

Comprehensive Program Review Report



Program Review - EOP&S

Program Summary

2020-2021

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

What are the strengths of your area?: -EOPS students successfully completed courses above the 75% goal we set for ourselves during both the fall 2019 and spring 2020 semesters.

-EOPS students successfully completed courses at 77% during the fall 2019 semester.

-EOPS students successfully completed courses at 88% during the spring 2020 semester.

-CARE students successfully completed courses above the 75% goal we set for ourselves only during the spring 2020 semester. During the fall 2019 semester, CARE students were 1% shy of achieving the goal.

-CARE students successfully completed courses at 74% during the fall 2019 semester.

-CARE students successfully completed courses at 89% during the spring 2020 semester.

What improvements are needed?: We will continue to strive to maintain and improve our EOPS successful course completion rates by providing students with the needed resources especially during this time that they are online. As for the CARE program we didn't meet our target during the fall 2019 semester. Therefore, we will continue to work with our students and ensure that they are well connected to all of the online campus resources available to them. 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. With the students being online we will increase our outreach efforts to ensure every student is being contacted at least three times per academic semester. We will also connect the students with off-campus resources that could help them with outside personal/family issues that may be interfering with their academics. All of our CARE students are single head of household which brings upon many additional responsibilities outside of school that can interfere with the probability of them successfully completing their courses. For example, our CARE students are also having to home school their children at the same time that they themselves are taking classes online. Therefore, our goal is to ensure our students are well connected to all possible resources on or off campus so that they can be well connected and ultimately successful.

Describe any external opportunities or challenges.: Our biggest challenge with the successful course completion rates for the spring 2020 semester 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 the spring 2020 semester. Therefore, if a student choose to drop with an "EW" the dropped course is not being calculated into the success rates. 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 met and exceeded our target for our EOPS SAO. However, we came within 1% for our CARE SAO during the fall 2019 semester and met our target during the spring 2020 semester. We believe that are CARE SAO did not meet the target goal because of all of the outside responsibilities that our CARE students have. We did see an increase from the fall to the spring semester for our CARE students. We believe the increase may not be a true reflection because of the "EW" policy that was implemented during the spring 2020 semester as a response to the pandemic. We normally tend to see an increase from fall to spring in our successful course completion rate, but given the current situation we believe the data is not a true reflection.

Changes Based on SAO Achievement: We met or came close to 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 our students are online we will be increasing our outreach efforts to them. Our EOPS Counselors and Paraprofessionals will call them if they have not made contact with us.

Outcome cycle evaluation: Yes, we were able to meet our outcome cycle evaluation. As mentioned above the only issue we had was the "EW" policy that was implemented as a result of the pandemic and may have skewed our data.

Action: Increase the EOPS Student Successful Course Completion Rate

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

Leave Blank: Nonessential/Nice to have

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: 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.

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

Rationale (With supporting data): EOPS Early Alerts allow EOPS Counselors and Paraprofessionals to be proactive and monitor EOPS student progress in all of their courses. In return, we expect this will increase our EOPS/CARE successful course completion rate. The EOPS Early Alerts also serve as a conversation starter for our EOPS students to talk to our 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: 2020 - 2021

09/10/2020

Status: Action Completed

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 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 2019 semester, we had 585 students submit hard copy EOPS Early Alerts and 415 students who had them submitted electronically via Banner Web for a total of 1,000 (duplicated students). During the spring 2020 semester, we had 302 students submit hard copy EOPS Early Alerts and 472 students who had them submitted electronically via Banner Web for a total of 774 (duplicated students). Our spring 2020 early alert submission was not as high as normal because of the pandemic and the campus closure. We anticipate our participation rates to continue to grow once we are back on campus.

Impact on District Objectives/Unit Outcomes (Not Required): The continued usage 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.

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5

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percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

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.