supporting success and retention.

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (http://www.gavilan.edu/about/research/index.php)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

According to GAV data, EOPS eligible students that are disproportionately impacted within EOPS are listed below:

FALL 2017: Males and Current or former foster youth

FALL 2018: Males and African American

FALL 2019: none(?)   (should we add fall 2016 where the disproportionate groups are Unknown and Males)

Our results are similar to what the greater campus has identified.

Our program strives to address these gaps by ensuring that we are mindful of having different opportunities for our students to experience and relate to. For example, for our EOPS 50th anniversary, we offered a student conference in which our speaker was African American and a former foster youth. We have also had male student assistants in our EOPS office to be more welcoming of our male students.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

For the past three years, the EOPS office has served as an ad hoc UndocuAlly center and led efforts to support two of our disproportionately impacted students groups; our unodcumented students and Foster Youth. Some notable efforts to create an inclusive environment include the EOPS program's support in launching Cafecito Friday to cultivate community, share information and facilitate resource connections for students, staff and faculty. Additionally, the EOPS program leads the UndocuAlly ad hoc workgroup that comes together each year to plan the annual Undocumented Student Week of Action events in October.

During EOPS 50th Anniversary celebration, we provided the campus with an invitation to attend our keynote speaker in October 2019 who spoke about the lived experiences of foster youth. The EOPS office has led efforts to operationalize AB 1645 and AB 1567 which requires the california community colleges to have identified Undocu-Liaisons and Foster Youth Liaisons.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

In EOPS, staff and faculty are very mindful of student equity and make every attempt to ensure that our program processes and materials are inclusive and accessible to all our students.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?

No
Are your SAOs up to date in curriQunet AND on the reporting website?

No
Have your SAOs been assessed in the last five years?

Yes
Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes
If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

This will be our first year entering SAO's into Curriqunet and we will ensure that we will update them annually from this point forward.

Outcome Assessments

Services Area Outcomes (SAO)
What is your set goal for SAO success for each SAO (200 words or less)?

EOPS and CARE students will have access to timely resources and information to support their academic success by meeting with their Counselor three times every semester.

The EOPS/CARE program seeks to increase the percentage of EOPS students who complete their educational goal of associate degree, certificate of achievement, and/or transfer.

Students who attend the EOPS program Orientation will learn the requirements and services of the EOPS program.

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).

EOPS SAO's supports the college's ILO's by having students establish a relationship with counselor AND connecting them with a homebase for a place to turn to for assistance, supportive staff and progress monitoring for ongoing support to completion.

EOPS is also supporting student achievement by connecting them to support services immediately at the start of their college experience with our program orientation and initial counseling appointment taking place within the first six weeks of the semester.

Gap Analysis
Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

N/A.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2017**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   526
   Full Time Faculty

   2
   Part Time Faculty

   0
   Full Time Staff

   3
   Part Time Staff

   0
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

2. **2018**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   511
   Full Time Faculty

   2
   Part Time Faculty

   0
   Full Time Staff

   3
   Part Time Staff

   0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

479

Full Time Faculty

2

Part Time Faculty

0

Full Time Staff

3

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

1.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 100.00%
PT = 0%

Year:2018
FT = 100.00%
PT = 0%

Year:2019
FT = 100.00%
PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

N/A

Additional Comments

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

Total Number of student contacts

526

Total allocated budget

153069.000

Total spending

153069.000

Total cost per student (Student Contact/ Total Spending)

$1,430

- **2018 - 19**

  Total Number of student contacts

  511
  Total allocated budget

  156738.000
  Total spending

  172369.000
  Total cost per student (Student Contact/ Total Spending)

  $1,647

- **2017 - 18**

  Total Number of student contacts

  479
  Total allocated budget

  159575.000
  Total spending

  168327.000
  Total cost per student (Student Contact/ Total Spending)

  $1,889

Year and Student count

Year:2017 Count:479
Year:2018 Count:511
Year:2019 Count:526

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **$736,838**

   Funding Source

   Catagorical
   Academic Year

   2019-20
   Purpose of Funding

   EOPS program allocation
   Result

   EOPS served 526 unduplicated students

2. **183,282**

   Funding Source

   Catagorical
   Academic Year

   2019-20
   Purpose of Funding

   CARE program allocation to support eligible EOPS single parents on cash aid.
   Result

   CARE program served 59 unduplicated students

3. **$669,342**

   Funding Source

Catagorical

Academic Year

2018-19

Purpose of Funding

EOPS program allocation

Result

EOPS served 511 unduplicated students

4. **163,425**

   Funding Source

   Catagorical

   Academic Year

   2018-19

   Purpose of Funding

   CARE program allocation to support eligible EOPS single parents on cash aid.

   Result

   CARE program served 81 unduplicated students

5. **$736,837**

   Funding Source

   Catagorical

   Academic Year

   2017-18

   Purpose of Funding

   EOPS program allocation

   Result

   EOPS served 479 unduplicated students

6. **176,791**

   Funding Source

   Catagorical

   Academic Year

   2017-18

   Purpose of Funding

   CARE program allocation to support eligible EOPS single parents on cash aid.

   Result

   CARE program served 80 unduplicated students

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

EOPS has strong collaborations with all special programs, specifically AEC, CalWORKs, TRiO and Fresh Success. We also collaborate with Enrollment Services. Because of the overlapping needs for services that students have, our collaborations with other on campus support programs is fundamental to providing our students with equitable and necessary support while helping to avoid duplication of efforts. We strive to be informed and knowledgeable about all of these areas of our campus since our students see us as place for help, information, guidance.

The Interim Dean of Special Programs who serves as the EOPS Director participates in Guided Pathways efforts by serving as the Completion Team Co-lead. The Completion Team seeks to integrate academic and student support services to provide equitable support to all students.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The pandemic that began in March 2020 and forced us all to transition to Distance Education has had a disproportionate impact on our EOPS population who are low-income, educationally disdvantaged and primarily first-generation college students. We observed a 15% decline in enrollment from the spring 2020 semester to the fall 2020 semester for students who were eligible to return and did not graduate. Many of our students were not able to secure reliable internet or laptops in a timely manner which prompted several students to drop courses.

While we do not yet know the full impact that Distance Education will have on our EOPS student course success rates and retention, our observational data is telling us that the impact of the transition is severely disproportionate and favors our single, younger students who have the technology skills to navigate our new online college processes while leaving behind our student parents, older adult learners, students with disabilities, educationally disadvantaged students and students with little or no technology access. Our EOPS Counselors are also observing the emotional well-being and the physical impact this pandemic is having of our students who did continue and/or were new to Gavilan and EOPS this semester.

The administrative reorganization has reduced administrative oversight of the EOPS program to a part-time Director with the support of a full-time certificated Counselor who is supporting program coordination. It is important to note that this change will limit the program's student capacity to no more than 500 students annually per Title 5 program regulations.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

EOPS program faculty and staff benefit from statewide trainings focused on EOPS and CARE programs and the unique needs of EOPS and CARE students.

In 2017, EOPS offered the opportunity for Gavilan staff to receive AB540 Ally Training. We then formed an Undocually group on campus where we share and provide information regarding resources, updates, changes to laws, etc regarding undocumented students and families.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

Due to the retirement of the EOPS/CARE Program Specialist, Gloria Mancera (July 2020) who served as the CARE Coordinator, there is a need for additional classified support, however the program does not currently have a need to replace the full-time staff. Instead, the program could benefit from a staff reclassification for the Office Assistant position to be reclassified to a Program Specialist.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

EOPS Title 5 Regulations have specific minimum qualifications for faculty hired in Counseling positions that serve EOPS students to ensure that the District and program are hiring qualified professionals who have a demonstrated understanding and sensitivity in working with students who are educationally and economically disadvantaged. Additionally, EOPS employees have access to annual statewide trainings that provide ongoing professional learning opportunities, including Race and Equity trainings, trauma informed practices, technical assistance training and best practices in student services.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

In Fall 2019, EOPS celebrated its 50th Anniversary. We held several events and opportunities for our current students and the general student population to learn about EOPS. First, we had an EOPS Student Social held outside of our EOPS office where we welcomed all students and staff. Then on September 25th, 2019 we celebrated the EOPS Anniversary by hosting a Student Testimonials event where we had our honorary speaker, Rachel Perez, former EOPS Associate Dean and current and former EOPS Alumni share their stories. Finally, we also held a Student Conference in which we had an amazing motivational speaker and workshop presenter. These events provide multiple opportunities for our students to learn about the history, challenges, and opportunities of EOPS.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

There was lots of confusion with the change in language between SAO's SLO's and Goals listed in several parts of PIPR . It might be helpful to have these "flow" a bit better and/or place them together and underscore the difference between "Student and Program Outcomes", "Outcome Assessment" and Goals. Lots of confusion with the program productivity piece also related to budget (where to put allocations for categorials).

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Increase completion of the program orientation from 92% to 95% for new EOPS students and ensure all have a Comprehensive Education plan by the end of their first semester in EOPS.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   Mission statement: transfer pathways, career and technical education, developmental education, and support services prepare students for success. Strategic Plan: Strategy 1 and 2

   Proposed Activity to Achieve Goal**

   Align program processes to enhance student communication and identify clear milestones utilizing the Canvas platform as well as to provide access to complete online EOPS Orientation on Canvas prior to student's first contact.

Responsible Party

All EOPS staff

Fund amount requested. If a collaboration, what % required from each partner?

None.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

May 2022

How Will You Evaluate Whether You Achieved Your Goal

We will use Canvas assignments to track number of new EOPS students that complete orientation and a comprehensive education plan within their first semester in EOPS.

2. **Increase opportunities for counselor contacts by establishing group counseling sessions. All EOPS students will have the opportunity to complete one counselor contact by attending a group counseling session to obtain knowledge related to their educational goals.**

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Mission statement: transfer pathways, career and technical education, developmental education, and support services prepare students for success. Strategic Plan: Strategy 1 and 4

Proposed Activity to Achieve Goal**

Counselors will identify student success topics for group counseling sessions. Topics will be focused and specific to a theme, for example transfer application assistance, registration preparation, how to navigate portal, etc. These sessions will allow students to obtain timely information and opportunities for decision making.

Responsible Party

EOPS Counselors

Fund amount requested. If a collaboration, what % required from each partner?

None.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

May 2022

How Will You Evaluate Whether You Achieved Your Goal

EOPS will provide the opportunity for students to complete a group counseling session by offering at least 3 sessions in an academic year and track attendance.

3. **Develop new SAO's prior to the first program update that align with the college's ILO's.**

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Our SAO's will be in alignment and support the college's strategic plan goals of increasing achievement and improving achievment and equity.

Proposed Activity to Achieve Goal**

Plan an EOPS staff retreat to discuss and create new SAO's.

Responsible Party

All EOPS staff.

Fund amount requested. If a collaboration, what % required from each partner?

None.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

December 2021

How Will You Evaluate Whether You Achieved Your Goal

We will be able to evaluate our achievement of our goal once our SAO'S are established posted on our EOPS website.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Extended Opportunity Programs and Services (EOPS) program at Gavilan College (and statewide) celebrated it's 50th anniversary in 2019-20. The program's primary mission is to encourage the enrollment, retention and transfer of students *handicapped* by language, social, economic and educational disadvantages; and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services like textbook and supply vouchers, mid-semester progress reports, student lab, transfer assistance and student success workshops that are above and beyond those provided to all students by the district. Cooperative Agencies Resources for Education(CARE) is a component of EOPS and provides additional services to EOPS students who are single-parents receiving TANF/cash-aid.

Over the past two years, the program has undergone staffing changes as a result of one full-time staff retirement and the college administrative reorganization which promoted the Associate Dean of EOPS/CalWORKs to Interim Dean of Special Programs. The program steadily serves between 450-525 students annually. Program participation fluctuates; often reflecting fluctuations in college enrollment. Program eligibility requires EOPS students be enrolled full-time at time of program enrollment, they must meet federal low-income guidelines, and have an educational disadvantage (i.e. first generation college student, ELL, foster youth). The program/department is also designated to serve other student equity groups, including foster youth and undocumented students with activities like Cafecito Friday, UndocuAlly meetings and Foster Youth support finding their institutional homes within the EOPS program and office.

Attach Files

Attached File
2018.07.12 EOPS Evaluation Complete.pdf (/Form/Module/_DownloadFile/37/44788?fileId=48)
EOPS Program Plan 2020-21 signed (2).pdf (/Form/Module/_DownloadFile/37/44788?fileId=68)