



Council for the Advancement of Standards in Higher
Education

**CAS Program Review and Self-Assessment
Final Report**

TRIO and College Access Programs

Presented By:

(Marilyn Booye)

(Supervisor, EOPS Program)

(11.3.2022)

Academic Advising Programs (AAP)

Presented By:

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(Assistant Director, EOPS Program)

(11.3.2022)

Executive Summary of Review Process

On November 5, 2020, the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs/function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for (Extended Opportunities Programs and Services) consisted of (12) members. Members were recommended by the Student Development office.

EOPS-TRIO and College Access Programs Team and Academic Advising Programs Team

EOPS-TRIO Team Member Name

Marilyn Booye
Maria Hernandez
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Team Member Title

EOPS Supervisor, EOPS-TRIO and College Access Programs
EOPS Program Coordinator, EOPS-TRIO & College Access Programs
Student Development, Division Administrative Assistant II

AAP Team Member Name

Dr. Melinda Hughes
Glynn Wallis
Chuong Le
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Tamara Goldie

Team Member Title

EOPS Assistant Director
EOPS Counselor
EOPS Specialist/Advisor
EOPS Specialist/Advisor
EOPS Advisor
EOPS Counselor
EOPS Counselor
EOPS Counselor
EOPS Counselor

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

Meaningful limitations to completion of the program review:

Summaries

The following pages represent the Review Committee's collective responses and serves as the initial report. Overall Section Average Scores

Section 1: Mission (1.5)

Section 2: Program and Services (2 to 3)

Section 3: Student Learning, Development, and Success (2)

Section 4: Assessment (2)

Section 5: Access, Equity, Diversity, and Inclusion (2)

Section 6: Leadership, Management, and Supervision (2)

Section 7: Human Resources (2)

Section 8: Collaboration and Communication (2)

Section 9: Ethics, Law and Policy (2)

Section 10: Financial Resources (2)

Section 11: Technology (2)

Section 12: Facilities and Infrastructure (1)

Section 1: Mission

CAS Section 1 Purpose Summary

The mission of TRIO and College Access Programs (TCAP) must be to encourage and assist people who are traditionally underrepresented in postsecondary education because of income, family educational background, disability, or other relevant federal, state/provincial, or institutional criteria, in the preparation for, entry to, and completion of a postsecondary degree.

The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. AAP must advocate for student success and persistence.

Section 1 Committee Summary – Average rating (2)

The EOPS mission statement is:

“Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) is a state-funded program to help low-income and academically disadvantaged California residents to be successful in college. EOPS/CARE provides eligible students with support services such as early registration, personal and academic counseling, transfer assistance and, in some cases, grants and book assistance. EOPS/CARE staff members are advocates for students and committed to helping them achieve their educational goals.”

Achievements: EOPS – TRIO and College Access Programs

EOPS meets its mission by helping low-income and academically disadvantaged students be successful in college by offering early registration, academic counseling, transfer assistance, grants, and book assistance. The counseling and advising staff serve as advocates for students while committing to helping students achieve their goals. Students also learn strategies and build skills related to self-advocacy to assist them to be academically self-sufficient once they leave the EOPS program.

EOPS embraces student learning by providing resources and support to underrepresented populations. As in the institutions mission statement, we support students and help them to realize their goals. We teach them to be socially responsible by introducing EOPS as a learning community. Most EOPS participants move on to receive degrees in education, social sciences, and psychological sciences, with the intent to give back to their communities via social work, counseling, and teaching. In addition, many of our students receive degrees and/or seek transfer degrees in the sciences.

Achievements: Academic Advising Programs Team

Our academic advising and counseling component meets and supports the state EOPS mission by providing quality advising services and resources that are accurate, timely and consistent with student's interest, goals, abilities, and degree requirements. Our advisors and counselors utilize a comprehensive approach when advising new and continuing EOPS students, on degree requirements, general education requirements and academic standards so they can make informed decisions about their educational, career and life goals.

The EOPS program employs academic advisors and counselors who empower students to take responsibility for achieving their academic goals by providing individualized advising in a supportive and safe environment. Our advisors and counselors are aware and appreciate the different perspectives, backgrounds, and identities of our EOPS students and consider their differences when developing educational plans and career goals. The EOPS counseling and advisory component will continue to create an academic advising system that is welcoming, and respectful to all EOPS students.

Opportunities for Growth: EOPS – TRIO and College Access Programs

- EOPS does not regularly review and update its mission. However, it has been discussed to revisit at our next program retreat and throughout the 2022-2023 academic year.
- We do well in meeting all that is written in our mission. Where there is room for improvement is revisiting the overall text of the mission and improving the marketing of our mission to students in the office, in documents, on campus and the community.
- Although the mission states what we do, it does not provide guiding practices. EOPS would benefit from revisiting its mission and changing the language to provide adequate detail or explanation of the breadth and depth of knowledge and services we provide.

Opportunities for Growth: Academic Advising Programs Team

- Provide ongoing training and workshops for our EOPS advisors and counselors to ensure that they are up to date on issues and events that can impact our students and the way we provide advising.
- Make the mission statement visible by placing it in all the advisors and counselors' offices.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 2: Program and Services

CAS Section 2 Purpose Summary

TRIO and College Access Programs (TCAP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The TCAP goals must be aligned with institutional priorities and expectations of the functional area.

Academic Advising Programs (AAP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The AAP goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary: EOPS – TRIO and College Access Programs – Average Rating (2 to 3)

The program is designed to take academically and financially challenged students with statistically lower GPAs than the general population and assist them with academic and financial support. Students develop the skills and confidence to advocate for themselves, learn time management, and other daily functional skills to assist them in getting to their end goal of transferring, graduating, or obtaining a degree/certificate. This is achieved by holding them accountable to the Mutual Responsibility Agreement signed each quarter by the student outlining and confirming their commitment to meeting EOPS standards and requirements.

EOPS obtains surveys and data from Institutional Research to help us track data for EOPS, Scholars and CARE in comparison to the general student population. EOPS reviews such data to assist us in identifying student needs and improvement in areas in service to students.

- Goal 1: 80% of EOPS Students will be retained from term-to-term and year-to-year.
- Goal 2: Each academic years 25% of EOPS students will graduate or meet the requirements.

Section 2 Committee Summary: Academic Advising Programs Team – Average Rating (2 to 3)

The goal of the EOPS Mission Statement is to ensure students disadvantaged by social, economic, educational, or linguistic barriers have access to the resources needed to enroll and succeed at any California community college. The counseling advising component of the EOPS program is essential to the success and retention of our students. Its aim is to keep students from dropping out and helping them reach their educational and career goals.

To remain in the EOPS program, new and continuing EOPS students are required to meet with an advisor or counselor twice per quarter to review their educational goals and to ensure they are on track to accomplish their goals.

Our EOPS academic advisors and counselors do more than answer academic questions, they have a broad understanding of the barriers and challenges our students encounter while attending college. Many of our students are first generation in college and may not understand how to navigate the system. Academic advisors and counselors act as advocates or agents of change for our students and they are there to make sure that each student has the same opportunity for success regardless of their race, gender, or socio-economic background. Our advisors and counselors collaborate with faculty and staff across campus to promote awareness of our program and the services we provide.

Achievements: EOPS – TRIO and College Access Programs

General EOPS program:

- Increased recruitment by 10% for the last two years.
- Retained at least 80% of our students.
- Met our completion rate goals.

- The number of EOPS students receiving awards and scholarships has increased.
- Our graduation rates have maintained or increased in the past two years, thus increasing the number of underrepresented students meeting their academic goals campus and program wide.

EOPS Scholars Program

- **Course Success:** Over the four years, EOPS Scholars have higher course success rates in the year that they received aid (89%) than compared to other EOPS (84%) and De Anza (80%) students.
- **Course Retention:** The four-year average course retention rate of EOPS Scholars students (93%) is comparable to other EOPS (92%) but higher than De Anza (90%) students.
- **Term-to-Term Persistence:** Nearly all EOPS Scholars students continuously enroll fall quarter to spring quarter, whereas other EOPS and De Anza students are not as likely. Their average fall-to-spring enrollment rates at 87% and 71%, respectively.

We effectively work in collaboration with departments and programs across the campus, the district, and off-campus organizations such as the Burton Foundation, Pivotal Collaborative/FYSI, UCs and CSUs. Examples of departments we collaborate with are Financial Aid, Admissions and Records, Outreach, Cashiering, DSPP (Disability Support Program and Services), OTI/CalWorks, Food Pantry, Office of Equity and we participate in leadership and governance committees, and campus affinity groups. In addition, EOPS has recently acquired a new full-time, tenure track counseling position to serve Foster Youth via the Guardian Scholars Program, a sub-program of EOPS.

Achievements: Academic Advising Programs Team

During the first two years of college (depending on the major) students take lower division major courses and complete lower division general education courses for transfer.

Our EOPS academic advisors and counselors have a wealth of knowledge and can assist students with quick advising questions, transfer requirements, calculating units, educational plans, choosing careers, referrals, and letters of recommendation and other academic issues students may encounter.

Counselor and advisors will continue to attend university and state conferences to understand the latest information on university and state admission requirements, policies, and practices. Counselors and advisors will continue to attend bi-weekly counseling in-services meetings to receive updated information on department degrees, certificates, and program requirements. Counselor and advisors will continue to attend weekly CAA meetings where they can discuss issues and concerns relevant to student counseling issues and receive feedback.

Opportunities for Growth: EOPS – TRIO and College Access Programs

1. We provide services, information, and resources consistent with our mission and goals. However, due to the pandemic, we have not been able to provide as many “out-of-the-box” activities.
2. Through the development of OKRs, we have addressed several areas such as, outreach, in reach, recruitment, community building, policies and procedures to increase efficiency of services to students. We can improve upon reaching out to non-traditional resources and groups such as increasing:
 - Outreach and promotions to non-traditional resources such as adult programs and juvenile systems.
 - Outreach to foster youth and other government and county resources.
 - Outreach to students who meet the qualifications for the CARE program.
 - Outreach to formerly incarcerated, juvenile justice impacted individuals, and potential students within the social services system.
 - Our social media platforms and presence.

- Make the organizational chart available to all staff and post it on our website.

3. Seek additional resources to serve Foster Youth via the CCCC NextUp program.

Opportunities for Growth: Academic Advising Programs Team

- With the addition of a dedicated counselor to serve Foster Youth, the EOPS program will work collaboratively to integrate this component more formally into the program.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

TRIO and College Access Programs (TCAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. TCAP must contribute to students' progression and timely completion of educational goals. TCAP must help students and designated clients prepare for their careers and meaningful contributions to society. TCAP must work with the institution to identify relevant and desirable student success outcomes. TCAP must identify relevant and desirable student learning and development outcomes. TCAP must implement strategies and tactics to achieve these outcomes.

Academic Advising Programs (AAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. AAP must promote student learning, development, and personal growth to encourage self-sufficiency. AAP must contribute to students' progression and timely completion of educational goals. AAP must assist students in identifying the realistic timeframe to complete their educational goals and support their efforts. AAP must help students and designated clients prepare for their careers and meaningful contributions to society. AAP must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals. AAP must support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals.

Section 3 Committee Summary: EOPS – TRIO and College Access Programs – Average rating (2)

EOPS is designed to combine financial and academic counseling assistance to students with the goal of helping students reach their academic goals. In addition, students are provided tools to build skills and the confidence to advocate for themselves once they have moved forward to a university or into the public sector for work.

We are in alignment with previously determined and recognized student learning models as well as the institutional framework for student outcomes. This is because EOPS serves the most underrepresented populations and is modeled to provide support and track student progress all the way from entry into the program until the students' goals have been met. We meet students where they are at and provide strategies to move them forward either financially or with academic counseling; or to seek assistance from on-campus services or programs as well as outside entities.

Section 3 Committee Summary: Academic Advising Programs Team – Average rating (2)

The EOPS program contributes to students' formal education by encouraging students to participate and attend outside workshops and conferences. Attending conferences and workshops increases students networking skills, which can lead

to access to future job opportunities, increasing self-confidence and connecting with other students who share similar interests.

EOPS offers workshops on time management, goal setting, transfer application, financial aid, financial literacy, career preparation, and self-care to enhance health and wellness. Conferences that we encourage our students to attend are SUMMA, EOPS Conference, A2MEND Conference, and University representatives and transfer tours.

Personal responsibilities reinforce program standards and guidelines of the mutual contract.

Individualized educational plans are road maps created with a counselor or advisor that address students' educational goals. Educational plans show students exactly what they need to take, and it includes the classes, units, the quarter they will take classes and how long it will take them to complete their goal. Once an educational plan is created, students have a clear understanding of the requirements needed to complete their goal.

The benefit of an educational plan is students are in control of the decision-making process. Students can visually see their progress and can adjust their plans accordingly to speed up their time of completion.

Achievements: EOPS – TRIO and College Access Programs

The most significant student development and success outcomes for EOPS are:

- EOPS program retention and class completion rates,
- improved GPA rates,
- transfers to 4-year colleges, high number of Associates Degrees earned, and certificates earned,
- scholarships and honors received by our students,
- students develop and demonstrate Institutional Core Competences including personal responsibility, information literacy, social awareness, and communication skills by participating with our program.

The consistency of these accomplishments is widely documented as being higher than the overall general campus population on an annual basis. EOPS students continue to receive substantial scholarships and honors each year.

Achievements: Academic Advising Programs Team

- Counseling appointments are used to check in with students to gain insight into what or if any student resources are needed to improve academic success.
- Counseling appointments are used to do career exploration with students.
- Workshops and other supportive services and resources are offered to students to ensure their success.
- Students are required to meet with counselor/advisor two times per quarter to ensure student's goals are current and on track.
- Counselors and advisors continue to let students know they are responsible for their education, and they are there to support them.
- Counselors/advisors provide students with information to make an informed decision.
- During their advising sessions, counselors and advisors reinforce the importance of the institutional core competencies and their relevance to student development and success.

Opportunities for Growth: EOPS – TRIO and College Access Programs

- Improve upon how we gauge student perspective by conducting quarterly surveys.
- Develop other strategies to retrieve data to avoid overwhelming students with surveys.

- Provide incentives to help garner student interest.
- Develop new and updated Student Services Learning Outcomes to assess student learning and to inform program improvement.

Opportunities for Growth: Academic Advising Programs Team

- Offer workshops at times students are most likely to attend.
- Offer students incentives to attend conferences and workshops.
- Develop workshops and conferences topics based on student's interest.
- Develop new and updated counseling and advising Student Services Learning Outcomes to assess student learning and to inform program improvement.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 4: Assessment

CAS Section 4 Purpose Summary

TRIO and College Access Programs (TCAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. TCAP must ensure that annual program performance reports and assessment and evaluation of student learning and academic outcomes are conducted in accordance with conditions required by applicable sponsoring agreements.

Academic Advising Programs (AAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. AAP must design assessment plans that incorporate an ongoing cycle of assessment activities. AAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary: EOPS – TRIO and College Access Programs – Average rating (2)

The EOPS model requires us to continually assess and provide evidence to the district, campus, and state of services to students as well as meeting the standards of all three previously stated institutions.

EOPS uses the following assessment methods to allow for the collection of relevant EOPS student data and maintain current student service methods and strategies:

- We review the number of students served, student retention (quarterly and annually), student completion rates, student GPA improvement, graduation, transfer, and certificate completion.
- We assess more efficient and effective ways to serve our students. This includes reviewing basic daily needs, academic needs, technical assistance, and financial assistance (book vouchers, food cards, grants).

We assess everything from our recruitment to day-to-day services to end-of-year data retrieval.

The overall framework of the program requires us to review data and assess our progress or any areas that we need to focus on ensuring that we stay current on how to better serve our students, meet their needs, and excel in delivery of services.

Section 4 Committee Summary: Academic Advising Programs Team – Average rating (2)

Academic advising provides wrap around services while collaborating with other student services departments to support our students in obtaining goals, objectives, and outcomes. Mandatory student appointments assist our program in increasing students' success in achieving their individualized goals, objectives, and outcomes.

Our program mission is based on students accomplishing goals, objectives, and outcomes (Refer to EOPS Mission Statement, i.e., academic, career, personal goals). These are regularly assessed during the annual program review process. A component of the EOPS program assessment is to review student achievement data to determine areas of success and areas needing further attention. In addition, student self-assessments provide relevant information to support their academic, career, and personal goals. Identification of data for transfer, degree completion, certification achievement, and retention rates.

Collaborated with various departments to assess student needs to obtain individualized goals, objectives, and outcomes (MPS, financial aid, transfer center, community agencies).

Achievements: EOPS – TRIO and College Access Programs

EOPS executes the following strategies effectively and efficiently

- Quarterly progress reports for select students.
- Mandated counseling/advising appointments.
- Bi-weekly meetings with management and staff.
- Review student financial needs quarterly.
- Annual data reports from campus and district resources.
- Track and monitor student requirements and ensure that each student meets with a counselor/advisor twice per quarter as per State mandates. This ensures that the student stays on track to reach all academic goals.

The EOPS Program prioritizes the following:

- Reaching out to students that qualify for the program due to academic and financial need quarterly.
- Provide orientation of program expectations, services, and supplemental support.
- We track students that go on probation or warning and provide additional support.

Action and assessment taken for student improvement:

- EOPS tracks students that go on probation or warning and provide additional support.
- Using intrusive counseling, students are notified of their status and reached out to by a counselor.
- We utilize district reports to track, monitor and disperse grant monies to students who have outstanding unmet needs ensuring they can continue their education without interruption.

EOPS shares the following assessment results and student data with the following relevant constituencies:

- SSPBT, ISPBT, SSLT (Student Services Leadership Team).
- Campus committees, senates and planning teams providing program updates when requested.
- Counselors and Advisors participate in counseling workshops and provide program information to classes when requested by an instructor or division.

EOPS supports ongoing opportunities for growth for EOPS personnel by implementing the following:

- Remaining current on the district staff evaluation processes.
- Consistent bi-weekly and quarterly staff meetings and updates.
- One-on-one meetings with staff on a regular basis.
- Working on OKR's to develop new strategies and assessments for the program.
- Provide opportunities for conferences, workshops, and trainings.

Achievements: Academic Advising Programs Team

- EOPS evaluates data to address student needs to be academically successful (technical, food, housing, & resource disparities).
- Data is evaluated to monitor the academic performance of EOPS students and compared to the entire institution (I.e., transfer/graduation rates, retention rate).
- EOPS evaluated data on how students are doing in the classroom (GPAs, unit completion, part-time vs full-time student status, course completion).
- EOPS received academic progress notifications to provide academic interventions and support to students.
- EOPS gathers data transfer and completion rates for AA, ADT, and Certificates for our students.
- EOPS reviews students' academic standing and uses data to develop appropriate interventions to improve students' success and retention.
- EOPS uses surveys (academic standing survey) to develop appropriate workshops to help develop student and program objective/goals, address students' needs, and provide additional student support.
- EOPS is deliberate in analyzing data to create the appropriate student intervention for improved student success.
- EOPS disaggregates data to create and tailor Best Practices for De Anza EOPS Program's goals and objectives.
- Data from Institutional Research indicates that EOPS is a highly effective program that promotes student success and retention.

Opportunities for Growth: EOPS – TRIO and College Access Programs

- The program would benefit from being more structured with written procedures for data collection. For example, there should be a document to outline how and when we run these reports and whose responsibility it is to gather specific information.
- TCAP must develop quantitative and qualitative methods for assessing student learning via Student Learning Outcomes.

Opportunities for Growth: Academic Advising Programs Team

- Assessment model and the program will need to update standards to meet the EOPS guidelines. EOPS has their own standards that do not align with institutional models.
- The survey instruments used to gather data should be sent out on a more consistent and timelier basis and need to develop and monitor goals and objectives on a more consistent basis.
- Academic Advising Programs must develop quantitative and qualitative methods for assessing student learning via Student Learning Outcomes.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, TRIO and College Access Programs (TCAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary: EOPS – TRIO and College Access Programs – Average rating (2)

The fundamental structure of the EOPS program is based on equity and equality, serving the most underrepresented of groups and individuals based on financial and academic needs outlined by the California State Chancellor's Office and Title 5. We work with programs serving marginalized groups across the campus such as DSPS (Disability Support Programs and Services) to serve students with disabilities. We also work with other programs and groups that serve academically, ethnically, and culturally diverse student populations.

The format of the program is to serve students who have financial and academic barriers. These requirements cross multiple borders and encompass all diverse groups that may be subject to discrimination. Our program culture is to go above and beyond to assist students. During the student orientation, the information shared with them is not just regarding the program, but we also discuss the culture of the program which is community based. EOPS also reaches out to students who are underserved and have encountered academic challenges. This process does not focus on any one race, ethnicity, gender, self-identification, physical ability, or other marginalized group, but is to serve only those who have demonstrated the most need.

The CARE program serves single parents whose goals are to graduate, transfer or receive certificates to help provide for their families. Through our Scholars Program students are offered additional services with the goal of closing the achievement gap of groups identified by Institutional Research data. We also support foster youth, another underserved population, through our Guardian Scholars Program.

EOPS responds to the needs of constituents by keeping the hours of operations in mind when developing schedules and making ourselves available both in-person and via zoom. We modified the service of hours analyzing the needs of the students and this was also done pre-pandemic and have continued the practice during the pandemic. Staff, Advisors, and Counselors are currently seeing students outside of our standard hours of operation on an as-needed basis.

EOPS recruiting and staffing procedures include:

- Initiating the recruitment process for all positions with an equity, accessibility, diversity, and inclusivity mindset.
- Encouraging and providing staff with tools to enable them to incorporate an equity-based mindset with them each day while working with students and campus personnel, so they can embrace commonalities and differences alike.

When accommodations are requested by students or staff, they are provided all the information for whichever group they are affiliated with and connected to those who can help them through the process.

EOPS identifies barriers by assessing the accomplishments of those who succeed to see what services had the most effect on those students. However, EOPS also reviews the students who may have encountered unknown or known barriers that may not have been addressed or continue to change. It is most important to reach out to these students as they are the ones in need of the most assistance and support.

EOPS looks for the following characteristics when recruiting faculty and staff:

- Tangible skill levels needed for the position we are recruiting for.
- Intangible skills that cannot be taught, such as:
 - gentle demeanor
 - strong sense of service
 - empathy for our student population
 - someone who has the skills to communicate efficiently and effectively with students
 - someone to be real with them on the academic requirements of college life
 - deliver that information in a strong, but caring manner

Staffing patterns are not usually a problem when hiring for the EOPS program. We look at the already established make-up of the program and take into consideration the make-up of the population we serve and move forward accordingly. Cultural competency and humility are very important parts of the recruitment process and are a part of each discussion prior to making a final hiring decision for EOPS.

Section 5 Committee Summary: Academic Advising Programs Team – Average rating (2)

EOPS hires individuals from various backgrounds and cultures to represent our multicultural student population and does not discriminate against anyone based on individual physical characteristics, thoughts, and/or beliefs.

EOPS provides services to students from various ethnicities, cultures, and socio-economic backgrounds and does not discriminate against students based on individual physical characteristics, thoughts, and/or beliefs.

Achievements: EOPS – TRIO and College Access Programs

- Our program culture is to go above and beyond to assist students and provide them with a sense of community.
- Cultural competency is a very important part of the recruitment process and is part of each discussion prior to making a final hiring decision for EOPS.
- Recruitment includes reviewing the make-up of the current staff population and taking into consideration the population of students we serve.
- Identify barriers by reviewing what worked to help students succeed and review what it was that students did not receive, identifying those students who are still in need of support and assistance.
- EOPS advocated for and received approval to hire a Foster Youth Counselor to serve EOPS Foster Youth students and Foster Youth who do not qualify for support from the EOPS program.
- EOPS continues to partner with the John Burton Foundation who provides funding to assist Foster Youth students who do not qualify for EOPS funds assistance for books, transportation, or food. In addition, this resource has now expanded (2022) services to include funding for one-time rent, car repair, registration fees, and anything else that may hamper a Foster Youth student's ability to meet their educational goals.

Achievements: Academic Advising Programs Team

- Academic Advising Programs (AAP) create a variety of ways for students to connect with Advisors and

Counselors offering virtual, phone and in-person advising and counseling.

- All ethnic groups are included in the planning of operational processes of the program.
- Workstations and tables can be adjusted to accommodate students with disabilities.
- Students can see counselors by phone, virtually or in person to accommodate diverse modalities and mobility levels.
- AAP offers hybrid resources to allow students to choose how they want to interact with staff.
- Our program is an equitable program. EOPS always looks at how we do our processes. We take culture and individual biases into consideration.
- Nine (9) units of coursework in multiculturalism and/or ethnic studies-related social science areas are required for counselors to work in the EOPS program.
- AAP helps students who may have different backgrounds from their instructors and provides appropriate counseling and resources to help them be successful in their classes.
- EOPS continues to hire qualified counselors and advisors that represent our student population.

Opportunities for Growth: EOPS – TRIO and College Access Programs

- We can improve our efforts to establish and connect with affinity groups and provide our students with information on how EOPS supports the different cultures, beliefs, and identities across campus.
- Based on our current academic environment, we may need to re-survey our students to see if there is still an interest in evening hours.

Opportunities for Growth: Academic Advising Programs Team

- Provide information and additional opportunities for counselors and advisors to attend diversity and implicit bias training to better serve our diverse student population.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

TRIO and College Access Programs (TCAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for TCAP must provide management and supervision as well as lead strategic planning and program advancement.

Academic Advising Programs (AAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for AAP must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (2)

EOPS leadership offers communication, information, updates, and opportunities for input within the program. Leadership participates in vital committees and groups across the campus, interacting with various programs, offices, and

instructional areas. Leadership is still looking at ways to find a more suitable area for the EOPS office and staff so that they are near each other and in a more suitable physical environment.

Management demonstrates effective planning by communicating information during meetings and provides an opportunity to give suggestions and input on how to move forward into future endeavors. Management is physically and intellectually present and is responsive on a human level. Leadership seeks out the best technological tools to benefit students and staff.

The EOPS supervisor and staff have clear and open communication that helps everyone to stay on track and on top of our goals. The Assistant Director and Counseling and Advising team work collaboratively to plan and implement goals and objectives for counseling and advising service provision.

The success of the EOPS program depends on staying current and meeting all the requirements of the strategic planning guidelines of the program and campus. Internally, EOPS strives to stay current, adaptable, and flexible with the changing needs of the students within our program. Those needs consist of technological, academic, and person-to-person services.

The EOPS leadership is responsible for executing the directives provided by the District and Campus Senior Staff and Cabinet. The expectation is that all directives are executed while maintaining the standards and staying within the parameters defined by the state and Title 5 regulations and guidelines.

The main barriers faced are sufficient funding, non-negotiable State mandates, and working with a vulnerable population with unique challenges. These challenges offer the opportunity for EOPS leadership and staff to coordinate and collaborate with other programs and departments on campus. Challenges are overcome due to the staff utilizing their training and wide breadth of knowledge to navigate through challenges that are faced daily.

The EOPS leadership continuously advocates for the needs of the program whether it is staffing, funding, or technical and logistical needs of our staff and our students.

Leadership encourages and allocates time for staff to be able to participate in meetings such as Classified Senate, Academic Senate, BFSA meetings, SSPBT, SSLT, Guided Pathways, etc. We collaborate with Outreach for recruitment purposes.

Leadership is responsible and held accountable for updates and reporting of information related to all program goals, expectations, and outcomes. Reports are made through Deans' meetings, SSPBT, IPBT, SSLT, and any committees where program updates are required.

Staff are always encouraged to participate in professional development through conferences, workshops, and trainings. At various levels, staff are responsible for interacting with and reporting out to Foundation donors; provide in-class presentations and serve as program liaisons throughout the campus. Our dean introduced, trained, and facilitated the process of the Objectives and Key Results or OKRs.

Achievements

As a result of actions taken by leadership, the EOPS program efficiently and effectively implemented and executed the following:

- Converted from in-person to remote counseling advising and administrative services.
- Developed a paperless system to meet the immediate change in environment due to the pandemic.
- Initiated and in the process of implementing a paperless online data management system.

- Converted our applications and forms into a digital format to make it easier for students to respond to, to request and complete, sign, and submit documents.
- Developed an online appointment booking system to make it easier to book a counseling appointment and maintain counselor notes in SARS.
- Developed a system to provide food cards to students through email in lieu of on-campus meal cards.
- Converted from previous book fund process to new system operated by new bookstore operations.
- Followed-up on Objective & Key Results (OKRs) plans, at minimum semi-annually.

Opportunities for Growth

The program dean/director and senior staff must advocate for additional opportunities to meet the needs of EOPS employees. For example, more inviting workspaces, better configuration of workspaces, and the ability to work within the same area.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 7: Human Resources

CAS Section 7 Purpose Summary

TRIO and College Access Programs (TCAP) must identify the level of staffing necessary to achieve its mission and goals. TCAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers). TCAP must have access to technical and support personnel to accomplish its mission.

Academic Advising Programs (AAP) must identify the level of staffing necessary to achieve its mission and goals. AAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

Section 7 Committee Summary – Average rating (2)

In the recruitment of new FT EOPS positions we follow the guidelines of the EOPS standards for individuals working in the EOPS as well as District job descriptions. We provide a well thought out summary for each position allowing applicants a full and better understanding of the position expectations and responsibilities for which they are applying. In addition, the program staff must meet specific criteria as outlined in Title 5 regulations to meet minimum qualifications for the program director, assistant director, and counseling positions.

We follow all District protocols and hiring procedures keeping in mind the make-up of our student populations served as well as District diversity and equity policies.

The EOPS personnel are required to report to both the Assistant Director and EOPS supervisor. The EOPS supervisor evaluates the classified personnel based on their evaluation schedule set by the district. Staff meet with the EOPS supervisor at least once per quarter to check in and discuss any changes to responsibilities. Some personnel meet bi-weekly, and some meet as needed.

Overall, the college offers professional development in many areas to help build skills and knowledge base. The EOPS program offers staff opportunities to attend EOPS based trainings offered by State professionals, regional groups, and consortiums. Staff remain current by receiving updates bi-weekly in EOPS staff meetings, semi-annual division meetings, and by attending workshops and zoom training either by personal choice or as assigned by their supervisor.

The EOPS model provides a combination of certificated and classified professional assistance that provides a wide range of knowledge and abilities culminating in a well-balanced level of services to students.

Pre-pandemic we had 5-8 student workers assisting in the office, learning customer service skills, administrative skills, and personal professional responsibilities. Since the pandemic, we have not had the opportunity to bring student employees into the EOPS remote/hybrid environment. We look forward to reinstating our original plan that includes student workers when we fully return to campus.

Achievements

- By concentrating on the overall needs of the students; the technical, the tangible and non-tangible knowledge, skills and abilities needed for each position, we have been able to hire highly capable individuals who have proven to be excellent and effective assets to the EOPS program.
- All new hires are provided a full orientation to the program and their responsibilities that includes a 2-week training period where they shadow more experienced staff members.
- New employees are assigned specific individuals with whom they may reach out to for questions and guidance aside from the direction they receive from their supervisor.

Opportunities for Growth

- The program needs to develop a comprehensive and complete book of guidelines and policy and procedures. This document would serve as a resource for current and newly hired employees.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

TRIO and College Access Programs (TCAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program. TCAP must have collaborative partnerships and relations with other institutional departments for ease of referral and shared programming.

Academic Advising Programs (AAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

Section 8 Committee Summary – Average rating (2)

In addition to effective collaboration and communication among EOPS program faculty and staff, EOPS interacts and works in collaboration with several programs, offices, and departments across the De Anza Campus as well as off campus organizations, services, and entities, which include but are not limited to:

- Financial Aid
- General Counseling
- Student Success and Retention Services (SSRS)
- Admission and Records
- Outreach
- Math Performance Success (MPS)
- Budget and Personnel
- Institutional Research
- Office of Communications
- FHDA Foundation
- Transfer Center
- Culturally specific student support programs
- Psychological Services
- Instructional Faculty
- Early Alert

The relationship is mutually beneficial because each area plays a part in coming together to support our students. When coordinating services students are less likely to fall through the cracks and are assured of receiving the support and services they need.

EOPS has built a strong relationship with the District Foundation to secure resources from donors in accordance with Foundation policies and procedures to support the supplemental programs within EOPS.

EOPS disseminates information about the program to the college communities and off-campus partners through in-reach and out-reach activities, conferences, consortiums, via presentations, written reports, and participation on committees and other shared governance bodies such as SSPBT, IPBT, classified and faculty senates, and weekly dean meetings. All program marketing and promotions are conducted in conjunction with the Office of Communications.

EOPS maintains effective communication through open lines of consistent communication and a mutual dedication to serving students. This often entails utilizing technology to enhance communication and cooperation on program projects.

The EOPS program assesses the effectiveness of its relations with individuals, off- and on-campus as well as external agencies by the number of applications received, the number of students served, the persistence rate of students from quarter to quarter. We also use our end-of-year data such as the number of students graduating, transferring, and receiving certificates, level of GPA and retention rates to analyze the number and level of successes of the program.

Achievements

In comparison to the general population, EOPS students tend to have a higher persistent and retention rate by approximately 2-3%, the EOPS Scholars Program excels in the same categories by even higher margins, approximately 6-8%. This is due to the strong relationships developed over time and the collaboration between programs and departments who have worked together to make sure students meet their educational goals without interruption. This is most evident during the inconsistent and turbulent circumstances surrounding the recent pandemic situation.

Opportunities for Growth

- EOPS needs to expand program recruitment to non-traditional communities such as formerly incarcerated students, juvenile system impacted individuals, Foster Youth, adult educational programs, and community programs, which will require developing stronger relationships with community partners who serve these populations.
- EOPS could benefit from a stronger relationship with Outreach to better coordinate traditional and non-traditional recruitment.

- EOPS could work more closely with the Office of Equity and affinity groups to potentially reach additional students that are not aware of the program and services. Possibly collaborating on events or setting up a referral system.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

TRIO and College Access Programs (TCAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. TCAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Academic Advising Programs (AAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. AAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (2)

The EOPS program abides by the district funding policies and protocol. Everything must be approved by several levels of authority and are driven by district/board policies or college procedures.

De Anza has a campus-wide reporting system called Maxient to address staff and student concerns. The staff follow reporting processes and utilize the chain of command to inform the appropriate authorities. All incidents are documented using the Maxient reporting system and/or supervisor/manager notes. Employees understand their role and limits of authority based on the training they received from their supervisors.

EOPS structure is based on staying within all program, state, and grant parameters and restrictions. EOPS management and staff work within all state, district, and campus policies, procedures, and protocols. If legality of action is questioned, EOPS staff refer those questions to upper management and/or the risk management department, which follows campus and district protocols.

We follow the district and campus policies and procedures for emergencies and emergency evacuations. For in office emergencies, there are panic buttons in each of the offices. However, there has not been a need to utilize them.

EOPS maintains a strict practice of keeping students' and employees' professional and private rights at the forefront of decisions. We strive to maintain a high standard of ethical and legal practices while working within the parameters of the state, district, and campus.

EOPS adheres to the policies and procedures of the state, district, and campus. The staff follow the basic ideals of human decency and mutual respect for students, fellow staff members, faculty, and management.

EOPS is implementing the ClockWorks system to manage and maintain the confidentiality of our student files and documentation. Supervisors and management follow the district policies and procedures specific to staff files and information. We follow FERPA guidelines for protecting student records.

We follow all contractual district policies and procedures. This includes employee collective bargaining agreements and student rights and responsibilities as codified by FHDA district board policy. Specifically, we have policies to ensure ethical standards are followed in accordance with the board policies on prohibiting malfeasance and conflict of interest.

EOPS is based on an ethical foundation of serving students. This includes the day-to-day oversight and implementation of EOPS services in accordance with the EOPS implementing guidelines.

We stay within state mandated policies and procedures as well as Title 5 restrictions. The framework consists of following program eligibility, services, hiring, budget and implementation policies and procedures set forth by the state in Title 5 and EOPS implementing guidelines.

Staff learn about legal, policy and governance concerns by attending meetings proposed by senates and bargaining groups, they learn about program related policies, procedures, and legalities, by attending EOPS technical training, EOPS annual conferences, and participate in regional meetings.

EOPS staff are notified about internal and external governance systems through participation in campus/district meetings, trainings, shared governance committees.

Achievements

- Over the last three years there have not been any instances or cause to consult with or procure the assistance of the Risk Management team.
- All staff attended to online EOPS conference last year and we are sending a large contingency of staff to the upcoming conference in October 2022.

Opportunities for Growth

- Leadership can do a better job of informing EOPS staff about opportunities to participate in external governance committees.
- The program would benefit resource guide for staff to reference EOPS legal policies in case a need for response or action is needed. The guide would serve as a resource for current and newly hired employees.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 10: Financial Resources

CAS Section 10 Purpose Summary

TRIO and College Access Programs (TCAP) must have the funding that is necessary to accomplish its mission and goals. TCAP must determine with administrative leadership what funding is necessary.

Academic Advising Programs (AAP) must have the funding that is necessary to accomplish its mission and goals. AAP must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (2)

EOPS receives allocations from both state and district funds and utilizes those funds as per state and district policies, procedures, guidelines, and regulations. We work with administrative leadership in the planning and development and

implementation of budget expenditures for the program. The administrative leadership works with EOPS staff to request and/or develop applications for grants and other available funds outside of the district and state allocations.

Based on early budget planning and quarterly review expenditures, we utilize state and district funds to serve our students efficiently and effectively. We also plan for any unforeseen scenarios or circumstances that may affect our budget needs. We maintain the budget using the following strategies and tools:

- Monitor spending against the State Budget Plan.
- Audit expenditures monthly.
- Reevaluate planned and unplanned expenditures quarterly.
- Review data from Institutional Research.
- Work with the John Burton Foundation and District Foundation to optimize resources.

The functional aspect of services is to support students who are underrepresented and underserved. We follow all district guidelines when procuring all materials, supplies and services. Listed below are our budget resource strategies:

- Always stay within State guidelines, district policy and procedures and meet all state spending requirements to maintain categorical programs including district matching funds.
- Stay fiscally responsible by ensuring we communicate with the District Grant Monitor and submit annual state reports on time and in the appropriate format.
- Increase funding by working with the District Foundation to seek out additional outside resources that support underrepresented students, foster youth, and our homeless population. All of which make up most of the EOPS student population.
- Apply for grant money from state and national resources.
- Apply for funds from our Associated Student Government.
- Ensure program compliance and responsible fiscal stewardship when planning expenditures.
- Make sure that our decisions are based within state regulations and within the policies of the district.
- Refer to state guidelines and district policies and procedures to confirm allowable expenditures as a form of an internal audit.
- Utilize Foundation funds and funding from outside resources to bridge gaps of expenses that are not covered by state and district funds.

Achievements

- We have been able to successfully utilize state and district funds to provide services, books, technology, grants, and food cards to students to assist them through the last 2 ½ years of an unprecedented pandemic our students and staff have had to endure.
- We were able to increase our number of students during the first year of the pandemic; however, we fell to the same circumstances of our surrounding community colleges and our numbers fell by approximate 100 students. Our decrease in students was not as significant as those of our sister college or other colleges within the region.
- The EOPS leadership continue to seek grants and other outside funding that would provide us greater opportunities to serve EOPS students on an even higher level, then what we already provide.
- We applied for and were awarded DASG funding to further assist our students with getting textbooks and school supplies.
- EOPS Leadership is planning on growing the program to include a NextUp program to obtain state funding to support Foster Youth.

Opportunities for Growth

- The program can improve upon ways to market our program to current and future donors through our foundation or outside agencies.
- Our productivity numbers can usually speak for themselves; however, we may need to engineer and develop new ways to get that information into the hands of the people with money.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 11: Technology

CAS Section 11 Purpose Summary

TRIO and College Access Programs (TCAP) must have current technology to support the achievement of its mission and goals. TCAP must incorporate accessibility features into technology-based programs and services. TCAP must promote alternate access to information in formats accessible for participants and their families, especially when technology is not available to them. TCAP must ensure that personnel and constituents have access to training and support for technology use. TCAP must back up data on a cycle established in partnership with the institution's information technology department. TCAP must implement a replacement plan and cycle for all technology with attention to sustainability.

Academic Advising Programs (AAP) must have current technology to support the achievement of its mission and goals. AAP must incorporate accessibility features into technology-based programs and services. AAP must ensure that personnel and constituents have access to training and support for technology use. AAP must back up data on a cycle established in partnership with the institution's information technology department. AAP must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary: EOPS – TRIO and College Access Programs – Average rating (2)

The EOPS Program initiates technology based on the needs of the program and students, keeping in mind the range of knowledge, skill level, and access to this technology. All staff are trained and participate in the development and implementation of new technologies.

Since the pandemic EOPS has transitioned into an all-electronic format for student files and document processes. Applications for the program and subsidized programs within EOPS have been transitioned into accessible and fillable documents through Adobe. This process now makes the program processes more convenient for students and easier to process and maintain for the EOPS staff. The EOPS staff are working on transitioning to a new data management system called ClockWorks. We offer appointments via Zoom and by phone and any other technology-based platform that the student requests, when able. Counselors and staff utilize transcription features in Zoom to ensure universal access to all students when needed.

EOPS aligns technological policies and procedures with those of the district to maintain consistency with governmental laws and overall institutional guidelines and policies. We work with ETS to work within the firewall of the district for the security of the system.

EOPS communicates via their website now, but we are currently working on adding multiple communication tools such as social media, ClockWorks, text, and call systems, as well as accessible data management. EOPS is looking at various software and applications that can be utilized and fall within District policies and procedures. The move to a more

technology-based communication system is a staple within our OKRs established over two years ago and we have been working towards implementing a new and all-encompassing mode of communication for our students.

Currently all technological equipment is inventoried and maintained by spreadsheets, but it will be moved to an inventory module within the new ClockWorks system. Currently, all information is maintained in Office 365 and SARS and has been transferred to ClockWorks.

To ensure students receive the most current and relevant technology necessary to meet their needs, EOPS conducts a technology needs survey which will eventually be made into an annual survey at the beginning of the fiscal year and provided at new student orientations.

EOPS uses technology to provide better communication, make required forms and documentation more accessible and easier to process for students and staff, and utilize technological resources for data management and reporting.

EOPS works in coordination with Institutional Research to obtain reports related to student progress and success outcomes.

Section 11 Committee Summary: Academic Advising Programs Team – Average rating (2)

As the pandemic began in 2020, the EOPS program moved to all online technology (such as Zoom, Degree works, SARS, Dashboard, Banner, Office 365, email communications, etc.) to better serve our students remotely. Academic advising also moved to an online delivery model providing counseling and advising to students by zoom or phone.

Achievements: EOPS – TRIO and College Access Programs

- Student EOPS services were never interrupted during the pandemic. The methodologies and modalities of service provisions were changed, without compromising the quality or standards of services. Service standards remained high and were achieved.
- Even during the pandemic, EOPS students maintained the highest retention and completion rates compared to the general student population.
- Students received the most current and relevant technology necessary to meet their academic needs.
- The program went from a handwritten, hardcopy management system and transferred to an online data management system.
- Program staff overcame the technological barriers put in place by the pandemic.
- EOPS provided electronic Walmart cards to students so they can purchase daily necessities such as food, bathroom supplies, baby formula, and hygiene supplies.
- Provided staff with information and resources on how to obtain new laptops, monitors, software, and other necessary tools to carry out job duties both on and off campus.

Achievements: Academic Advising Programs Team

- A student listserv was utilized to send out information/documents/forms.
- Collaborated with Institutional Research to run reports as needed.
- Partnered with the Financial Aid office to obtain additional information and resources for students.
- Utilized Google forms to receive information and streamline program operations.
- Put an electronic process in place for submitting forms/proposals.
- Utilized Zoom to meet with students to provide services and contact.
- Developed student surveys/to facilitate user interactions/digital forms as well as QR codes for forms.
- Utilized the FHDA VPN to provide secure access to district technology resources.
- Program website is updated quarterly to provide accurate and up to date information.
- Adobe sign and Outlook are used to provide secure information as well as EOPS direct email to send forms and information to maintain security.

- Facebook and the EOPS student listserv serve as relevant platforms to meet information needs of constituents.
- Jabber is used as secure form of verbal communication.
- AAP participates in the district-wide cyber training (knows best training).
- Management continues to provide access to training in technology use (Zoom training, Canvas training, Smartsheets training, ClockWorks training).

Opportunities for Growth: EOPS – TRIO and College Access Programs

- Set clear dates and timelines for the needs survey.
- Setting up a texting system.
- Setting up a live open hour chat system.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

TRIO and College Access Programs (TCAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. TCAP facilities must be physically located to promote visibility of the programs and to ensure collaboration with other campus or organizational programs and services. TCAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

Academic Advising Programs (AAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. AAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. AAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. AAP must incorporate universal design principles. AAP facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (1)

EOPS does not have a large enough space to accommodate students. We are in a separate building from other student services and cannot be easily located; we are hidden on the lower level of the campus center. In the space, staff must endure the fumes from the campus center from above and are down the hall from the sewage center of the building and suffer from the fumes of that area as well. The HVAC system is not adequate. EOPS staff consistently must put up with the sounds of footsteps, chairs moving, guest speakers from the conference rooms and cafeteria above their offices. The upside is that the EOPS staff and management have done the best they could having to serve students in such an antiquated space.

EOPS safeguards our work in our locked cabinets and overhead storage space that can also be locked. EOPS personnel are equipped with computers, chairs, desks, and the essentials needed to conduct our work and responsibilities. The workspace is maintained by the staff and custodial team.

EOPS follows all facilities requirements to meet program goals, coordinating with facilities team to meet any facilities and operational needs.

- All operational equipment is purchased and maintained by the Facilities Office. EOPS is not allowed to buy operational/facilities equipment. All must be purchased by the district.
- EOPS reduces the amount of paper being used by moving to an electronic format (I.e., Clockworks). We recycle ink cartridges, paper, and all other materials that are recyclable. EOPS follows the policies and protocols of the district while instilling our own conscience about sustainability.
- Previously, facility/operational needs were discussed within Program Review. Additional support needed originated from the Office of Professional Development to ensure ergonomic needs were being met. In more recent situations, the facility needs are being discussed within SSPBT.
- EOPS has limited space and must be judicial in assignment of offices and workspace while balancing the needs of functional workspace for the students.

Opportunities for Growth

- Our facilities team needs to reassess the logistics of the campus, to ensure all the EOPS program staff, management, counselors, and advisors are housed together or at least within a reasonable vicinity of each other and the main office space. The EOPS program needs a modern, welcoming, and centrally located space that will facilitate access and utilization of program services by program participants.
- The HVAC and plumbing systems need to be revised or renewed so that staff do not have to endure rodents, insects, water leaks, poor climate control, greasy kitchen smells, and other unfortunate odors and sounds when working with our students or working on administrative tasks.

Achievements

- EOPS program staff have endured and maintained high quality student services despite working in a less than ideal surrounding and work environment. The program has grown both in the number and the types of students it served over the last few years and has outgrown its current space.
- EOPS did not experience a drop in student numbers until the 2022 year; and still it was not as significant a drop as other colleges within our region.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.