Extended Opportunities Programs and Services (EOPS)

Reflection Questions

1. **Overview: Assess program, services, division during the 2019-20 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.**

The EOPS program students, staff and faculty experienced multiple challenges due to the pandemic and subsequent shelter-in-place order issued during the Winter 2020 quarter. Many of the challenges included:

- Students and staff had to get accustomed to communicating in a different way. Face-to-face interaction was taken away. Everyone had to transition to emails and telephone calls; this would sometimes cause delays in responses and having to go back and forth more frequently.
- Not having paper files and records; staff and faculty had to work and transition to storing everything electronically.
- Lack of access to technology and helping students get computers and internet to continue their learning. Students who were using campus resources such as the computer lab and the school Wi-Fi may not have these tools outside of school. If they do, they might be sharing an outdated computer with several other family members.
- Lack of workspace. Students and staff went from having office space and study areas to sharing a kitchen table at home with other people to complete all their work.
- Emotional and mental well-being has been challenged. People feel isolated and anxious. They are worried about losing jobs, getting sick and managing everything that is going on.
- Increase in educational gap and of students losing interest in school due to the barriers of remote learning. Students who already have barriers and less higher education experience or skill sets may feel discouraged and do not know what to do. They may not know how to get access to or utilize resources.
- Disconnect with instructors. Students expressed concerns that distance learning is not meeting their needs and their interactions with their instructors in the remote environment have not been working. Students really wanted to go back to campus.
- Increased work and use of time needed to provide services. Additional preparation is needed to contact students ahead of time to set up appointments, review records, etc.

Despite the many challenges, the EOPS team was able to work effectively together as a team to put efficient systems in place to serve students and accomplish many important goals and tasks including:

- Staff learned to access and utilize Adobe Pro and other tools to help transition paper files to electronic files, which helped improve efficiency.
- Multiple options and channels were developed for staff and students to communicate; via phone, email and/or Zoom.
- Staff harnessed their ability to use existing tools such as SARS and DegreeWorks more efficiently (i.e. adding notes to these platforms instead of in a paper file).
- EOPS team members enhanced their ability to assist students with navigating online student services. This includes networking with various programs within and outside the De Anza campus to provide students with the tools and resources they need to continue distance learning.
- EOPS planned and executed new procedures to provide services to students. For example, setting up electronic gift cards for students to buy groceries in lieu of receiving meal vouchers to use at the campus cafeteria.
- EOPS team members established rapport and maintained relationships with students so they are familiar with the staff and know that they can come to us with their concerns and we will make every effort to assist them.
- EOPS team members continued conversations and follow-up with students to ensure their success. Frequent contact with students has allowed us to be able to assist students before they "fall through the cracks".
- EOPS built community to support student's mental and emotional health. Coordinated fun activities to relieve tension and provide respite from everything happening. Counselors and advisors have been there to listen to student's concerns and talk to them during these difficult times.
- EOPS provided workshops on time management and other skills to help support students during the transition so they have the tools to continue their goals.

2. **Describe how program plans were met, including evidence that illustrate how these program plans were met.**

The EOPS Program plan submitted to the State Chancellor's office included the following two goals:

- Each academic year, 80% of EOPS students will be retained from term-to-term and year to year. EOPS Exceeded this goal during the 2019-2020 academic year. Please see specific data/information in question #4.

- Each academic year, 25% of EOPS Students will graduate and/or meet the requirement for Transfer. At the conclusion of the 2019-2020 academic year, ninety-four (94) students transferred to four-year universities and one hundred and three (103) received

Associate's degrees. Although we did not quite meet this objective, we are proud of what EOPS students were able to accomplish despite multiple challenges created by the pandemic.

EOPS met the above goals by adhering to the following objectives:

Objective 1: The EOPS counseling and advising component works very closely with EOPS and CARE students to help them identify a major based upon their skills, interests and aptitudes. Counselors conduct interest surveys and a student success surveys to identify challenging areas and barriers to their success. These activities are instrumental in helping students pursue their majors with confidence.

Objective 2: The EOPS program advising component utilizes intrusive counseling methods to track students' academic progress and conducts a progress reporting process to determine if there are any academic or personal challenges or issues that need to be addressed. Based upon the reports, the counselors implement interventions to support students' retention and successful course completion. Currently the EOPS Counselors and advisors are providing workshops via Zoom to meet this objective

Objective 3: EOPS counselors and advisors develop multi-year academic plans to track students' progress towards goal completion. The program also hosts CSU and UC Reps, holds university application workshops on writing personal statements, assists students with competing university applications and conducts scholarship workshops. Currently the EOPS Counselors and advisors are providing workshops via Zoom to meet this objective.

3. **Describe your experience related to transition of remote work, including online services, instruction, and supporting students offsite during the pandemic.**

EOPS was able to quickly transition our processes and services to meet students in new and innovative ways in several areas including supply/technology provision, online services, workshops and collaboration.

Supplies/Technology provision
- Obtained laptops to send to students
- Provided Walmart vouchers to address food insecurity
- Organized a drive-by event to provide backpacks and other school supplies

Online Services
- Called and checked in on students regularly
- Provided ability to set up appointments online
- Maintain various types of services remotely. Did not have to discontinue any services; everything was modified to where services could be accessed from anywhere
- Messaging to students was clear and consistent.

- Students were made aware of how to contact staff and staff was responsive when contacted.
- Made sure website was up to date
- Conducted intrusive counseling
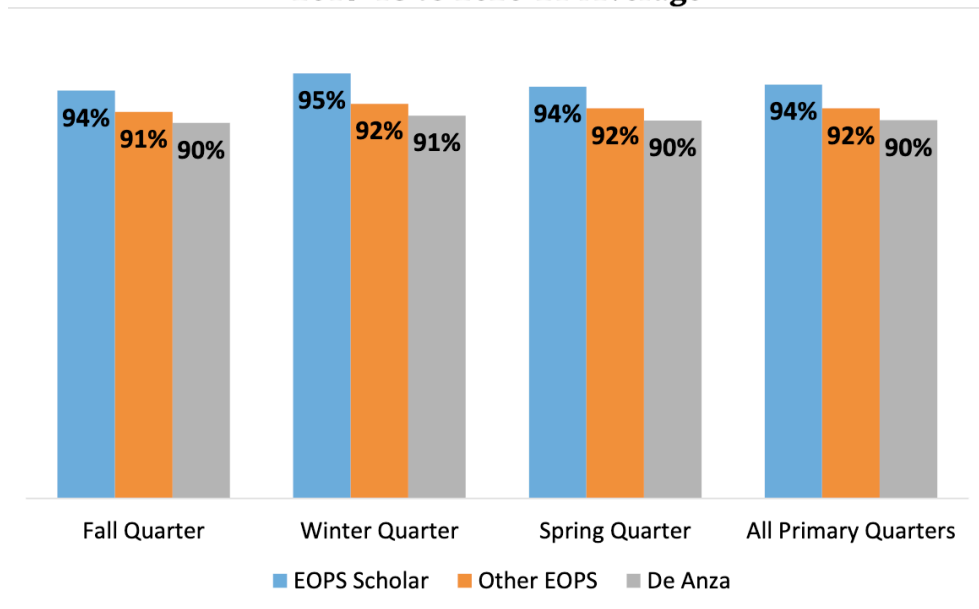- Reached out by telephone calls; did not just rely on emails

Workshops / Collaboration
- Workshops continued virtually, including the CSU and UC workshops
- Maintained contact with representatives for transfer schools
- Worked with Pivotal and collaborated with stakeholders to address Foster Youth student's needs

4. **Describe how Student Equity goals were met and any improvements that were made. Include evidence that illustrate how goals were met using institutional data.**

Despite the pandemic and the myriad of challenges associated with it, EOPS students were able to be retained at incredible rates, which is largely due to the efforts of the EOPS team. The following graphs illustrate the success rates of EOPS and CARE students, EOPS Scholars Students (Scholars is a special program within EOPS) and the De Anza College general population of students.

Course Retention by Student Group, 2017-18 to 2020-21 Average

	Fall Quarter	Winter Quarter	Spring Quarter	All Primary Quarters
EOPS Scholar	94%	95%	94%	94%
Other EOPS	91%	92%	92%	92%
De Anza	90%	91%	90%	90%

The EOPS retention rates of 91% and above result from the EOPS staff working so diligently with students and addressing food insecurities, lack of technology and meeting other needs. Some of the ways these needs were met included providing Walmart vouchers to students for groceries and laptops were also sent to students. EOPS assisted students with obtaining books

and coordinated events to connect with students. EOPS student not only demonstrated excellent term retention rates, they also had extraordinary Fall to Spring retention rates over the past several years. Remarkably, the pandemic and shelter in place did nothing to dissuade students from remaining in their courses over the 2019-2020 academic year.

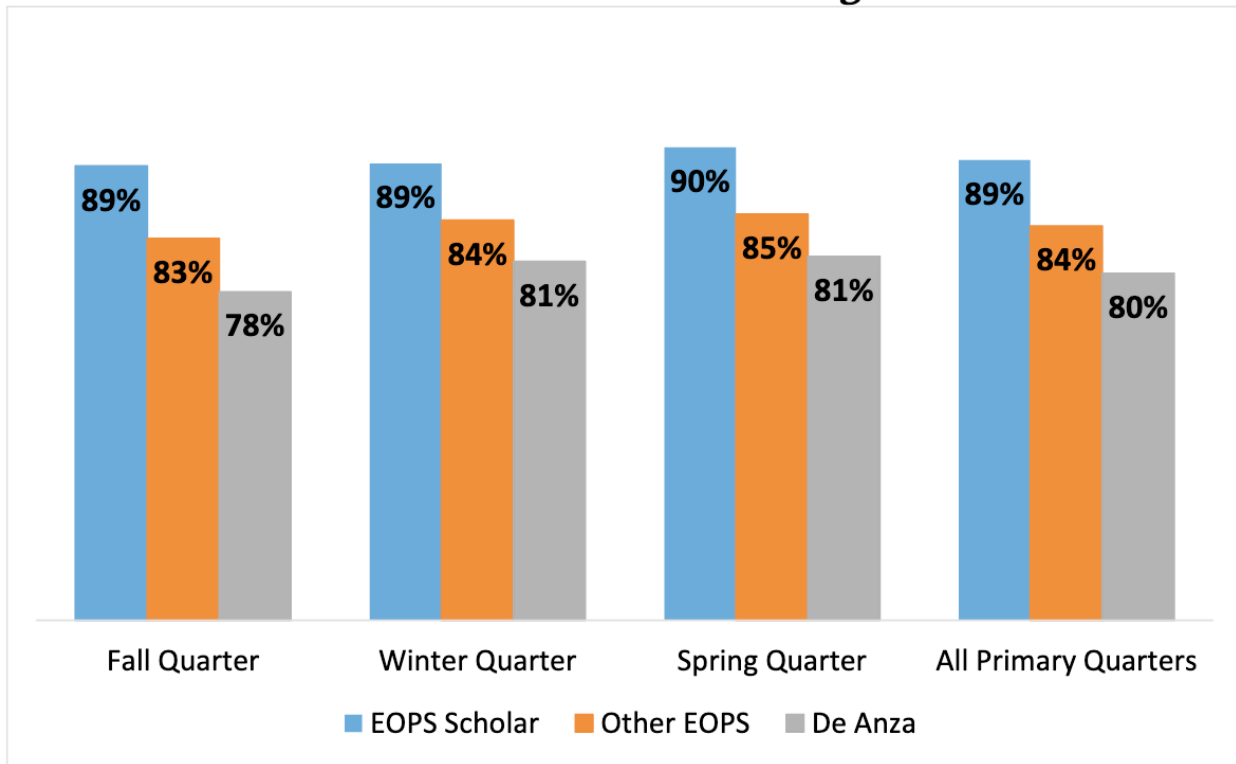## Term-to-Term Persistence by Student Group

Academic Year	Student Group	Starting Cohort - Fall Quarter	Winter Quarter		Spring Quarter		Fall to Spring	
		HC	HC	Rate	HC	Rate	HC	Rate
2017-18	EOPS Scholar	20	20	100%	19	95%	19	95%
	Other EOPS	503	473	94%	447	95%	447	89%
	De Anza	8,678	7,265	84%	6,356	87%	6,356	73%
2018-19	EOPS Scholar	21	21	100%	21	100%	21	100%
	Other EOPS	451	415	92%	373	90%	373	83%
	De Anza	7,991	6,595	83%	5,715	87%	5,715	72%
2019-20	EOPS Scholar	35	35	100%	35	100%	35	100%
	Other EOPS	380	353	93%	324	92%	324	85%
	De Anza	7,418	6,132	83%	5,099	83%	5,099	69%
2020-21	EOPS Scholar	33	33	100%		0%	0	0%
	Other EOPS	375	352	94%		0%	0	0%
	De Anza	7,044	5,828	83%		0%	0	0%

At the time of this reporting, for the 2020-21 academic year, spring enrollment has not occurred. Therefore, winter to spring and fall to spring persistence rates are pending.

EOPS and EOPS Scholars students also experienced high success rates of obtaining a "C" or better in their courses. As indicated by the following chart, EOPS students had an average 84% success rate over the past four years, which remained unchanged during the 2019-2020 academic year.

Course Success by Student Group, 2017-18 to 2020-21 Average

	Fall Quarter	Winter Quarter	Spring Quarter	All Primary Quarters
EOPS Scholar	89%	89%	90%	89%
Other EOPS	83%	84%	85%	84%
De Anza	78%	81%	81%	80%

5. **Please describe the impact of the 2020 pandemic and all of the associated events have had on the students served by the program. Please share what the program review data reveals about the corresponding impacts of the current circumstances.**

Like so many students, EOPS Students experienced an increased lack of adequate financial resources, unemployment, housing insecurity, food insecurity, mental health concerns, family issues, educating children from home and family care responsibilities (children and/or elderly family members). The following are addition impacts of the pandemic:

- Physical Illness
  - Entire families are sick with the virus.
  - Students are sick themselves.
  - People are losing family members to the virus.
  - There is overcrowding in housing due to financial hardship and families are deciding to stay in the same place to offset costs, which brings a higher risk exposure to everyone.

- Technology / Work Space Issues
  - Students are not accustomed to online learning and experienced challenges with transition.
  - Students vocalized that they did not like online format and kept asking when they can go back to campus.
  - Bandwidth issues. Several people in the household on one router or no internet at all.
  - Inadequate workspaces. Students are sharing space with several people and do not have designated space to focus on learning.
  - Some students are going into their cars for space but have the added distraction of traffic outside.
- Employment / Financial Hardship
  - Students could not work during the closures or were under-employed and their hours were cut back.
  - Students had to pick up additional work to supplement loss of income.
  - Students and/or family members struggled with obtaining unemployment benefits. There were issues due to processing delays, widespread fraud and a myriad of other things.
  - Students moved out of the area just to get housing.
  - Families are losing jobs and having to move due to financial reasons.
- Family Expectations
  - Students are home 24/7 and parents do not see them as students when they are home. They see them as still needing to contribute to the home. They are expected to babysit, do the chores, etc.
  - Sometimes there are secondary education siblings in the household. Our students are sometimes the oldest sibling and are expected to help their younger siblings.
  - 1st generation students with parents that have not been in school have challenge of parents not understanding their school responsibilities.
- Online Instruction / Services
  - English is not the first language for some students. They depend on in-person body language to help them understand and put context to things. The body language on Zoom does not translate and creates a barrier.
  - Students are more stressed out and are not doing as well in classes. They are electing EW or opting for P/NP grades. This impacts their academic goal because they have to drop and then retake classes to make up for it.
  - Instructors are learning this new environment as well and this has caused issues with teaching students. Some instructors are not as responsive and not everyone is familiar with Canvas.
  - There is a lack of connection from the college departments, specifically student services, and it is not easy to navigate the website to get a hold of someone from A&R or Financial Aid.

- Mental Health / Isolation
  - Students are feeling social isolation. They miss connection with other students and involvement in clubs and activities. Students feel lonely.
  - Students are not feeling as connected to the college. They are not able to participate and are missing out on events.
  - Social life is centered around the college campus.
  - Students are self-medicating. There is an increase in use of alcohol and drugs as a coping mechanism.
  - There is limited access to mental health care. Psychological Services department was inundated and they were not able to get appointments right away.
- Other Issues
  - Increased incarceration rates and domestic violence in the home.
  - Students in different time zones trying to navigate online learning; this is added layer of challenge.
- Positives
  - Despite all of these things, EOPS continued to provide services.
  - Students maintained academic success and retention during this crisis (see data above).
  - Students are still able to be resilient.
  - Students had counselors to talk to who practiced an intrusive counseling strategy to maintain connections with students.
  - EOPS provided electronic vouchers for students to go purchase groceries, which reduced food insecurity.
  - Able to mitigate student performance. Students knew we were pulling for them and did not want to let us down.
  - Provided them a safe space to express their needs and concerns.

6. **Resource needs based on current programs and services to effectively and efficiently serve students.**

EOPS will continue to support students and meet their basic, technological, educational and academic planning needs. In order to do so

- Thirty (30) laptops for a laptop loan program to provide technology access to students funded by the CARES Act
- Continued support from the FHDA Foundation to support the EOPS Scholars program
- EOPS will need to fill a recently vacated Administrative Assistant I position to support office operations and student service provision.

7. **Other Relevant Information, including future anticipated goals.**

EOPS will seek to continue its high, retention, success and graduation rates. A future program goal is to expand services with additional faculty and staff to meet the needs of the college's emerging Foster Youth/Youth in Care populations.