Program: EOPS/CARE

Division: Enrollment Services

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Writer(s): Jill Oliveira and Sylvia Rodriguez

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.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

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

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2yIZ)

> With a goal of serving 250 students, unduplicated count, for the 2015-16 academic year, EOPS/CARE added 128 new students between fall and spring. Our staff and student assistants worked diligently to bring in these new students, ultimately bringing our unduplicated count to

264. As our overall numbers have risen, our continuing student numbers have as well. This is important, as EOPS/CARE is a retention program. It will remain one of our goals to have students continue in EOPS/CARE through graduation and/or transfer whenever possible.

One change to our program involves the English department changing their assessment. Now, all students who report 2.5 GPA or higher from High School will be placed into English 1A. This is already having an impact on our program because one of the main eligibility criteria for EOPS is testing into basic skills. For the near future, as students will still be taking the assessment, we hope to be able to use their scores to indicate basic skills. However, the state chancellor's office has not yet weighed in on this issue. This may affect our eligibility screening. As math updates their assessment, we will perhaps have issues with that as well.

We have slightly increased the number of males in our program. In Fall of 2014, our headcount was 71% female and 29% male. In Fall of 2015 it was 66% female and 24% male. We are pleased with this result and hope to continue to balance our student population. Students identifying as Latino and African American have risen slightly, from 35%-37% and 11`%-13% respectively. This is important as these are groups are identified in the Student Equity Plan as being disproportionately impacted. As always, EOPS/CARE strives to focus on students who are underrepresented at the college and in our program.

For the first time since 2009, the EOPS/CARE Chancellor's Office will be running an allocation formula to determine our 2016-2017 allocation. Although we are guaranteed 95% of last year's allocation, we are hoping that our program growth will lead to additional dollars. Until then, we have to budget with 95%.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

As noted previously, we added 128 new students, bringing our unduplicated count to 264. With the addition of two part time counselors and a CARE Counselor Assistant, we feel we were able to offer exceptional service and attention to each of these students.

In Spring of 2016, Jill agreed to teach a section of PSCN 30: Student Success and Experience. With this experience, Jill hopes to offer the class to EOPS/CARE students next summer.

Although we have always served veterans in EOPS/CARE, we made it a goal to recruit more veterans to the program and in fact tripled our previous year's number. One of our strategies involved sending a counselor every other week to the veteran's center, to promote EOPS and meet with existing EOPS veteran students. We also find that many of our veterans do not apply for financial aid. We have made it a goal for all veterans to at least apply and then follow up with additional paperwork if needed. EOPS/CARE encourages our veterans to take advantage of all the services LPC has to offer.

As LPC is moving to fully implement Degree Works, an online degree audit system, counselor Nila Adina spent a month entering all of our 142 continuing student's student education plans into the database. As part of this project, EOPS/CARE counselors participated in cataloguing any errors and

questions, and began using the program with students. As the demo program for Degree Works, EOPS/CARE was able to provide valuable input and advice on the continued rolling out of the system.

LPC was fortunate this year to get a complete library upgrade. EOPS/CARE met with librarians to see how we can collaborate more closely with the library. One possibility is to use library computer labs for EOPS/CARE orientations. We feel that this would also serve to familiarize our students with the library and its staff.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

We have continued our process of an early identification of students who are on academic or progress probation, or who are in danger of going on probation. We help these students clear probation and advise them of the best plan to avoid losing their BOG fee waiver and priority registration. This year is of particular importance as students will be in danger of losing BOG for the first time. Our program has made a point of being part of the discussion to determine the petition process to appeal loss of BOG.

Based on monies received from 3SP (Student Success and Support Plan), EOPS/CARE was able to purchase the Myers-Briggs Type Indicator and the Strong Interest Inventory career assessments for our students. Because student services identified career exploration as an important part of the 3SP plan, EOPS/CARE was asked to pilot a project on administering and interpreting these tests for our students. Counselors Jill and Maria Dawson worked to develop a process to identify potential students and began meeting with them individually. In the future, we will target undecided students and perhaps develop workshops for the assessment interpretation.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Our program stills suffers from low (permanent) staffing. The addition of part time counselors has allowed us to grow our program. However, with so many colleges recruiting full time counselors, there is a concern that we could lose our part time counselors to full time jobs. In this scenario we would have to move very quickly to hire other counselors to maintain our caseload. We will continue to explore budget options to hire a permanent, full time counselor.

As with many colleges in our region, our CARE numbers are low. We believe this is partly due to our college being in a high-income housing area. Many of our CARE students come from other counties such as San Joaquin. We are working on some outreach strategies and on strengthening our connection to the counties, as well as working with CalWORKs to make sure CARE is serving all eligible CalWORKs students.

A significant task for LPC this year was looking at how the loss of BOG fee waivers might affect our students. Our staff made sure to have a prominent role in these discussions, which included key players in Student Services. We wanted to make it clear that loss of BOG is a college issue, not just an EOPS issue. Although the college notifies students in danger of losing BOG, EOPS will continue to work diligently to both give earlier notice and try to prevent loss of BOG in the first place.

E. What are your most important plans (either new or continuing) for next year?

We are currently strategizing the best way to roll out Degree Works, our online degree audit system, to students. EOPS/CARE students will be the first at LPC to have personal access and we will be carefully monitoring their progress, successes, and complaints.

We plan to work closely with our veterans program, in particular with our new veteran program counselor. Our ultimate goal is to have more veterans in our program, streamlining services without sacrificing quality.

We will be keeping a close eye on our new budget allocation to determine how best to responsibly grow our program while continuing to serve our students at an over and above level. In particular, we will strategize to see if we can leverage EOPS/CARE, 3SP and Equity funds to potentially hire a full time counselor.

Since we are looking for ways to increase our CARE numbers and to continue to support CARE students at a high level, we will be assigning one of our part time counselors to the CARE program. This will most likely occur in conjunction with similar outreach from the CalWORKs program. We are also looking to temporarily hire a CARE Counselor Assistant, to aid in the program maintenance (data entry and student data management).

With the potential loss of BOG fee waivers starting this fall, we will be more diligent than ever to help students before they lose BOG and priority registration.

To directly target students receiving BOG, we will be using BANNER, our MIS system, to outreach to students interested in EOPS. We are also working with Financial Aid to better serve new and continuing EOPS students with their book funds and CARE grants.

For our continuing students, we are going to try to offer book grants instead of a book voucher. In doing so, we hope to give our students more options for book purchases and rentals, saving them money. We will survey our students to determine which service they prefer.

We look forward to working with our new Outreach Coordinator to promote EOPS/CARE to new and continuing LPC students and to increase our visibility in the community. This will include updating our web page.

In the interest of moving to paperless files, we are researching online case management systems. We feel that this would also streamline communication between EOPS/CARE staff regarding our services to students.

In order to serve additional Foster Youth and Former Foster Youth, we will look into recruitment and best practices for retention of this at risk population.

We will continue offering MBTI and SII career assessments, in particular targeting undecided students. By the end of the year we will be surveying these students to learn more about our students' experience of these tests and how they relate to major exploration.

Along with the General Counseling Department, we are planning to participate in offering Cranium Café, a program that allows counselors to provide services to distance education students. While

allowing us to offer additional services to our existing students, Cranium Café may also result in EOPS/CARE serving more distance education students.

F. Instructional Programs: 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.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2016-17*
> * *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> * *Provide necessary institutional support for curriculum development and maintenance*
> * *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
> * *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Also participating in roll out of Cranium Café, a program that will provide counseling services to distance education students. Continued use of DW
Constantly monitoring, assessing, and scoring SAO's to facilitate program improvement.
3. More students in our program means a potentially higher need for tutorial services

H. Instructional programs: Did your program meet its program-set standard for successful course completion? _____yes _____no

(This data can be found here: http://goo.gl/Ssfik2**)**

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: EOPS/CARE currently has three SAOs. 1. As a result of participating in EOPS/CARE, students will register for classes taking advantage of their priority registration status. 2. As a result of participating in orientation, 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. 3. By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program
Describe the quantitative or qualitative results: We did not assess our SAOs this year.
Discuss any actions taken so far (and results, if known): We decided to look at other EOPS/CARE program SAOs and SLOs, to decide if we wanted to change or revise ours. We also wanted to consult with the SLO committee about possibly making our SAOs more global.
Discuss your action plan for the future: Through our research and consultation, we have determined that we need to rewrite our SAOs to be more global in scope, with our assessments being more specific. We will rewrite and assess our new SAOs this year, with our goal being three.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:																
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**															
1.																
2.																
3.																
4.																
5.																
6.																

1. Did you make any changes to your existing mapping? (circle one)

Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?