

Student Services Program Review 2019/20 UPDATE

EOPS

**Created on: 07/30/2019 04:34:00 PM PDT
Last Modified: 01/10/2020 06:07:48 PM PDT**

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- **Name of Lead Writer-** Leticia Diaz
- **Name of Liaison-** Erika Higginbotham
- **Department Chair-** Nellie Dougherty
- **Name of Manager/Service Area Supervisor-** Leticia Diaz

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019 Goals for EOPS

Goal 1

Increase the number of students served for EOPS and Special Programs.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6,

Institutional Learning Outcomes 2016/17: Communication, Professional & Ethical Behavior

Goal 2

Students will be able to understand and follow their education plan in order to reach educational goals sooner.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Goal 3

Students will be able to identify requirements necessary to meet EOPS compliance and program expectations.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.5,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-2019 Goals for EOPS

Goal

Goal: Goal 1

Increase the number of students served for EOPS and Special Programs.

Action: Goal 1 (Increase the number of students served for EOPS and Special Programs)

Describe the actions needed to achieve this objective:	-Create flyer for all programs and update website to reflect accurate information. -Establish partnership with departments on campus, feeder high schools, and community organization to promote programs.
Who will be responsible for overseeing the completion of this objective:	Leticia Diaz
Provide a timeline for the actions:	On Going
Describe the assessment plan you will use to know if the objective was achieved and effective:	Gradual growth for programs.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	In order to achieve this goals, we need to update program literature accordingly and order promotional items to outreach on campus and off campus. This will also require for staff and counselors to present about our programs whenever the opportunity arises.

Goal: Goal 2

Students will be able to understand and follow their education plan in order to reach educational goals sooner.

Action: Goal 2 (Students will be able to understand and follow their education plan in order to reach educational goals sooner.)

Describe the actions needed to achieve this objective:

- All new and continuing student will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and a copy of their education plan is provided as reference.
- All new and continuing student will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and a copy of their education plan is provided as reference.
- Students are made aware that they have access to their education plan via their MySDCCCD student portal and in their EOPS student folder.

Who will be responsible for overseeing the completion of this objective:

Leticia Diaz

Provide a timeline for the actions:

On Going

Describe the assessment plan you will use to know if the objective was achieved and effective:

- Include survey question in the EOPS Exit Session survey inquiring about their experience in the 1st counseling appointment and their use of the education plan.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Our program depends on full-time and part-time counselors to provide counseling services.

Goal: Goal 3

Students will be able to identify requirements necessary to meet EOPS compliance and program expectations.

Action: Goal 3 (Students will be able to identify requirements necessary to meet EOPS compliance and program expectations.)

Describe the actions needed to achieve this objective:

- Review program requirements during new student orientation.
- Review program MRC during 1st contact for new and continuing students.
- Send emails to students listing program requirements.
- Update website to reflect updated program requirements.
- Update MRC to reflect updated program requirements.

Who will be responsible for overseeing the completion of this objective:

Leticia Diaz

Provide a timeline for the actions:

Spring 2020

Describe the assessment plan you will use to know if

Update and implement requirements accordingly and inform all students.

the objective was achieved and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

This goal will be highly dependent on the support of the staff and counselors to review and update requirements in order for all requirements to align with supporting students in achieving their goals.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-2019 Goals for EOPS

Goal

Goal: Goal 1

Increase the number of students served for EOPS and Special Programs.

Action: Goal 1 (Increase the number of students served for EOPS and Special Programs)

Describe the actions needed to achieve this objective:

-Create flyer for all programs and update website to reflect accurate information.
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Who will be responsible for overseeing the completion of this objective:

Leticia Diaz

Provide a timeline for the actions:

On Going

Describe the assessment plan you will use to know if the objective was achieved and effective:

Gradual growth for programs.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

In order to achieve this goals, we need to update program literature accordingly and order promotional items to outreach on campus and off campus. This will also require for staff and counselors to present about our programs whenever the opportunity arises.

Status for Goal 1 (Increase the number of students served for EOPS and Special Programs)

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: On Going

Goal: Goal 2

Students will be able to understand and follow their education plan in order to reach educational goals sooner.

Action: Goal 2 (Students will be able to understand and follow their education plan in order to reach educational goals sooner.)

Describe the actions needed to achieve this objective:

- All new and continuing student will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and a copy of their education plan is provided as reference.
- All new and continuing student will either create, update, and/or review their education plan every semester during their 1st required counseling appointment and a copy of their education plan is provided as reference.
- Students are made aware that they have access to their education plan via their MySDCCCD student portal and in their EOPS student folder.

Who will be responsible for overseeing the completion of this objective: Leticia Diaz

Provide a timeline for the actions: On Going

Describe the assessment plan you will use to know if the objective was achieved and effective: -Include survey question in the EOPS Exit Session survey inquiring about their experience in the 1st counseling appointment and their use of the education plan.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Our program depends on full-time and part-time counselors to provide counseling services.

Status for Goal 2 (Students will be able to understand and follow their education plan in order to reach educational goals sooner.)

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- Send emails to students listing program requirements.
- Update website to reflect updated program requirements.
- Update MRC to reflect updated program requirements.

Who will be responsible for overseeing the completion of this objective:

Leticia Diaz

Provide a timeline for the actions:

Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Update and implement requirements accordingly and inform all students.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

This goal will be highly dependent on the support of the staff and counselors to review and update requirements in order for all requirements to align with supporting students in achieving their goals.

Status for Goal 3 (Students will be able to identify requirements necessary to meet EOPS compliance and program expectations.)

Current Status:

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- Review program requirements during new student orientation.
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Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: EOPS

(REQUIRED) Program name

EOPS

(REQUIRED) Are you on target with your assessment schedule?

During the 2018-2019 academic year EOPS served 720 students. This was a decrease of 60 students compared to the 2017-2018 academic year. We served less students than the prior year due to multiple factors, some of which consisted of the the transition in leadership from an Interim Director to a new permanent Director. Our college also underwent a transition of a district wide implementation of a new student information system called Campus Solutions which highly influenced the way that our program processed applications.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

We plan to continue increasing the number of students served along with mainting the quality of our services. In order to do so we are implenting new outreach practices to capture a wider net of students and ensure that they access all programs that they may be eligible for. We plan to continue to conduct in-class presentations and collaborate with departments that do early outreach to students, including the Outreach Office, and Summer and Winter Cruise.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Given the integration and implementation of new programs housed under EOPS, the dpeartment has experienced exponential growth in a very short period of time. This growth is due to the identification of need of serving specific student popualations. During the 2018-2019 year Mesa College was awareded NextUp Funding to serve fostery youth and the Catalyst Funding to serve undocumented students. With the support of the new funding NextUp and Borderless Scholars grew, NextUp funding will be based on the number of students served and Borderless Scholars Catalys funding will exhaust after 3 year with no opportunity to renew since it is a one time grant. It will be vital for our department and college to continue seeking fuding in order to sunstain the program and address student needs for some of our most vulnerable student populations.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: EOPS

Program Name

(REQUIRED) Type your program/ service area name.

EOPS and Special Populations

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

When analyzing the student success metric of course retention rate over a three year period, EOPS students demonstrate a higher retention rate for compared to the general student population that the general student population; African American students have a 5% higher rate, Filipino have a 5% higher rate and Latinx have a 4% higher rate. When reviewing GPA's over a three year period for EOPS students, they have been slightly higher for EOPS students compared to the general student population; African American students have .02 higher, Filipino have .17 higher, and Latinx have .11 higher. This can be attributed to the additional support that is given to our students. Some other factors that can also contribute to the higher course retentions and slightly higher GPA's would be the one on one counseling relationships that we have with our students. Being able to help students choose their classes and give additional advice on professors that we know will be a good match with our students. This also validates that having a process in place to help make sure that students are doing well in their classes makes a difference. Seeing our students multiple times throughout the semester allows us to make sure that students are in the right courses and through the progress report, allows us to make sure that students are doing well.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

When exploring the data on course retention and GPA per the ethnic groups of EOPS African American, Filipino, and Latinx students, there is a fluctuation among the patterns of persistence over time. For instance, the GPA for African American students over a three year period is 2016-2017- 2.48, 2017-2018-2.20 and 2018-2019- 2.48. We noticed a similar pattern with Latinx students over the same three year period 2016-2017- 2.68, 2017-2018-2.62 and 2018-2019- 2.71 and Filipino students with 2016-

2017- 3.07, 2017-2018-2.96 and 2018-2019- 2.97. The equity gaps for 2016-2017- African American (N=94) -4%, Latinx (N=351) -4% and Filipino (N=13) +1%, 2017-2018- African American (N=99) at -12%, Latinx (N=356) -4% and Filipino (N=21) +5%, 2018-2019- African Americans (N=79) -12%, Latinx (N=335) -4% and Filipino (N=15) +5%.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

The goal of EOPS is to increase the retention of economically and educationally disadvantaged students. The Program uses an intrusive counseling model, along with some financial benefits to help support students. The focus of the program over the past year has been on growth and increasing the number of students meeting program compliance. Research shows that developing connections on campus and ongoing counseling support play a role in the retention of students. Our goal is to support student persistence, by working closely with students, tracking progress and providing follow-up services for students that are not coming in for their appointments.

A significant finding is that despite our EOPS students performing at higher rates than the general student population, our students have the potential of performing in even higher rate by providing the appropriate resources for them to achieve their goals. Our program has the opportunity to specifically focus efforts in closing the equity gap for African American students, the data has been pivotal in demonstrating opportunities such as these in providing context to further explore the closing of this gap.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Practices that contribute towards the increase in student success and reducing equity gaps are attributed to the EOPS counseling model as well as the services provided. EOPS provides an in person orientation for all new students and requires 3 mandatory counseling appointments for all new and continuing students. 1st appointment- Education Plan: creating, updating, and/or reviewing the student's education plan which includes a comprehensive semester by semester plan. 2nd appointment- Academic Progress Report: Mid-semester evaluation on student's progress in their courses; provide necessary support to achieve goals. 3rd appointment- Exit Session: Consists of survey to help gather student's feedback on programs and services, as well as provide student with valuable information for the following semester. Although we require 3 mandatory counseling appointment, on average, students come in 4-5 times per semester.

In addition to providing academic, career, and personal counseling, EOPS offers additional services that include but are not limited to registration assistance for enrollment priority, transfer assistance, university campus visits, specialized workshops, follow-up communication, book service, supplies, health fee, student government fee and parking permit. We can also focus on developing specific resources and specialized workshops for student populations that have stipulated equity gaps in need of being reduced. At the end of each term, students must complete a survey, through this survey we can filter students based on specific demographics and identify

Pods of needs. This will provide use a snapshot of student multiple choice and open ended question responses that can assist the resources and services provided.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

We form collaborate with departments on campus and community organizations. For instance, we partnered with STEM Conexiones to offer a laptop lending program opportunity to EOPS STEM students. Also, the most recent year of data provided from 2018-2019 depicted that many of our programs consist of a majority Latinx student population- EOPS at 49.6%, CARE at 57.1%, NextUp at 51.4%, FAST Scholars at 63.5%, Borderless Scholars at 93.5%, and Project Restart at 31.3%. Our commitment to consistently and continuously provide support services through their participation in our program contribute to the college's HSI mission of supporting Latinx students in reaching their academic, personal and professional goals.

(REQUIRED) A6. Have you identified resource needs?

Important note- Within the department of EOPS we also offer multiple special population programs- CARE- single parents receiving CalWORKs, NextUp and FAST- current and Former Foster Youth, Borderless Scholars- AB540, Undocumented, Dreamer, and DACA, and Project Restart- formerly incarcerated.

We have been looking at data more closely and have set up goals that focus on program improvement, growth and a focus on practices that support persistence. The process takes time and financial resources. The budget cuts experienced over the year due to the decrease in district and SEA funds (SSSP and Equity) contribution paired with the integration and/or addition of new key special populations programs has been a barrier and we are asking for support to help mitigate the decrease in funds and increased number of programs and students in order to effectively carry out the mission of each program.

During the 2018-2019 academic year our department served the following number of students unduplicated-

EOPS- 721

CARE- 21

NextUp- 41

FAST Scholars- 52

Borderless Scholars- 138

Project Restart- 32

We are aware that there are a so many more students that are eligible and can benefit from our services, however given the limited resource, we are stretched in the number of students that we can serve.

Immediate needs are stipulated below-

FAST Scholars:

FAST Scholars is currently supported through the Angell Grant. Funding is provided on a one-time basis and our department has submitted an application on an annual basis for consideration of refunding. Support from the college would include development and implementation of fundraising events and establishing relationships with prominent community members.

Borderless Scholars:

Mesa College was one of 32 colleges and universities selected for a California Campus Catalyst Fund grant from Immigrants Rising. The Catalyst Fund supports institutions that are developing support services for undocumented students. As part of our grant-funded activities, we are strengthening Mesa College's Borderless Scholars Dreamer services to encompass counseling support, outreach, peer mentoring and much more! We are in our year 2 of a 3 year grant. No Opportunity to renew, this is a one-time grant. Support from the college would include securing funding after the culmination of this grant. development and implementation of fundraising events and establishing relationships with prominent community members.

Current program grant funds do not support direct aid to students. We therefore are requesting direct aid support in the form of funds for books, meal cards, and transportation assistance (bus pass and gas cards). Undocumented students are among the students with the highest need of financial aid assistance, but are often not eligible for financial aid due to residency requirements.

Moreover, a critical resource that the Borderless Scholars program needs is a Center where students can feel a sense of belonging and a space they can call their own. We are honored to share that we will be opening the first Dreamer Center at Mesa College in Fall 2020! The center will be located in the Student Services Building I4-204. Note- The Stand will be moving into the new K building. The Borderless Scholars Dreamer Center will be a space devoted to providing resources, support, and advocacy for our Undocumented, AB540, Dreamer, and DACA students. We count on the support college to ensure that there be a dedicated space to our growing undocumented student population.

Another pivotal need for the Borderless Scholars Program is a full time Faculty Counselor Coordinator. As of July 2019 the Borderless Scholars faculty counselor coordinator position funded through the college's general funds to support the Borderless Scholars program has been vacant due to a resignation. Due to the state of the budget, the district has tabled the filling of this position until future notice. Until then, we will collectively continue to carry the Borderless Scholars program mission forward with the utmost ability. We count on the college to remain committed to providing support and opportunities to our undocumented students and look forward to filling in this vacant position in the near future.

Project Restart:

The formerly incarcerated student population is rapidly growing at our campus. The program currently received limited support through EOPS and Equity. In order to adequately sustain the program and the needs of this growing population we are requesting that the college provide direct aid support in the form of funds for books, meal cards, and transportation assistance (bus pass and gas cards).

Our team works extremely hard to always go above and beyond for our programs and students. We are continuously seeking opportunities in order to sustain and commit to the mission of our programs. We appreciate the continued support that the college has provided and look forward to cultivating transformational experiences for our students in partnership.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, our goals focus on identifying students that may be eligible for our programs and ensure that they remain on the path of reaching their goals. In order to do so, we need the personnel and learning space for students to achieve their goals.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Our department's 2018-2019 area of focus primarily focused on establishing policies and processes for EOPS, NextUp and Borderless Scholars. Some of the changes in EOPS included a more comprehensive EOPS Student Handbook, updating all students folders, and developing the process of reviewing application since our information system switched to campus solutions. We also devoted a significant focus on developing and implementing both NextUp and Borderless Scholars since they are new programs and our college received additional funding to strengthen our services in serving these student populations. Our next steps consist of continuing to assess students' needs, business processes and overall program operations to continue to enhance our ability to provide services that lead to student success, retention, persistence and ultimately completion. A strong focus on data is being used to look at program operation and outcomes. Adjustments are made accordingly.