PROGRAM REVIEW Fall 2017

Program: EOPS/CARE

Division: Enrollment Services

Date: 10/16/2017

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.

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

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: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

> Our demographic data continues to be relatively stable. The trend continues of a higher Latino population, and we have slightly increased our ratio of males to females. Our students continue to be basic skills; however, more of them qualify for English 1A as the assessment procedure has changed. Our total number of students served continued to rise, up to 258 students (unduplicated count).

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

For the 2016-17 academic year, we were happy to welcome Alejandra Zepeda, Counselor Assistant I (temporary) to the CARE program. As our program continues to grow and expand, we find we are in need of more staff to keep up with the workload and continue to offer excellent programs and services to our students. On the counseling side, we continue to have two part time counselors. With Jill Oliveira included, this has proven to provide enough counseling hours. However, as we continue to grow we will need to either add another part time counselor; or ideally, hire a full time counselor. This counselor could serve EOPS/CARE and CalWORKs, in particular with additional services needed for foster youth and homeless students. One of our continuing needs is to increase numbers in the CARE program. Statewide, CARE numbers are dropping and we are no exception. To remedy this, we are stepping up both outreach and in-reach, in particular making sure all eligible CalWORKs students are also enrolled in CARE. Of course, adding additional staff and increasing the number of students we serve will lead to needing more space. Ideally, we would like to have a space for students to do homework and interact quietly. We have ideas about reconfiguring our current space to make this possible.	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	X Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	X Facilities,** Supplies and Equipment (Including Software)
	X Financial/Budgetary
	X Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	X Services to Students
	SLO/SAO Process
	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).

	**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

Even with minimal staff, we feel we continue to grow EOPS/CARE 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. However, the workload prevents us from innovating as much as we would like. We were able to benefit from 3SP/Equity funds but for part time and temporary staff only.

This year, EOPS/CARE students were given access to Degree Works, our online degree audit system. We offered workshops and one on one assistance to students. The response was positive, with students reporting that they enjoy having access to their plans through Class-Web. With this access, we began using the Notes version of the Student Education Plan, which allows us to provide detail for each semester. Having Degree Works available online also means less printing.

Although we continue to serve student veterans, we did not serve as many as we wanted to. We believe we can improve the number of veterans served by having our Veterans counselor provide some counseling hours to EOPS.

We assigned part time counselor Maria Dawson to the CARE program. She was able to offer several workshops, see CARE students more often, and reach out to them proactively. We felt this helped to create relationships. She also worked to ensure eligible CalWORKs students were signed up for CARE. We also hired a temporary CARE counselor assistant. Alejandra was able to support full time Counselor Assistant II Melissa Brown as well as provide additional support to CARE students. In particular, Alejandra started strengthening relationships with County Social Services partners. We hope that these efforts will result in higher numbers in the CARE program next year (Alejandra started in January).

We continue to monitor students with a 2.5 GPA and below, giving them extra reminders, phone calls, and help clearing probation. We are looking at better ways of tracking these students over time, while providing additional case management services.

We directly emailed students receiving BOG fee waivers to see if they would be interested in applying to EOPS. However, this did not net many students. We are not sure if they did not

Mark an X next to each area that is addressed in your response.

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receive the email or if it went to spam.

We worked with financial aid to offer Book Grants to our students, giving them more flexibility in purchasing their books. We did have a few problems with students not receiving their checks so we will be exploring issuing the grants through Financial Aid.

We enjoyed working with our new Outreach Coordinator and took advantage of several opportunities for both outreach and in reach to potential EOPS students. By the end of the academic year, we were nearly finished with our new website and planned to launch it in the fall of 2017.

We have decided to use Adobe Portfolio for our paperless file system. The plan is to scan all older files first and then move to the system for new and continuing students over the summer. Counselors met in the spring and discussed best practices and procedures for keeping information on our students. We will evaluate after the fall 2017 semester.

We are still working to locate and serve more Foster Youth and Former Foster Youth. We have joined the Alameda County Office of Education Executive Board, and have invited Foster Youth professionals to serve on our Advisory Board as well.

We continued to offer MBTI and SII career assessments, finding that it not only helps undecided students but also students wanting to change their major.

We have not yet offered Cranium Café to our students, as we were not able to participate in the training. We will make that a priority for next year.

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

This year EOPS/CARE students earned 56 degrees and certificates. While this is not an unduplicated count, it is a significant increase over the number earned in 2015-16, which was 36. We also know from our internal record keeping that at least 45 of our students earned a degree or certificate. We feel that this is partly due to our diligence in reminding students of important deadlines and procedures, as well as helping them fill out petitions for degrees and certificates. Of course, our counseling, tutorial, priority registration, and book services provide our students with invaluable support to meet their academic goals.	Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

We continue to lack permanent staffing. This makes it difficult to both plan and implement plans and goals. With additional permanent staff, we feel we would be able to provide our students excellent service as well as additional programs. In addition, we need to moderate our desire to serve more students with consideration to our budget. Space is also becoming an issue. We would like to reconfigure our existing space to make it more functional and to provide students with a place to study and socialize.	Mark an X next to each area that is addressed in your response.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Plans	Areas Addressed
- Implement Academic Success Program: for EOPS/CARE students 2.49 and below. This program attempts to target/track students at risk of probation and of losing priority registration and BOG fee waiver. - Continue to explore/use CANVAS for communication and resources/calendar - Revisit SAOs to improve and/or revise - Continue to outreach, in particular to Foster Youth - Continue to develop and refine our paperless filing system - Explore combining funds from CalWORKs, Equity, 3SP & EOPS for a full time counselor - Continue to recruit more student veterans by having the Veterans counselor offer hours in EOPS - Increase collaboration of EOPS/CARE/CalWORKs - Reconfigure our space to be more efficient and functional - Receive training and guidance to offer Cranium Café	Mark an X next to each area that is addressed in your response.

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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Plans	Areas Addressed
Explore combining funds from CalWORKs, Equity, 3SP & EOPS for a full time counselor	Mark an X next to each area that is addressed in your response.

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Between EOPS/CARE and CalWORKs, we are slowly but surely outgrowing our area. We are fully occupied a few days each week, and the addition of full time CalWORKs staffing will require more shuffling. Also, we would like to reconfigure the area we have, allowing for a better use of common space and an area for students to study/use laptops and computers.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

EOPS/CARE is a retention program. We provide support to all of our students to achieve their career and educational goals. We also support inclusion in that we serve non-traditional, often at-risk students.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? _____yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to

impact student learning or achievement. <u>Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze</u>. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: EOPS/CARE
Text of the CSLO, SAO, or PSLO: As a result of participating in EOPS/CARE, students will register for classes taking advantage of their priority registration status.
Describe the quantitative or qualitative results: 61% of continuing EOPS/CARE students took advantage of their priority registration status. In the few days following their particular date, 9 more registered, bringing the percentage to 66%. Most significant was that 39% registered in the block where many continuing students were allowed to register. Therefore, many EOPS/CARE students may have ended up on wait lists.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: We have employed several strategies to encourage students to take advantage of priority registration. We send many reminders through Blackboard email, post signs in the office, and remind students in person as they come in. In addition, we reserve the day before and the two days of priority registration for drop in counseling only so that students can access their education plans and advising if needed. We will continue our previous strategies. In addition, EOPS/CARE students now have access to their student education plans online through Degree Works and Class-web. Therefore, students could view their plans and then ask questions via email or phone if they can't make it to campus. We are also using the notes in Degree works to give students more prompts to register and explain any choices we have made. We will also consider using Remind.com to text students important dates. Finally, we will complete the switch from Blackboard to Canvas over the summer. Many students have reported that they no longer check Blackboard as most of their courses have moved to Canvas. We hope that this will continue to improve communication.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? In general, achievement in this area stays constant. We have noticed that the percentage of students registering on time in the spring for the next fall goes down. We believe that this is because students feel less urgency to register for fall; they also do not believe classes fill as quickly. Further, new students are sometimes confused that they can register for summer and fall classes on the same day.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   **SAO**
Course, Program Name, or Student Service Area: **EOPS/CARE**
Text of CSLO/PSLO/SAO: By following the EOPS/CARE Student Mutual Responsibility Agreement (SMRA), students will qualify for the book service program.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: Curriculum Review
(Programs with Courses Only)

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**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

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B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

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C. DE Courses/Degrees/Certificates: 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.

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| |

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

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B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?