

Comprehensive Program Review Report



Program Review - EOP&S

Program Summary

2021-2022

Prepared by: Adrian Beltran - EOPS/CARE/NextUp Director

What are the strengths of your area?: -EOPS students successfully completed courses at 69.9% during the fall 2020 semester (including EW's).

-EOPS students successfully completed courses at 73.1% during the spring 2021 semester (including EW's).

-EOPS students successfully completed courses at 90.1% during the fall 2020 semester (excluding EW's).

-EOPS students successfully completed courses at 84.4% during the spring 2021 semester (excluding EW's).

-CARE students successfully completed courses at 61.4% during the fall 2020 semester (including EW's).

-CARE students successfully completed courses at 54.4% during the spring 2021 semester (including EW's).

-CARE students successfully completed courses at 92.9% during the fall 2020 semester (excluding EW's).

-CARE students successfully completed courses at 79.5% during the spring 2021 semester (excluding EW's).

What improvements are needed?: For both EOPS and CARE we will continue to strive to improve our EOPS successful course completion rates by providing students with the needed resources as we have students on campus, completely online or a combination of both. We will continue to work with our students and ensure that they are well connected to either the in person or online support services. In addition, we will continue to be proactive and monitor their progress via the early alert system to ensure that they are on track to successfully complete their courses. We will also be proactive in ensuring that every student is being reminded that they need to complete at least three contacts per academic semester. As for CARE we are cognizant that our CARE students are single head of household and have many additional responsibilities outside of school that can interfere with the probability of them successfully completing their courses. Therefore, our goal is to ensure our students are well connected to all possible resources on and off campus so that they can ultimately be successful.

Describe any external opportunities or challenges.: Our biggest challenge with the successful course completion rates for both the fall 2020 and spring 2021 semesters was the "EW" factor. Due to the pandemic, students were able to drop courses with an "EW" all the way until the last day of each given semester. Therefore, if a student choose to drop with an "EW" it affected the success rate. Subsequently, the percentages are not a true reflection of the successful course completion rates.

Overall SAO Achievement: After analyzing the data from the COS Planning and Research Office it is clearly evident that we did not meet our target for our EOPS or CARE SAO. We believe that the EW policy that was implemented in response to the pandemic was the main factor that impacted our successful course completion rates. In addition to the EW policy, many students took on additional responsibilities during the pandemic such as working more hours or they simply were not comfortable with online classes. Therefore, these additional factors could be secondary factors that affected our successful course completion rates. On the other hand, our CARE students who are single parents raising their child/children also experienced many challenges during the pandemic. Many of them had a difficult time taking online classes while trying to help their children with online classes as well. Therefore, all of these factors definitely played a role in our rates and that is why we believe the data is not a true reflection.

Changes Based on SAO Achievement: We came close to meeting our targets and will continue to enforce our EOPS required contacts (3 per semester), case management intrusive counseling and EOPS Early Alerts. Our early alerts will allow us to be

proactive and monitor our students progress and immediately upon any signs of trouble provide them with the necessary on/off campus resources. Given the fact that we have students on campus and remote we will continue our outreach efforts to our students to ensure they make their contacts. Our EOPS Counselors and Paraprofessionals will continue to be available in person or via Zoom.

Outcome cycle evaluation: No, we were not able to meet our outcome cycle evaluation during the 2020-21 academic year. As mentioned above the only issue we had was the "EW" policy that was implemented as a result of the pandemic which definitely impacted our successful course completion rates.

Action: Increase the EOPS Student Successful Course Completion Rate

Increase the EOPS student successful course completion rate by continuing to use the electronic early alert system in Banner Web.

Leave Blank: Nonessential/Nice to have

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 2.1 - Increase the number of students who are transfer-prepared annually.

District Objective 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objective 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

Person(s) Responsible (Name and Position): Adrian Beltran - EOPS/CARE/NextUp Director

Rationale (With supporting data): EOPS Early Alerts are used as a progress monitoring tool allowing EOPS Counselors and Paraprofessionals to be proactive in monitoring EOPS student progress in all of their courses. By monitoring student progress we expect our successful course completion rates will increase. The EOPS Early Alerts also serve as a conversation starter for our EOPS students and EOPS Counselors and Paraprofessionals. By beginning a conversation with the counselors/paraprofessionals students get to work on establishing rapport which leads to a trusting relationship and the students feeling comfortable in asking for help/resources when needed.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: EOPS Early Alerts will ensure that the EOPS/CARE program is in compliance with Title V mandates, which require that EOPS/CARE students meet with an EOPS/CARE Counselor and/or Paraprofessional to discuss their current academic progress during their second required visit of each academic semester.

Update on Action

Updates

Update Year: 2021-2022

09/10/2020

Status: Continue Action Next Year

EOPS Early Alert forms were used once each academic term (fall/spring) to monitor student progress. EOPS students, COS faculty and adjunct faculty were emailed each academic semester to inform them of our electronic early alert process. EOPS students were not penalized if they did not turn them in because it is not required by Title V just highly recommended. During the fall 2020 semester, we had 777 (unduplicated) students who had an electronic early alert submitted on their behalf by an instructor for a total 1,819 (duplicated) early alert submissions. During the spring 2021 semester, we had 797 students who had an electronic early alert submitted on their behalf by an instructor for a total of 1,740 (duplicated) early alert submissions. Due to the pandemic and classes being online we had all early alerts submitted electronically via Banner Web by the instructors. We did not have a hard copy option for the fall 2020 or spring 2021 semesters.

Impact on District Objectives/Unit Outcomes (Not Required): The continued use of the EOPS Early Alert is one of the actions that was linked to our EOPS and CARE Successful Course Completion SAO. It can also have an impact on the district objectives of increasing the number of students who are transfer-prepared annually, the number of students who earn an associate degree or certificate annually and reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

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Link Actions to District Objectives

District Objectives: 2015-2018

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.