

## IEC: Providing CPR Feedback Via Appreciative Inquiry Group Activity Warm-Up

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### Objective

Review amended and submitted CPR reports for Counseling for comprehensiveness and goal alignment.

### Resources

- This Worksheet
  - [Student Services Program CPR Checklist](#)
  - Completed [EOPS/CARE/CalWORKS CPR](#)
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## **STEP ONE**

Read and review excerpts from the Counseling CPR draft below. Note your responses on the [Jamboard](#) to the following questions:

- *What works well in the draft about student educational plans thus far?*
- *What questions does the information raise that you think the narrative should address?*
- *What are potential program goals in response to the information?*

## **EFFECTIVENESS**

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### **4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

#### **i. How frequently were PSLOs assessed for the last five years?**

EOPS/CARE: PSLO assessments were not conducted FA2020-SP2022 due to pandemic and focus of program to transition and improve processes from in-person to all online and then hybrid modalities (ongoing). PSLO assessment cycles will pick up again on an annual basis with focus on varied PSLOs in each cycle.

However, data obtained from PRIE reports provide overall progress towards the following program PSLOs for EOPS:

- PSLO 1: Persistence. 80% of EOPS/CARE students will show the initiative and determination to persist from one academic year to the beginning of the next academic year.

- PSLO 2: Academic Standing. 80% of EOPS/CARE students will maintain satisfactory academic standing (2.00 GPA) each semester and will maintain greater than 67% course completion rate.
- PSLO 3: Educational Goal Achievement. 20% of EOPS/CARE students will complete the requirements/graduate with a Certificate or Associate Degree within three years.
- PSLO 4: Transfer Eligibility Acceptance. 20% of EOPS/CARE students who specify the goal to transfer to a four-year institution will transfer within three years.

**ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?**

**PSLO1 - Persistence:** Early in the CPR cycle, EOPS was not quite meeting its goal of 80% persistence from one academic year to the next, averaging about 75% persistence through the overall cycle. Recent cohorts have been showing an improved persistence rate. Overall, EOPS cohort persistence rates have been better than the college's comparison group for each cohort.

Reason and Implications: There were a number of changes to program staffing in the last CPR cycle... Additionally, the program has needed to adapt to new student service programs and practices (i.e. shared counseling between student services, shared students across programs)...

**PSLO2 - Academic Standing:** With the exception of the 2017-2018 EOPS cohorts, all other EOPS cohorts have met PSLO2 GPA goal of 80% or more of program participants earning at 2.0 GPA or better. All but two Spring cohorts have met the PSLO2 program goal of over 67% course completion. Of note, Spring cohorts seem to have lower course success rates on average. Overall, EOPS students are showing higher GPA and course success rates compared to overall college's comparison group.

Reason and Implications: Dedicated counseling is a staple service of EOPS with mandatory Mid-Semester Progress Report (MSPR) collection and counseling to support retention efforts...

**PSLO3 - Educational Goal Achievement:** EOPS is surpassing its goal of having 20% of its participants complete a degree/certificate within 3 years with some cohorts seeing 40% of their cohort completing within the timeframe. Overall EOPS students are achieving completion at a higher rate than the college's comparison group with an average difference of approximately 12% from when comparing Fall 2017 through Spring 2020 cohorts.

Reason and Implications:

**PSLO4 - Transfer Eligibility Acceptance:** PRIE provided data of where our students have transferred to during the last CPR cycle showing 22% of EOPS participants have transferred to a 4-year university with majority of those students transferring within 3-years. One-third of EOPS transfer students (33%) have continued their education at SFSU, the next highest group of EOPS transfer students (23%) have gone on to other CSUs (not denoted), and other significant data to note are 10% have transferred to UC Davis, 8.5% to UC Berkeley, and 8.2% to San Jose State University.

Reason and Implications: Currently the data collection efforts for this PSLO needs to be refined as it often relies on self-reporting of student, comparison of data with Transfer Center records, and PRIE's ability to pull data from national database. These methods only consider where a student has actually transferred to, not actual acceptance rates.

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## **STEP TWO**

Read the completed [EOPS/ CARE/ CalWORKS CPR](#), pp. 20-21.

- Which questions were answered?
  - Which would you advise to further explore, if any, and why?
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## **STEP THREE**

*Which program goals seem like a natural outgrowth to the observations about program effectiveness? How so? See pp. 29-32 in [the CPR](#) for more details.*

- Goal 1:** Streamline collaborative processes with other student service programs (i.e. with PSP and TRiO) to strengthen a seamless experience for shared students, while keeping identity of EOPS program.
- Goal 2:** Biannual EOPS/CARE Team Retreats for professional development, team community building, and program planning.
- Goal 3:** Strengthen internal data tracking and strengthen collaboration with PRIE to track PSLO progress (retention, persistence, completion, transfer).