Program: EOPS/CARE

Division: Student Services

Date: 10/11/2023

Writer(s): Jill Oliveira with input from the EOPS/CARE Team

With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)
2) [Fall 2022 Program Reviews](#)
3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.

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

3) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

    1. To check on the status of courses and programs to see if any updates are required

        a. Log in to CurricUNET

        b. Select "Course Outline Report" under "Reports/Interfaces"

        c. Select the report as an Excel file or as HTML)

    2. If updates are needed, submit these updates to the Curriculum Committee

    3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters**.**

        a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

        b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**

- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Updates and achievements:

- Hired a Counselor Asst I for all suite programs (EOPS, CARE, CalWORKs, NextUp)
- Hired a part-time counselor to assist in seeing all students
- Saw a return of in-person students (both taking classes in person and coming into the office in person)
- Used ConexEd (formerly Cranium Café) Spring 2023 for case management, student self-scheduling and staff schedules. Continued to use ConexEd for video appointments
- Grew from 225 to 264 students
- Graduated/transferred over 60 students. Also participated in the denied degrees project, specifically reaching out to current and former EOPS students who were denied degrees/certs. In conjunction with transfer counselor, developed online "survey" type form for workflow for degree/cert petitions. Continued to "pre-approve" petitions and turn in directly to A & R.
- Planned and executed a Student Success Awards program for all program suite students
- Reinstated EOPS Warning program to keep students on track completing at least 9 units each semester with 2.0, following SEP and completing 3 contact visits. We instituted better tracking of warnings and communication about the contract
- Added NextUp (foster youth program) to suite of services
- Solicited and purchased student art to decorate the suite

Challenges and Barriers:

- We continued to recruit more continuing LPC rather than new LPC students. This results in a lot of successful degrees and transfers, but means we have to recruit even more students in the following year. We would like to work to recruit newer students and build retention over 2-3 years rather than 1 year only.
- We only hired our Counselor Assistant I late in the year, so spent the remainder of the semester in training

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

- As pandemic restrictions eased, we found more students in EOPS returning to campus, at least part-time
- One positive result of pandemic was that students who previously had never or were afraid to take an online class have now experienced it, and learned more about themselves and their learning styles, including which types of courses to take online, in person or hybrid. This also opens up opportunities such as the CVC OEI for online course options

3. Got anything new planned for 23-24?

- Continue to augment usage of ConexEd for staff and students. Request connection to Banner.
- Explore new CRM Advise tool and how it can interface with our program and with ConexEd
- Continue to build name/brand recognition for EOPS/CARE and all suite programs. All "merch" will have common logo. Create common application and new flier with QR code and all program info
- Continue to recruit all eligible students with significant focus on newer students
- Target growth at 275 students
- Integrate all suite programs into one Canvas course

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
      i.   _____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?