

## PROGRAM REVIEW Fall 2020

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**Program: Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)**

**Division: Student Services**

**Date: 11/2/20**

**Writer(s): Jill Oliveira**

**SLO/SAO Point-Person: Jill Oliveira**

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**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.

**Please note:** Program Review is NOT in itself 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.

**Time Frame:** This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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 a review of curriculum, to be filled out only by programs with curriculum.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

### **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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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## Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

### 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 Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.**

1. We served 376 students in EOPS, which included 17 CARE students. This is an increase from last year's 360 and 15, respectively. This meets our goal of slow growth for the two programs.
2. We took further steps to track our Academic Success Program (ASP) students. Our access database is complete and will most likely be ready in spring 2021. In the meantime, we have been tracking with Excel.
3. Both counselors are now fully trained in Cranium Café. Covid-19 made this a necessary and timely resource for our program. We were also able to use Cranium Classroom for workshops.
4. We are ready to report on some data from the ASP program. However, we feel that Covid-19 may make its impact known through some of these at-risk students needing to drop their spring 2020 classes.
5. We started our EOPS warning program. However, we will need to reset for fall given the challenges of Covid-19.
6. We added to our Alumni list and will be deciding how best to use it.
7. We updated our orientation to include interactive quizzes.
8. Our partners in homeless and foster youth liaison created Canvas cohorts for these populations.

9. We offered EOPS/CARE/CalWORKs tutoring in our suite. However, Covid-19 drove this to online tutoring which was not a great success. We will revisit for 20-21.
10. We were able to host and supervise an intern in EOPS/CARE/CalWORKs.
11. We participated in an LPC outreach event to area high schools prior to Covid-19 shelter in place.
12. We have successfully added workshops to our students' EOPS experience. Last year we focused on goal setting, values as they relate to careers and education, and vision boards. The students especially loved doing the vision boards and the projects were amazing.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations	<input checked="" type="checkbox"/>	SLO/SAO Process
	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

As we continue to grow, we need to strategize how to best serve our students without short-changing their time with counselors. We feel that we were able to best do this with group contacts for continuing students. In addition, we made sure that transfer students got contact credit for attending application and transfer workshops.

Due to Covid-19, we had to quickly scramble to continue to provide these services. Although we succeeded to some extent, there is a concern that our most vulnerable students didn't access services during the initial shelter in place. As previously mentioned, virtual tutoring was not a real success. One of the ways we tried to mitigate against this was to reach out to all students who didn't take advantage of priority registration. By doing this we were able to talk to many students who were struggling and help with timely referrals and encouragement to continue.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
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<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development	<input checked="" type="checkbox"/>	Technology Use

**C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, 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.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

**Most of our data did not change significantly. We continue to make slow progress on increasing males in our program. The most significant demographic change is those students identifying as multi-ethnic, which went from 5% to 9% of our total student headcount. We continue to have many students taking a combination of in person and distance ed courses with similar success rates in both. This may change next year given the shelter in place and the necessity of all courses being distance ed.**

**We would like to explore how many of our students are first-generation and look at their success rates. We have self-reported data through our application but want to access the college data on this population.**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

- 1. We will continue to serve students remotely using best practices: Cranium café, google voice, phone calls, emails. We will also continue to explore using Cranium Café’s virtual classroom to host workshops.**
- 2. We will continue to offer group appointments when appropriate and efficacious.**
- 3. We will continue to improve our EOPS/CARE Canvas site, with the goal of making it a one stop site for EOPS/CARE students as much as possible.**
- 4. We will continue to work on the ASP program, including launching the database, adding a new SAO and analyzing the data. The only caveat is that we will analyze student success data within the context of Covid-19 and the shelter in place.**
- 5. We will revisit our EOPS warning program. We don’t want to penalize students who are having trouble with progress due to Covid-19 and the shelter in place.**

6. We will continue to develop/use the alumni list; adding success stories available for press release, newsletters, advocacy, awards celebrations, etc.
7. We will participate with Guided Pathways with next year's goals of focusing on Career Development.
8. We will continue to explore tutoring options for EOPS/CARE/CW students, in particular remote options during the shelter in place.
9. We will continue to outreach/create partnerships and pipelines with local high schools.
10. We plan to research how many first-generation college students are participating with EOPS.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
<b>X</b>	Community Partnerships/Outreach	<b>X</b>	Facilities, Supplies and Equipment, Software	<b>X</b>	LPC Planning Priorities	<b>X</b>	Services to Students
	Course Offerings		Financial/Budgetary	<b>X</b>	LPC Collaborations	<b>X</b>	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<b>X</b>	Student Equity
<b>X</b>	External Factors	<b>X</b>	Learning Support	<b>X</b>	Professional Development	<b>X</b>	Technology Use

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]:** Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

**In last year's program review, we did a thorough job of explaining the intersection of EOPS/CARE with Equity goals and activities. With Covid-19 and the shelter in place, we faced many challenges in the late spring, primarily due to access. In particular, our students faced problems with technology access. Fortunately, in partnership with IT and the Library, we were able to connect over 20 of our students to technology during the shelter in place. We also found, however, that many of our students also struggle with issues of "place" to study and learn. To elaborate, we have many students who are homeless or at risk of homelessness, student parents, and students who live in overcrowded housing. These problems make having a quiet, dedicated place to study extremely difficult. It can also make it difficult for students to access counseling services through our programs. We were able to accommodate these students by being extremely flexible with our counseling services. For example, students could email counselors with questions and receive timely answers. Also, we were able to use Google voice to connect with students lacking technology for Cranium Café. Finally, although EOPS and CARE are programs that serve full time students, our chancellor's office has reminded us that we have latitude to allow students to take fewer than 12 units with permission. This will allow us to retain students and help them through the transition to online learning.**

**B. SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### **B1: Instructional Programs with PSLOs**

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on

an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

**B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.** (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

**B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.**

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**  
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

**B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

### **B3: Non-Instructional Programs**

***In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").***

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

As a result of completing the self-assessment worksheet in the EOPS Academic Success Program (ASP), students will identify three student success goals for the semester.

We would like to start collecting more data for this program and this SAO is the start of that process. This year, we would like to introduce a new SAO directly related to collecting data and analysis on student success within the program.

**B3b.** When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

**This will be assessed by reviewing ASP student files. We will review the worksheet completions at the end of Spring 2021. Data will then be entered into eLumen.**

**B3c.** When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

**Analysis will be completed during next year's program review. We will need to determine if the worksheet needs to be corrected or changed in any way. We may also need to collect some qualitative data, i.e.; what do students feel has the greatest impact on their academic success? Is the worksheet helpful in identifying challenges/setting goals?**

### Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

**A. Title V Updates [Curriculum Committee]:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** 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.