PROGRAM REVIEW Fall 2018

Program: EOPS/CARE
Division: Student Services
Date: 10/22/2018
Writer(s): Jill Oliveira
SLO/SAO Point-Person: Jill Oliveira

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before _____.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by _____.*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Extended Opportunity Programs and Services (EOPS) is a program that serves full time students who are educationally and financially disadvantaged. With the goal of promoting academic and career development success, EOPS supports students with services such as priority registration, book grants, supplies, dedicated counselors and additional tutoring. Cooperative Agencies Resources for Education (CARE) is a smaller program in EOPS that serves single parents who are receiving CalWORKs cash aid for themselves and/or for their children. CARE provides additional support to these high-risk students including meal grants, transportation funds, and stipends.

B. **Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

We had several changes in EOPS/CARE this past year. These included:
1. EOPS/CARE temporarily in charge of CalWORKs (November hiring for CalWORKs Coordinator and CalWORKs/CARE Counselor Assistant II)
2. Addition of a part-time counselor (shared with CalWORKs)
3. Addition of a part-time hourly: 20 hours/week (primarily assigned to CalWORKs)
4. Addition of the Veterans Counselor providing some part time hours in EOPS/CARE
5. CARE numbers went up (most likely due to increased collaboration between CalWORKs & EOPS)

6. Jill was the foster youth liaison for fall 2017 and shared the role with the CalWORKs coordinator in spring 2018.
7. We drew up plans for reconfiguring space to break down front reception area/add tables
8. November: CalWORKs/CARE Counselor Assistant hired
9. November: CalWORKs coordinator (classified) full time: also assigned as Foster Youth and Homeless Student Liaison.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

C. **Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

We began to implement the EOPS Academic Success Program (students with a GPA of 2.49 and below are invited). This is a program intending to prevent students from dropping their GPA to probation level or to help them raise their GPA up from probation. The program asks students to do some writing and reflection about their successes, difficulties and goals for each semester. We also sent out emails congratulating students who raised their GPAs, no matter how small the increase.

We augmented students' use of our Canvas course by having students accept the course invitation at orientation. This ensured that they were able to access the course and receive/send email.

We met with the student services SAO liaison to tweak/change current SAOs for the next academic year.

We strengthened relationships with community partners for Foster Youth referrals. We accomplished this both by adding key people to our Advisory Board as well as attending meetings in the community.

We created a plan for the hopeful remodel of our suite. Our plan is to offer more hang out and study space for our students, allowing them to access technology and build relationships.

Our collaboration between EOPS/CARE and CalWORKs was strengthened, in particular through shared budget and staff. This collaboration directly led to CARE serving more students.

We continued our use of Adobe paperless files. The system is working well and we found it to be useful and reliable.

Our administration has proposed a full-time counselor, paid from 3SP and Equity funds, to serve EOPS/CARE/CalWORKs students and foster youth in academic year 2018-19. We believe that this will provide a solution to allow these programs to grow while maintaining high quality service to students.

We raised our EOPS numbers significantly, from 258 served (unduplicated) in 2016-17 to 297 in 2017-18. We believe that this is primarily due to a recruitment report in Banner that pulls names of existing LPC students who appear to be eligible. We emailed and called these students to have them apply. This has greatly increased our percentage of students applying being accepted.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
	External Factors		Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: this information will be available in August 2018. Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

1. The Latino population served by EOPS went up significantly (40-47%), most likely due to continued outreach by the college and the EOPS program.
2. EOPS students are doing well in classes (73% success rate vs 71% in the general population). We find this significant since by definition EOPS students are considered more at risk, being low income and educationally disadvantaged. We find a similar result in distance education classes (66% vs 63%).

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X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

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	Enrollment Management		Human Resources	Pedagogy	Technology Use
	External Factors		Learning Support	Professional Development	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

This year EOPS/CARE students earned 35 degrees and certificates (according to Datamart). We also had a few more students who transferred without a degree or who earned their degree in summer 2018. We feel that this is partly due to our diligence in reminding students of important deadlines and procedures, as well as helping tto fill out petitions for degrees and certificates. Of course, our counseling, tutorial services, priority registration, and book services provide our students with invaluable support to meet their academic goals.

We are also proud of our student assistants. All of our student assistants are EOPS and/or CalWORKs students. This year all three of them have reached the next level in terms of service to students, office management, and following protocols and procedures. Much of the credit goes to Melissa Brown, EOPS/CARE Counselor Assistant II, for providing training and follow up to these valuable student employees.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Enrollment Management	X	Human Resources	Pedagogy	Technology Use
	External Factors	X	Learning Support	Professional Development	

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

EOPS/CARE was only fully staffed beginning in November 2017. In addition, our newest hire is only assigned to the CARE program for 25% of her time. Being new, she was still learning last year and was just beginning to help with CARE needs. Further, recruitment of CARE students has been challenging. CARE numbers are down statewide. Our numbers are impacted as well by the high cost of living in our service area. Many of our CARE and CalWORKs students commute from San Joaquin county, where cost of living is a bit cheaper. However, San Joaquin county in general does not support students commuting to LPC. We hope to outreach more to San Joaquin county partners in the future to recruit more students.

We are also finding some technology gaps. We feel that it would be very useful to have Microsoft Access training; so that we could use this program to better track students across semesters. We would like

either to send personnel to training or to hire a consultant to train staff. We are also having almost daily problems with our copier/scanner, which impedes our work with our paperless filing system.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. We have submitted a proposal with plans to remodel our suite. Our hope is to make our space more inviting and welcoming to students and give them increased access to technology with our desktop and laptop computers.
2. We plan to bring on a full time counselor, paid through 3SP and Equity funds. This counselor will serve EOPS/CARE, CalWORKs, Foster Youth, Homeless, AB540, formerly incarcerated, and other disproportionately affected students.
3. We will implement some group contact sessions for new and continuing students. These include: Group orientation sessions; TAG, UC/CSU application, and personal insight question workshops; and end of term check in. In this way we hope to serve students efficiently without sacrificing quality.
4. We want to collect more quantitative as well as qualitative data, including tracking our students in the EOPS Academic Success program. We plan to use Microsoft Access databases to track students 2.49 and below so that we can collect data across terms and academic years. We will also collect more data through surveys.
5. EOPS and CalWORKs coordinators will work together to develop an outreach plan, Banner coding and services for Foster Youth.
6. Counselors plan to receive updated training and to use Cranium Café, an online counseling system, hopefully by Spring 2019.
7. We would like to create a list of EOPS alumni who are willing to be contacted about their transfer school/major by future EOPS students.
8. We would like to create and evaluate one new SAO this year, most likely related to the EOPS Academic Success Program.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://goo.gl/23jrxt

X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
	External Factors	X	Learning Support	X	Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Mark an X before to each area that is addressed in your response.		Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (**https://goo.gl/1AefkX**). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).**

> All of the following plans relate to A5, Assist underprepared students. Other goals are noted after the plan.
> 1. We have submitted a proposal with plans to remodel our suite. Our hope is to make our space more inviting and welcoming to students and give them increased access to technology with our desktop and laptop computers. (A7)
> 2. We plan to bring on a full time counselor, paid through 3SP and Equity funds. This counselor will serve EOPS/CARE, CalWORKs, Foster Youth, Homeless, AB540, and other disproportionately affected students. (C3)
> 3. We will implement some group contact sessions for new and continuing students. These include: Group orientation sessions; TAG, UC/CSU application, and personal insight question workshops; and end of term check in. In this way we hope to serve students efficiently without sacrificing quality. (D1)
> 9. We want to collect more quantitative as well as quantitative data, including tracking our students in the EOPS Academic Success program. We plan to use Microsoft Access databases to track students 2.49 and below so that we can collect data across terms and academic years. We will also collect more data through surveys. (D5)
> 4. EOPS and CalWORKs coordinators will work together to develop an outreach plan, Banner coding and services for Foster Youth. (B3)
> 5. Counselors plan to receive updated training and begin to use Cranium Café, an online counseling system, hopefully by Spring 2019. (A1, C4)
> 6. We would like to create a list of EOPS alumni who are willing to be contacted about their transfer school/major by future EOPS students. (A7)
> 7. We would like to create and evaluate one new SAO this year, most likely related to the EOPS Academic Success Program. (D5)

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes _____no**

(Note: this information will be available in August 2018)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

As previously stated, we are hoping to move forward with the redesign of our office space to allow for students to hang out, access technology and build relationships. Furthermore, as our programs grow, we would like to consider adding another counselor, which would mean needing another office.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Most of the professional development opportunities for our program are provided through EOPS/CARE at the chancellor's office, or by the college itself. For example, we attend the EOPS/CARE Conference every year. It is at this conference that we learned a method for creating paperless files.
However, we do see a need for more professional development opportunities, in particular as we grow and serve more populations. These needs are detailed below in D2.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

We are seeking additional opportunities for professional development that relates to populations of students served within EOPS/CARE. For example: 1. Foster youth 2. Students of color, 3. Undocumented/dreamers 4. First-generation college students and 5. Formerly incarcerated college students. We need part-time counseling support so our students won't be left without counseling support when we attend professional development activities.
We would like to see more professional development, specifically for classified professionals, offered on days the campus is closed, such as College Day or Flex Day.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

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Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the 2017 Program Review Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO   PSLO   <mark>SAO</mark>
Course, Program Name, or Student Service Area: **EOPS/CARE**
Text of CSLO/PSLO/SAO: By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program.
SLOs: Assessment data collected from _____ sections over _____ semesters.   SAOs: Assessment data collected from 388 (not unduplicated) students over two semesters.
Describe the quantitative or qualitative results: Fall 2017: Of the 97 students that were eligible (50%), most followed the contract by completing three contact visits, passing at least 9 units with a cumulative and semester 2.0 GPA, and turning in their Work in Progress (WIP) report. Of the 97, all had a cumulative GPA of at least 2.0. A few students were missing one of the other contract items, such as one visit or forgetting to turn in their WIP. 9 of the students (4.6%) were in CalWORKs, making them ineligible for the book service. 25 students (13%) were ineligible due to being below a 2.0 GPA cumulative. 10 (5%) were only missing a combination of contact visits and WIP. 55 students (28%) were missing two or several contract stipulations, such as contact visits, WIP and semester GPA.   Spring 2018: Of the 93 students that were eligible (49%), most followed the contract by completing three contact visits, passing at least 9 units with a cumulative and semester 2.0 GPA, and turning in their Work in Progress (WIP) report. Of the 93, all had a cumulative GPA of at least 2.0. A few students were missing one of the other contract items, such as one visit or forgetting to turn in their WIP. 5 of the students (2.5%) were in CalWORKs, making them ineligible for the book service. 24 students (12%) were ineligible due to being below a 2.0 GPA cumulative. 17 (9%) were only missing a combination of contact visits and WIP. 53 students (27%) were missing two or several contract stipulations, such as contact visits, WIP and semester GPA.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Because so many students were missing multiple contract items, we have continued to increase our efforts to get students to complete their visits and turn in the WIP. Such efforts have included signing up students for Remind.com, calling those who are missing a contact, and having students make their next appointment when the current one ends. We also are constantly reminding students of their academic resources such as the tutorial center and Net tutor. This year we plan to implement a new program, the EOPS Academic Success Program, that targets students 2.49 GPA and below. This program is designed to not only remind students of their resources but also to get them to think more critically about their successes and failures. We have tracked students 2.49 and below previously, but are looking for more intervention and better tracking methods.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? Statistically speaking, the results between fall and spring were very similar. I believe that we need to focus more on helping students to improve their GPA while still providing reminders to follow other contract requirements.
Do you plan to continue tracking this SLO in the next year? Explain. Yes, however, we will update the language for this SAO. In particular, next year we will proceduralize the EOPS Academic Success Program. We plan to use Microsoft Access to track students over time. We are using SARS alerts and our paperless filing to flag students needing to participate in the program. We will determine if Canvas can provide any functionality, such as using the assignments section to keep track of students participating. We will continue to use all other previous methods to get students to follow the contract.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO   PSLO   <mark>SAO</mark>
Course, Program Name, or Student Service Area: **EOPS/CARE**
Text of CSLO/PSLO/SAO: As a result of participating in EOPS/CARE, students will qualify for the book service program.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

Circle One:

CSLO   PSLO   <mark>SAO</mark>
Course, Program Name, or Student Service Area: **EOPS/CARE**
Text of CSLO/PSLO/SAO: As a result of participating in EOPS/CARE new student orientation, students will be able to identify and understand their program obligations.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Section Four: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.