2026-27 Comprehensive Program Review

Program: EOPS/CARE

Division: Special Programs, Student Equity and Success

Writers: Jill Oliveira

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- EOPS served 390 students: This is a record high for EOPS at Las Positas!
- CARE served 23 students: This was a direct result of an amazing year for CalWORKs, serving 82 students! CalWORKs remains the most important recruitment population for CARE students.
- Academic year 2025/26 was our fourth year using Conexed for scheduling, remote appointments and case management. Through ConexEd case management we can track probation, EOPS/CARE warnings, academic standing, and more. Last year we leveraged EOPS/CARE funds to ensure that we can continue to use this excellent product. We also used ConexEd for VAR reporting, which proved to be a simple process. ConexEd is set up for VAR reporting and only requires the running of a report that we send on to Institutional Research.
- We continued to serve all EOPS/CARE/CalWORKs/NextUp students with all counseling staff, allowing for more flexibility with appointment times. In this way, students can build relationships with more than one counselor, allowing for more support and continuity of services.
- I added an expected term of completion to our database, allowing increased ability to track graduates and transfers.
- We saw improvement in tracking of probation/dismissal students, ensuring more timely priority registration.

- NextUP served 17 students
- We gained access to the California Student Aid Commission (CSAC) website, allowing us to more efficiently verify foster youth eligibility, streamline the NextUp onboarding process, and better advocate for financial resources for our students.
- We continued to grow our NextUp cohort through ongoing outreach and student engagement.

2. Please describe your most important **challenges** in year 25-26

- MyPortal continued to be a source of frustration for ourselves and our students. It is difficult to navigate it intuitively. Further, adding classes from the waitlist was a confusing process.
- VAR data as reported to the state did not match the actual data collected by our program.
- We discovered that our allocation was calculated incorrectly by the state, resulting in a lower allocation than expected even in the face of an increased headcount.
- There was a new rule that NextUp students are not automatically part of EOPS, meaning separate tracking needed and small decrease in EOPS eligibility for NextUp students.
- We had limited funding for grants and other forms of direct financial assistance, restricting our ability to provide additional support to students.
- We had staffing reductions that impacted our capacity to provide consistent, individualized support to our student cohorts.

- 3. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- In EOPS/CARE, all of our plans are designed to keep student achievement and equity at the forefront.
- We will participate in the new degree petition process through informed K-12.
- Counselor Jill will participate in the CRM advise counselor work group.
- We will continue to leverage ConexEd, for both case management and VAR reporting. ConexEd has updated their VAR reports, leading to even easier reporting of activities/services to students.
- We intend to improve our current case management processes to strengthen student engagement, follow-up, and continuity of services, including a high-touch case management approach for NextUp students.
- We will develop a Financial Wellness and Resources Canvas module for NextUp students to increase financial literacy and awareness of available resources.
- We will strengthen collaboration with campus programs and committees focused on supporting student parents and addressing their unique needs.
- We will develop a more structured NextUp recruitment and outreach process to increase program awareness, identify eligible students, and support continued cohort growth.

- We will work on establishing community partnerships with foster youth-serving agencies and organizations to strengthen the NextUp recruitment pipeline and connect eligible students with program resources and support.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- We wanted to spend this past cycle exploring the success of EOPS/CARE students, in particular minimizing units completed while pursuing degrees and/or transfer. We needed to spend some time thinking how best to analyze this, including whether or not to look at students who joined our program late. We also decided to move the Comprehensive Student Education Plan (CSEP) to the first counselor contact, thereby ensuring 100% CSEP completion for EOPS/CARE students.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Since moving the CSEP to the first counselor appointment as part of onboarding requirements, 100% of our EOPS/CARE students have a CSEP the first semester they join the program. We did have to do some counselor training as to what can constitute a CSEP. For example, an ESL student who needs 4-6 semester of ESL can have a CSEP that delineates those courses.
- We found that the majority of our students are completing their degrees within 75 units (average for all EOPS students). Best practices for counselors include front loading career counseling, demystifying college and education, and persistently talking to students about their majors and career paths. Further, case management/coordination keeps an overall eye on units earned to flag students close to 60 units to do a progress check.

3. Explain potential plans to improve student outcomes and close equity gaps.

- We would like to continue to evaluate our existing SAOs. This will help ensure we are putting best practices in place for the successes that these SAOs are designed to measure. Further, we would like to develop a new SAO related to Disproportionately Impacted (DI) students within our program. We have detailed our plan below to develop this SAO.
- We will develop a new SAO related to DI populations within our program We will review institutional data generated from the IR office during program review, and review our Vision Aligned Reporting (VAR) data (if accurate).

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- CRM advise was difficult to use, however, we believe we have begun to solve the problem by rolling our students from term to term, ideally at the beginning of the term.
- A “point in time” is difficult to determine. By this I mean that at this moment, I have just completed SSARCC for last year’s budget, I am completing last year’s VAR report, program review for last year, and of course continuing to make plans and actualize plans made last year to execute this year.
- The most important support is to fill our vacant Counselor Assistant I position, which will greatly help with outreach, onboarding, and MIS management of students.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Most of our data is very consistent year in/year out. We had a small increase of Asian students. We do not have a majority in any race-ethnicity.
- Most of our students take classes in both F2F and DE formats. Our students continue to be very successful in their courses whether F2F or DE.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- We continue to have fewer men in the program than women. Our latest result was 64% female to 35% male. We had a slight improvement over the previous year. We also need to consider that although the CARE program serves single parents, the majority of those are women. Although a small population, it can still skew the number a bit. Perhaps a good target would be 55% female, 45% male. We have a small population of non-binary students.
- We need to continue to raise the level of awareness of special programs, including EOPS/CARE. We will try to work more with groups such as A2Mend, Veterans, and learning communities. We could also try to get the men in our program to help us with in-reach.
- We want to work to get data within our program, i.e, data about how groups are doing within EOPS (by gender, race/ethnicity, etc.) We would like to see our trends compared with the college as a whole.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *Write responses here*
- *Add or remove bullets as needed*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- In discussions with EOPS/CARE staff, faculty and student workers, we find we most resonate with Las Positas College's Mission, Vision and Values.
- As an inclusive, student-centered success program, EOPS/CARE absolutely promotes inclusiveness by attempting to eliminate barriers, both financial and institutional. This verbiage is from our website and promotional materials:
    - Las Positas College's Extended Opportunity Programs and Services (EOPS) ensures that students disadvantaged by social, economic, educational or linguistic barriers get the resources they need to enroll and succeed at any California community college.
    - EOPS is a support program available for the full-time student who can benefit from a variety of extra services that promote academic success and personal growth.
- We continually advocate for our students who are often part of disproportionately impacted populations, such as low-income, first-generation, student parents, former foster youth, etc.
- We strive to demystify education, in particular with immigrant and first-generation college students.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu