

PROGRAM REVIEW Fall 2021

Program: EOPS/CARE

Division: Student Services

Date: November 1, 2021

Writer(s): Jill Oliveira

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.

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

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

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

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

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) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 EOPS/CARE is fundamentally a retention program that supports students holistically as they strive to complete their educational goals. EOPS/CARE serves a diverse group of students and focuses on providing equitable services as it seeks to reduce barriers to education. As always, our efforts and services focus on increasing access to low-income, educationally disadvantaged students, increasing graduation and transfer rates, and using a case-management model to track progress and ameliorate potential problems.	X	X	X
2 We completed and published our EOPS Alumni list to Canvas. This list is available to all current EOPS students who would like to reach out to LPC EOPS Alumni regarding their major/transfer experience/University.	X	X	
3 We continued our use of Cranium Café, Zoom and google voice to reach out to students in the remote environment. We have built our Cranium Café "lobby" to echo our physical lobby. Students can Live Chat staff anytime during regular business hours to set up appointments and ask general questions.	X	X	
4 We had a late spring/early summer project to contact students who had not yet registered for fall classes. We identified 52 continuing students in Spring 2021 who didn't register for Fall 2021 classes on their priority date. Through emailing, calling, and scheduling counseling appointments, we were able to get 47 of them to register for classes. Although a lot of work, it was worth it in terms of getting students to reconnect to EOPS and to help identify barriers and needs.	X	X	
5 We experienced continued success with group contacts and workshops.	X	X	X
6 We created and launched our online application and a fully online orientation with submittable online documents.	X	X	
7 Our book grant was augmented to include funds for student supplies.	X	X	
8 Fall 2020 and Spring 2021 saw a record number of graduates from 65 in the previous year to over 80.	X	X	

9 We successfully used Microsoft teams to stay in touch and create shareable files and task lists.			
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 We experienced a significant drop in attendance of student parents.	X	X	
2 We experienced a significant drop in overall numbers. We feel that our lack of an on-campus presence led to many students stopping out.	X	X	
3 There was also a significant drop in number of units completed per student.	X	X	
5 The EOPS/CARE Department/Program has an identified need for continued professional development activities. We recognize that on-going professional development will help keep Counselors current in their profession and in the best practices that work to support our students' success. In our program, we have a need to pursue professional development related to issues of equity, race and poverty.	X	X	X
6 We continued technical issues with students and Cranium Café, both in the Live Chat lobby and especially with video appointments.	X	X	X
7 Because we were only remote with no VPN access for student assistants, we were unable to leverage their help with our daily operations resulting in more work for all, especially classified professionals.	X	X	
8 We often feel that we are bombarding students with information through the Canvas platform and feel that a campus-wide calendar would reduce the number of postings.		X	

C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1 We would like to strategize new outreach methods including texting using the new Pronto app.		X	X	X
2 We will participate in a Student Services wide brainstorming session on SAOs: what to study, how to	X		X	X

collect/present data, potentially creating new SAOs and assessments.				
3 We would like to institute better tracking of student intentions at end of each semester or at least at the end of the school year.	X		X	X
4 We will reimagine tutoring services for EOPS/CARE/CalWORKs students as we move back on campus.		X	X	X
5 We will add back more student assistants to do outreach, office filing management, and to monitor the actual and the virtual lobby.		X	X	X
6 We will carefully review what to keep as best practices from the digital environment as we resume in person services.	X		X	X
7 Recognizing that faculty and staff must stay current in the emerging trends and best practices within their profession, the EOPS/CARE Program will work proactively with their Administrator to prioritize departmental and/or individual professional development opportunities. Professional development opportunities are an essential component of a Counselor's work to support student success, and in particular among students who are disproportionately impacted in success indicators.	X		X	X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
SEA	SEA provides funding for a full-time counselor to serve EOPS/CARE/CalWORKs students.
Admissions and Records	We liaison to assist our students with graduation, processing transcripts paid for by our program, and evaluatory processes.
Financial Aid	We have a specific person to refer students to when there are problems. This person is part of our Advisory Board to help us stay updated on Financial Aid policies. EOPS has also benefitted from additional book money from Financial Aid that goes straight to students to help with book costs.
Guided Pathways	As Guided Pathways moves to implement Success Teams, we have examined our policies and best practices to see what can be scaled up. This has involved our students too as they give testimony about our program and what they find helpful.

Outreach	Our programs are included in Outreach materials and fliers.
Veterans	Referring students to EOPS.
DSPS	Referring students to EOPS.
Counseling Department/Student Services	Referring students to EOPS.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Conversations: as we meet with students three times each semester we have many opportunities to talk about remote learning, pandemic realities, etc.
What did you learn?	We learned that although many students struggled initially with remote learning, our student parents found it the most challenging. We also realized we had to work even harder to build and keep connections with students. We learned that over time many students adjusted to remote learning and even would like to continue. However, we also found that student parents had the toughest adjustment, and in fact many have stopped out. We lost half of our CARE student population (CARE serves single parents).
How will you use the feedback?	We will continue to offer a remote track to our services, including remote counseling appointments and our remote lobby. We have conversations with students about how they like to learn; advising them to think about their academic futures as college gets closer to pre-pandemic operations. We became even more intrusive with Canvas posts, emails and phone calls.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Other than our headcount, our data stayed remarkably the same between Fall 2019 and Fall 2020. This includes gender, race-ethnicity, and age. Our students continued to be primarily continuing, full-time students. Our students continued to be very successful in both in person and face to face courses (obviously most were distance students due to Covid-19). We do know from our own data collection that we had over 80 graduates/transfers in Spring 2021, up from 65 the previous year. We also know that overall our students completed fewer units; many took advantage of the Covid-19 Extraordinary Withdrawal for one or more of their classes.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___yes ___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

ASP Self-assessment worksheet: We chose this SAO because it addresses our most vulnerable students. The Academic Success Program (ASP) serves our students who have a 2.24 and below GPA. The purpose of the program is to be even more overt in serving these students through emails, phone calls, etc. The ASP Goal worksheet is designed to have students identify up to three success goals for the semester. We also created a follow up worksheet for successive semesters.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____N/A____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Due to the Covid-19 pandemic, we decided not to focus on the ASP goal setting work sheet this year. Rather, we continued our ASP work with even more reaching out to students with 2.24 and below, extra reminders about keeping appointments, and emails with praise for students raising GPA, both above a 2.0 and over a 2.24. In fact, we made it practice to congratulate any raise in GPA. Also, we made it a point to congratulate students for sticking with their educational goals.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

Fall 2020-Spring 2021

We served 35 students with 2.24 and below. Of these, 5 students raised their GPAs, 7 students raised their GPAs above a 2.24 and therefore “graduated” from the ASP program.

Spring 2021 successes:

We served 32 students with a 2.24 GPA and below. One significantly raised their GPA, 4 more “graduated” the program.

The only obvious equity issue to emerge is that a few of our single parents who were already on the list continued to do poorly or stopped out altogether.

(5) List changes that you plan on making to improve student learning.

For the future, we want to explore why the successful ASP students feel like they have succeeded when previously they did not. We would like to develop a survey type tool to capture this data. Obviously it can be something different for each student and we are not opposed to using the self-assessment worksheet. However, for many students not doing well, asking them to do a worksheet is giving them something else to fail at.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

We would like to develop new SAOs that are not dependent upon Elumen. After attending the brainstorming session on flex day, we plan to assess the effectiveness of interventions in this population by continuing to look at results and by surveying students to inquire about their success/lack of success.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

We most likely will be revising our 3-year planning template. We would like to look at populations within EOPS as well as analyze success as a whole in our populations. We also want to use data we already collect such as graduates, transfers and certificate earners.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ X YES ☐ No

As stated above.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

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

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

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?**

____YES ____No

If not, what program improvements may be made to increase this metric?