

De Anza College EOPS Program

Program Review – Annual Update Form (Rev. 4/2025)

- 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

The EOPS team reviewed the 2023 Comprehensive Program Review Feedback form during its annual retreat and set goals and timelines to incorporate the feedback into its action plans of the 2024-25 academic year. The main area of focus for the previous program review feedback was that we needed to refine our mission. We are still in the process for revising the mission due to some regulatory changes to the EOPS Title 5 regulations that were just passed by the state during winter quarter. The only other feedback from the comprehensive program review included the following:

- **Include success rate goals as a part of the OKRs** (the EOPS success rate goals are 80%, even though they are not written in the OKRs – please see below for data)
- **Identify current staffing needs** (there are no current needs because EOPS has its own categorical funds for staffing).
- **Ensure that the requests for new space and updates to the current space are included in the resource request process.** (EOPS has already requested additional space through the Measure G Taskforce recommendation process)

- 2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#)).**

Since the last submitted Program Review, The State Chancellor's Office funded a statewide expansion of the NextUp program to support foster youth. This change provided much needed funding to serve foster youth enrolled at De Anza. In addition, there have been numerous staffing changes within the EOPS program, including a new EOPS Supervisor, Program Coordinator, two new EOPS Counselors and a Services Coordinator serving Foster Youth. All of these employees are either refilling previously vacated positions or filled newly created positions.

- 3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

The only major changes to our program goals (OKRs) were related to the addition of the NextUp program to the EOPS umbrella of programs. As a result, we added more OKR related goals for Next Up and Guardian Scholars. The major OKR progress the program made was with the development of Student Learning Outcomes (SLOs), the enhancement of program services (including the new EOPS student orientations) and the development of

additional outreach and recruitment activities. Please see attached document, which outlines the complete set of EOPS OKR goals and updates.

- 4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

Not applicable. We have not requested any resources that were not included in our last program review, which was limited to office/program space.

- 5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

Not Applicable. EOPS did not request any staffing or instructional equipment.

- 6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

Not Applicable. We have not requested any resources, and our students have not been negatively or disproportionately impacted by a lack of program resources. In fact, our EOPS students have the highest retention and success rates on campus, despite being academically and economically disadvantaged. Please see attached EOPS program review data sheets.

- 7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>). In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes

Learning Outcome	Students will demonstrate and understand EOPS program participation requirements, policies, and procedures to maintain their eligibility for program services.
Method of Assessment	Based upon student participation data, we were able to determine that newly admitted EOPS participants were not meeting program requirements at similar rates as the students who have been enrolled in the program for

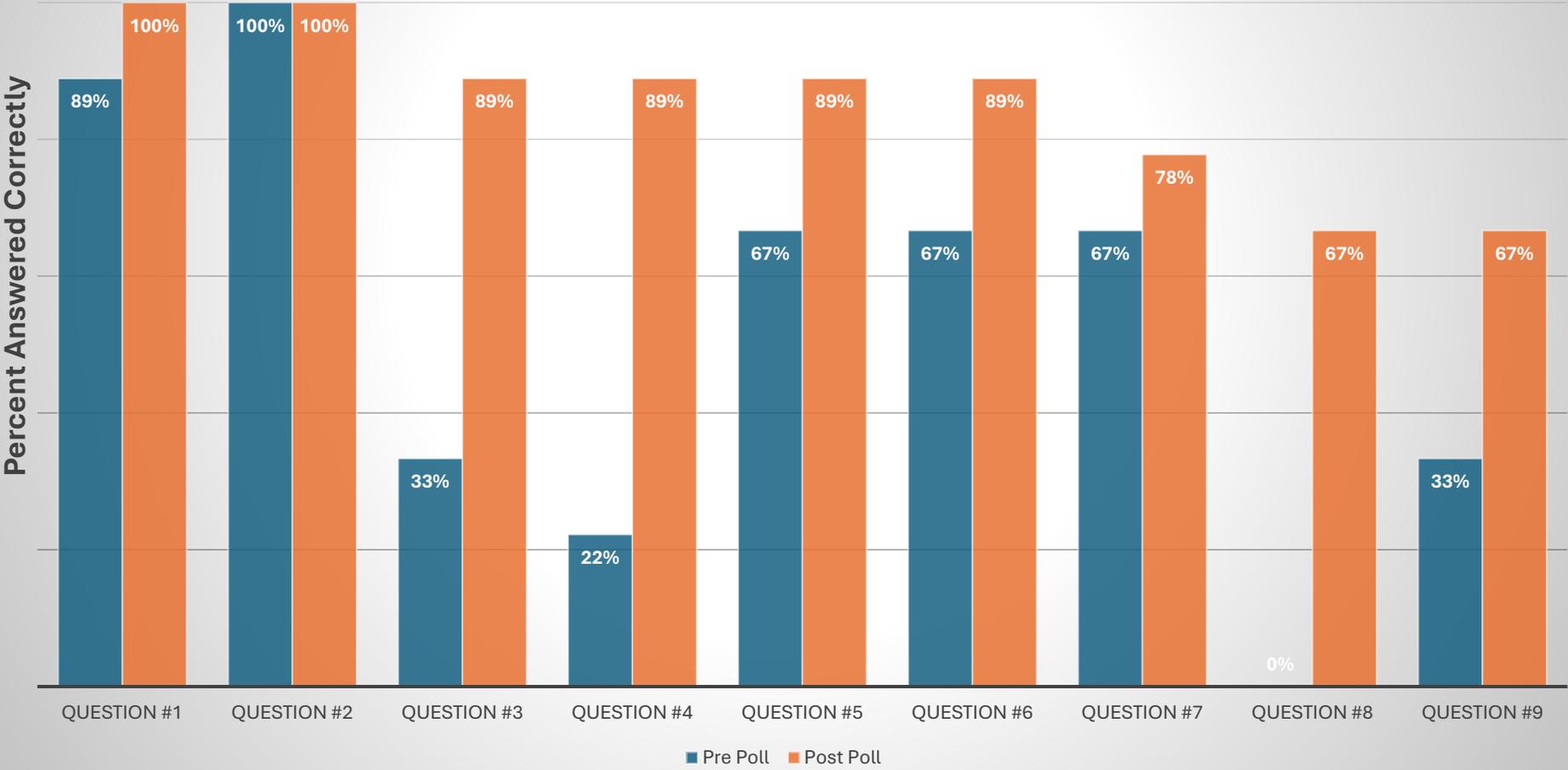
(please elaborate)	multiple quarters. To get a better understanding of why this was occurring, pre and post orientation survey polls were conducted during the EOPS new student orientation to uncover the factors that account for the lower participation compliance among our new students.
Summary of Assessment Results	Based on the survey poll results, a major part of the lower compliance rates of new students was the difficulty they had understanding the 4 program contact requirements. They often confused the 2 mandatory counseling appointments with the 4 contact requirements (<u>please see attached graph with the pre and post orientation poll results</u>).
Reflection on Results	During Spring 2024, the EOPS staff began to discuss and brainstorm on ways to make the program requirements easier for students to understand by changing how we describe and explain each required contact.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	We updated the language in our program orientation slides, Mutual Responsibility Contract (MRC) and the communications we send to students to remind them of program requirements.

Done? Please email this form to your dean/manager.

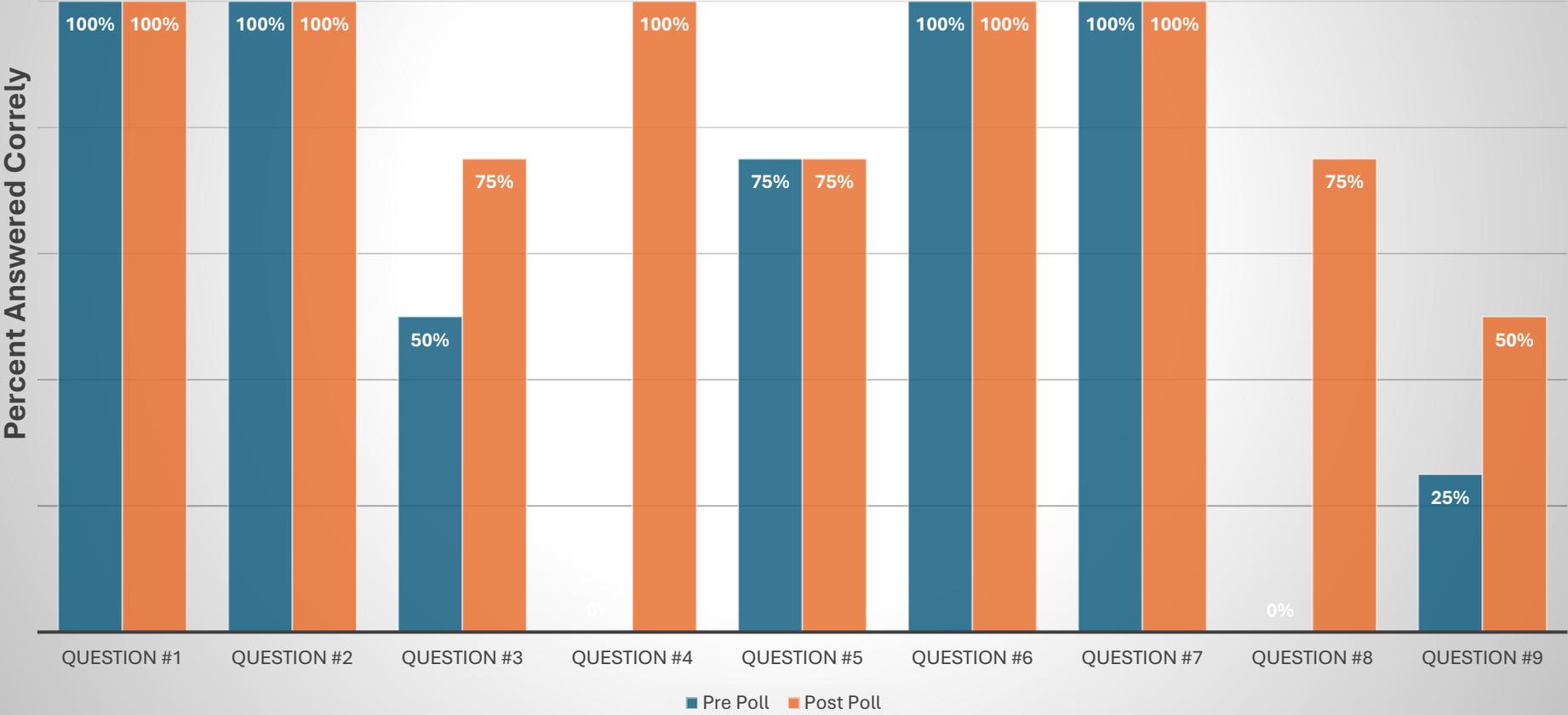
8. Dean Manager Comments:

This program review form includes enhanced/additional information to respond to the questions included in the 2025 APRU feedback form. I concur with the enhancements that have been made to this revised submission.

Poll Outcome Table for Spring Orientation 3/11/24



Poll Outcome Table for Spring Orientation 3/20/24



Poll Questions:

1. What services do EOPS/CARE/NextUp Programs provide?
2. How many units must an EOPS student be enrolled in per quarter?
- 3. How many advising/counseling appointments must you complete to remain in good standing for EOPS?**
4. Can a student use General Counseling appointments or appointments with other programs such as Men of Color, DSS or Puente towards meeting their contact requirements for EOPS?
5. How many minutes is a student allowed to be late for an appointment?
6. How much time in advance does a student need to notify the EOPS front desk that they need to reschedule or cancel an appointment?
7. What is considered as a no show for an appointment?
- 8. What happens if a student has 2 or more no shows?**
- 9. How many contacts are required for the program?**

Objective Key Results Update
Extended Opportunity Programs and Services (EOPS)
2024-2025

CAS Standard	Objective Detailed Description	Key Results	Activities	Progress on Key Results & Activities	Follow-up Action Plan (If Applicable)	Team #
1. Mission Statement	Produce revised & Updated EOPS Mission Statement	<p>A. Review EOPS Mission Statement</p> <p>B. Update of the Mission Statement</p> <p>C. Update the EOPS/CARE/NextUp mission statement</p> <p>D. Improve Marketing of EOPS mission statement</p>	<p>Previously reviewed during CAS reporting. (Pre NextUp program)</p> <p>How to Integrate NextUp statement into the current mission statement</p> <p>Reinstate EOPS/CARE/NextUp mission statement to the EOPS website</p> <p>Develop shorter version of mission statement</p> <p>Add short version of mission statement to Flyers, Canvas, EOPS/NextUp signature emails, marketing products, EOPS Main Office, Counselor/Specialist Offices</p>	In Progress. The EOPS program is waiting for the proposed changes to program eligibility and services to be approved at the state level before completing the revision to the mission.	<p>Connect with NextUp/GSP team (provide them with CAS mission statement)</p> <p>Ask the NextUp team to create a NextUp mission statement in order to merge the two statements together</p> <p>Schedule a meetings as needed.</p>	1
2. Programs and Services	Facilitate the enhancement of the EOPS and all programs & Services. (CARE, NextUp and Guardian Scholars (GSP))	<p>A. The EOPS Program and Services are reviewed annually for quality and improvement</p> <p>B. Areas that need improvement will be determined and resources allocations will be addressed</p>	<p>Review and streamlined program services and</p> <p>Reviewed and streamlined different services/processes including application, data collection, and student contacts.</p>	<p>The EOPS Program staff have reviewed and streamlined the following services and processes:</p> <ul style="list-style-type: none"> - Orientation - Meal Vouchers - Gift Cards - Applications/Intake process - Pre-Reg Check - Clockworks 	Assess the impact of changes and enhancements to programs and services	1

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3. Student Learning, Development and Success	Develop new/updated Student Learning, Development and Success Outcomes/SSLO	<p>A. Counselors and advisors will assess students' strengths and areas for development and identify strategies for academic success</p> <p>B. Counselors will develop curriculum help students to cope with and alleviate academic stress and to develop confidence towards learning</p>	<p>Offer resources and support to all students. Counselors and advisors attend conferences and workshops to keep abreast of current research and information on student success.</p> <p>Counselors and advisors offer referrals and recommendations when needed</p> <p>Students enroll in COUN 5/COUN 80X and attend workshops to develop study skills and techniques to cope with academic challenges.</p>	SLOs developed	See section 4 for update.	2
4. Assessment	Develop methods for assessing student learning via Student Learning Outcomes	<p>A. Review and assess current written procedure</p> <p>B. Identify what is working and areas for improvement. Detail any changes that need to be made to procedures</p> <p>C. Revise and</p>	<p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> • Identify staff members who will review and implement procedures • Determine a timeline to carry out procedures <p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> • Wordsmith and develop language • Ensure all staff have access to updated written procedures 	<p>The EOPS team developed an SLO survey that was conducted during new EOPS student orientations.</p> <p>In progress. Staff are reviewing process.</p> <p>Will complete this phase after</p>	The EOPS team will review the SLO results and revise the survey as needed.	2

		update procedures		step B above.		
CAS Standard	Objective Detailed Description	Key Results	Activities	Progress on Key Results & Activities	Follow-up Action Plan (If Applicable)	Team #
4. Assessment (Continued)	Develop methods for assessing student learning via Student Learning Outcomes (Continued)	<p>D. Revisit new written procedures. Debrief to see if any additional changes need to be made</p> <p>E. Review current methods of assessing student learning examples and types of assessment (ICC)</p> <p>F. Develop new methods of assessment or use old methods with new mechanisms.</p> <p>G. Examples of methods</p> <ul style="list-style-type: none"> - Demonstration - Exam - Exit Interview - Field Placement / Internship - Lab Project - Presentation / Performance - Project 	<p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> - Make final revisions to written procedures, if needed <p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> - Review data entered in TracDat? - Who has access? - Review old SSLO reports <p>Questions:</p> <p>1. How are we measuring ICC?</p> <ul style="list-style-type: none"> - Surveys - Exit Interview - Mutual Responsibility Agreements (Personal Responsibility) <p>2. Past Outcomes:</p> <ul style="list-style-type: none"> - Students will demonstrate and understand EOPS program participation requirements, policies, and procedures. - With the implementation of COUN 5/COUN 80X, students will learn this information. - Students will identify and demonstrate essential skills necessary to accomplish 	<p>Will Complete this phase after step C above.</p> <p>In Progress</p> <p>Counselors have completed this phase and are offering a Couns 80X and Couns 5 classes in Fall 2024 and Spring 2025.</p>	<p>Will follow up on progress during the EOPS summer retreat 2025.</p> <p>Will complete at end of academic year</p> <p>Assess classroom SLOs for Spring 2025 classes</p>	2

	<ul style="list-style-type: none">- Survey- Tracked Academic Behaviors <p>H. Reconvene to discuss pros and cons</p>	<p>their academic goals</p> <p>3. SLO vs SAO?</p>			
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5. Access, Equity, Diversity and Inclusion	Create a collaborative culture with campus affinity groups	<p>A. Review and assess what we are currently doing with the campus affinity groups</p> <p>B. Identify groups we would like to start working with</p> <p>C. Develop strategies and detail opportunities to work with affinity groups</p> <p>D. Plan and execute strategies</p>	<p>Discuss at a staff meeting to review past collaborations with groups throughout the campus.</p> <p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> - Identify key individuals involved with each affinity group - Identify additional groups we could potentially collaborate with - Outreach - Collaborate with high school partners - Identity Programs (Umoja, IMPACT AAPI, Men of Color etc.) <p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> - Brainstorm events/activities - Identify staff and which groups each staff member will work with - Establish work groups - Initiate dialogue with affinity groups <p>Discuss at a staff meeting</p> <ul style="list-style-type: none"> - Bi-weekly check-in on progress 	<p>Efforts began in Winter 2023</p> <p>Will begin in Winter 2025</p> <p>Will begin in Winter 2025.</p> <p>Will begin in Winter 2025.</p>	<p>Develop list of previous collaborative efforts.</p> <p>Develop list of key programs and individuals.</p> <p>Determine next steps in Winter & Spring 2025</p> <p>Determine next steps in Winter - Spring 2025</p>	2
6. Leadership, Management and Supervision	Participate in Services for Students Building planning	A. Assess EOPS staff needs and vision for new Services for Students Building. Collect staff feedback	<p>Discuss at a staff meeting and participate in all Services for Students Building planning meetings</p> <p>Advocate for the needs of EOPS staff. Provide feedback to planning committee and keep EOPS staff updated on developments</p>	Continue to discuss at EOPS bi-weekly department meetings and Michele will continue to participate in the Measure G meetings and provide updates	The EOPS team will discuss ways to develop and enhance the leadership skills of all EOPS Staff.	3

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7. Human Resources	<p>Create an enhanced and structured environment that contains:</p> <p>a. A guide to outline and contain Program, College, and District Policies and procedures</p> <p>b. Provide continuous training opportunities for counselors, advisors, students, and staff on the use of Clockwork</p> <p>c. Provide opportunities for counselors, advisors, and staff to participate in relevant trainings on-and off-campus</p>	<p>a. The guide would serve as an updated resource</p> <p>b. Enhance knowledge of the new data management system</p> <p>c. On and off campus training opportunities provides a broader range of learning opportunities for staff</p>	<p>Review current policies and procedures updating as needed. Add any new information and delete outdated information</p> <p>Review new procedures for Use of Clockworks, New student applications, review of application, orientations, appointments, communication, expectations, data retrieval, and assessment</p> <p>Research outside senates, regional groups, or community-based organizations for trainings related to EOPS</p>	<p>Currently in progress</p> <p>Currently working on transitioning to web-based platform</p> <p>Counselors and advisors currently participate in senate and shared governance committees and community based orgs</p>	<p>Schedule regular meetings to work on guide</p> <p>Continue to work with ETS to implement changes.</p> <p>Continue to find more opportunities for staff development and work into our planning calendar</p>	3

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7. Human Resources (Continued)	D. Hire student employees to assist with projects (EOPS/FWS), basic clerical tasks, and for student related events, surveys, and focus groups	D. Provide opportunity for students to learn and job skills while assisting the staff with hectic and demanding workloads	Mini work fair for EOPS students who have FWS enrollment	For 23-24 we hired a student employee	Recruit a new student employee	3
8. Collaboration and Communication	<p>Create an all-encompassing recruitment plan that includes:</p> <p>A. Expand recruitment to non-traditional communities</p> <p>B. Build a stronger relationship with Outreach</p>	<p>A. Increase EOPS enrollment from students from highly impacted communities by 10%, such as: formerly incarcerated, juvenile system, foster youth, Adult ED, and community programs</p> <p>B. Provide potential students with more robust information about the EOPS program and we can assist Outreach with staffing</p>	<p>Reach out to Rising Scholars, Villages, ESL (continue communication with ESL department), Resource Hub/Food Pantry</p> <p>Collaborate with the NextUp Team in recruitment efforts</p>	<p>EOPS Outreached Team was developed</p> <p>(Long assisted to begin recent partnership w/Outreach & HS: Andrew Hill)</p> <p>Gained access to outreach student list (used as a recruitment tool)</p>	<p>EOPS will continue to maintain relationships with on campus programs, local schools and community-based organization for recruitment purposes. In addition, EOPS will continue engaging in recruitment activities internally and externally to increase the number of program participants.</p> <p>Meet annually with Outreach to discuss collaboration. Participate in on and off campus outreach events with Outreach, when possible.</p>	1

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8. Collaboration and Communication (Continued)	<p>c. Expand our recruitment to community events</p> <p>d. Reach out to the Office of Equity and affinity groups</p>	<p>c. Provide information about EOPS to communities that may not be reached by standard recruitment practices</p> <p>d. We can connect to students by going to them or setting the stage for them to come to us</p>	<p>Identify community services/events and high schools to develop stronger partnerships</p> <p>Identify yearly Outreach High School Circuit (such as college fairs/nights, panels, information tabling, presentations, etc.)</p>	<p>EOPS Team attended various HS Outreach & on campus events</p> <p>EOPS Team also strengthen the relationship w/affinity groups such as: SSRS / Summer Bridge / Puente / Umoja / Men of Color Undocumented /AB 540 / Dreamers / Latinx / BFSA student populations</p>	<p>EOPS will continue to maintain relationships with on campus programs, local schools and community-based organization for recruitment purposes. In addition,</p> <p>EOPS will continue engaging in recruitment activities internally and externally to increase the number of program participants.</p>	1
9. Ethics, Law and Policy	<p>Enhance staff opportunity and knowledge base</p> <p>a. Provide Nonstandard opportunities for staff to enhance understanding of position and obligations to both students and self.</p> <p>b. Develop an electronic resource guide for Staff (see section 7 for more in depth information)</p>	<p>a. Provide staff with the opportunity to build a wider breadth of knowledge and skill set participating in community-, governance-, or equity-based organizations or groups</p> <p>b. Provide staff with a tool to utilize when EOPS leadership are unavailable for response</p>	<p>Based on input from staff, develop a list of professional growth organizations, events training, or conferences for staff to utilize</p> <p>Send out a request to staff to receive input on what they are looking for as far as growth opportunities</p> <ul style="list-style-type: none"> - Write Clockwork procedures - Write in office and remote procedures <p>- Identify all relevant policies staff would need and pull from District website</p>	<p>Counselors and advisors currently participate in senate and shared governance committees and community based orgs</p> <p>- Continue to discuss these items during staff meetings to provide clarification</p> <p>- Guide is in progress</p>	<p>Continue to find more opportunities for staff development and work into our planning calendar</p> <p>Schedule regular meetings to work on guide</p>	3

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10. Financial Resources	<p>a. Create more funding from Donors thru the District Foundation</p> <p>b. Find funding for student needs</p>	<p>A-1. Have a link for donation account</p> <p>A-2. Scholar Program Relationship with Donors</p> <p>B. Find current Student needs to advocate for funding</p> <p>C. Continue JBF (John Burton Advocates for Youth) relationship/funding</p> <p>D. Continue funding from DASG for GSP Only Foster Youth</p>	<p>Contact Foundation for a link/ video to be able to share thru different media platforms</p> <p>Create more videos/Pictures to share with donors</p> <ul style="list-style-type: none"> - Create Survey for students to ask about current needs - Determine feasibility of student needs - Apply for funding yearly and report funding twice a month - Ensure we meet Donor requirements (Documents, funding, etc.) <p>Apply for DASG funding for foster youth (GSP Only)</p>	<p>N/A</p> <p>Long has worked with Scholar students to create thank you video for EOY Scholar Celebration</p> <p>Emergency aid form created on Google Forms</p> <p>Flora, Michele, Ammalinh, Jared will apply 2x a year</p> <p>N/A</p>	<p>Work with Long, Michele, Ammalinh, Jared and Foundation to create process</p> <p>Long will continue to work with Scholar students to create more content</p> <p>Provide information to rest of staff and explain process</p> <p>Flora, Michele, Ammalinh, Jared will apply 2x a year</p> <p>Reach out to DASG for process and apply. Fall term?</p>	4
11. Technology	Develop and Execute a plan to revamp Technology (Software and Hardware) for the EOPS program in its entirety. (CAA, Staff, Students)	a. Identify what technology the program already has access to and uses	<p>A-1. Create list of all technology available to our program, regardless of if it is being used or not.</p> <p>A-2. Sort list by users. (staff, students, CAA, etc)</p> <p>A-3. Establish EOPS Tech Team</p>	<p>Inventory has been taken</p> <ul style="list-style-type: none"> - Clockworks; team has met to discuss pros and cons, desired features, etc. - Email Server; Mailchimp has been implemented - iPads for google forms/meal vouchers, orientations, outreach - Monitor + stand for presentations - EOPS iCloud to integrate iPads and streamline ease of use 	<p>Depending on budget/spending guideline changes, more purchase will be made</p> <ul style="list-style-type: none"> - Change Clockworks settings as best we can for now. - Continue to meet with team for feedback. - After a few in person events, request feedback from students - Create "Welcome to EOPS Office" PowerPoint presentation to play in office 	4

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11. Technology (Continued)	Develop and Execute a plan to revamp Technology (Software and Hardware) for the EOPS program in its entirety. (CAA, Staff, Students) (Continued)	<p>b. Identify what is working and what can be improved or changed</p> <p>c. Research alternative software options</p> <p>d. Implement new technology and train all staff accordingly</p>	<p>B-1. Identify what processes utilize the technology and what features are needed/wanted and make revisions to the list.</p> <p>B-2. Create notes on pros and cons of each technology and process</p> <p>C-1. Research what other EOPS programs use and their methods.</p> <p>C-2. Research and provide information on alternative technology (ex. Pros and cons, cost, use, etc.)</p> <p>C-3. Discuss with all EOPS staff for any ideas and feedback</p> <p>D-1. List and sort out what technology should remain and what software can be purchased.</p> <p>D-2. Implement any new technology and provide training to appropriate users</p>	<p>Per other EOPS programs and CCCEOPS conferences, ConexEd is widely used; Demo has been requested</p> <p>- Admin staff has been trained on MailChimp</p> <p>- Specialists have been trained on G Suite and Orientation tech</p>	<p>Once demo happens, discuss with implementation staff and bring back feedback to staff</p> <p>Will train staff if new tech is acquired</p>	4

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12. Facilities and Infrastructure	a. Renovate and revitalize EOPS office space	Design a larger, functional, safer, and more inviting space to accommodate the needs of faculty, staff & students	<ul style="list-style-type: none"> - The facility needs are being continuously discussed within SSPBT. - EOPS limited space must be judicious in assignment of office and workspace balancing the needs of functional workspace for the students 	<ul style="list-style-type: none"> - Office clean up was done - Admin personal desks have been arranged - Hung up EOPS program banner 	<ul style="list-style-type: none"> - Continue to work with SSPBT for new building updates - Work with ETS/Facilities to remove surplus furniture and computers 	4
	b. Complete a needs assessment for the EOPS program office space	To develop a floor plan collaboratively of the future EOPS program office space where all EOPS team members can be housed together or at least within a reasonable vicinity of each other and the main office space	A location of the future EOPS Office space will need to be determined which can meet the needs of the EOPS program and addresses the accessibility of the EOPS Office for students and the campus community at large	N/A	Will continue to wait for updates	
	c. Ensure that all operational equipment can be purchased, maintained, updated, and meet ergonomic standards	Assure that EOPS can complete day to day operational needs of the program in order for the program to run efficiently as well as effectively	Complete an assessment of the EOPS program operational equipment needs	Current Office has been organized and arranged to best fit current operational needs	Will continue to wait for updates of the new building	