Name of Program	Division	Author(s)
EOPS/CARE	Student Services	Jill Oliveira and Sylvia Rodriguez

INSTRUCTIONS:

1**.** This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

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. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16

e.g., ESL PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. 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.

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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I.   SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1.   Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

> In general, our assessments in the 2013-2014 academic year were related to communication with our EOPS/CARE students in order to improve their EOPS/CARE experience and success in the program. In brief, our SAO's were to: (1) improve the content and student understanding of our orientation service, (2) increase the number of students registering on their priority registration date, and (3) increase the number of students qualifying for the book service. To this end, we sought to improve communication through various forms of email, one on one visits, phone calls, and improving our orientation services.

1. With respect to orientation, the majority of our students, 90%, scored 80% (8/10) or higher on the orientation post-test. Overall, this is a great result, especially considering we administered the test 1-2 months following the actual orientation. Further, because we review the orientation test immediately upon students completing it, missed questions were actually a good opportunity to remind students of the correct answers and to clarify any confusion about EOPS/CARE and program requirements. We identified a few areas that could be improved upon. Specifically, we need to clarify points related to our Student Mutual Responsibility Agreement (SMRA) and the minimum GPA needed to continue to receive services.

2. For priority registration, in Fall 2013 77% of our continuing students registered on their priority registration date for Spring 2014 classes. In Spring 2014, 82% of continuing students did the same for their Fall 2014 classes. We worked diligently to ensure that all of our students qualified for 3SP as well as EOPS requirements to get priority registration. In fact, 99.9% of our students qualified for priority registration by meeting 3SP requirements of orientation, assessment and student education plan. When I asked students why they did not register on time many of them cited being too busy or not being concerned if they registered a few days late. Overall, the improvement from 77% to 82% is significant and I believe is related to our communication efforts through email, phone calls and in person reminders. As good as 82% is, it can always be improved upon.

3. 45% of our continuing students qualified for the Spring 2014 Book Service. During the Fall 2013 semester, students qualified by following the Student Mutual Responsibility Agreement (SMRA), which includes completing three required EOPS/CARE visits, maintaining a 2.0 GPA while completing at least 9 units, and turning in their Mid-semester progress report (WIP) on time. In Spring 2014, 54% of continuing EOPS/CARE students qualified for the Fall 2014 Book Service. This is a significant increase of 9% over last semester. During the Spring 2014 semester, students qualified by following the Student Mutual Responsibility Agreement (SMRA), which includes completing three required EOPS/CARE visits, maintaining a 2.0 GPA while completing at least 9 units, and turning in their Mid-semester progress report (WIP) on time. We feel that this is due to changes we made in the WIP instructions and improvements in our communications to students. However, the percentage of students who did not qualify based on completed units or GPA went up slightly so we need to address this issue.

2. Discuss changes made in how your program provides services based on assessment data.

1. For the SMRA, we will continue to highlight the requirements in our group and individual orientations. We will also post the SMRA to our Blackboard course site so that students can reference it as needed. We will also remind students of the terms of the contract in our in-person meetings with students. Frequent email reminders will go out as well to emphasize the terms of the contract. For the minimum 2.0 GPA, we will continue to stress the importance in our orientation

> sessions and in subsequent visits to our office.
>
> 2. We will continue to remind students of their priority registration dates through Blackboard calendar, email and in person reminders. In addition, we will try to have drop-in counseling appointments available around priority registration dates so that students can ask counseling-specific questions. We will continue to require all new EOPS/CARE students to have completed LPC orientation and assessment prior to becoming new EOPS/CARE students.
>
> 3. We will continue our successful communication efforts to ensure our students are aware of the book service qualifying activities. For the future, we will focus on students who are at or near a 2.0 GPA to raise their GPA. We will stress the importance of tutoring and encourage participation with DSPS to those students who qualify.

4. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

> Because we found that many of our students were at a 2.0 GPA or below, we have worked with the Information Technology department to develop a report that lets us know when students are at a 2.5 or below. This allows us to intervene earlier if a student's GPA is dropping. Conversely, it also allows us to reinforce the progress and success of those students whose GPAs are moving up.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒   NO ☐

   If yes, please explain.

> We were not able to assess two of our SAO's due to limited staffing. Because we were lacking a CARE Counselor Assistant and a part-time counselor, we were not able to offer workshops and we were not able to do significant outreach. Ideally, we need to rehire a permanent CARE Counselor Assistant II and a part-time counselor. This would allow us to continue to provide the services we already do while enabling us to do outreach and workshops. We also need these additional personnel if our program is to grow. We will seek 3SP and student equity plan funding to augment our program, given that we are already serving students, such as foster youth and veterans, which those programs seek to help.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

   This is a one person program   ☐

> The EOPS/CARE Director and the Coordinator/Counselor, with support from the Counselor Assistant II, meet to begin to brainstorm ideas and then begin writing service area outcomes for everyone to review. We then tweak the language to make sure we are measuring what we want to measure.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

   This is a one person program   ☐

> Again, the Director and Coordinator/Counselor, with support from the Counselor Assistant II, meet as a group to brainstorm how best to develop and evaluate assessments. As we are evaluating we also discuss to make sure the data make sense and can be used to improve our program. We also use this opportunity to discuss the need for new assessments or new SAOs.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

   Program emails   ☒

   Program meeting minutes/agendas   ☒

   Blackboard/other website   ☐

   Other (please describe)   ☒

> General meetings with Director and Counselor/Coordinator, Student Services Planning Meetings, and monthly reports to the Vice President of Student Services.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> In general, the trends in data are similar. However, the number of males has steadily climbed, increasing our population to 1/3 male. We would still want to see this number go up so might want to consider this within our recruiting efforts. Specifically, we could increase our outreach to Veterans and to early admission students (students graduating from local high schools). Overall, our population is getting a bit younger and more Latino, with students

age 19 years or younger increasing from 17% in Fall 2011 to 42% in Fall 2013, and Latino students increasing from 33% in Fall 2011 to 35% in Fall 2013. The program will continually review student demographics to assess any disproportionate impact. Our numbers of continuing and full-time students have climbed slightly. This needs to continue to be a focus as EOPS wants to serve primarily full-time students and seeks to retain those already in our program. Finally, EOPS students continue to be Basic Skills students. As we are looking for educationally disadvantaged students, we want to make sure that we are reaching out to Basic Skills students. We could increase our outreach both within and without LPC to do so. Additionally, because we serve so many basic skills students we need to continue to allocate resources to tutoring and resources to help these students move through their English and math courses. We will seek to serve increasing numbers of foster youth and former foster youth as well as veterans as these are students who have been found to have disproportionate impact according to our campus Student Equity Plan.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Yes. Jill Oliveira was hired as of August 2014 as a permanent Counselor/Instructor assigned to EOPS/CARE. She is continuing as Counselor/Coordinator of the program. Ms. Oliveira has served as an EOPS/CARE Counselor for 13 years, including serving as the Coordinator/ Counselor for the past one and one-half years.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No changes. We were able to hire a temporary CARE Counselor Assistant in the spring of 2014. However, due to budget constraints we were not able to rehire her for the 2014-15 academic year.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

With the permanent hire of Jill Oliveira, the student experience will be improved by increased access to counseling services. Students surveyed in the spring of 2014 had indicated that sometimes there were not enough counseling appointments. Having a full-time Coordinator/Counselor will mean more appointments. Additionally, there will be more time to host workshops and do additional outreach. Not having a CARE Counselor Assistant can negatively impact the CARE students. For spring 2014 we required students to see the CARE counselor assistant once a month. We feel that the CARE students benefit from this additional contact and we will not be able to replicate that experience this year. However, this year we plan to seek 3SP and Equity Plan funds to shore up our program as we wait to have our EOPS/CARE Budget fully restored.

C.   Other information pertinent to the program

> For the EOPS/CARE program to serve more students we would need to hire a full-time director, a part-time counselor, and a CARE Counselor Assistant II. This would allow us to grow our program and assist the college in its goals of equity and success.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> We were able to evaluate and amend our orientation process to make sure that it achieves our goals and meets student needs. Through testing our students we found that we need to clarify a few areas and strengthen the communication to our new students. We also improved our partial SEP process to make sure it is in line with new 3SP requirements.
>
> With respect to communication, we implemented a Blackboard course that has tremendously improved the ability of EOPS students to keep track of their EOPS obligations. The email tool in Blackboard has proven to be reliable and functions such as the calendar provide students with yet another way to keep track of important dates.
>
> We started targeted tracking of students who were in danger of losing their priority registration. This proved effective; however, we realized that we need to start tracking students who are at or are close to a 2.0 to intervene sooner.
>
> Due to staffing deficits we were only able to do limited on-campus outreach. We participated in college day and continually networked with the campus community to ensure as many students as possible know about our services.
>
> Also due to limited staffing, we were not able to hold additional workshops. We primarily helped students one on one but realize that effective use of workshops would reach more students at one time.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

   a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
   - change a website
   - use technology differently
   - update the way an orientation is presented

> With respect to our SAOs on priority registration, we have implemented a Blackboard course for EOPS/CARE students that has been successful in improving

communication. We plan on continuing to augment the course to provide additional information, specifically the calendar function. We will continually update and improve our orientation process to ensure that our students are aware both of what EOPS/CARE has to offer as well as their obligations to the program. Finally, we will work to target students who do not meet the minimum 2.0 to make sure that they get additional services and referrals. We will work with the Information Technology office to create a BANNER report that will let us know which students are at a 2.5 and below. This report also tells us if students have progress probation. In this manner we hope to intervene sooner and prevent students from getting on probation in the first place. These efforts are in line with both 3SP and Student Equity goals.

b. Have your program's assessment results shown a need for new SAOs?
   YES ☒   NO ☐
   If yes, for what service areas will your program write new SAOs?

We need to write at least one SAO specific to the CARE program.

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

We intend to assess at least 75% of our SAOs in 2015-16.

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

   With respect to further outreach, we intend to increase networking with our local high schools prior to early admission. Then, we will have program planning sessions with students that qualify or appear to qualify for EOPS. This will increase our numbers of EOPS students as well as serve as an early connection between these students and our program. As indicated in the campus Equity Plan, in this process we will seek to recruit and serve more foster youth and student veterans.
   We will continue to survey our students and provide more workshops on topics of interest. Our goal is to provide at least one per semester. These workshops will both increase students' knowledge of the topics and promote inclusiveness in EOPS/CARE.
   We will continue to augment our Blackboard course with useful information for EOPS/CARE students. We are exploring the functionality of Blackboard; in particular, we want to increase community in EOPS/CARE students by utilizing the discussion boards.
   We will continue to focus on CARE students, working on increasing our CARE numbers and trying to create more positive outcomes for CARE students. To this end we will implement more targeted recruitment efforts, perhaps to schools that focus on teen moms, and shelters. We will require CARE students to come in more often than the

> average EOPS student. We will maintain a separate CARE group in Blackboard for more targeted CARE resources. We will hold workshops for CARE students, perhaps in conjunction with CalWORKs. We will write an SAO specific to CARE, specifically to assess the efficacy of these measures.

IV.   Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A.   Enrollment Management (omitted – not applicable to non-instructional programs).

B.   Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1.   Request: New or replacement faculty position(s).

> Part-time counselor funded through 3SP or Student Equity Plan budget.

2.   Rationale for faculty position request(s)s.

> We are currently serving many of the populations that have been determined to be disproportionately impacted in our research for the Equity Plan. With another counselor we can increase services to impacted students.

3.   Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> CARE Counselor Assistant II, permanent part-time (20 hours/week)

4.   Rationale for classified staff position request(s).

> This position primarily exists to serve our CARE students. CARE students are single parents receiving CalWORKs benefits for themselves and/or their children. These students are often the most vulnerable in the college and need extra support. In addition, the CARE Counselor Assistant can spend time researching resources and doing outreach to increase our CARE numbers. Having a strong connection to our program can result in better outcomes for

these at-risk students. Students have self-reported that this connection helps them to be more successful. Finally, the CARE Counselor Assistant supports the EOPS Counselor Assistant, which in turn provides more program and student support.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

We would like to request an increase or augmentation of our current budget in order to hire a CARE Counselor Assistant II and a part-time counselor, and to allocate more money to book services.

2. Rationale for financial request(s).

Both of these positions would allow us to continue to serve our existing population while working on growing the program. If we take in more students, we need increased book funds to serve them. Also, having a CARE Counselor Assistant allows greater contact between CARE students and our program, leading to more success for these students. These programs and plans are in line with 3SP and Student Equity Plans and goals.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

We would like to pursue software to implement an e-portfolio program to serve EOPS/CARE students and ideally develop this program for the campus.

2. Rationale for technology request(s).

E-portfolio programs serve to track students within programs and within the larger campus community. E-portfolio can improve communication between service providers and between service providers and students. Ideally, e-portfolios help students take more ownership of their own educational experiences.

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2.   Rationale for facilities request(s).

N/A

3.   Request: Upgrading of existing equipment or purchase of new equipment.

We need a document scanner to scan SEPs and other documents pertinent to student files and 3SP requirements.

4.   Rationale for equipment request(s).

Currently we have no process or equipment available to scan SEPs or other documents. This makes communication between departments difficult. We need it to stay in 3SP compliance as well.

5.   Request: new supplies

N/A

6.   Rationale for supplies request(s).

N/A