

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

| Name of Program | Division | Author(s) |
|--|------------------|-----------|
| Extended Opportunities Programs and Services | Student Services | |

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

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| Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) assists low-income and educationally disadvantaged students to attain their |
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educational and career goals, whether certificate, degree or transfer. EOPS/CARE provides over and above services to the full-time student to promote academic success and personal accomplishments.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

EOPS and CARE ensure that Las Positas College continues to be an institution that is inclusive, student-centered, and supportive of the educational goals of all students who choose to pursue those goals here.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

| Course(s) | Reason for Revision |
|-----------|---------------------|
| N/A | |
| N/A | |

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If **yes**, please describe briefly what new initiatives are planned.

EOPS/CARE plans to assess the effectiveness of our new student orientation. EOPS would like to increase the number of students who qualify for services, specifically the book voucher program. To this end we are creating a tool that students themselves can use to keep track of their EOPS obligations. We also want to assess and improve on the numbers of EOPS students who take advantage of services such as priority registration. EOPS/CARE plans to pursue more outreach to eligible students. Finally, we plan to continue to develop and implement the delivery of workshops, for example in collaboration with Financial Aid, which will enhance our student's educational experience.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

| Number of Courses Offered (AY 2011-12) | Number of Courses with SLOs (AY 2011-12) | Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12) |
|--|--|---|
| N/A | N/A | N/A |

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

SAOs were last assessed in Spring of 2012, and will now be assessed according to the guidelines for program review that we instituted in AY 2013-2014.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

| Number of degrees/certificates offered | Number of degrees/certificates with SLOs | Number of program level SLOs/SAOs |
|--|--|-----------------------------------|
| N/A | N/A | 4 in Spring of 2012 |

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

EOPS/CARE has met all SAOs that were created in the last program review cycle. Dialog related to this is evidenced in notes taken between the EOPS Coordinator and staff members, and between the EOPS Coordinator and the Dean of Enrollment Services. Evidence of dialogue related to assessing these goals is in the form of emails, notes and reports at division meetings, and notes and reports among the EOPS staff itself. Also, there is dialogue in the last program review document regarding the Spring 2012 update to the program review for EOPS and CARE.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Four assessments were completed in AY 2011-2012. Overall, we found that while our assessments generated numerical data, they did not necessarily measure or capture the meaning of the outcomes. For example, we determined that 80% of our students used their Meal Vouchers at the Cafeteria, but we didn't determine why the others did not use the Meal Vouchers or whether or not they were happy with the service. For the future, we can survey our CARE students to assess their satisfaction with the service itself. For EOPS, we assessed whether or not our students could demonstrate knowledge after our orientation sessions. We found that the majority did well on the post test. However, we feel that in the future we would like to assess new students at least a month after orientation to see if they retain the knowledge. We also assessed our students to see if they turned in their progress reports and completed their mandatory visits and found out that 45% didn't turn in a progress report and 31% didn't complete their three visits. This is crucial because these students would not be eligible for some of our services, including the book voucher program. For the future, we planned to start more outreach and better communication with our students, including updating our web page, starting a Facebook page, and emailing our students with reminders and deadlines. We also decided to start structuring the counseling visits to give each one a purpose and to spread them more appropriately through the semester, maximizing staff efficiency as well.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Resource requests for AY 2014-2015 will be based on the results of the assessments from the prior Program Review. But they will also be based on new SAOs for the program, as well as mandated SSA requirements from the state, and mandated rules that EOPS must follow in distributing aid and enrolling eligible students in the programs it represents. Currently, data provided by the OIR helps EOPS/CARE to identify WHO their students

are, but does not provide an effective presentation of what EOPS/CARE has done to help those students achieve their educational goals. We do know that EOPS/CARE students are most helped when they are provided with not only tangible resources, but also with the opportunity to form close relationships with our staff who mentor them through the process of succeeding in their educational goals. EOPS/CARE works best when providing a healthy balance of staff AND services, but not sacrificing one for the other as the program has had to do in the past.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Our assessments will be in line with our new initiatives and objectives for AY 2014-15. We will be assessing the effectiveness of our new student orientation. We will be assessing how our new methods of communication are improving the numbers of students who qualify for book vouchers. We will be assessing the number of students who take advantage of services such as priority registration. We will be looking at how our outreach methods are impacting our total numbers for EOPS/CARE. Finally, we will assess the knowledge our students gain from attending workshops.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Student data from the OIR indicates the make-up of the majority of EOPS/CARE students. OIR research and data enlightens the program as to who is taking advantage of the EOPS program. In our discussions as a program meeting with the OIR, we were not surprised to find that the majority of our students test into Basic Skills, are more diverse ethnically, and are mostly full-time students. We were pleased to find that completion and success rates are good for our students. This data also reminds us to work closely with other programs that serve and support our students, such as CalWORKS and DSPS.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Looking at our student data it is instantly obvious that the majority of our students need to begin English and math matriculation at the Basic Skills level. This suggests that counseling is extremely important, in terms of advising students to take these classes early. Also, it reminds us that most of our students will likely need support in the Basic Skills, in the form of tutoring, signing up for study skills classes, and advising on best practices in working with instructors. Furthermore, if our students are starting at an average of three levels behind degree-level math, it follows that our students need support in terms of relationship-building, something that is an inherent part of the EOPS program. As always, being sensitive to cultural differences is key as well.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

District and state budgetary issues for the past few years have had an influence upon what resources will be requested in the future. Indeed, EOPS/CARE suffered a 40% cut that we still haven't recovered from. In order to serve at-risk students, EOPS/CARE needs to restore staffing to previous levels. This will allow us to serve our students fully without sacrificing any of our services. As our data shows, EOPS/CARE students are more educationally disadvantaged than the general population and therefore require more support and services in order to succeed at college level coursework. Specifically, we would need to permanently hire a Director or Coordinator/Counselor, a CARE Counselor Assistant, and a part-time counselor. These are positions that existed before our 40% cut and having them back would enable our program to grow and yet still provide excellent service to our students.

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

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|-----|
| N/A |
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E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

| Total FTEF* | FTEF from Full-Time Faculty* | % FTEF from Full-Time Faculty ** |
|-------------|------------------------------|----------------------------------|
| N/A | N/A | 0.50 |

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

| Type of Personnel | Number | Shared? With whom? If shared, state % of time assigned to the program | No. of hrs/wk | No. of mo/yr |
|-----------------------------------|--------|--|---------------|--------------|
| full-time classified staff* | 0 | | 0 | 0 |
| regular hourly classified staff** | 1 | | 25 | 12 |
| student assistants | 1 | | 20 | 9 |

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

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| <p>Student services in general and EOPS/CARE have suffered in the past few years from a lack of staffing due to state and district budgetary issues. Levels of service in all student services areas, and EOPS are affected by this staffing situation. A restoration of previous levels of staffing would enable us to support students better in achieving their educational goals. We need to permanently hire a Director or a Coordinator/Counselor. Also, another part time counselor would be required to serve students in the EOPS</p> |
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program adequately. The Care Counselor Assistant position needs to be restored to provide directed services specifically to students in that program, as students in the CARE program are students for whom the program is often their only way to continue pursuing their educational goals. As previously stated, our data show that EOPS/CARE students have to start English and math at lower levels and therefore need additional support to succeed. Finally, there can be no growth for EOPS/CARE without additional staffing.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

EOPS staff would possibly need training on Degreeworks, computer programs that may relate to the implementation of an easy system for students to stay informed about their academic progress, and any ways in which the SEP and MIS processes may have changed in light of the new SSA laws.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Degreeworks kiosks and print stations for student use outside of program hours in convenient locations for students would improve service to students in the EOPS program. We would also like a scanner so that we could directly scan SEP's into the system for our students.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

N/A.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Increased staffing is an ongoing need that is currently in deficit due to prior budgetary issues in the state and within the district. New initiatives linking outreach efforts and the ability to identify and serve more students, as well as serve our existing students with excellence, depend on staffing, including a need to hire a permanent Director or Coordinator/Counselor, CARE Counselor Assistant, and a part-time counselor.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

While EOPS/CARE students are already required to meet some of the mandated stipulations that are being implemented by the college from the SSA for things like SEPs and maintaining sufficient academic progress, the act does require EOPS to create and assess ways that students can easily learn about changes in their requirements for things like BOG waivers, and the limits of new repeatability requirements that make their academic progress essential to the maintenance of their eligibility for benefits.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

All of the objectives set out in the prior program review have been accomplished, but they are ongoing objectives, and EOPS/CARE will be using our SAO's to evaluate the success of the program continuously so that students continue to be supported in the achievement of their educational goals. Although we have accomplished those goals, the SAOs continue to be important to monitoring and reassessing the effectiveness of the program.

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

EOPS/CARE will provide orientations that are effective in providing new students with information about both the services that EOPS/CARE provides as well as their obligations to the program. EOPS/CARE will attempt to increase the number of students qualifying for the book voucher program. EOPS/CARE will work to ensure that EOPS students take advantage of priority registration. EOPS/CARE will strive to find more ways to outreach to potential new students. EOPS/CARE will provide more workshops in areas of vital need, such as the new Financial Aid rules.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Understanding and maintaining satisfactory academic progress is essential to the success of EOPS/CARE students in meeting their educational goals. Without this understanding, they may not meet their educational goals. Our need to provide both comprehensive services to help our students succeed at college level coursework combined with adequate staffing to provide these services is constant. If EOPS/CARE provides over-and-above services to qualifying students, they do succeed at high levels. If we have to sacrifice either staffing or services, our student and their success rate suffers. Personal

relationships are key to student success, especially for a program such as EOPS/CARE.

Continue to the next page to complete the form.

| Name of Program | Division | Author(s) |
|-----------------|------------------|-----------|
| EOPS/CARE | Student Services | |

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

| Rank | Priority 1=essential 2=important 3=nice to have | Objective | SLO's/SAO's linked to objective | College goal(s) linked to objective† | How will effectiveness be measured? | Category* | Resources needed | Committee |
|------|--|--|---|--------------------------------------|--|------------------|---|--|
| 1 | 1 | EOPS/CARE will provide its new students with orientations that are effective in providing new students with information about both the services that EOPS/CARE provides as well as their obligations to the program. | New EOPS/CARE students will be able to identify and understand both their obligations to the program and the services that are offered to them. | | Assessed through point of service testing upon the student's second required visit to the program offices. | Human, Financial | Human. Hire permanent staff in the form of a Director or Counselor/Coordinator and CARE Counselor assistant I. Adequate staffing is necessary to both provide the orientations and to evaluate their effectiveness. | All those dealing with priority of hiring human resources. |

| Name of Program | Division | Author(s) |
|-----------------|------------------|-----------|
| EOPS/CARE | Student Services | |

| | | | | | | | | |
|---|---|--|---|--|---|------------------|---|-----------|
| 2 | 1 | EOPS/CARE will attempt to increase the number of students qualifying for the book voucher program. | Higher numbers of EOPS/CARE students will qualify for their book voucher through improved communication with EOPS/CARE regarding their obligations to the program. | | Compare current rates of eligibility against previous rates of eligibility. | Human, Financial | Human. Hire permanent staff in the form of a Director or Counselor/Coordinator and CARE Counselor assistant I. Such staffing is necessary to building the relationships that foster good communication. | see above |
| 3 | 1 | EOPS/CARE will work to ensure that our students take advantage of priority registration. | Increasing numbers of EOPS/CARE students will register using their priority registration status as a result of participating in the priority registration visit to the EOPS/CARE offices. | | Comparing Banner data from previous years to current Banner data. | Human, Financial | Human. Hire permanent staff in the form of a Director or Counselor/Coordinator and CARE Counselor assistant I. Staffing is necessary both to advise students of the classes they need to take as well as to provide communication about priority registration dates and changes related to the SSA. | see above |

| Name of Program | Division | Author(s) |
|-----------------|------------------|-----------|
| EOPS/CARE | Student Services | |

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|---|---|--|---|--|---|------------------|---|-----------|
| 4 | 2 | Strive to outreach to find more potential students at events that already occur on campus, at local high schools, and through contact with Early Admission students. | As a result of concerted outreach methods, the number of students in the EOPS/CARE program will increase. | | We will compare the number of applying and eligible students to past years when outreach wasn't done | Human, Financial | Human. Hire permanent staff in the form of a Director or Counselor/Coordinator and CARE Counselor assistant I. Such staffing is needed to physically attend the many events, in particular counseling to help students register appropriately for their first classes. To grow our program we need more staffing. | see above |
| 5 | 2 | 3. Provide more workshops of vital need to EOPS/CARE students such as money management, Financial Aid, and parenting. | Students will be able to demonstrate the knowledge they learn in the workshop. | | Students will be administered a post-test following the workshop(s) to measure their knowledge of the subject matter. | Human, Financial | Human. Hire permanent staff in the form of a Director or Counselor/Coordinator and CARE Counselor assistant I. Also, potentially guest speakers and workshop materials. | see above |

*human, technological, facilities/supplies, financial, other

| Name of Program | Division | Author(s) |
|------------------------|------------------|------------------|
| EOPS/CARE | Student Services | |

‡When College Goals become available, this column will be activated.