

## De Anza College

### Program Review – Annual Update Form – Fall 2025

**1. Department/Area Name**

EOPS / CARE / GSP / NextUp

**2. Name of individual(s) completing the form:**

Ramon Knox, Melinda Hughes, Ammalinh Chan

**3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

The EOPS, CARE, NextUp, and Guardian Scholars programs carefully reviewed the feedback provided by the RAPP Committee following our last Comprehensive Program Review. That feedback centered on three core expectations:

- a. strengthen assessment and documentation practices;
- b. improve alignment with collegewide strategic priorities; and
- c. demonstrate clearer connections between program activities, student outcomes, and equity impact.

In response to this guidance, the programs took several intentional steps over the past year:

**1. Strengthened Assessment and Outcomes Processes**

RAPP emphasized the need for more robust assessment cycles and clearer application of results. In response, we redesigned our EOPS orientation assessment, expanded student learning outcomes beyond attendance and satisfaction, and began developing additional outcomes aligned with academic planning, resource navigation, and a sense of

belonging. We also formalized an annual review cycle for forms, workflows, and compliance expectations to ensure that improvements are evidence-based and part of an ongoing assessment process.

## 2. Increased Institutional Alignment

RAPP requested clearer demonstration of how EOPS and related programs support institutional priorities. This year, we aligned our program goals and OKRs with the newly developed 2027 Strategic Plan, Vision for Success, Vision 2030, and the President's 100-Day Listening priorities. The programs now explicitly articulate how high-touch advising, case management, basic needs support, and outreach to foster youth, single parents, and justice-impacted students directly advance the college's equity, retention, and completion goals.

## 3. Improved Infrastructure, Workflows, and Student Experience

In response to feedback encouraging greater operational clarity, we began transitioning from Clockworks to SARS, implemented a new kiosk check-in system, refined orientation content and delivery, embedded counselors into the onboarding process, and standardized written communication using templates and MailChimp. These changes created a more consistent, student-centered experience and strengthened our efficiency during peak enrollment periods.

## 4. Enhanced Cross-Program Collaboration and Early Intervention

RAPP noted opportunities to deepen collaboration with Counseling, Basic Needs, DSPS, and Guided Pathways. In response, we expanded joint case management efforts, strengthened interdepartmental coordination for foster youth and single-parent students, and established more intentional communication loops with affinity programs. These changes have strengthened wraparound support for disproportionately impacted students.

## 5. Mission and Compliance Alignment

Recognizing RAPP's feedback about updating the mission once Title 5 revisions were finalized, we initiated a mission review process to incorporate new statewide regulations and the expanded scope of NextUp. This update will be completed in the coming cycle and will ensure alignment with EOPS categorical requirements and college-wide equity goals.

## 6. Documentation and Resource Justification

RAPP encouraged stronger documentation when submitting resource requests. In response, we developed a clearer justification model tied directly to caseload ratios, service delivery gaps, and institutional outcomes. These justifications now explicitly highlight impacts on disproportionately impacted groups and how staffing and technology gaps limit program reach and student success.

Overall, RAPP's feedback has strengthened our programs by prompting deeper assessment, improved alignment with institutional priorities, clearer documentation, and greater intentionality in planning. The changes we implemented this year reflect a program that is responsive, reflective, equity-driven, and increasingly aligned with the college's strategic direction.

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

Since the last comprehensive program review, the EOPS, CARE, NextUp, and Guardian Scholars programs have experienced a period of significant evolution, driven by a combination of statewide regulatory updates, internal feedback mechanisms, and the college's emerging strategic priorities. These changes reflect our commitment to strengthening the student experience, improving operational systems, and ensuring that our work directly advances the college's goals around equitable engagement, basic needs security, and community impact.

Over the past year, staffing has been one of our most pressing areas of change and need. We filled a long-standing vacancy for an EOPS Student Success Specialist, a critical step in addressing elevated caseloads and improving our ability to provide consistent, high-touch support to disproportionately impacted students. Recruitment is underway for an additional specialist to respond to rising student volume, especially as NextUp continues to expand. We have also launched the hiring process for a dedicated NextUp Administrative Assistant, now essential for managing the increased documentation, communication, and coordination responsibilities associated with expanded categorical eligibility and rising student complexity. These staffing efforts reinforce our ability to maintain high-quality services while acknowledging that caseload ratios remain above ideal levels, even after these improvements.

Major updates were also made to our student onboarding and orientation processes. In redesigning EOPS orientations, we placed a deliberate emphasis on strengthening early academic planning, program understanding, and service expectations. Counselors now participate in every orientation session, ensuring that students begin their experience with a clear educational

plan and a trusted point of contact. We also incorporated our mission statement and strengthened compliance messaging to reduce confusion later in the year. The intentional integration of Counseling 5 and Counseling 80X aligns orientation with Guided Pathways and supports Strategic Plan Goal 1 by reinforcing early connection, belonging, and academic momentum. Students have responded positively to the revised format, reporting greater clarity about program expectations and stronger early engagement.

Technology modernization was a key operational priority. The transition from Clockworks to SARS marked an important shift toward more reliable scheduling, documentation, and data tracking. This change was essential given the limitations of our previous system, which hindered accuracy and made it difficult for staff to efficiently manage appointments and student histories. We also implemented a kiosk check-in system to streamline front-desk workflow and reduce wait times, particularly during peak periods when students need timely support. By standardizing communication templates and transitioning outreach to MailChimp, we improved message consistency and reduced miscommunication, creating a more predictable and student-friendly communication cycle.

Statewide expansion of NextUp had a profound impact on our programs. With revised eligibility criteria, a broader age range, and increased allowable services, NextUp now serves a larger, more diverse population of foster youth with greater variation in need. As a result, case management has become more intensive, requiring deeper collaboration with Guardian Scholars to ensure continuity for students who fluctuate in eligibility or require support beyond categorical limits. These changes were not only procedural but deeply connected to our equity mission, foster youth represent one of the most educationally underserved populations in California, and the expansion underscores the necessity of trauma-informed, holistic support.

Internal infrastructure and compliance also improved meaningfully this year. In response to both RAPP feedback and internal reflection, we began developing a comprehensive operations guide to standardize procedures across EOPS, CARE, NextUp, and Guardian Scholars. We also established an annual cycle for reviewing forms, processes, and regulations, ensuring we remain aligned with Title 5 guidelines and statewide expectations. While these improvements have strengthened consistency and reduced procedural gaps, we recognize that additional time, staffing, and training will be needed to fully institutionalize these practices.

Finally, this year marked a deeper and more intentional alignment with the college's strategic direction. Every major change, from onboarding redesign to staffing requests, was mapped to the Draft 2027 Strategic Plan's emphasis on equitable engagement, basic needs security, workforce connections, and community impact. Many of the priorities you identified in your strategic plan feedback, including the need for wraparound services, greater support for justice-system impacted students, and the education-

to-employment continuum, directly shaped our program enhancements. At its core, the evolution of the EOPS family of programs reflects a broader institutional shift toward holistic, equity-rooted student support.

Taken together, the changes made since the last review reflect a program that is becoming more responsive, more data-informed, and more closely aligned with institutional priorities. While challenges remain, particularly staffing, caseload ratios, and system capacity, the progress achieved this year has strengthened the operational backbone of EOPS, CARE, NextUp, and Guardian Scholars, and positioned us to serve students with greater consistency, clarity, and compassion.

**5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Since the last comprehensive program review, the EOPS, CARE, NextUp, and Guardian Scholars programs have experienced a period of significant evolution, driven by a combination of statewide regulatory updates, internal feedback mechanisms, and the college’s emerging strategic priorities. These changes reflect our commitment to strengthening the student experience, improving operational systems, and ensuring that our work directly advances the college’s goals around equitable engagement, basic needs security, and community impact.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Recruit Staffing	Fill a vacant EOPS Student Success Specialist Position	Dean of Student Development & EOPS  EOPS Supervisor	HR	We worked with HR to ensure successful onboarding of the new hire.	The goal has been achieved through the successful hiring of the candidate.	We filled a long-standing vacancy for an EOPS Student Success Specialist, a critical step in addressing elevated caseloads and improving our ability to provide consistent, high-touch support to

						disproportionately impacted students.
Update Student Onboarding Process	<p>Redesign EOPS Orientations</p> <p>Place a deliberate emphasis on strengthening early academic planning, program understanding, and service expectations.</p>	All EOPS, CARE, GSP and NextUp Staff	N/A	Provided optional opportunity to meet with a counselor or advisor after the orientation to create abbreviated ed plan.	<p>Nearly all students opted to participate. Those who did not had scheduling conflicts.</p> <p>Students have responded positively to the revised format, reporting greater clarity about program expectations and stronger early engagement.</p>	<p>Counselors now participate in every orientation session, ensuring that students begin their experience with a clear educational plan and a trusted point of contact.</p> <p>We also incorporated our mission statement and strengthened compliance messaging to reduce confusion later in the year.</p> <p>The intentional integration of Counseling 5 and Counseling 80X aligns orientation with Guided Pathways and supports Strategic Plan Goal 1 by reinforcing early connection, belonging, and academic momentum.</p>
Technology Upgrades	Identify the technology the program currently uses and has	All EOPS, CARE, GSP	ETS	Progress was tracked through system usage and adoption	The goal was assessed by examining SARS and	Technology modernization was a key operational priority.

	<p>access to, and determine what is working well and what could be improved or changed.</p>	<p>and NextUp Staff</p>		<p>(SARS scheduling and kiosk check-ins), reductions in errors and wait times, and staff and student feedback on workflow and usability.</p> <p>Communication metrics, including template adoption, message consistency, and MailChimp engagement rates, were monitored.</p> <p>Efficiency gains, time savings, and overall satisfaction provided additional indicators of successful modernization.</p>	<p>kiosk usage, reductions in errors and wait times, and staff and student feedback.</p> <p>Communication effectiveness was measured through template adoption, message consistency, and MailChimp engagement.</p> <p>Efficiency gains, time savings, and observations confirmed that the technology modernization initiatives achieved their intended outcomes.</p>	<p>The transition from Clockworks to SARS marked an important shift toward more reliable scheduling, documentation, and data tracking. This change was essential given the limitations of our previous system, which hindered accuracy and made it difficult for staff to efficiently manage appointments and student histories.</p> <p>We also implemented a kiosk check-in system to streamline front-desk workflow and reduce wait times, particularly during peak periods when students need timely support.</p> <p>By standardizing communication templates and transitioning outreach to MailChimp, we improved message consistency and reduced miscommunication,</p>
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Statewide expansion of NextUp had a profound impact on our programs. With revised eligibility criteria, a broader age range, and increased allowable services, NextUp now serves a larger, more diverse population of foster youth with greater variation in need. As a result, case management has become more intensive, requiring deeper collaboration with Guardian Scholars to ensure continuity for students who fluctuate in eligibility or require support beyond categorical limits. These changes were not only procedural but deeply connected to our equity mission. Foster youth represent one of the most educationally underserved populations in California, and the expansion underscores the necessity of trauma-informed, holistic support.

Internal infrastructure and compliance also improved meaningfully this year. In response to both RAPP feedback and internal reflection, we began developing a comprehensive operations guide to standardize procedures across EOPS, CARE, NextUp, and Guardian Scholars. We also established an annual cycle for reviewing forms, processes, and regulations, ensuring we remain aligned with Title 5 guidelines and statewide expectations. While these improvements have strengthened consistency and reduced procedural gaps, we recognize that additional time, staffing, and training will be needed to fully institutionalize these practices.

Finally, this year marked a deeper and more intentional alignment with the college’s strategic direction. Every major change, from onboarding redesign to staffing requests, was mapped to the Draft 2027 Strategic Plan’s emphasis on equitable engagement, basic needs security, workforce connections, and community impact. Many of the priorities you identified in your strategic plan feedback, including the need for wraparound services, greater support for justice-system impacted students, and the education-to-employment continuum, directly shaped our program enhancements. At its core, the evolution of the EOPS family of programs reflects a broader institutional shift toward holistic, equity-rooted student support.

Taken together, the changes made since the last review reflect a program that is becoming more responsive, more data-informed, and more closely aligned with institutional priorities. While challenges remain—particularly staffing, caseload ratios, and system capacity. The progress achieved this year has strengthened the operational backbone of EOPS, CARE, NextUp, and Guardian Scholars, and positioned us to serve students with greater consistency, clarity, and compassion.

**6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Recruit staffing	<p>Convert the vacant Academic Advisor position into an EOPS Student Success Specialist role to allow greater flexibility in student support services and subsequently begin recruitment for this role.</p> <p>Recruit an administrative assistant for the NextUp program.</p>	<p>Dean of Student Development &amp; EOPS</p> <p>EOPS Supervisor</p>	HR	<p>Recruitment is underway for an additional specialist to respond to rising student volume.</p> <p>We have also launched the hiring process for a dedicated NextUp Administrative Assistant; now essential for managing the increased documentation, communication, and coordination responsibilities associated with expanded categorical eligibility and rising student complexity.</p> <p>These staffing efforts reinforce our ability to maintain high-quality services while acknowledging that caseload ratios remain above ideal levels, even after these improvements.</p>	This goal will be achieved after the new hires have been selected and successfully onboarded.

<p>Streamline Verification of Financial Eligibility</p>	<p>Automate the process of verifying students' financial eligibility for the EOPS program.</p> <p>The required information is either the student's eligibility for a BOG B award or their income and family size.</p> <p>This information is currently provided by a liaison in the Financial Aid office.</p>	<p>Dean of Student Development &amp; EOPS</p> <p>EOPS Supervisor</p>	<p>Financial Aid</p> <p>ETS</p>	<p>Documentation of manual steps, system requirements, and development milestones.</p> <p>Successful data exchange between Financial Aid and student systems; test runs of automated checks.</p> <p>Reduction in manual verifications and time saved per verification.</p> <p>Error-rate comparisons between manual and automated results.</p> <p>Records of coordination with ETS and Financial Aid teams.</p> <p>Staff input on workload reduction and improved process efficiency.</p> <p>Pilot test results and percentage of verifications fully automated.</p>	<p>This goal will be accomplished once the system has been thoroughly tested, successfully integrated, and is fully operational.</p>
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**7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have**

**these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

Not Applicable. EOPS, CARE, GSP and NextUp did not request any staffing or instructional equipment from the college.

**8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.**

Over the past program review cycle, the EOPS, CARE, NextUp, and Guardian Scholars programs experienced both the clear benefits of the one approved resource and the tangible limitations created by unapproved requests. These impacts directly shaped our ability to provide the above and beyond support that EOP&S is required to deliver under Title 5 and the California Education Code. Because these programs exist to offer enhanced, high-touch support beyond what every De Anza student receives, the presence or absence of resources has a measurable effect on student success, retention, and overall program quality.

The one approved resource, the Student Success Specialist, made an immediate and meaningful difference. This position strengthened our front-door operations, assisted students with navigating forms and processes, reduced wait times, and ensured that students received timely responses and follow-up. Students frequently expressed that the specialist's consistency and availability made them feel supported and connected during moments of uncertainty. This role also eased the administrative burden on counselors, allowing them to redirect time toward deeper case management, early intervention, and academic planning. The specialist played a large role in stabilizing the transition to SARS and helped sustain student flow during peak periods, especially after the statewide expansion of NextUp increased student volume. This demonstrates the powerful impact that targeted staffing investments can have on student experience and program efficiency.

However, the majority of previously requested resources including additional counseling hours, a dedicated NextUp Administrative Assistant, and increased administrative and technology support were not funded. This lack of support created significant gaps that continue to affect the program's ability to meet the needs of students with the most complex circumstances. Caseload ratios remain above recommended guidelines, especially for foster youth and Guardian Scholars students, who require longer appointments, regular check-ins, and intensive documentation coordination with county agencies. Without additional

counseling capacity, the program cannot consistently provide proactive outreach, complete timely follow-up, or sustain the frequency of contact necessary for student stability.

The absence of a NextUp Administrative Assistant has been particularly challenging. Students in NextUp require extensive verification, specialized financial aid coordination, and frequent communication related to housing, transportation, and emergency support. Without dedicated administrative staffing, counselors absorb clerical and processing tasks that reduce the time they can spend on trauma-informed counseling. This delay affects student aid, access to county benefits, and housing stability components central to student persistence and academic momentum.

Unfunded requests for multilingual orientation materials, video-based orientation resources, and technology support also significantly impact English language learners, first-generation students, and students with inconsistent access to devices or reliable internet. Without these materials, students must rely on informal translation or incomplete information, which increases stress and the likelihood of errors or missed requirements. These gaps directly contradict the college's Strategic Plan goals related to inclusive communication, equitable engagement, and culturally responsive support.

In addition, insufficient administrative and technical support has prevented the program from fully adopting SARS for early alerts, tracking, and proactive case follow-up. Without staff who can run reports, monitor missed appointments, and coordinate outreach, the program remains in a largely reactive posture. This results in missed opportunities for early intervention and reduces our ability to address concerns before they escalate. These limitations are particularly impactful for disproportionately impacted students, who often experience sudden disruptions that require immediate response.

Because these resources were not approved, the program was unable to implement several planned improvements, including a proactive quarterly check-in system, expanded early alerts for students showing early signs of disengagement, and consistent follow-up for students experiencing basic needs insecurity. The program also could not reduce caseloads to recommended levels or provide the level of high-frequency contact required for students facing the greatest instability.

Taken together, the approved specialist position illustrates how even a single resource can elevate student experience and strengthen program operations. At the same time, the unapproved requests reveal the structural limitations that restrict the program's ability to deliver its legally mandated above and beyond support. These gaps directly affect the college's ability to advance its Strategic Plan commitments, particularly those related to equitable engagement, basic needs security, belonging, and culturally responsive wraparound services.

The presence or absence of resources has had a direct and significant impact on the success and well-being of disproportionately impacted students served by EOPS, CARE, NextUp, and Guardian Scholars. These programs were created to provide support that goes above and beyond what every De Anza student receives. This charge is not only philosophical; it is foundational to EOP&S in both statute and regulation. Title 5 and the California Education Code affirm that EOPS must deliver enhanced, high-touch, and individualized services to students who face barriers that cannot be addressed through general college services alone. When resources are adequate, the program fulfills this mission with integrity. When resources are limited or denied, the students who depend on this expanded support experience the greatest consequences.

The approval of one Student Success Specialist demonstrated the powerful difference that even a small investment can make. This role increased the program's capacity to provide consistent communication, help students navigate forms and deadlines, and offer immediate assistance at the point of need. For students managing trauma, unstable housing, language barriers, or single parenthood, this consistent presence reduced stress, strengthened connection, and increased their ability to remain enrolled. Students frequently expressed that having someone available to answer questions or intervene early made them feel seen and supported in ways they had not experienced elsewhere on campus. This is a direct example of the "above and beyond" support envisioned in EOPS's founding legislation.

However, the absence of additional resources, particularly counseling capacity and a dedicated NextUp Administrative Assistant, has created gaps that disproportionately harm students whose academic stability relies on timely, intensive, and personalized support. Students in NextUp and Guardian Scholars require coordinated verification with county agencies, time-sensitive financial aid processing, and frequent academic check-ins. Without an administrative assistant, these tasks fall to counselors, which reduces the time available for trauma-informed counseling. As a result, foster youth often wait longer for critical documents, book vouchers, and follow-up appointments. Even slight delays can jeopardize their housing, food assistance, financial aid eligibility, or compliance with agency requirements.

Students in CARE and those who are system impacted face similar challenges. Single parents need immediate support when childcare, work schedules, or basic needs crises arise. Justice-system impacted students often need continuous guidance to manage probation, employment requirements, and academic demands. Without adequate staffing, the program cannot meet these needs at the pace or depth required. This undermines not only individual students but also the college's ability to reduce equity gaps in persistence and completion.

The lack of multilingual orientation materials and translation support disproportionately affects English language learners, many of whom are first-generation students navigating the college process without family experience or language assistance. Without translated materials or additional staff who can support them, these students often rely on peers or relatives to interpret complex

information. This increases stress and raises the likelihood of misunderstandings that lead to missed deadlines. This gap runs counter to the college's equity commitments and Strategic Plan Goal 1, which emphasizes access, engagement, and belonging for all students.

The limited administrative and technology support needed to fully utilize SARS has also created inequitable outcomes. Students who miss appointments or show early signs of academic distress are not identified as quickly because the program lacks the staffing needed for regular data review, early alert follow-up, and outreach. Research from the California Community Colleges Chancellor's Office and national studies on marginalized student populations show that delays in early intervention significantly increase the likelihood of withdrawal or academic decline. This pattern is particularly pronounced among Black and African American students, Native and Indigenous students, and male students across all racial groups. Without adequate staffing, these early-warning signs often go unaddressed until a student is already in crisis.

The broader economic context also magnifies the impact of missing resources. Rising housing costs, food insecurity, transportation challenges, and childcare shortages affect low-income students at higher rates across the Bay Area. These conditions are especially destabilizing for the populations served by EOPS. Without sufficient staff to provide ongoing follow-up, emergency referrals, and case coordination, students face unnecessary delays in receiving essential support. These delays can result in absences, class drops, academic probation, or complete disengagement.

Taken together, the resource gaps create a pattern of disproportionate harm. Students with the least margin for error are the ones most affected by delayed services, inconsistent follow-up, and limited access to personalized support. General students may be able to navigate minor lapses, but students in EOPS, CARE, NextUp, and Guardian Scholars often experience these lapses as critical barriers that interrupt their academic progress.

In summary, resources matter deeply for equity. When EOPS and its companion programs are adequately staffed and supported, they deliver on their mission to provide above and beyond services that give disproportionately impacted students the stability, guidance, and connection necessary to succeed. When resources are insufficient, the students who already face the greatest systemic barriers are the first to be affected and the least able to absorb the consequences. Addressing these resource gaps is therefore essential not only for program quality but also for institutional integrity and full alignment with the college's strategic goals for equity, belonging, and student success.

- 9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief**

summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Students will understand their Educational Plan and accurately identify their next academic steps, demonstrating the ability to use the plan as a tool for persistence and goal completion.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Counselors administered a short reflection assessment immediately after educational planning appointments. Approximately 75 students were asked to identify their major, list the next one or two required courses, and state the next academic step they needed to take. During the next follow-up appointment or check-in (typically two to six weeks later), counselors reviewed whether students could accurately recall this information and whether they had completed their next steps such as registering for classes, meeting with Financial Aid, or attending tutoring. The assessment also tracked whether follow-up communication from the Student Success Specialist influenced recall and follow-through.</p>
<p>Summary of Assessment Results</p>	<ul style="list-style-type: none"> <li>• Most students were able to identify their next courses and action steps immediately after the counseling appointment.</li> <li>• At follow-up, 42 percent were unable to recall at least one key element of their plan.</li> <li>• Recall challenges were most common among foster youth, single parents, English language learners, system impacted students, and students experiencing housing or food insecurity.</li> <li>• Students who received early reminders from the Student Success Specialist were more likely to remain on track and complete their next steps.</li> <li>• Students who did not receive any follow-up within two to four weeks were more likely to have missed deadlines or taken no action toward their plan.</li> </ul>

<p>Reflection on Results</p>	<p>The assessment confirms that students who face instability, trauma, basic needs insecurity, work and caregiving responsibilities, or language barriers require ongoing reinforcement beyond a single planning session. Because EOPS is mandated to provide above and beyond support under Title 5, the findings highlight the importance of repeated contact, clear communication, and accessible materials. Staffing limitations, including high caseload ratios, the absence of a NextUp Administrative Assistant, and insufficient administrative and technology support, directly restrict the program’s ability to provide timely follow-up. These gaps disproportionately affect the students the program was created to serve. The results reaffirm the need for additional counseling capacity, multilingual resources, and consistent communication systems to ensure all students can understand and act on their educational plans.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<ul style="list-style-type: none"> <li>• Develop multilingual Educational Plan guides and visual tools for English language learners.</li> <li>• Create short orientation-style video modules that show students how to read and follow their plan.</li> <li>• Implement quarterly check-ins for all NextUp and Guardian Scholars students to reinforce planning and monitor follow-through.</li> <li>• Increase follow-up outreach from the Student Success Specialist within two weeks of all educational planning appointments.</li> <li>• Use SARS early alerts more consistently once the program has additional administrative and technology support.</li> <li>• Request additional counseling load or positions to reduce caseload ratios and allow for proactive follow-up.</li> <li>• Create a structured communication schedule that includes reminders, nudges, and next-step prompts throughout the quarter.</li> </ul>

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The EOPS, CARE, NextUp, and Guardian Scholars programs continue to serve as essential equity engines at De Anza College. After reviewing the comprehensive updates and assessment findings presented in Sections 1 through 7, it is clear that these programs remain deeply aligned with the college's mission, statewide categorical expectations, and the values that guide our work with disproportionately impacted students. The program review reflects a thoughtful analysis of current conditions, significant accomplishments under challenging circumstances, and a clear vision for strengthening student success through targeted resource investment.

Across the narrative, a consistent theme emerges: the team's commitment to providing above and beyond support is strong, but current staffing and infrastructure limitations restrict the depth and consistency of service our students require. The positive impact of the Student Success Specialist demonstrated how even a single, well-placed investment can improve student experience, reduce administrative delays, and enable more proactive interventions. This reinforces the importance of continued resource allocation to stabilize and grow the program.

At the same time, the absence of additional counseling capacity, administrative support for NextUp, multilingual materials, and technology assistance has created notable gaps that directly affect some of the most vulnerable student populations on campus. Foster youth, single parents, English language learners, system impacted students, and students who experience housing and food insecurity require more frequent contact, timely follow-up, and coordinated case management. When resources are insufficient, these students face longer delays, inconsistent communication, and greater risk of disengagement. These gaps not only impact individual success but also limit the college's ability to fully achieve its strategic commitments to equitable engagement, basic needs security, and culturally responsive support.

The assessment cycle further underscores the need for sustained, relationship-based engagement. Students often leave counseling appointments feeling clear about their next steps, but many struggle to retain or act on that information without ongoing reinforcement. This is not a reflection of student ability; it is a predictable outcome for individuals navigating trauma, work and caregiving responsibilities, unstable housing, and language barriers. High-touch follow-up is the cornerstone of categorical programs, and the findings confirm that resource limitations have a direct impact on educational momentum, retention, and overall well-being.

The program has demonstrated innovation and resilience in redesigning orientation, improving communication pathways, strengthening campus partnerships, and working toward enhanced use of SARS. These efforts reflect a commitment to continuous improvement. However, full implementation cannot occur without the additional staffing and administrative support

outlined in this review. These resources are not enhancements; they are essential components of delivering the level of support that EOPS, CARE, NextUp, and Guardian Scholars were created to provide.

From a broader institutional perspective, investment in these programs is an investment in De Anza's future. The Strategic Plan places significant emphasis on equitable engagement, basic needs security, mental health and well-being, and culturally grounded student support. The resource needs described in this program review align directly with those strategic priorities and will position the college to better serve communities that have been historically marginalized within higher education.

I commend the team for their outstanding work, deep care for students, and thoughtful reflection throughout this process. The program review provides a clear and compelling roadmap for strengthening services, improving outcomes, and supporting student success at the highest level. I fully support the resource requests identified in this review and recommend their approval as necessary steps toward advancing equity, belonging, and academic achievement at De Anza College.

11. Vice President/Associate Vice President Comments:

The EOPS program has effectively utilized the feedback provided on previous program review submissions to make significant changes and improvements to the services provided its students. With a clearer strategic direction in line with college and program goals, and the deployment of resources to further these goals, the program will continue to promote equity and success among the most marginalized student populations on campus. The SLO assessment process was particularly strong with the use of a clear assessment method, thoughtful reflection, and equity focused strategies for program enhancement.

**Email the form to RAPP tri-chairs.**