Cypress College

Student Services Program Review Report
EOPS, CARE, and CalWORKs

Manager: AnnMarie Ruelas

Names of people who contributed to this report:

Date: May 15, 2019

Date of previous program review: April 22, 2015

Part 1. Satisfaction with Support Services Provided

Review the results from core items in the Student Services Program Review Survey that are summarized the table below. See Appendix A for complete survey results.

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	63.4%	28.7%	92.1%	N/A	N/A
Timeliness of response	60.0%	35.0%	95.0%	N/A	N/A
Clarity of procedures	59.8%	36.1%	95.9%	N/A	N/A
Quality of materials	65.3%	28.6%	93.9%	N/A	N/A
Staff helpfulness	75.0%	21.9%	96.9%	N/A	N/A
Staff knowledge	64.6%	28.3%	92.9%	N/A	N/A
Overall quality of service	71.7%	23.2%	94.9%	N/A	N/A

Note. No comparison data is provided because in the previous review, EOPS, CARE, and CalWORKs were reviewed separately.

Part 2. Changes since last Program Review and Evaluation of Previous Goals

Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

Summary and Comparative Analysis of Survey Results:

The Student Services Program Review is based on the responses of 102 respondents out of a total of 914 students in the EOPS/CARE and CalWORKs Programs, resulting in a response rate of 11.2%. The results indicated that 94.9% of students responded "excellent" or good" in the overall quality of service received. The highest score received in terms of student satisfaction was in regards to staff helpfulness, where 96.9% of respondents rated either "excellent" or "good". The lowest score received was 92.1%, where students rated the hours of operation as either "excellent" or "good". In addition to quantitative analysis EOPS/CARE and CalWORKs students were also asked to provide responses to two open-ended questions. These qualitative questions generated themes below, listed with the corresponding questions.

What services provided by EOPS, CARE, and/or CalWORKs have been most helpful to you?

Frequent Comments:
- Textbook service (51x)
- Counseling (45x)
- Computer lab and printing services (22x)
- School supplies (19x)
- Educational planning (15x)

What else can EOPS, CARE, and/or CalWORKs do to help you be successful?

Frequent Comments:
- More computers or more computer lab hours (10x)
- More money for books (6x)
- More tutoring (5x)

Accomplishments, Improvements, Obstacles, and/or Challenges:

Since the last Student Services Program Review in April of 2015 EOPS/CARE & CalWORKs has gone through some significant staffing and programmatic changes.
- Lili Perez, former CalWORKs Specialist received a promotion and was hired as the CARE Coordinator in spring of 2015
- AnnMarie Ruelas was hired by Cypress College as the EOPS/CalWORKs Coordinator in August 2015, promoted to Interim Director July 2017 and permanent Director in April 2018
- Briceyda Maldonado filled the vacant CalWORKs Specialist position in July 2016

- In December 2016, former CalWORKs Administrative Assistant, Gail Smead retired
- The EOPS Manager position was reorganized to EOPS/CARE & CalWORKs Director moving Dr. Richard Rams, Dean of Student Support Services from the EOPS Director role, thus shifting his salary from the EOPS required District Match, allowing additional resources for students
- Dr. Elaine Lipiz Gonzalez former EOPS/CARE & CalWORKs Director left for career advancement in February 2017
- In May 2017 Teresa Johnston was hired as the Accounting Technician
- In spring 2017, the former Student Services Technician resigned and the position was filled by Lisa Hoang in July 2017

There has been some turnover in staff allowing the implementation of new and innovative ideas and strategies for student success. These new approaches are used to improve service delivery and policies to ensure that the program remains student centered, all while improving student retention and overall personal and academic success.

The overall student satisfaction percentages demonstrated in this Student Services Program Review were overwhelmingly positive, which is a testament to the commitment and passion that all program faculty and staff hold towards supporting our students and ensuring they meet their educational goals.

Comments on Previous Goals:

Goal 1: Transition to an updated program database that is supporting by Academic Computing.
This goal is currently in progress, as we purchased a new software program this past year named Clockwork and are currently in the implementation phase and anticipate going fully live in the fall 2019 semester.

Goal 2: Develop an EOPS Transfer Success Plan to improve transfer success rates for EOPS students.
Due to the fact that one of the overall EOPS program goals is transfer success, this will be a continued and ongoing goal for the department. We continue to make progress with our continued partnership with UCI Transfer Prep, Transfer Workshops, University Field Trips and academic counseling.

Goal 3: Improve EOPS student success in basic math and English.
With the full implementation of AB705 in the fall 2019, new students will be placed in transfer level math and English upon enrollment. As such, we will to educate our students with the campus resources available to them in the LLRC to ensure successful course completion.

Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement:

Extended Opportunity Programs and Services (EOPS) is a state and college funded program designed to assist students with economic, linguistic, and educational challenges (as defined by Title V) enroll and succeed in higher education. Comprehensive support services are provided to promote access to college and once the student is enrolled, to increase retention and/or transfer to four-year universities and colleges.

SSSLOs:

1. Enable EOPS students to make informed academic decisions.
2. Connect at-risk EOPS students to academic and campus support services.
3. Coordinate outreach with k-12 schools to identify academic and career pathways and transition strategies to Cypress College EOPS.

Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?

SSSLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: guided pathways):

2016-18 SSSLO
The Transfer Student Opportunity Program (TLOP) is a 3-day summer institute in partnership with UC Irvine that was created to provide first-year community college students with a residential experience focused on enhancing their transfer preparation to a four-year institution. The goals was for participants to increase their knowledge of the transfer process, financial aid process, university resources available, and identification of individual leadership skills. The results demonstrated that TLOP participation enabled students not only to learn more information about the transfer process, but also the opportunity to build relationships with their peers and program staff. Students showed gains in the areas of leadership, financial aid, personal insight questions, resources and the transfer process. Additionally, students were able to set future goals for themselves. These outcomes are aligned with the overall EOPS mission to build community and support student success in higher education through University transfer.

2018-20 SSLO
To empower and strengthen CARE students through their participation in CARE Seminars. The goal is for participants to increase their knowledge regarding self-care, self-esteem and self-efficacy to ensure retention and completion of educational goals.

Changes as a Result of SSSLO Assessment:

2016-18 SSSLO
Due to the success of the trip, EOPS will continue this student leadership program to better support and ensure that students are given opportunities for future growth and development. The EOPS Director will coordinate with the EOPS staff to ensure this meaningful program activity continues to further assist students in meeting their educational goals.

2018-20 SSLO
In progress

Part 5. Faculty/Staff Involvement
Summarize the involvement of faculty/staff in the review process.

EOPS faculty and staff were informed of the timeline for the Student Services Program Review and were encouraged to remind students to participate in the online survey to ensure a good response rate. When results were received they were shared with faculty and staff to allow the opportunity for input and feedback.

Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.
Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

Goal 1: Implement and integrate additional supportive services to support Guided Pathways
Supports plan(s) or campus initiative(s): Guided Pathways
    Objective 1: Create clear pathways to further education and career attainment
        Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Counselors
        Timeframe: Continuous
    Objective 2: Help students choose and enter their career path
        Person(s) responsible: EOPS Counselors
        Timeframe: Continuous
    Objective 3: Help students stay on their career path
        Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Counselors, EOPS Specialists
        Timeframe: Continuous
    Objective 4: Ensure that learning is occurring with intentional outcomes

Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Counselors, EOPS Specialists
Timeframe: Continuous

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: The objectives above are based on the Guided Pathways model; as such, the purpose of each objective will be used to create department specific short-term goals to assist students in achieving their educational goals. The first objective is to create a clear pathway to employment and further education by helping students understand their educational options. To meet objective one, the Counselors will work with the Counseling Division and become more proficient about each departments' pathway to ensure proper information is provided to each student. To meet objective two, the EOPS team will work together better to streamline the intake process to help potential/current students apply to the college, choose a major, create education plans, and enroll in courses. The EOPS team will also need to ensure students remain on their path by providing referrals to on and off-campus support services. Lastly, we will assess program activities and create measurable SLOs with intentional outcomes to ensure that learning and completion is occurring.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: The Guided Pathways model will provide EOPS with short and long-terms objectives to improve the one-stop to non-stop service model that is being implemented by EOPS. Data from the Institutional Research Office will be used to compare current SSPR data to the next SSPR cycle, as continuous assessment will inform future programming. Our goal is to increase success, retention, persistence, and completion for our EOPS students and will be.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

x	Inclusion/Equity/Diversity
x	"One-stop to Non-stop" service
x	Completion (Transfer/Degree/Certificate)
x	Retention and/or Persistence
x	Student Engagement
x	Student Access
x	Student Support
x	Student Learning
x	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Goal 2: Implement Clockwork to replace the Student Support Services database.
Supports plan(s) or campus initiative(s): Strategic Plan, B.4.3 – Technology Plan, Goal 4, Objective E

Objective 1: Transition to Clockwork from the current database to allow for more effective case management and streamlined delivery of services to students. This transition will require data migration, staff training and technological support.
Person(s) responsible: EOPS Director, District IS, Academic Computing
Timeframe: 2019-20
Objective 2: Online EOPS application, appointment and workshop booking for students via Clockwork.
Person(s) responsible: EOPS Director, District IS, Academic Computing
Timeframe: 2019-20

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: Software was purchased in prior year. EOPS Director will work with campus and District IS to accomplish this goal.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: Full implementation, as well as staff and student use for online application and appointment booking allowing services to go from "one-stop to non-stop".

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

	Inclusion/Equity/Diversity
X	"One-stop to Non-stop" service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Goal 3: Implement a case management system to connect at-risk students to academic and campus support services.
Supports plan(s) or campus initiative(s): SSSLOs, Student Equity Plan, Strategic Plan A.3.2
Objective 1: Monitor student academic progress, provide appropriate interventions and resources to support student success.
Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Counselors, EOPS Specialists
Timeframe: 2019-20
Objective 2: Re-establish use of progress reports to monitor academic progress and to provide referrals and resources when necessary.

Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Counselors, EOPS Specialists
Timeframe: 2019-20

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: EOPS staff will work collaboratively to attain this goal.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: A progress report will be developed amongst our staff to be distributed to students so they are able to record their academic progress in current courses. Evaluation would be completed via a quantitative analysis of collected progress reports.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

	Inclusion/Equity/Diversity
	"One-stop to Non-stop" service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
	Student Access
X	Student Support
X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Goal 4: Explore new and innovative ways with technology to promote student engagement and involvement in program and campus activities.
Supports plan(s) or campus initiative(s): Technology Plan, Strategic Plan A.1.5, A.3.2
    Objective 1: Establish an EOPS presence on social media platforms.
        Person(s) responsible: EOPS Director, EOPS Coordinator, EOPS Specialists
        Timeframe: 2019-20
    Objective 2: Establish an EOPS presence on the Cypress Connect Mobile Application.
        Person(s) responsible: EOPS Director
        Timeframe: 2019-20

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: The EOPS Director will work with program staff and Academic Computing to accomplish this goal.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: Establishing both a presence on social media as well as the college sponsored mobile application as well as creating a following with EOPS/CARE and CalWORKs students.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
X	"One-stop to Non-stop" service
	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

Appendix A: Student Services Program Review Survey Results
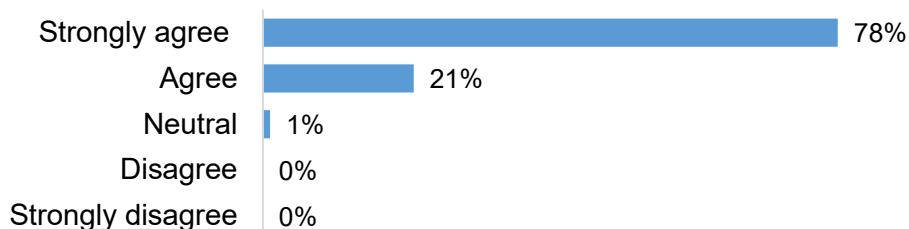# EOPS, CARE, and CalWORKs

A survey was sent to Cypress College EOPS, CARE, and CalWORKs students and 102 completed the survey. The results are summarized below.

**1. Please rate the following aspects of EOPS, CARE, and/or CalWORKS based on your experiences.**

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of operation	62.7% 64	28.4% 29	6.9% 7	1.0% 1	1.0% 1	100.0% 102
Timeliness of response	59.4% 60	34.7% 35	5.0% 5	0.0% 0	1.0% 1	100.0% 101
Clarity of procedures	58.6% 58	35.4% 35	4.0% 4	0.0% 0	2.0% 2	100.0% 98
Quality of materials	65.3% 64	28.6% 28	5.1% 5	1.0% 1	0.0% 0	100.0% 98

Staff courtesy	74.7% 74	22.2% 22	3.0% 3	0.0% 0	0.0% 0	100.0% 99
Staff helpfulness	75.0% 72	21.9% 21	2.1% 2	1.0% 1	0.0% 0	100.0% 96
Staff knowledge	64.6% 64	28.3% 28	6.1% 6	1.0% 1	0.0% 0	100.0% 99
Overall quality of service	71.7% 71	23.2% 23	5.1% 5	0.0% 0	0.0% 0	100.0% 99

2. The services provided by EOPS, CARE, and/or CalWORKs are helping me succeed at Cypress College.

Strongly agree	78%
Agree	21%
Neutral	1%
Disagree	0%
Strongly disagree	0%

3. The services provided by EOPS, CARE, and/or CalWORKs are helping me achieve my educational goals (e.g., earning a degree, certificate, and/or transfer to a four-year university).

Strongly agree	77%
Agree	20%
Neutral	3%
Disagree	0%
Strongly disagree	0%
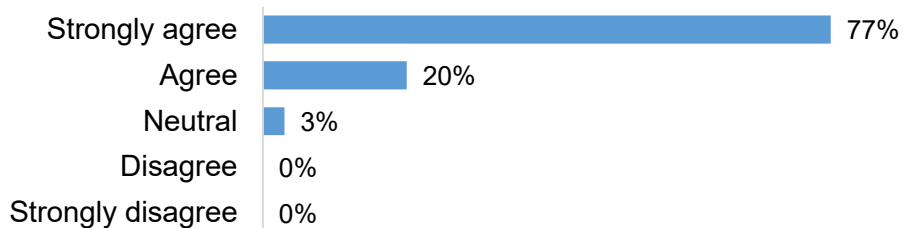
4. What services provided by EOPS, CARE, and/or CalWORKs have been most helpful to you?
Frequent Comments:
- Textbook service (51x)
- Counseling (45x)
- Computer lab and printing services (22x)
- School supplies (19x)
- Educational planning (15x)

Other Comments (verbatim):
- The book loan, the educational plane, and the care program gifts on the Christmas were awesome. My daughter and I became speechless for that care, love and treatment. We love you guys, you are wonderful staff working honestly in an amazing programs.
- Lili Perez, Ann Marie Ruelas, Briceyda Maldonado. These woman provide the foundation for this program to be successful at Cypress. EOPS is more than an opportunity, it's a family that is constantly supporting you in your goals. I am so grateful to have these woman on my team as a student. I wish more organizations were shaped by people with their values, enthusiasm, and love.
- Thank you because without you guys it would be much much harder to navigate my college experience
- Taking advises from counselor and EOPS grant. It helps me a lot.

- campus tours, tutoring
- CARE Seminars
- Effective communication with GAIN workers
- Money to buy books. Sometimes free coffee and snacks.
- Friendly staff that makes me feel welcomed with each visit.
- I would say everything. Especially having those great counselors who are always willing to help and direct us to the right path.
- Helping me stay on task helping with early register helping with my books just being there always someone willing to help and guide me through steps
- Free snacks
- For the CALWORKS, they are very fast in processing all my paperwork to my social worker, for the EOPS their counselors are awesome.
- EOPS staff is extremely helpful and polite. Great experience!
- Priority registration has allowed me to get the classes I need before it fills up.
- They guide me in every semester and with my classes.
- Campus tours and other activities
- Education units clarification to achieve my career
- Priority registration
- Care seminars and counseling appointments
- Library credit.
- Priority registration
- The comfort of being able to talk to our counselor and ask them questions about our majors our just general questions.
- The motivation from other students in EOPS

5. What else can EOPS, CARE, and/or CalWORKs do to help you be successful?
Frequent Comments:
- More computers or more computer lab hours (10x)
- More money for book loans (6x)
- More tutoring (5x)

Other Comments (verbatim):
- Voucher for school supply: the amount of vouchers are based on available book awards left. (supplies for art classes are really expensive but textbooks for art classes are not required)
- The CARE seminars should be held in both morning and afternoon. I understand that there is free childcare at Cypress but it is only for school age children and some students live outside of the Orange county district. I am also aware that an email is sent out ahead of time regarding the seminar so that the participants can make childcare arrangements, but there are some participants that have NO outside help. It is impossible for them to attend the CARE seminar if it is being held outside of the time that their children are in school.
- Support all the time
- More scholarship opportunities
- Providing more about resources/info or if they exist upon transferring. The types of help available to me once I transfer. In other words if and when I transfer to a university I'd like to know about these types of help I had here at cypress such as the EOPS.
- Provide more field trips to universities.
- Offer scholarship workshops
- More workshops
- More availability for counseling

- Maybe create EOPS, CARE, and CalWORKS meetings or events for students in program to get to know each other?
- Longer hours
- Just give me more help to understand things about my major
- I wonder if we can help the EOPS program by bringing the books that we got by the loan from the bookstore to the office to be used for other students, or if we can return it to the bookstore and get credit for the next semester if we need more than our loan. Just an idea to reuse these books.
- I think they should focus also on the emails that student send and also focus on the information for students.
- I feel like EOPS already offers the most efficient student support services. I always recommend their program to all my peers.
- Have recycle bins
- Everything EOPS does already is way above my expectations.
- Provide consultation on Educational Plans
- Computer lab rules need to be follow by students and enforce by staff. Sometimes it's hard to study when they are people eating and talking loudly with each other. Sometimes people are clearly visible from the windows using the computers for things NOT related to college work
- Childcare for toddlers
- Allow more printing pages.