



Student Services Program Review

Program: EOPS+

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Part 1. Program Mission Statement

College Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Department Mission Statement

Extended Opportunity Programs and Services (EOPS) is a state and college funded program designed to assist students with economic, linguistic, and educational challenges (as defined by Title V) enroll and succeed in higher education. Comprehensive support services are provided to promote access to college and once the student is enrolled, to increase retention and/or transfer to four-year universities and colleges.

A. How does it align with Cypress College's mission?

The Cypress College EOPS mission statement aligns with Cypress College's overall mission in several ways:

1. Commitment to Student Success & Access – Both mission statements emphasize providing educational opportunities to students. EOPS specifically focuses on economically and educationally disadvantaged students, ensuring they have the resources needed to enroll, persist, and succeed in higher education. This directly supports Cypress College's broader mission of transforming lives through lifelong learning and increasing economic mobility.
2. Pathways to Transfer & Career Advancement – Cypress College highlights academic and career pathways leading to associate degrees, certificates, and transfer opportunities. EOPS plays a critical role in this mission by providing comprehensive support services that increase student retention and transfer rates to four-year universities. The alignment ensures that underserved students not only access higher education but successfully progress through it.



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3. Equity & Inclusion – Cypress College’s mission explicitly states a dedication to fostering equity and enriching society. EOPS embodies this commitment by addressing systemic barriers that disproportionately affect low-income, first-generation, and underrepresented students. The program’s wraparound support services, including academic counseling, financial assistance and guidance, directly contribute to the college’s equity goals.

In summary, Cypress College EOPS serves as a pillar of the institution’s equity and student success initiatives, ensuring that all students, regardless of socioeconomic status, have the opportunity to achieve their academic and career goals, a mission that is fully aligned with Cypress College’s overarching purpose.

Part 2. Program Overview

- A. Briefly describe your program, including program components, function, and purpose.

Extended Opportunity Programs and Services (EOPS) at Cypress College is a state-funded support program designed to assist educationally and economically disadvantaged students in overcoming barriers to their academic success. Rooted in equity, access, and student success, EOPS provides a range of comprehensive services that promote retention, persistence, and transfer to four-year institutions.

Program Components:

EOPS offers personalized, holistic support to eligible students, including:

- Counseling & Academic Support – Students receive three required counseling contacts per semester to ensure academic progress, goal setting, and educational planning.
- Priority Registration – EOPS students gain early access to course enrollment, increasing their ability to secure required classes and complete their educational goals on time.
- Book Service Awards – Students receive financial assistance for textbooks to alleviate economic barriers to success.
- Transportation Assistance – Gas cards are provided to support students with transportation challenges.
- Tutoring & Workshops – EOPS offers various workshops, tutoring services, and referrals to ensure students stay on track.
- Transfer Assistance – Support in the university application process, including CSU and UC application workshops, university application fee waivers, and assistance with personal insight questions (PIQs).
- CARE (Cooperative Agencies Resources for Education) Program – Additional support services are available for EOPS students who are single parents receiving CalWORKs benefits, providing resources like financial aid grants and various workshops.



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- NextUp— Designed specifically for current and former foster youth, NextUp provides additional financial assistance, counseling, and guidance.

Function & Purpose:

The Cypress College EOPS program removes financial, academic, and personal barriers to higher education by providing structured, proactive support tailored to the needs of low-income and first-generation college students. By fostering a sense of belonging and empowerment, EOPS ensures that students enroll, persist, and successfully achieve their academic and career goals, in alignment with Cypress College's mission to enhance economic mobility and educational equity.

- B. Describe how your program interacts or collaborates with other on and off campus programs.

The Cypress College EOPS program actively collaborates with various on-campus and off-campus programs to provide a comprehensive support system for students. These partnerships enhance academic success, financial assistance, career readiness, and transfer opportunities.

On-Campus Collaborations:

- Counseling Division & Career Center – EOPS works closely with general counseling and the Career Center to provide educational planning, major exploration, and career development workshops tailored to EOPS students.
- Financial Aid Office – EOPS counselors and staff assist students by encouraging students to attend the FAFSA and CADAA application labs, understanding financial aid eligibility, and navigating the financial aid appeal process if necessary.
- Transfer Center – EOPS collaborates with and promotes the Transfer Center who provide university application workshops, transfer fairs, and university tours for students planning to continue their education at four-year institutions.
- CalWORKs Program – EOPS partners with CalWORKs to support low-income, single-parent students through additional childcare assistance and employment opportunities.
- Rising Scholars Program – EOPS works with Rising Scholars, a program supporting formerly incarcerated and justice-impacted students, ensuring access to academic counseling, mentorship, and basic needs resources.
- STEM and Honors Programs – EOPS encourages students interested in STEM fields or the Honors program to access research opportunities, priority registration, and additional academic support.
- Basic Needs & Housing Assistance – Through the Cypress College Basic Needs Office, EOPS connects students with food pantries, housing resources, and emergency assistance.



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Off-Campus Collaborations:

- California State University (CSU) & University of California (UC) Partnerships – EOPS collaborates with CSU and UC representatives to facilitate transfer workshops, and application support.
- Local Community Organizations & Nonprofits – Partnerships with organizations like the Pathways of Hope and CHIRLA provide EOPS students with access to community resources and legal aid.
- NextUp Program – EOPS refers students to local foster youth agencies to ensure NextUp students receive housing assistance and extended academic support.
- Public Assistance Programs (CalFresh, Medi-Cal, etc.) – EOPS provides referrals for students to apply for CalFresh (food assistance), Medi-Cal (health insurance), and other social services to support their well-being.

Through these collaborations, EOPS creates a robust network of support, ensuring students have the academic, financial, and personal resources they need to persist and succeed in higher education.

- C. How is your program funded? Please include sources of funds such as categorical (e.g., SEA, EOPS, DSS), general, or grant and briefly describe how those funds are utilized.

The Cypress College EOPS program is primarily funded through state categorical funding, with additional support from the general fund for the required District match. Our allocation is based on the number of students served in the prior prior year. These funds are strategically allocated to provide comprehensive services that help economically, and educationally disadvantaged students succeed.

Funding Sources:

1. EOPS Categorical Funds (State-Funded) – The majority of the program's funding comes from the California Community Colleges Chancellor's Office (CCCCO) Extended Opportunity Programs and Services (EOPS) allocation. This funding is specifically designated to provide academic counseling, financial assistance, and student support services.
2. CARE Program (Cooperative Agencies Resources for Education) – CARE funding is allocated for CARE students, who are single parents receiving CalWORKs benefits. This funding provides educational grants and additional counseling support.



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3. NextUp Program – The NextUp categorical funding provides additional financial and academic support for current and former foster youth in the EOPS program. Funds are used for counseling, transportation, basic needs, and workshops/events.
4. Student Equity and Achievement (SEA) Program Funds – EOPS receives supplemental funding through the SEA program, which supports initiatives aimed at closing equity gaps and increasing student retention and completion. These funds are used for student success initiatives and outreach efforts.

Utilization of Funds:

- Student Support Services: Counseling, academic planning, and career exploration services to help students stay on track and achieve their educational goals.
- Book Assistance & Educational Supplies: Funding is used to provide textbook grants, EOPS grants, and essential school supplies to alleviate financial burdens.
- Transportation Assistance: EOPS students receive gas cards to ensure they can attend classes without financial strain.
- Workshops: Funds support transfer workshops, financial literacy seminars to promote higher education opportunities.
- Program Operations & Staffing: Funding covers EOPS counselors, staff, and administrative support to ensure the program runs efficiently and meets student needs.

By leveraging these funding sources, Cypress College EOPS is able to holistically support students, reduce equity gaps, promote retention, graduation, and transfer to four-year universities.

Part 3. Student Satisfaction with Services

- A. Summarize the survey results for the SSPR Survey (Appendix A). Please focus on trends and address student feedback/comments.

The survey results indicate a strong level of satisfaction across all service areas, with a clear majority of respondents rating their experience as “Excellent” or “Good.”

For hours of service, 78 respondents (75%) rated this area as “Excellent,” while 21 (20%) selected “Good,” and only 3 (3%) selected “Fair.” Similarly, timeliness of response received 81 “Excellent” ratings (78%) and 16 “Good” ratings (15%), with just 4 (4%) marked as “Fair.” Clarity



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of processes and procedures was rated “Excellent” by 79 respondents (76%) and “Good” by 20 (19%), with 5 (5%) rating it as “Fair.” The quality of materials and resources also received high praise, with 81 respondents (77%) selecting “Excellent” and 21 (20%) selecting “Good.” There were no “Fair” or “Poor” responses in this category.

Staff-related categories stood out as the highest rated. Staff courtesy received 91 “Excellent” responses (87%) and 10 “Good” (10%), with only 4 (4%) rating it as “Fair.” Staff helpfulness was rated “Excellent” by 87 respondents (83%) and “Good” by 14 (13%). Staff knowledge earned 87 “Excellent” ratings (84%) and 11 “Good” (11%), with only 6 (6%) selecting “Fair.”

Finally, the overall quality of service was rated “Excellent” by 85 respondents (84%) and “Good” by 12 (12%), with 4 (4%) selecting “Fair.” Across all categories, there were zero “Poor” ratings, and minimal “Fair” responses, indicating a consistently positive perception of services and staff. The data suggests particularly strong performance in staff courtesy, helpfulness, and knowledge, with some room for improvement in communication of processes and timeliness of response.

When asked whether they attended at least three counseling appointments per semester as required, 77% (n = 81) of respondents said yes, 17% (n = 18) said no, and 6% (n = 6) were unsure. Among those who did not meet the requirement, 81% (n = 17) indicated they had upcoming appointments and would fulfill the requirement soon. Only 10% (n = 2) cited scheduling conflicts and another 10% (n = 2) mentioned personal reasons as barriers.

EOPS received unanimous support, with 100% (n = 103) of respondents stating they would recommend the program to other students. Students overwhelmingly identified counseling as the most helpful service, with many mentioning one-on-one sessions, academic planning, and the consistent support from EOPS counselors. Other commonly praised services included:

- Early registration
- EOPS grants and financial aid support
- Book vouchers and Charger Book Pass
- School supplies (e.g., backpacks, scantrons, notebooks)
- Laptop and calculator lending programs
- Gas and grocery cards
- Computer lab access
- Workshops on topics such as CSU applications, financial aid, and career planning

Several students emphasized the personalized attention, emotional support, and the feeling that the EOPS staff truly care about their success. While many respondents stated that EOPS already provides everything they need, a few suggestions emerged:

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- More workshops on transfer, careers, and popular majors
- Increased access to food, housing, and emergency assistance
- Improved appointment booking system
- More online options and extended computer lab hours
- Extended laptop and calculator loan periods
- Job placement and career networking opportunities
- Access to water in the study areas

A few students suggested more frequent outreach or check-ins, and one recommended scheduling the third counseling appointment after finals week for convenience. Some students offered constructive feedback, such as concerns about appointment tracking glitches or lack of transportation affecting access to materials.

Overall, the qualitative data confirms that students view EOPS as a critical source of academic, financial, and emotional support that significantly contributes to their college success and personal growth.

- B. If applicable, compare these results with your previous Student Services Program Review survey results.

Category	2020–2021 Survey (% Excellent or Good)	Current Survey (% Excellent or Good)
Hours of Operation/Service	96.8% (n = 120)	95% (n = 99)
Timeliness of Response	89.5% (n = 111)	93% (n = 97)
Clarity of Procedures	95.9% (n = 118)	95% (n = 99)
Quality of Materials/Resources	96% (n = 119)	97% (n = 102)
Staff Courtesy	95.9% (n = 118)	97% (n = 101)
Staff Helpfulness	95.9% (n = 118)	96% (n = 101)
Staff Knowledge	93.5% (n = 116)	95% (n = 98)
Overall Quality of Service	95.2% (n = 118)	96% (n = 97)

The current survey reflects a slight improvement across most service areas, with most categories maintaining or slightly increasing in positive ratings. Staff courtesy, helpfulness, and knowledge remain high-performing categories in both surveys, showing continued excellence in student support. The comparison shows a strong, consistent track record of high student satisfaction across both surveys. While core services like counseling, book support, and priority registration continue to be the most valued, the program has also expanded its reach through added support services like technology lending, basic needs resources, and personalized



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guidance. Students not only appreciate these services but also express genuine emotional connection and gratitude toward the program staff.

Part 4. Program Analysis and Planning

- A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

The Cypress College EOPS program currently serves about 700 students who meet specific economic, educational, and linguistic eligibility criteria. These students face barriers to higher education and require additional academic and financial support to succeed. Many of our students are first-generation college students, low-income individuals, single parents, former foster youth, and students from historically underrepresented communities.

Enrollment Trends & Student Demographics

- EOPS Enrollment Growth – Over the past few years, EOPS enrollment has remained consistent, with slight fluctuations. The program continues to serve a diverse student body that mirrors the overall student demographics at Cypress College but with a higher concentration of students facing economic and educational hardships.
- Demographic Breakdown (Based on institutional data trends):
 - Ethnicity: The majority of EOPS students come from underserved racial and ethnic backgrounds, including Latinx, Asian American, Pacific Islander, and African American students.
 - First-Generation Status: A large percentage of students identify as first-generation college students, meaning they are the first in their family to attend college.
 - Low-Income Backgrounds: All EOPS students meet the income eligibility criteria, making them financially disadvantaged and in need of additional financial support.
 - Single Parents & Foster Youth: Through the CARE and NextUp programs, EOPS serves a significant number of single-parent students and former foster youth, providing tailored resources to address their unique challenges.

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	Fall 2022				Fall 2023				Fall 2024			
	Not EOPS		EOPS		Not EOPS		EOPS		Not EOPS		EOPS	
	n	%	n	%	n	%	n	%	n	%	n	%
	Gender				Gender				Gender			
Female	6,944	53.9%	464	71.8%	7,284	54.4%	457	70.5%	8,280	54.3%	469	69.7%
Male	5,382	41.8%	160	24.8%	5,510	41.2%	167	25.8%	5,984	39.2%	178	26.4%
Not Reported	554	4.3%	22	3.4%	586	4.4%	24	3.7%	995	6.5%	26	3.9%
Total	12,880	100.0%	646	100.0%	13,380	100.0%	648	100.0%	15,259	100.0%	673	100.0%
	Ethnicity				Ethnicity				Ethnicity			
Asian	2,309	17.9%	164	25.4%	2,389	17.9%	140	21.6%	2,632	17.2%	124	18.4%
Black or African American	479	3.7%	31	4.8%	470	3.5%	39	6.0%	486	3.2%	50	7.4%
Filipino	113	0.9%	4	0.6%	58	0.4%	2	0.3%	34	0.2%	0	0.0%
Hispanic or Latinx	6,721	52.2%	338	52.3%	7,141	53.4%	355	54.8%	8,285	54.3%	391	58.1%
Native American	20	0.2%	2	0.3%	22	0.2%	0	0.0%	24	0.2%	3	0.4%
Pacific Islander	47	0.4%	1	0.2%	46	0.3%	2	0.3%	39	0.3%	0	0.0%
Two or More Races	1,465	11.4%	53	8.2%	1,581	11.8%	63	9.7%	1,918	12.6%	49	7.3%
White	1,585	12.3%	45	7.0%	1,509	11.3%	40	6.2%	1,570	10.3%	48	7.1%
Not Reported	141	1.1%	8	1.2%	164	1.2%	7	1.1%	271	1.8%	8	1.2%
Total	12,880	100.0%	646	100.0%	13,380	100.0%	648	100.0%	15,259	100.0%	673	100.0%
	Age				Age				Age			
19 or less	4,641	36.0%	196	30.3%	4,878	36.5%	192	29.6%	6,125	40.1%	176	26.2%
20 - 24	4,318	33.5%	243	37.6%	4,523	33.8%	234	36.1%	4,897	32.1%	227	33.7%
25 - 29	1,711	13.3%	80	12.4%	1,761	13.2%	87	13.4%	1,901	12.5%	81	12.0%
30 - 39	1,448	11.2%	90	13.9%	1,421	10.6%	94	14.5%	1,494	9.8%	131	19.5%
40+	762	5.9%	37	5.7%	797	6.0%	41	6.3%	842	5.5%	58	8.6%
Total	12,880	100.0%	646	100.0%	13,380	100.0%	648	100.0%	15,259	100.0%	673	100.0%
Average	23.9		24.4		23.1		24.8		23.1		26.0	
	First-Generation Student				First-Generation Student				First-Generation Student			
No	8,579	66.6%	354	54.8%	8,989	67.2%	365	56.3%	10,377	68.0%	373	55.4%
Yes	4,301	33.4%	292	45.2%	4,391	32.8%	283	43.7%	4,882	32.0%	300	44.6%
Total	12,880	100.0%	646	100.0%	13,380	100.0%	648	100.0%	15,259	100.0%	673	100.0%

	Spring 2022				Spring 2023				Spring 2024			
	Not EOPS		EOPS		Not EOPS		EOPS		Not EOPS		EOPS	
	n	%	n	%	n	%	n	%	n	%	n	%
	Gender				Gender				Gender			
Female	6,555	55.6%	439	71.8%	6,586	54.1%	417	70.1%	7,343	54.6%	437	68.9%
Male	4,745	40.3%	160	26.2%	5,035	41.4%	154	25.9%	5,488	40.8%	169	26.7%
Not Reported	487	4.1%	12	2.0%	553	4.5%	24	4.0%	616	4.6%	28	4.4%
Total	11,787	100.0%	611	100.0%	12,174	100.0%	595	100.0%	13,447	100.0%	634	100.0%
	Ethnicity				Ethnicity				Ethnicity			
Asian	2,235	19.0%	211	34.5%	2,350	19.3%	146	24.5%	2,518	18.7%	133	21.0%
Black or African American	420	3.6%	24	3.9%	427	3.5%	33	5.5%	471	3.5%	41	6.5%
Filipino	167	1.4%	10	1.6%	86	0.7%	4	0.7%	48	0.4%	1	0.2%
Hispanic or Latinx	5,933	50.3%	274	44.8%	6,207	51.0%	310	52.1%	6,932	51.6%	360	56.8%
Native American	18	0.2%	2	0.3%	15	0.1%	2	0.3%	21	0.2%	1	0.2%
Pacific Islander	46	0.4%	1	0.2%	38	0.3%	1	0.2%	37	0.3%	1	0.2%
Two or More Races	1,381	11.7%	33	5.4%	1,422	11.7%	55	9.2%	1,656	12.3%	52	8.2%
White	1,451	12.3%	46	7.5%	1,471	12.1%	39	6.6%	1,599	11.9%	35	5.5%



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Not Reported	136	1.2%	10	1.6%	158	1.3%	5	0.8%	165	1.2%	10	1.6%
Total	11,787	100.0%	611	100.0%	12,174	100.0%	595	100.0%	13,447	100.0%	634	100.0%
	Age				Age				Age			
19 or less	3,391	28.8%	128	20.9%	3,750	30.8%	164	27.6%	4,119	30.6%	150	23.7%
20 - 24	4,443	37.7%	277	45.3%	4,493	36.9%	228	38.3%	4,929	36.7%	240	37.9%
25 - 29	1,763	15.0%	85	13.9%	1,720	14.1%	81	13.6%	1,907	14.2%	91	14.4%
30 - 39	1,397	11.9%	83	13.6%	1,414	11.6%	90	15.1%	1,614	12.0%	109	17.2%
40+	793	6.7%	38	6.2%	797	6.5%	32	5.4%	878	6.5%	44	6.9%
Total	11,787	100.0%	611	100.0%	12,174	100.0%	595	100.0%	13,447	100.0%	634	100.0%
Average	24.5				24.7				25.5			
	First-Generation Student				First-Generation Student				First-Generation Student			
No	8,021	68.0%	315	51.6%	8,211	67.4%	337	56.6%	9,202	68.4%	351	55.4%
Yes	3,766	32.0%	296	48.4%	3,963	32.6%	258	43.4%	4,245	31.6%	283	44.6%
Total	11,787	100.0%	611	100.0%	12,174	100.0%	595	100.0%	13,447	100.0%	634	100.0%

Student Success & Retention Analysis

When comparing EOPS students to the overall Cypress College population, we observe the following trends:

- **Retention Rates:** EOPS students demonstrate higher retention rates than the general student body, largely due to intrusive counseling interventions, academic support, and financial assistance.
- **Success Rates:** While EOPS students may enter college with academic areas in need of growth, program interventions help improve course completion and success rates over time.
- **Transfer & Graduation Rates:** EOPS students outperform non-EOPS students in transfer rates, primarily because of targeted counseling, transfer workshops, university application assistance, and financial aid support.
- **Barriers to Success:** Despite high levels of student engagement, EOPS students often face challenges such as financial hardship, lack of transportation, work-life balance issues, and food/housing insecurity, which impact their academic performance and persistence.



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	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Success Rate	71.40%	78.50%	70.70%	77.40%	69.20%	72.20%	71.60%	74.10%	72.30%	74.00%
Retention Rate	82.70%	86.90%	83.30%	85.30%	85.10%	85.40%	86.70%	87.60%	88.60%	87.20%
Fall to Spring Persistence Rate	66.70%	85.90%	64.70%	80.90%	65.90%	79.60%	67.70%	83.80%	67.00%	81.90%

	Spring 2020		Spring 2021		Spring 2022		Spring 2023		Spring 2024	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Success Rate	71.60%	78.10%	73.70%	79.40%	72.40%	77.90%	71.70%	75.10%	72.30%	72.60%
Retention Rate	79.40%	83.90%	84.50%	87.40%	85.80%	88.40%	85.90%	85.60%	86.10%	85.40%
Fall to Spring Persistence Rate	---	---	---	---	---	---	---	---	---	---

Success Rates x Ethnicity

	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Asian	81.90%	90.60%	80.00%	88.40%	80.10%	88.40%	82.80%	87.60%	84.00%	89.90%
Black or African American	60.50%	64.00%	65.50%	72.30%	61.90%	58.00%	66.00%	65.20%	66.10%	63.80%
Filipino	81.70%	80.00%	78.70%	80.60%	81.50%	50.00%	86.20%	42.90%	81.70%	0.00%
Hispanic or Latinx	66.50%	71.00%	65.40%	70.00%	64.90%	65.80%	67.40%	68.40%	66.70%	69.30%
Native American	75.00%	100.00%	69.00%	100.00%	75.00%	80.00%	53.40%	0.00%	71.40%	33.30%
Pacific Islander	67.30%	0.00%	73.80%	0.00%	56.80%	0.00%	56.40%	20.00%	50.40%	0.00%
Two or More Races	74.60%	74.30%	74.60%	80.40%	73.30%	81.60%	75.60%	83.60%	79.60%	78.50%
While	74.00%	86.40%	74.60%	73.10%	69.10%	63.60%	73.00%	69.00%	76.70%	77.50%
Not Reported	75.60%	73.50%	73.00%	74.20%	71.50%	72.20%	71.20%	95.70%	73.20%	70.80%
Overall	71.40%	78.50%	70.70%	77.40%	69.20%	72.20%	71.60%	74.10%	72.30%	74.00%

Success Rates x Ethnicity

	Spring 2020		Spring 2021		Spring 2022		Spring 2023		Spring 2024	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Asian	80.50%	89.70%	82.40%	89.70%	81.90%	87.10%	81.30%	87.10%	82.80%	86.50%
Black or African American	62.30%	74.40%	63.00%	68.00%	68.80%	71.10%	65.70%	60.20%	63.60%	58.50%
Filipino	79.00%	76.20%	84.00%	90.20%	75.50%	81.30%	80.80%	84.60%	88.70%	---
Hispanic or Latinx	68.30%	71.00%	69.60%	73.30%	67.80%	70.10%	67.70%	70.90%	68.10%	67.80%
Native American	70.70%	100.00%	70.30%	77.80%	65.00%	87.50%	68.40%	33.30%	58.10%	80.00%
Pacific Islander	66.30%	0.00%	67.80%	0.00%	63.20%	100.00%	54.10%	0.00%	60.90%	25.00%

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Two or More Races	71.20%	80.60%	75.50%	84.10%	74.80%	82.50%	73.70%	81.10%	76.40%	82.30%
White	73.10%	80.20%	76.30%	71.40%	75.00%	79.30%	73.00%	70.90%	73.30%	72.10%
Not Reported	64.60%	76.20%	67.90%	85.70%	68.00%	76.70%	74.20%	76.90%	67.30%	77.80%
Overall	71.60%	78.10%	73.70%	79.40%	72.40%	77.90%	71.70%	75.10%	72.30%	72.60%

Degrees and Certificates Awarded to EOPS Students

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Certificates	484	349	282	217	230
Degrees	266	327	327	257	242
Total	750	676	609	474	472

Certificates Awarded

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Asian	606	287	402	158	383	123	404	86	395	89
Black or African American	101	12	59	16	53	9	62	6	52	7
Filipino	106	5	58	6	63	6	42	3	26	0
Hispanic or Latinx	943	78	752	112	788	114	877	77	949	94
Native American	2	1	0	0	3	0	1	2	2	0
Pacific Islander	8	0	5	0	7	0	9	0	3	0
Two or More Races	157	35	117	22	159	12	184	18	191	17
White	320	42	226	27	243	15	251	22	188	21
Not Reported	37	24	32	8	19	3	28	3	16	2
Total	2,280	484	1,651	349	1,718	282	1,858	217	1,822	230

Degrees Awarded

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS	Not EOPS	EOPS
Asian	324	96	274	115	285	121	272	95	280	76
Black or African American	42	11	36	10	55	11	42	7	46	13
Filipino	87	8	72	7	54	11	35	4	19	0
Hispanic or Latinx	709	96	664	123	611	143	615	107	662	96
Native American	1	2	0	0	3	0	2	3	3	0
Pacific Islander	12	0	6	0	1	0	8	0	4	0
Two or More Races	123	22	116	29	117	17	123	19	167	30

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While	277	25	216	32	200	17	185	18	171	24
Not Reported	26	6	25	11	12	7	21	4	13	3
Total	1,601	266	1,409	327	1,338	327	1,303	257	1,365	242

Qualitative Insights

- Personalized Counseling Support – EOPS students consistently express gratitude for the program's dedicated counselors and advisors who provide personalized guidance, mentorship, and advocacy.
- Sense of Community – Many students feel a strong connection to the EOPS program and report that it has been instrumental in their academic success and confidence-building.

Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

Since our last Cypress College EOPS Program Review, we have implemented significant improvements and achieved key milestones that have enhanced student support, increased program accessibility, and improved student outcomes.

Program Accomplishments

1. Expanded Student Enrollment & Retention Efforts
 - Successfully maintained enrollment of over 700 students, ensuring continued access to EOPS services.
 - Strengthened early intervention strategies, leading to higher retention and persistence rates.
2. Enhanced Counseling & Student Support Services
 - Increased access to three required counseling appointments per semester, leading to higher academic success rates.
 - Integrated holistic student case management, allowing counselors to track and address student challenges proactively.
3. Improved Transfer & Graduation Support
 - Expanded transfer workshops and CSU/UC application assistance.
 - Provided increased guidance on personal insight questions (PIQs) for UC applicants.

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- Strengthened partnerships with CSU and UC representatives, leading to higher transfer success rates among EOPS students.
- 4. Enhanced Support for Special Student Populations
 - CARE Program (Single Parents on CalWORKs): Expanded educational grants and workshops.
 - NextUp Program (Foster Youth): Increased academic and social support, basic needs support, and financial assistance for former foster youth.
- 5. Improved Student Engagement & Community Building
 - Hosted student success workshops, cultural enrichment events, and student development workshops.
- 6. Technology & Process Improvements
 - Transitioned to virtual counseling options, making it more convenient for students to complete their required counseling sessions.
 - Enhanced online resources, including a Canvas shell with announcements, academic tools, and program updates.
 - Streamlined EOPS application and document submission processes using Clockwork.

By implementing these accomplishments and improvements, Cypress College EOPS continues to bridge equity gaps, support student success, and align with institutional goals of increasing retention, transfer, and degree completion rates.

B. Document program challenges and/or obstacles since your last program review.

While Cypress College EOPS has made significant strides in improving student support services, several challenges and obstacles have impacted program operations and student outcomes.

1. Resource Constraints

- Staffing limitations have made it difficult to expand services, such as additional counseling availability, tutoring, and workshops/events.

2. Rising Cost of Living & Student Financial Hardships

- Many EOPS students face financial instability, including housing insecurity, food insecurity, and increasing transportation costs, which impact their ability to focus on academic success.
- Limited financial aid options for undocumented, part-time, or non-traditional students have left some students without adequate support.



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3. Barriers to Student Retention & Engagement

- A growing number of students juggle work, school, and family responsibilities, making it difficult for them to attend counseling sessions, workshops, or academic support services.
- Some students struggle with time management and motivation, leading to missed appointments and inconsistent engagement with program resources.
- Virtual fatigue from online learning and counseling sessions has made it challenging to keep students actively engaged in EOPS services.

4. Special Population Needs (CARE, NextUp & Grads to Be)

- Single-parent students in the CARE program continue to struggle with childcare access, which affects their ability to enroll in and attend classes regularly.
- NextUp (Foster Youth) students face additional emotional and financial stress, often requiring more intensive case management and support services.
- Grads To Be need more tailored academic and legal support to navigate their educational journey while addressing immigration system challenges.

Despite these challenges, Cypress College EOPS continues to adapt and seek innovative solutions to better support economically and educationally disadvantaged students. Addressing these obstacles will be critical for program growth and student success.

Part 6. Ensuring Equity in Student Services

- A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The Cypress College EOPS program is dedicated to promoting equity, access, and success for underrepresented student populations. As a program designed to support economically, educationally disadvantaged students, EOPS ensures equitable access to essential resources that help students persist, graduate, and transfer.

1. Targeted Support for Underrepresented Populations

EOPS serves students who face systemic barriers to higher education, including:

- First-generation college students
- Low-income students who meet Title V income eligibility requirements
- Students from historically underrepresented racial and ethnic backgrounds
- Single parents receiving CalWORKs assistance (CARE program)
- Current and former foster youth (NextUp program)
- Undocumented, AB 540, and DACA students (Grads to Be)

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2. Holistic, Student-Centered Services

EOPS provides equitable, wraparound services designed to remove barriers and increase student success, including:

- **Comprehensive Counseling & Case Management:** Students receive three mandatory counseling sessions per semester, ensuring personalized academic planning, career guidance, and emotional support.
- **Financial Support:** The program offers book service awards, gas cards, and educational grants to ease financial burdens.
- **Academic Assistance & Transfer Support:** Students receive priority registration, tutoring, and transfer workshops to help them stay on track.
- **Basic Needs & Well-Being Services:** Through collaborations with the Basic Needs Center, EOPS connects students to food pantries, CalFresh enrollment, housing referrals, and mental health resources.

3. Equity-Driven Outreach & Engagement

EOPS actively engages underrepresented students through culturally responsive outreach:

- Conducting outreach to recruit students from low-income, underserved backgrounds.
- Hosting student success workshops to address unique challenges and promote resilience.
- Partnering with cultural and identity-based student programs to provide a sense of belonging and support.

4. Culturally Responsive & Inclusive Approach

- EOPS counselors and staff receive equity-focused professional development to better serve diverse student needs.
- Program materials, workshops, and advising sessions integrate culturally relevant perspectives.
- The program fosters an inclusive, welcoming community where students feel valued, empowered, and supported.

5. Commitment to Closing Equity Gaps

- By removing financial, academic, and social barriers, EOPS plays a critical role in increasing retention, completion, and transfer rates for historically underrepresented students.

- B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)



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The Cypress College EOPS program is committed to ensuring that all students, regardless of their location, schedule, or preferred learning format, have equitable access to support services. To achieve this, EOPS has expanded its service delivery methods to accommodate in-person, virtual, and after-hours needs.

1. Flexible Counseling Services

- **In-Person Counseling:** Students can schedule one-on-one appointments at the EOPS office during standard business hours.
- **Virtual Counseling (Zoom & Phone Appointments):** To support distance education students, working students, and those with transportation challenges, EOPS provides online academic counseling, financial aid guidance, and educational planning via Zoom and phone.
- **Extended Office Hours:** During peak times (such as registration, transfer deadlines, and financial aid processing), EOPS offers extended evening hours to accommodate students with daytime commitments.

2. Digital & Remote Student Support

- **Canvas Shell for EOPS Students:** EOPS students have access to a dedicated Canvas course that includes:
 - Announcements and reminders for deadlines, workshops, and resources
 - Access to educational planning guides and transfer resources
 - Links to important student services such as tutoring, mental health counseling, and financial aid
- **EOPS Student Email & Live Chat Support:** Staff are available via email and live chat (Cranium Café) to answer student questions efficiently.

3. After-Hours Support Opportunities

- **Workshops:** EOPS counselors recorded and live video new student orientation workshops as well as video tutorials on how to apply for graduation and course repeat adjustment forms to accommodate students who cannot attend in-person.

4. Distance Education & Online Student Accessibility

- **EOPS services are accessible to fully online students,** ensuring they receive the same counseling, financial aid assistance, and academic support as in-person students.
- **Electronic Forms Submission:** Students can complete and submit EOPS eligibility applications, and required documents digitally, reducing barriers for those who cannot visit campus.

5. Basic Needs & Emergency Assistance Across Locations



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- CalFresh & Basic Needs Referrals: Students can apply for food assistance, housing aid, and emergency grants online or in person.
- Gas Cards: Transportation assistance is available for both in-person and distance learners who need support commuting to campus.

By integrating technology, flexible scheduling, and proactive outreach, Cypress College EOPS ensures all students—whether on campus, online, or with nontraditional schedules—have equitable access to the services they need to succeed.

- C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program/department. (SEA funding allocation should also be included in Part 2C)

Yes, the Cypress College EOPS program receives funding from the Student Equity and Achievement (SEA) Program, which is allocated to support initiatives aimed at closing equity gaps, improving student success, and increasing retention and completion rates.

SEA funds are used strategically to enhance student support services and ensure that historically underrepresented students have the resources needed to persist and succeed. The funding is utilized for:

1. Basic Needs
 - Helps provide food cards and transportation assistance (gas cards) for students facing financial hardship.
 - Supports collaboration with Cypress College Basic Needs Services, ensuring students have access to food pantries, CalFresh enrollment, and housing support.
2. Outreach & Student Engagement
 - Funds targeted outreach efforts to increase EOPS enrollment among low-income, first-generation, and disproportionately impacted student groups.
 - Supports student engagement events, student development programs, and mentorship opportunities to foster a sense of belonging and academic motivation.

SEA funding has allowed EOPS to reach and serve more students, particularly those from historically marginalized communities, aligning with Cypress College's mission of equity and student success.

By leveraging SEA funds alongside state EOPS allocations, the Cypress College EOPS program continues to break down barriers to student success and promote equitable educational opportunities.

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Part 7. Student Services Learning Outcomes (SSSLOs) and Assessment

- A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	Students will be more cognizant about resources that aided in them meeting their educational goals.	Data was collected through an online survey given at the end of the semester. The survey was comprised of student demographic questions, questions about their short-term and long-term educational goals, program services used and what they perceived to be most beneficial, as well asking students' additional services EOPS could have provided to assist them in meeting their educational goals. An open-ended question was included for students to provide any additional feedback, comments, ideas, or suggestions about the program.	About 31% of our EOPS student graduate and transfer students completed the Exit Survey (N=59). The results demonstrate that participation in the EOPS Program assisted students in their navigation of higher education, most notable, the interactions that students have with the EOPS counseling staff. These interactions give students the opportunity to build relationships with our program staff. Additionally, students can strategize and get ideas about goal setting, as well as receiving encouragement and coaching from our counselors.	EOPS will continue to support and ensure that students are given opportunities for future growth and development. The EOPS Director will coordinate with the EOPS staff to ensure this exit survey is administered at the end of every academic year to continue to refine and improve program components and services.
2	Students will be more knowledgeable about how the EOPS Program has influenced	Data was collected through an online survey given at the end of the semester. The survey was comprised of student	The results (n=6) demonstrate that participation in the EOPS Program assisted students in	EOPS will continue to support and ensure that students are given

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	their self-efficacy and goal-setting.	demographic questions, questions about their short-term and long-term educational goals, program services used and what they perceived to be most beneficial, as well as asking students' additional services EOPS could have provided to assist them in meeting their educational goals. An open-ended question was included for students to provide any additional feedback, comments, ideas, or suggestions about the program.	their navigation of higher education, most notable, the interactions that students have with the EOPS counseling staff. These interactions give students the opportunity to build relationships with our program staff. Additionally, students can strategize and get ideas about goal setting, as well as receiving encouragement and coaching from our counselors. These outcomes are aligned with the overall EOPS mission to build community and support student success in higher education through meaningful and engaging activities. Because of the low response rate, we will need to reconsider the strategy for future surveys.	opportunities for future growth and development. The EOPS Director will coordinate with the EOPS staff to ensure this exit survey is administered at the end of every academic year to continue to refine and improve program components and services.
3	Students will be able to effectively navigate and utilize our online counselor appointment platform to schedule appointments with counselors demonstrating proficiency in	Data was collected through an online survey given to students who have utilized the online appointment booking system to schedule an EOPS counseling appointment. The survey was comprised of seven	The majority of students (70%) reported feeling very confident in their ability to navigate the system. Another 20% felt somewhat confident, while 10% remained neutral.	The EOPS online counselor appointment booking system has proven to be an invaluable tool in supporting students and enhancing our

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	understanding the functionality and features of the online appointment booking system.	questions, with five being multiple choice and two short answer questions. The open-ended questions were asked so that students could offer additional feedback, comments, ideas, or suggestions for enhancing the usability of the EOPS online appointment booking system.	This indicates that most students are comfortable using the platform, although there is a small percentage that may need additional support. Students effectively used various features of the booking system. Notably, 80% successfully chose their appointment type, whether in-person, via Zoom, or by phone. Additionally, 77% were able to search for available appointment slots, and 50% managed to select their preferred counselor. However, only 17% of students used the system to cancel or reschedule appointments.	program. Our program is dedicated to leveraging student feedback to make continuous improvements, ensuring that the system remains a robust and reliable resource for achieving educational success for our student population.
4	Students who complete the Undocumented Student Action Week Butterfly Journey Activity will be able to identify one resource or service available to the undocumented student community.	Data was collected through a one question survey. The goal was for at least 70% of students who completed the Undocumented Student Action Week Butterfly Journey Activity would be able to identify one resource or service available to the undocumented student community.	A total of 216 individuals completed the survey and 84% (n=179) were able to name one service of program that supports the undocumented student community. The most frequent responses were Immigrants Rising (n=33), California Dream Act (n=28), EOPS & Grads to Be (n=20), Beyond Legal	Improvements Based on Assessment Results Enhanced Communication: More frequent and varied communication methods (e.g., social media, email, outreach) will be

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			Aid (n=15), DACA (n=14), and CHIRLA (n=14).	used to reach a broader audience. Feedback Mechanisms: Regular feedback will be requested from students to continuously improve the services offered. This aligns with the mission to build a strong, collaborative ecosystem for student success and to promote a unified campus approach.
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Part 8. Evaluation of Previous Goals

- A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Hire an additional full-time tenure track counselor for CalWORKs, Guardian Scholars and Grads to Be	Collaborate to get the position on the faculty prioritization list	N	The position was submitted for consideration, however, was not approved. The position will be submitted again for approval in the new academic year.
2	Transition fully into Clockwork for	Collaborate with Technology Services and	Y	

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	student case management and paperless student files	District IT to ensure a successful launch		
3	Increase enrollment and retain current students	Collaborate with Financial Aid for direct student outreach to increase enrollment Continue to outreach to high school students during Connect2Cypress, Commit2Cypress, and Charger Fridays Continue working with students for referrals to campus resources to ensure students' basic needs are met	Y	
4	Connect students to services through the Cypress Connect Mobile Application	Collaborate with EOPS team for content Collaborate with the Technology Services team to test and create data for the application	N	The Cypress Connect Mobile application is no longer supported by the Technology Services team
5				
6				

Part 9. New Program Goals

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.
1	EOPS Increase student engagement and retention by enhancing	Implement text message reminders to share important	Fall 2025-Spring 2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins

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	communication, expanding outreach and recruitment, improving follow-up with prospective students, and offering a broader range of workshops	dates and deadlines Partner with campus affinity groups and participate in outreach events to increase applications Follow up with students who express interest through campus events Offer new workshop topics based on student needs and feedback		Other
2	CARE Increase student engagement and retention by expanding workshops, enhancing communication, and increasing one-on-one student support	Increase the number and variety of workshops offered to better support student needs Utilize new technology to improve outreach and ongoing communication with students Schedule more individualized appointments to provide personalized guidance and assistance	Fall 2025-Spring 2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
3	CalWORKs Increase student engagement and retention by enhancing communication,	Implement new technology platforms to improve communication with students	Fall 2025-Spring 2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins

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	boosting program enrollment, and strengthening community partnerships	Develop targeted strategies to increase the number of participating students Host open house events in collaboration with NOCE and Social Services to promote awareness of services		Other
4	Guardian Scholars/NextUp Increase student engagement and retention by improving communication, fostering a safe and supportive space, and promoting inclusion	Adopt modern communication tools to stay connected with students Create an environment where students feel safe, valued, and heard Plan and host events aimed at fostering a sense of belonging and supporting student success Organize activities and programs that help students feel welcomed and included in the campus community	Fall 2025-Spring 2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
5	Grads to Be Increase student engagement and retention by staying informed with immigration related information,	Ensure staff remain up to date with policies and events affecting undocumented students	Fall 2025-Spring 2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other

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	developing a newsletter, maintaining the CHIRLA collaboration, and keeping current on student rights	Create and distribute a newsletter highlighting relevant news, opportunities, and resources Continue building on the partnership with CHIRLA to support student advocacy and education Regularly update resources to reflect the latest information on undocumented student rights		
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Part 10. Resources/Needs Assessment

- A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources within each category. (Example: If you have three resources listed under Personnel, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
Full-time Counselor	To continue meeting the needs of our disproportionately impacted students and further provide continuity, sense of belonging, and community.	\$110,000/year	1
Student Services Specialist	To continue meeting the needs of our disproportionately impacted students and further provide continuity, sense of belonging, and community.	\$75,000/year	2

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Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #

Part 11. Program Review Involvement

- A. List the names of faculty and staff who participated in the program review process.

The entire EOPS+ team had the opportunity to provide input and feedback in our program review report. This includes Lili Perez, Leilani Matanguihan, Jonathan Valle, Jennifer Jennings, Heba Mostafa, Jackie Garcia, Alan Reza, Teresa Cuara, Lisa Hoang, Jazlyn Landaverde, Eva Palomares, Arleen Acosta, and Aimee Vaquera.

- B. Describe the involvement of faculty and staff in the program review process.

Our program review was shared with our EOPS+ team and discussed during various staff meetings where we particularly discussed new program goals and results of the student survey. This feedback was incorporated into our program review report. Moreover, a draft of the program review report was shared with the team for the opportunity to provide additional input.



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Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies identified as a result of the review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, Cari Jorgensen, Web Content Specialist at cjorgensen@cypresscollege.edu

We review our departmental webpages prior to the beginning of each semester and make revisions and edits where necessary.

Part 13. Evaluation and Approval from Immediate Management Supervisor

Comments

I commend the EOPS+ team for their outstanding progress. Their expanded enrollment efforts, strengthened counseling services, targeted transfer support, and innovative use of tech demonstrate their commitment to student success and equity. Their work plays a vital role in closing equity gaps and advancing our college's mission and goals.

Immediate Management Supervisor Signature:

Date Approved: July 7, 2025