Department: **EOPS**  
Manager: Gilbert Contreras  

Names of those participating in the report: Joanne Olimberio, Rick Rams, Gil Contreras  

Date: December 10, 2010  
Date of previous quality review: Fall 2006  

**Satisfaction with Support Services Provided:**  
*Please indicate the proportions (%) of respondents who rated each aspect as “excellent” or “good” (separately and combined).*

<table>
<thead>
<tr>
<th>Student satisfaction with:</th>
<th>Percent Responding</th>
<th>Percent Responding Good / Excellent (Combined %)</th>
<th>Percent responding Good/Excellent in 2006</th>
<th>Change between 2006 &amp; 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>68% 25%</td>
<td>93%</td>
<td>90%</td>
<td>+3%</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>63% 29%</td>
<td>92%</td>
<td>93%</td>
<td>-1%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>73% 20%</td>
<td>93%</td>
<td>93%</td>
<td>No Chg</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>65% 33%</td>
<td>98%</td>
<td>94%</td>
<td>+4%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>76% 17%</td>
<td>93%</td>
<td>95%</td>
<td>-2%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>72% 24%</td>
<td>96%</td>
<td>97%</td>
<td>-1%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>69% 27%</td>
<td>96%</td>
<td>93%</td>
<td>+3%</td>
</tr>
</tbody>
</table>

In addition to the quantitative responses of the EOPS student satisfaction survey, EOPS students responded to two qualitative, open-ended questions. Their responses were categorized by general themes.
Which EOPS services have been most beneficial in helping you to be successful at Cypress College?

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS Counseling and EOPS Staff</td>
<td>46</td>
</tr>
<tr>
<td>Book Services</td>
<td>38</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>21</td>
</tr>
<tr>
<td>Educational Supplies</td>
<td>15</td>
</tr>
<tr>
<td>Tutoring and Academic Support Services</td>
<td>12</td>
</tr>
<tr>
<td>Everything</td>
<td>5</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>3</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

What else can EOPS do to help you?

<table>
<thead>
<tr>
<th>ADDITIONAL HELP</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing, EOPS does a great job</td>
<td>24</td>
</tr>
<tr>
<td>More money for books and book loan library</td>
<td>13</td>
</tr>
<tr>
<td>More counseling</td>
<td>7</td>
</tr>
<tr>
<td>Computer lab printing, EOPS copier in computer lab</td>
<td>7</td>
</tr>
<tr>
<td>Math assistance</td>
<td>4</td>
</tr>
<tr>
<td>More student awareness of the benefits of being in EOPS</td>
<td>4</td>
</tr>
<tr>
<td>EOPS office open more hours</td>
<td>3</td>
</tr>
<tr>
<td>More transfer assistance</td>
<td>2</td>
</tr>
<tr>
<td>More awareness of Cypress College resources</td>
<td>2</td>
</tr>
<tr>
<td>Improve the problems with priority registration</td>
<td>2</td>
</tr>
<tr>
<td>More educational supplies</td>
<td>2</td>
</tr>
<tr>
<td>More understanding EOPS staff, more personal staff interaction</td>
<td>2</td>
</tr>
<tr>
<td>Advisement in selecting a Major</td>
<td>1</td>
</tr>
<tr>
<td>Less noise in the EOPS office</td>
<td>1</td>
</tr>
<tr>
<td>Assistance with Financial Aid</td>
<td>1</td>
</tr>
<tr>
<td>Provide residential assistance services</td>
<td>1</td>
</tr>
<tr>
<td>Computer lab orientation</td>
<td>1</td>
</tr>
</tbody>
</table>
Changes since last quality review

Please provide a comparative analysis of current results with the previous cycle. Use this section to document accomplishments or improvements since last review. Also, please provide any insight into significant challenges or obstacles that may have contributed to lower customer satisfaction.

Despite substantial budget reductions resulting in cutbacks in the delivery of services, EOPS students indicated a great deal of satisfaction with the programs and services they received in EOPS. At least 92% of EOPS student respondents or greater indicated “good” or “excellent” satisfaction with the measures of student satisfaction.

Mission/ Student Learning Outcomes

Please provide the mission statement of your unit (if any).

The mission of Extended Opportunity Programs and Services (EOPS) is to assist students with economic, linguistic, and educational challenges enroll and succeed in higher education and successfully prepare for careers.

Please provide a summary of Student Learning Outcomes (SLO) for the department.

SEE ATTACHED REPORT OF SLO PROGRESS

Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

EOPS faculty/staff were informed of the general timeline of the Student Support Services Questionnaire. EOPS staff assisted by encouraging EOPS students to participate, e-blasting students regarding the survey, and the EOPS coordinators assisted in the development of the questions. Concurrently, EOPS staff met to respond to the Student Services Questionnaire as part of the NOCCCD Comprehensive Master Plan.

Review Previous Goals and Objectives

Please describe if the goals and objectives identified in the previous review was met or not. Please provide explanations if the goals were not met.

The following goals identified in the previous review have been met:

1. EOPS developed and transitioned to an updated and more comprehensive EOPS database as of April 2007. The current EOPS database, SSS Database, is now integrated with the CARE, CalWORKs and TRAC Program databases and allows EOPS staff members to view services provided by these programs. This enables EOPS to track all services provided by different programs and prevents
duplication of services. The SSS Database also has functionalities that allow EOPS to pull reports with data that is directly linked to the Cypress College database (BANNER). This enables EOPS to monitor student progress and program compliance. It also helps EOPS measure the factors that contribute to the positive student learning outcomes.

2. Student Learning Outcomes (SLO’s) have been developed and implemented for EOPS orientations. Responses from 190 students attending EOPS orientations were collected and tallied. Overall, 58% of students were able to answer questions correctly. Enhancements in the delivery of information in the orientations and improvements in the questionnaire protocol should result in a greater percentage of students answering the questions correctly.

3. Program communication tools have been enhanced. Email-blasts have been utilized on a regular basis as the quickest way to communicate with students. The EOPS newsletter has also been redesigned and has slowly gone through different transformations since July 2006. In addition to the important information and messages that we want our students to know, the EOPS newsletter now includes a section highlighting accomplishments by current and former EOPS students, as well as accomplishments by EOPS staff. As of July 2010, the cover page of the newsletter has also been redesigned. More pictures of students are being used, along with the information provided to the students, for a more appealing look.

The EOPS Website, along with the entire Cypress College website, has also been redesigned with a more professional look and is now more user-friendly. This has allowed students to easily navigate the website.

4. EOPS has taken a more active role in helping increase student utilization of other campus resources that will support positive student learning outcomes. During the EOPS Orientation, students are given information about the different campus resources that Cypress College offers. Since July 2008, EOPS has been hosting a resource fair at our Annual Kickoff events where students are given the opportunity to meet with representatives from different campus resources, such as Tutoring and Learning Resources, Learning Communities, Puente Program, CalWORKs and TRAC Program, Disabled Students Programs & Services (DSPS), Athletics Department, Health Services, as well as other academic and student support services programs. At the beginning of the fall 2010 semester, EOPS has also implemented a new program policy that requires students enrolled in developmental Math to access tutoring services from the Math Learning Center or Supplemental Instruction. The Math Learning Center and Supplemental Instruction provide the EOPS program frequent reports to ensure that our students are accessing these services.

5. EOPS enhanced the outreach and recruitment plan and streamlined eligibility and enrollment processes. As part of the outreach and recruitment plan, students are encouraged to participate in taking the Math and English assessment test on their high school’s assigned date. Assessment scores are now required as part of the EOPS eligibility. By the time students attend the EOPS Orientations, all
eligibility requirements have already been met and students will only have to enroll in 12 units and attend 1st day of class, as their last requirement before being admitted to the program.

6. The current SSS database has been enhanced to allow EOPS to efficiently track services and retention activities. Reports can be generated to show student progress, student compliance, as well as student participation in activities and services offered and provided by EOPS. All staff is involved in inputting data to allow us to pull accurate reports.

**Long-range Plan and Objectives**

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form). Identify if the goal is aligned with any of the following plans (provide details):

- Educational Master Plan
- Student Services Plan
- Matriculation Plan
- Distance Education Plan
- Student Equity Plan
- Technology Plan
- Basic Skills Plan

I. Goal: Transition to an updated program database that is supported by the Academic Computing. This will allow EOPS to request for database updates that will enable the development of electronic Student Educational Plans, improved student tracking in academic support and student support services, as well as improved electronic reporting of academic support services.

   Supports plan: Strategic Plan, Direction 2, Goal 2
   Technology Plan, Goal 4, Objective E

1. Objective: Collaborate with academic computing in the development of an updated database that will include all the capabilities of the current database so that we are able to transition smoothly.

   1.1 Person(s) responsible: EOPS Manager, EOPS Coordinator, Academic Computing Manager

   1.2 Timeframe: Fall 2012

   1.3 Fiscal resources need (if not applicable, indicate “NA”): NA

2. Objective: Improve student tracking of academic support, transcripts, and EOPS programmatic requirements.

   2.1 Person(s) responsible: EOPS Manager, EOPS Coordinator

   2.2 Timeframe: Fall 2012

   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

3. Objective: Collaborate with academic support services in the Learning Resource Center, including Supplemental Instruction, Tutorial Services, and the Math Learning Center, to improve electronic tracking of EOPS student usage of academic support services.
II. Goal: Develop an EOPS Transfer Success Plan to improve transfer success rates of EOPS students.

Supports plan: Strategic Plan, Direction 1, Goal 4
   Student Equity Plan, Component: Transfer
   Student Services Master Plan, Transfer Center

1. Objective: Improve data collection on student success indicators, including persistence, retention, and transfer success. Currently, the EOPS database does not consider attrition in reporting EOPS statistics as part of the year-end report. Improvements in student tracking and overall data collection will lead to improved student success.

   1.1 Person(s) responsible: EOPS Manager
   1.2 Timeframe: Fall 2011
   1.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

2. Objective: Improve intervention strategies and student support services for EOPS students interested in transferring.

   2.1 Person(s) responsible: EOPS Manager, EOPS Coordinator, EOPS Counselor
   2.2 Timeframe: Fall 2011
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

3. Objective: Structure EOPS requirements with Cypress College Transfer Center for students declaring transfer as an objective.

   3.1 Person(s) responsible: EOPS Manager, EOPS Coordinator, Transfer Center Coordinator
   3.2 Timeframe: Fall 2011
   3.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

4. Objective: Develop an EOPS calendar for Transfer success

   4.1 Person(s) responsible: EOPS Manager, EOPS Coordinator, Transfer Center Coordinator
   4.2 Timeframe: Fall 2011
   4.3 Fiscal resources needed (if not applicable, indicate “NA”): NA
III. Goal: Improve EOPS student success in basic skills Math and English.
Supports plan: Strategic Plan, Direction 2, Goal 2
   Student Equity Plan, Component: ESL & Basic Skills Completion
   ESL/Basic Skills Action Plan, D 2.2
1. Objective: Improve data collection and research on student success indicators, including persistence, retention, and transfer success in developmental Math and English. Improvements in student tracking and overall data collection will lead to improved student success.
   1.1 Person(s) responsible: EOPS Manager, Institutional Research & Planning
   1.2 Timeframe: Fall 2011
   1.3 Fiscal resources need (if not applicable, indicate “NA”): NA
2. Objective: Mandate enrollment for EOPS student needing to complete basic skills Math and English courses.
   2.1 Person(s) responsible: EOPS Manager, EOPS Coordinator
   2.2 Timeframe: Spring 2011
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA
3. Objective: Evaluate the impact of academic support services (MLC tutoring and Supplemental Instruction) on EOPS student success.
   3.1 Person(s) responsible: EOPS Manager, EOPS Coordinator, LRC Coordinator, LRC Professional Expert in Tutorial Services, MLC Coordinator, Office of Institutional Research and Planning
   3.2 Timeframe: Fall 2011
   3.3 Fiscal resources needed (if not applicable, indicate “NA”): NA
4. Objective: Explore “UC Model” of Math Instruction
   4.1 Person(s) responsible: EOPS Manager
   4.2 Timeframe: Fall 2011
   4.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

Use the above outline format to add additional goals or objectives as necessary.
Additional resource requirement identified by the results of the Quality Review

Identify the resources needed by the department. The resource identification process should link the findings of survey with SLOs and departmental mission. The resource needs should address three distinct areas:

- Facilities
- Technology
- Personnel

NA

Fiscal resources and planning

Describe how the department wants to utilize the resources to accomplish its goals. Please provide an analysis of how the department plans to achieve its goals if resources identified are not available immediately.

NA

Reviewed by

President/EVP/VP/Dean/Director/Manager

Reviewer's comments