

## PROGRAM REVIEW UPDATE 2015-2016

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**Program:** EOPS/CARE

**Division:** Student Services

**Date:** October 1, 2015

**Writer(s):** Jill Oliveira, Sylvia Rodriguez

**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.

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

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

**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 "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
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### 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

<p>We are happy to report that funding for EOPS/CARE was fully restored from our previous 40% cut in 2009. This has led to a call by the Chancellor's office to grow our program. The expectation is that we will serve more students and hire more staff. This will necessitate changing some of our processes and potentially hiring temporary staff to serve more students. We have also been informed that for 2016-17, the Chancellor's office will run a funding formula to determine our allocation. Having a higher headcount this year could mean additional dollars next year. We anticipate serving 250 students (unduplicated count) for the 2015-16 academic year.</p>
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**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

1. We have continued to augment our Blackboard course to include more content related to majors, degree options, resources, transfer, EOPS/CARE eligibility requirements, etc.
2. We have updated orientation in light of student post test results.
3. We have identified students with 2.5 GPA or less to monitor progress & intervene if necessary.
4. We have increased networking with local High Schools, particularly continuation schools.
5. We have successfully connected with the Pedrozzi Foundation, a local organization that provides scholarships to Livermore High School students. The Foundation now refers potential EOPS students to us.
6. We implemented 2 workshops, one on credit literacy & one in conjunction with financial aid to inform EOPS/CARE students of financial aid services.
7. We increased tutorial services, providing more tutoring to more students.
8. We were able to augment counseling services with the addition of a part time counselor.

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

In 2014-15, the program still struggled with low staffing to support a growing student population. We only had two full time employees, Counselor/Coordinator and Counselor Assistant II. While having a full time coordinator/counselor was necessary and helpful, it did use a substantial portion of the EOPS/CARE budget. This left fewer funds for initiatives or direct services to students in the form of supplies, book funds, etc.

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

We are looking into growing our program in the most responsible way that uses our funds wisely, adds more students and staff, augments student success, and provides as much direct service to students as possible. We are researching ideas for curriculum specific to our students and other students in categorical programs, such as a summer bridge course. We are also planning to strengthen collaboration with the Veterans Program to increase the numbers of student Veterans eligible for the EOPS program. EOPS is also working to implement Degree Works to support collaborative SEP development. The goal is to empower the students to take more ownership of their education and to check on their progress in achieving their degree/certificate objectives. We also feel it is important to state that the library resources support student success in EOPS. Because our students are low-income, they rely on the resources that the library provides them, from books to databases. We strongly agree that a stable source of funding needs to be found for the library.

**E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.**

***Planning Priorities for 2015-16***

- ***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.***

Yes, in the following ways:

1. We will constantly need to be mindful of best practices in meeting the standards as we grow. Using Degree Works helps to align our college with goals to serve students online.
2. We will be looking into potential curriculum for a class directed at the needs of categorical students.
3. More students in our program means a potentially higher need for tutorial services.

**F. 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/y9ZBmt>)**

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

N/A

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

In a Student Accreditation Survey conducted in October 2014, Las Positas College students had an opportunity to express their satisfaction with campus services. Of those students who participate in EOPS/CARE, 95% reported being satisfied or very satisfied with the services offered. This is gratifying and we feel it reflects our efforts to serve our students at a high level.

24 EOPS students were honored with Scholarships at the annual student scholarship ceremony. One of our EOPS/CARE students also received a Region IV EOPS/CARE Consortium scholarship. We were proud to once again be able to recognize our EOPS/CARE graduates and transfer students by hosting an end of year congratulatory party. In total, we had 28 graduates, most of whom received AA/AS degrees. 25 of our students transferred this year, with four of them being accepted to top schools such as UC Berkeley and UCLA. For the 19 students participating in the graduation ceremony, we were able to provide caps and gowns and EOPS stoles. Jill served as a graduation marshal this year and was proud to sit with EOPS/CARE students at the ceremony.

This year we continued to offer “over and above” tutoring to EOPS/CARE students. Students were able to receive tutoring in addition to the one hour per week offered to LPC students, through the convenience of our LPC tutorial center, for the most part continuing with the same tutor. This year we noted record numbers of our students receiving tutorial services. Due to this outcome, we know we’ll have to budget more resources for this important service. As noted previously, LPC has made tutorial service a priority so we’ll look forward to collegial collaboration.

## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

**A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

In Fall of 2014, one of our SAO's was to have students register on their priority registration date. When we assessed our SAO, we found that 83% of our students registered on the priority date, and 6% more registered before the bulk of the continuing students were eligible to register. This was a particularly satisfying result as the Monday preceding registration was a holiday. We found that many students were wanting to come in to talk with a counselor on registration day, even though they had an updated student education plan. Also, the schedule only came out a few days prior to priority registration.

**B. Discuss assessment results that indicate a need for improvement.**

In Spring of 2015, EOPS/CARE students qualified for the Fall 2015 book service by completing three timely counseling visits, by turning in their WIP on time, and by completing at least 9 units with a 2.0 GPA or better. Unfortunately, we have experienced a drop in the number of our students qualifying for the book service. We are down to 44% from fall 2014's 49%. Significantly, the number of students completing too few units increased to 35% (from 30%) and the number of students with a Spring GPA below a 2.0 increased to 38% (from 25%). We had some ineligible students move into the eligible pool through grade changes and by adding units to their fall schedule. However, we still find these numbers to be significant.

**C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

We will continue to stress the importance of passing classes to our students. Perhaps some of them may be pursuing majors that are not appropriate in some way. Still others might benefit from taking a college success or study skills course. We do already encourage tutoring and in fact had record numbers of students pursuing tutoring this spring. We are encouraged that the college as a whole is trying to improve educational outcomes for its students. EOPS/CARE students can only benefit from such efforts. However, it does point to the fact that our students require extra help and often need assistance in defining appropriate resources. We will continue to carefully monitor student GPAs of 2.5 and below. At this point we will continue to admit students to EOPS/CARE

with 2.0 and below, and will work with continuing students below a 2.0 to improve their GPAs.

**D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

**E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)**

N/A

**F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES  NO**

**If yes, please explain.**

Additional staffing will be needed if our program is to grow. We need more staff to be able to adequately monitor students' progress. As our program grows and we hire staff, we will quickly run out of space. We also have a need for additional desktop computers for staff and would like to have additional laptops for student workshops, orientations, etc. In order to grow, we will also have to step up our in-reach within LPC and our outreach to the greater community, another venture that will require additional staff.

### Part Three: SLO/SAO Continuous Improvement Process

#### A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

We will use our data to constantly improve our communication with students and streamline our program processes. This year we plan to do a few surveys related to our SAO's. For example, we would like to know more about why some students don't register on time. We will also focus even more directly on our struggling students: are they in the right major? Do they need additional tutorial services? What is getting in the way of their education? Are they eligible for or do they need to be referred to DSPS?

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES  NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	N/A
<b>Estimated number of SAOs that will be written or revised:</b>	0

- a. What courses or SAOs will your program assess during this academic year (2015-16)?  
We will assess eligibility for book services and on time priority registration.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	
<b>Spring 2016</b>	