GAVILAN COLLEGE
HISPANIC SERVING INSTITUTION

Student Services - EOPS - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview
Academic Year 2023 - 2024

Originator Cisneros, Carina

Division Non-Instructional Admin Units

Department Student Services

Program EOPS

Program Type Student Services

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Garcia, Mari
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Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Extended Opportunity Program and Services (EOPS) is a state funded program under SB 164 which operates following Title V Education Code, Article 8 sections 69640-69656. The EOPS program's mission is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their educational goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services, including assistance with their admission, registration, financial aid, textbooks, educational planning, workshops, and support from counselors and staff. To meet EOPS regulations and keep services relevant to the needs of our students, full-time staff and faculty regularly participate in the annual CCCEOPSA

conference, Region IV EOPS/CARE monthly consortium, annual EOPS and CARE Technical Training and monthly EOPS/CARE and CalWORKs joint staff meetings. Additionally, the EOPS and CalWORks programs hold semi-annual Advisory Committee meetings with on and off-campus partners and educational stakeholders to assist in maintaining effective programs for our students. All services and functions provided by the EOPS/CARE program are informed by Title V EOPS and CARE Implementing Guidelines.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **Goal 1: Increase completion of the program orientation from 92% to 95% for new EOPS students and ensure all have a Comprehensive Education plan by the end of their first semester in EOPS.**

   Accomplishment:

   Current data from this past AY 2022-2023 shows we have a current completion rate of 99 and 100% for the program orientation. The program orientation is a requirement and our use of the Canvas platform has allowed us to better track student completion and provide follow-up.

2.
3. **Goal 2: Increase opportunities for counselor contacts by establishing group counseling sessions. All EOPS students will have the opportunity to complete one counselor contact by attending a group counseling session to obtain knowledge related to their educational goals.**

   Accomplishment:

   EOPS Counselors are piloting the University visits as a group counseling opportunity. Students who sign up to attend are provided with a questionnaire to submit prior to the university visit. In this questionnaire students get the opportunity to think about and share what information they will like to learn more about. The university visits are recorded in SARS as a "workshop' for students who attend.

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).
At the onset of the COVID pandemic, we quickly moved our services online to continue serving our students. We took full advantage of the Canvas platform to create an online community for our EOPS students. By using this platform we were able to manage timely communication, track contacts, and orientation for new students. Each semester our office has been able to enhance features such as the ability to place students in sections to ensure targeted communication, track comprehensive education plans, and graduation petitions. This past summer, the support program counselors in EOPS & CalWORKs collaborated to merge our communities to streamline communication for our mutual students.

Our EOPS office also provided remote services such as EOPS Zoom office hours for general questions, Zoom Drop-Ins for counseling-related questions, as well as Zoom and phone counseling appointments. By providing these options for students we have been able to continue serving the needs of our students and helping them achieve successful semesters.

In Fall 2022, when Gavilan began offering more in-person classes, our support programs collaborated to provide an in-person Welcome Back event to help students start to get re-engaged with the campus. This provided the students the ability to meet their support program staff in person and the opportunity to meet other students as well. Thus, we coordinated welcome events for Spring 2023 and Fall 2023 as well. We have found that these events have evolved and have been increasing in attendance.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
Although in EOPS, we do not have any course offerings, the EOPS program helps the college meet the goal of increasing the transfer rate by ensuring that EOPS students maintain progress towards reaching their educational goal. The program supports students using a case management model that ensures students are meeting their required counseling contacts which allows for progress monitoring and early interventions to occur. Additionally, EOPS students are required to enroll in a minimum of 12 units at the time of EOPS enrollment, and they must remain enrolled in at least 9 units every semester thereafter to remain eligible. These program requirements helps students maintain momentum towards their educational goal and supports the college's goal of increasing Gavilan College Degree, Certificate, and Transfer Completion rates. Due to these efforts, we have had a record-breaking of number of students reaching their goals in the last two years. According to Argos reports, there has been a 26% increase in number of students who have achieved a certificate or a degree from 2019-20 to 2022-2023.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
According to SSARCC data reported, EOPS served the following students

2020-21 we served 457 students

2021-22 we served 448 students

2022-23 we served 449 students

Although our number of students served appear to stay consistent, we have had an increase in number of students graduating and earning associate degrees as well as an increase in new students.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

In the last several years since the pandemic of 2019, EOPS has been enhancing our online environment to support case management practices and provide easily accessible resources using the Canvas/iLearn platform. To continue supporting the success and retention of our students, we need to continue enhancing our ability to communicate with our students. Soon we will be piloting Starfish (GavConnect) where we hope to implement an improved texting option to communicate with students about their scheduled appointments. We look forward to utilizing GavConnect as a better case management platform where student progress and momentum can be more effective. We also look forward to utilizing kudos and milestone recognitions to motivate and encourage student progress.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
GavData was unavailable for review of EOPS student information in comparison to non-EOPS students.

In lieu of Gavata, EOPS is mindful of the equity gaps identified in our college's Student Equity plan, which highlights males, foster youth and African Americans as disproportionately impacted student populations. With this information, EOPS strives to make a difference in hiring staff who reflect our student demographics. This change in personnel was a recent opportunity that was afforded as positions were being replaced. Our staff demographics increased representation in males, and we noticed a significant difference in more male students being attracted to our program office as a result (anecdotal).

We need better access to data on EOPS students to better identify and understand equity gaps and trends within our EOPS student population.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

In EOPS, we continue to support two of our disproportionately impacted student populations: Undocumented Students and Foster Youth. Our undocumented students, as well as community members, staff, and faculty, have access to free immigration legal services through our partnership with the United Farm Workers Foundation.

All current and former Foster Youth that meet the NextUp eligibility are eligible to participate in EOPS without meeting further requirements. NextUp students receive additional services and benefits.

Financial Aid partnership is key to supporting undocumented students and foster youth. In the past three years with several personnel changes occurring in Financial Aid and EOPS, there has been intentional focus on re-establishing our foster youth and undocumented student liaisons to create a safety net for students.

Additionally, with the addition of a NextUp Counselor, we have also placed more focus on strengthening our partnerships with community partners, high schools and ILP programs serving foster youth.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?
All of our staff completed Diversity Hiring Training and participated in various hiring committees.

Our staff also participate in Professional Development opportunities such as LGTBQIA+ training as well as ((Trauma Informed (staff attended??)...others? These training and professional development opportunities provide our staff with the knowledge and understanding providing equitable access and resources to our students and communities who are historically underserved.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?
No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?
No

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?
Yes

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?
Yes

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
EOPS has completed up-to-date SAO's but Curricunet does not have our current SAO's listed yet. We will be waiting on direction from the Curriquenet workgroup on how to report and update. Data has been collected from Canvas and Argos and results have been analyzed for the assessment of our SAO's.

The following are our current SAO's:

SAO #1: The EOPS/CARE programs will increase the percentage of EOPS students who acquire associate degrees and certificates.

SAO #2: Students will utilize EOPS/CARE services and understand the program requirements and benefits necessary to maintain program eligibility.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.
Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)
Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?
85% of all EOPS students will achieve their educational goal within a 3-year time frame.

Institutional Learning Outcomes (ILO)
How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

	Think Critically & Creatively	Communicate Effectively	Practice Social Responsibility	Cultivate Well-Being
Students will utilize EOPS/CARE services & follow the regulations necessary to maintain program eligibility	x	x		
The EOPS/CARE programs will increase the percentage of EOPS students who acquire associate degrees & certificates.			x	x

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?

After gathering our data from Canvas, we were able to determine that 100 % of our EOPS students served successfully completed EOPS orientation and understand the services and regulations of our program. Additionally, according to Argos reports, we can see a 26% increase in EOPS/CARE students who have earned associate degrees and/or certificates of achievement (2019-20 - 2022-23).

Generally, yes we are meeting our goals. During the 2020-2021 academic year, we noticed a slight decrease in the number of students earning certificates or degrees and we can attribute that dip to the COVID pandemic. Since then, we have noticed an increase in number of students earning certificates and degrees.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2020**

    How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
    457

    Full Time Faculty
    2

    Part Time Faculty
    0

    Full Time Staff
    3

    Part Time Staff
    0

    Full Time Mgr/Admin
    0.00

    Part Time Mgr/Admin
    1.00

2. **2021**

    How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
    448

    Full Time Faculty
    2

    Part Time Faculty
    0

    Full Time Staff

3

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

1.00

3. **2022**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   449

   Full Time Faculty
   2

   Part Time Faculty
   0

   Full Time Staff
   3

   Part Time Staff
   0

   Full Time Mgr/Admin
   0.00

   Part Time Mgr/Admin
   1.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020
FT = 100.00%
PT = 0%

Year:2021
FT = 100.00%
PT = 0%

Year:2022
FT = 100.00%
PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The EOPS program benefits from having two consistent and dedicated full-time faculty counselors and an administrator who have maintained stability and focus of the program and students while the program underwent several staff changes from 2020 - 2022.

The implementation of the new NextUp program will impact the staffing levels in EOPS as the program received additional categorical program funding beginning with the 2022-23 academic year for support of current and former foster youth.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
Yes

Resource Allocation

1. **104500**

   Funding Source
   Categorical

   Academic Year
   2022 - 2023

   Purpose of Funding
   NextUp support program for Foster Youth

   Result
   Implementation of NextUp support program

2. **246702**

   Funding Source
   Categorical

   Academic Year
   2022 - 2023

   Purpose of Funding
   CARE program for single parents receiving cash aid

   Result
   CARE program

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

  Total Number of student contacts
  480

  Total allocated budget
  1054000.000

  Total spending
  0.000

  Total cost per student (Student Contact/ Total Spending)
  0

- **2022 - 2023**

  Total Number of student contacts
  449

  Total allocated budget
  1235124.000

  Total spending
  1137652.000

  Total cost per student (Student Contact/ Total Spending)
  2533

- **2021 - 2022**

  Total Number of student contacts
  448

  Total allocated budget
  978384.000

  Total spending
  925014.000

  Total cost per student (Student Contact/ Total Spending)
  2064

- **2020 - 2021**

  Total Number of student contacts
  457

  Total allocated budget

  Total spending

  Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

The EOPS program has regulatory restrictions and requirements that require maximum funds be spent on direct student services and direct student aid. The cost per student is high as a result of the direct aid, which has reached the maximum service level allowed per EOPS regulations beginning with the 2022-23 academic year. During the 2022-2023 Academic year, EOPS programs received a 30% increase in funding, which allowed the program to maximize student aid in the form of textbooks, grants, meal cards, gas cards, bus tokens and student supplies.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

EOPS has a strong partnership with all other support programs on campus, including CalWORKs, Accessible Education Center, Higher Aspirations, Fresh Success, PUENTE and MESA. A new initiative that was launched in 2023-24 includes the development of a common application for support programs that has integrated the various single program applications into a common application that streamlines the student experience and provides a common point of entry and connection to student support. This initiative will continue to be reviewed and refined for continuous improvement.

The implementation of a new categorical support program for foster youth - NextUp, will be a continued area of focus for EOPS as we continue developing our network of support dedicated to support current and former foster youth. Financial Aid and community agencies including Independent Living Programs (ILP's) are integral partners in strengthening the foster youth student experience.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Threat: Data from the California Department of Finance (https://dru-data-portal-cacensus.hub.arcgis.com/apps/a2a7efaa52b941e7878489aeafc4a1ca/explore) (DRU Data Hub) predicts a decrease in K-12 enrollment by 11.5% statewide between 2022 & 2032. The data suggests Santa Clara County's enrollment will decrease by 17.7%, while San Benito will increase by 10.5%.

Opportunity 1: Strengthen Partnership with Local Area High Schools -The District's initiative to increase dual enrollment for our local service areas presents an opportunity for early connection with prospective EOPS students. With the implementation of CA Assembly Bills 132 & 469, we can expect an increase in financial aid applications from local area high school students. There is an opportunity to coordinate with outreach for an

earlier connection to EOPS.

Opportunity 2: Increase services at the Hollister campus - Approximately 1/3 of EOPS students live in San Benito County. Currently, all our in-person services are provided at Gilroy campus. Though many of our services & inquiries can be answered remotely, availability at the Hollister campus would serve students who prefer in-person services.

Opportunity 3: Host group counseling events for new EOPS students to increase chances for success & retention.

There is an opportunity to engage new students more intentionally in a group counseling setting so that new-to-EOPS student can access their book & supply services as soon as possible.

Opportunity 4: Develop and implement an EOPS summer Bridge program to improve the high school to college transition experience of eligible students.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?

Our use of the Support Programs Community on iLearn provides a point of contact, information, and resources for EOPS students in a more flexible and accessible format. We continue to evaluate and improve the iLearn community each semester. It has proven to be a helpful tool for more comprehensive and intentional case management of our students, which has supported the increase in graduates we've experienced in recent years.

In Spring 2024, EOPS will participate in the Gav Connect (Starfish) Pilot, further increasing our presence online and case management efforts.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

During the pandemic, our programs had to quickly switch to remote services, including phone appointments. Although this worked for some time for some students, we have found that students need more of a one-on-one, face-to-face either on Video Chat or in-person, rather than on the telephone so that we can ensure we capture their attention and students comprehend and have a visual of what is being discussed about their educational goals, college standings, progress, etc. This will allow students to comprehend and be more involved. For this reason, we will be requiring students to complete either in-person or video chat counselor appointments. Phone appointments will only be at the discretion of their counselor depending on where they are in their contacts for their semester, their standing at the college and in the program, and other factors.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

EOPS program faculty and staff regularly participate and benefit from statewide training focused on EOPS/CARE/NextUP programs and the unique needs our EOPS students face. In addition to these training activities organized by the Chancellor's Office, our faculty and staff also participate in other professional development opportunities such as LGBTQ safe space, Trauma Informed Counseling, Colegas webinars, etc.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The EOPS program will be limited to serving 500 students per year under the leadership of a part-time Director, who is also serving as the Dean of Student Support. The size of the program is proportional to the

size of the campus. At this time, there is sufficient staffing to support the current size of the program. There is the potential to add 1-2 student workers for peer-to-peer support.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?
EOPS Title 5 Regulations have specific minimum qualifications for faculty hired in Counseling positions that serve EOPS students to ensure that the District and program are hiring qualified professionals who have a demonstrated understanding and sensitivity in working with students who are educationally and economically disadvantaged. Additionally, EOPS employees have access to annual statewide trainings that provide ongoing professional learning opportunities. All EOP staff participated in the Diversity Hiring training offered by Gavilan College and have participated in the hiring of staff and faculty for 2023-2024.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
The EOPS program achieved two significant milestones in 2023 that produced resounding success for improving the student experience. Having heard student feedback regarding the canvas communities, EOPS counselors collaborated with CalWORKs and Fresh Success programs to develop a Support Programs Community that integrates the online communities and provided a singular comprehensive experience. At the same time, EOPS staff worked with staff from all other support programs (NextUp, AEC, Calworks, Fresh Success, MESA, PUENTE, Higher Aspirations) staff to develop a common application for all support programs.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.
The hands-on focused sessions offered throughout the semester for Student Services were very helpful. Some of the text boxes with word count limitations are too small. Suggest increasing word count.

Goals

Three-Year Program Plan Goals

1. **85% of all EOPS students will achieve their educational goal within a 3-year time frame.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Directly connected to College, program mission and strategic plan and SAO.

   Proposed Activity to Achieve Goal**
   Comprehensive file review and improved tracking/communication (using Canvas) of students near completion of educational goal.

   Responsible Party
   EOPS counselors and support staff

   Fund amount requested. If a collaboration, what % required from each partner?
   N/A

   Total Three Year Resource Allocation Request
   0

   Timeline to Completion Month / Year
   June 2025

How Will You Evaluate Whether You Achieved Your Goal
Use institutional data (Argos) to determine the # of students who petition for graduation each year and analyze how many students were able to achieve their educational goal within a 2-year timeframe.

2. **Increase opportunities for counselor contacts by establishing group counseling sessions. All EOPS students will have the opportunity to complete one counselor contact by attending a group counseling session to obtain knowledge related to their educational goals.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Direct connection to college mission, program mission and SAO.

   Proposed Activity to Achieve Goal**
   develop opportunities for the first EOPS Counselor contact to be completed in a group session.

   Responsible Party
   EOPS counselors, support staff and Director.

   Fund amount requested. If a collaboration, what % required from each partner?
   N/A

   Total Three Year Resource Allocation Request
   0

   Timeline to Completion Month / Year
   June 2025

   How Will You Evaluate Whether You Achieved Your Goal
   We will use Canvas and SARS appointment database to track the number of new EOPS student that complete the first counseling contact by attending a group 1st contact session.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
The EOPS program is continually improving the services provided to students to maintain the over and above level of service that is required by legislation. This past year, EOPS initiated the development and implementation of a common application in collaboration with several student services programs. This effort has been a success that has provided Gavilan College students exposure to campus programs many were not aware of. The common application for support programs provides students with the opportunity to apply to multiple programs with one application and to join multiple programs. The common application has allowed EOPS to increase the number of EOPS applicants and facilitates outreach to potential students.

With this increase in eligible EOPS applicants, EOPS will have the opportunity to provide services and support to a maximum number of students while they earn their educational goals within a 3-year timeframe.

More recently EOPS also collaborated with CalWORKs and Fresh Success to merge our Canvas Communities to help align and streamline our communication efforts with all of our program students. This effort has allowed us the opportunity to eliminate duplication in communication and has provided a one-stop shop style of resources for our program students.

In recognizing the unique needs of parenting students, the EOPS/CARE and CalWORKs and Fresh Success programs are partnering to provide Latinx Parenting series in spring 2024 to build connection among parenting students to increase retention and success.

In looking at future opportunities, EOP&S is excited to explore the development of a one-week summer bridge program to improve the transition to college experience for our students.

Attach Files

Attached File
2023-24 Accessible EOPS Program Plan. signed.pdf (/Form/Module/_DownloadFile/271/46547?fileId=335)