

PROGRAM REVIEW Fall 2022

Program: EOPS-CARE

Division: Student Services

Date: 10/31/2022

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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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

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.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 We have kept our virtual lobby open each day to provide an online track for our students committed to staying virtual. Students had an in-person or an online option each day. (21-22 plan, guided pathways, equity)
2 We started offering snacks, supplies and EOPS "swag" to those students wanting or willing to come to campus. (equity/belonging)
3 We were able to hire two new student assistants who worked remote and on campus in fall, and on campus only in spring. (21-22 plan)
4 We explored both the Pronto app and the Ocelot campaign texting services. Ultimately, we created a campaign through Ocelot to aid in outreach. (21-22 plan, equity)
5 We were able to attend four professional development opportunities, all virtual. (21-22 plan)
6 We successfully hired a Counselor Assistant II, a position that supports EOPS/CARE/CalWORKs, and in particular serves the CARE population. (Equity/guided pathways)
7 Coming back into the office, we continued the best practices we had begun during the pandemic with regards to paperwork and project flow, printing as little as possible. (21-22 plan)
8 We had over 65 graduates/transfers. Given our lower numbers overall, this is an amazing statistic. We were able to participate in the first in person graduation since 2019. As usual, we provided caps, gowns, and stoles to EOPS/CARE students. (equity/guided pathways)
9 Although we did not have our more robust, evening awards celebration, we did have an informal lunch, pickup time for caps/gowns during finals week. It was great to meet with our students to celebrate success. Some of these students had never been to campus. (guided pathways)

10 We continued to increase collaboration with the CalWORKs program. Particular areas include leveraging budgets, standardizing staff meetings and cross training for counselor assistants who serve students in both programs (21-22 plan)

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. We continued to struggle in getting our numbers back up to pre-pandemic levels. We realized that our name recognition is at an all-time low. Previously, much of our recruitment was through word of mouth.
2. Many students are starting to realize that they aren't doing well in the online setting yet are reluctant to commit to in person classes. Many are working too many hours. Consequently, although we are retaining students, our reports are showing students taking/passing fewer classes.
3. Prior to our hiring of a second Counselor Assistant, we were struggling to get work done and also host a robust outreach campaign. We only had our new hire for a few months of the academic year so look forward to increased success in this area next year.
4. Directly before the pandemic, we updated and reorganized our suite with the goal of creating a more student-friendly experience. We now need to revisit those ideas/goals and start fresh.
5.
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

We are extremely proud of our online track of services. We will continue to use Live Chat through the ConnexEd platform. However, we will most likely scale back on the virtual lobby,

while reminding students we will be available both on campus and by phone. As long as it is feasible, we will also continue to offer workshops and counseling appointments both virtually and in person. As much as possible we will not restrict the days/hours of these options. As mentioned in our successes, much of our workflow no longer requires printing. We use the L drive to manage files and paperwork. We have also been using AdobeSign for our applications and student forms. We also moved our orientation completely online to a Canvas module. New students are added to Canvas to a section where they can only access the orientation module. Once they complete it, they are directed to contact our office to schedule a counseling appointment. This process has gone smoothly and will be continued with necessary identified tweaks.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Related to the College Mission: Extended Opportunity Programs and Services (EOPS) ensures that students disadvantaged by social, economic, educational or linguistic barriers get the resources they need to enroll and succeed at any California community college.

Related to the Educational Master Plan, A3: Comprehensively and equitably provide for the learning needs of underserved students and students with disabilities through proactive engagement and support. EOPS is a proven student success and retention program. We engaged with our students in a high touch manner that strives to provide necessary resources and a sense of belonging.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
1. Plan, fund and execute update of suite to include more computers, print station, food/snack area		X	X	
2. Continue collaboration with CalWORKs program		X	X	X

3. Hire additional student assistants		X	X	X
4. Research hiring a Counselor Assistant I to serve EOPS/CARE/CalWORKs program	X		X	
5. Continue to offer online services while encouraging on campus participation	X		X	X
6. Bring back the EOPS warning/probation program. Remind students of contract/program guidelines such as enrolling in/completing at least 9 units a semester, maintaining minimum GPA and following SEP		X	X	X
7. Participate in developing a process for special programs to monitor/pre-approve Degree petitions.	X	X	X	X
8. Continue to update Canvas through modules, announcements, and using grade book for student submissions and completion of appointments.		X	X	X
9. Explore/identify a case management system that integrates with Banner. This could be CRM Advise. Currently we use digital files on the L drive, SARS, Canvas and Banner. We are curious to see if ConnexEd can provide the service we need.	X		X	X
10. Track end of year student intentions	X		X	X
11. Revisit tutoring specifically for EOPS/CARE/CalWORKs students	X		X	X
12. Bring back the evening Student Success Awards Program (EOPS & CalWORKs)		X	X	X

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F. 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.	For the past several years, we have been collecting information about our students' graduation/transfer outcomes. We use this to create an EOPS Alumni Program.
What did you learn?	Of course, we learn where our students transfer and what major. Also, we ask if

	students want to comment about their time in EOPS. This helps to reinforce the services we provide and the relationships we create.
How will you use the feedback?	We definitely use the feedback to plan our services. Also, we provide the list of majors/transfer schools to current EOPS students who would like to contact an alumna.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
We need a more seamless process from LPC application to enrollment.	Join Guided Pathways Student Services committee addressing processes/procedures
Direct outreach to students who are eligible; better follow up	Explore texting/other platforms to directly reach students

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Other than our total number of students continuing to drop, overall our numbers are remarkably stable. We continue to have high course success rates, in both distance and face to face classes.

However, as LPC has just started adding back more face to face courses, we expect the data to shift.

Based on our own collected data, we do know that we have many EOPS students completing fewer units than prior to the pandemic. We have reinstated our EOPS Warning Program to remind students that they need to take and pass at least 9 units each semester to remain in good standing in the program.

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 are 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)

- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

As a result of participating in EOPS/CARE new student orientation, students will be able to identify and understand their program obligations. (measured by orientation post-test)

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). ____ N/A ____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Looking at the scores for the orientation post-test, students did remarkably well. In our current Canvas delivery mode, students are assigned the orientation module when accepted into EOPS. Upon completing a power point, they are assigned the quiz. We imagine that being able to reference the power point leads many students to better outcomes on the quiz. The only question that had significant mistakes (27%) was a question about how to contact our office. During the pandemic, our preferred mode of contact was through Live Chat in Connex Ed. However, starting in fall we added in phone and office contact, which

assuredly confused some students. As a result, we will be revising the quiz question for next year's group of new students. It is a good reminder to update/tweak the orientation module and quiz each semester.

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

Explained in the last lines of paragraph above.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☒ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

NA

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please 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 particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

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