

Program: EOPS/CARE

Division: Student Services

Date: 11/1/24

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

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

One of our most exciting accomplishments was to integrate all of our suite programs; EOPS/CARE, CalWORKs and NextUP, into Special Programs. We developed a common application, a logo, an integrated Canvas course, and integrated policies and processes (wherever possible). We were also able to braid NextUp and VAR pilot program funds to remodel our suite to make it much more student friendly, with furniture, student art work, and work stations. All of our "merch" is commonly branded with the Special Programs logo.

Following easing of pandemic protocols, we continued to rebuild and grow our student population. While we targeted growing to 275 students, we were actually able to serve 292. We attribute the growth to continued in- and outreach, in particular with financial aid.

We continue to use ConexEd in our programs for both scheduling and case management. Students report enjoying the ability to make their own appointments following the milestone format. As we continue to see more students in person, we can easily orient our students to this service as well as help them individually when needed. Further, our distance education students get to continue to use the product, looking forward to a future integration with Confer Zoom for video appointments.

We continue to graduate and transfer a high number of students. Last year over 60 of our students graduated/transferred. In order to celebrate these and other academic successes, we held a Special Programs Student Recognition Ceremony. In addition to recognizing graduates/transfers, we also recognized high GPAs and significant improvement.

Our practice of reviewing degree petitions prior to turning them in has been a success. This way we prevent student error when filling out the forms and can intervene if needed when a student is missing a requirement. We also joined in on the denied degree project, where counselors review denied degrees and check for errors or missing requirements. This has allowed several EOPS students to get their degrees when they otherwise might not have.

Our EOPS/CARE/CalWORKs/NextUP Advisory Board had a reboot last year. We have been able to recruit new partners such as high school staff/faculty, and community members. This input is vital both to recruiting new students and to retention of our existing students.

Overall, we feel as though the trend has been increased numbers of in person students, with more students joining EOPS in their first semester. We hope to see this continue!

N/A_____

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

The delayed and flawed FAFSA/CADAA rollout was a challenge both for our continuing students and for future student recruitment. Many of our continuing students were frustrated by the FAFSA/CADAA delays and many weren't able to complete it without major intervention. Messaging and encouragement from our staff, as well as referrals to the financial aid office became a constant practice.

EOPS/CARE has spent the past several years as part of a pilot project for Vision Aligned Reporting (VAR). Completing the report, collaborating with colleagues and attendings meetings/trainings was time consuming and at times frustrating. We continue to have unanswered questions and confusion as we move forward with all colleges and more programs participating.

Specific to NextUP: Initial recruitment and onboarding of foster youth might be the most difficult piece of the programming. Many foster youth have barriers that impede program acceptance. We have been able to pull some reports through the campus student database of students who have self-identified as being in foster care at any point in their lifetime, but the NextUp program only accepts students who are verified as being in care at any point since age 13 so the recruitment process is slow and we have found that many students are not age eligible. Other barriers include homelessness, changes in contact information so we are unable to reach the student, and getting them into the office so they can complete an education plan. There is a relatively high occurrence for foster youth to have issues with transportation to get to campus so we have to navigate more creative ways to support foster youth so they can receive all the services that they would receive if they were able to come to campus.

The other issue is the misalignment between the state MIS definition of foster youth and the definition of a NextUp student. MIS data looks at self-identified current or former foster youth who were in care at any point in their lifetime while the NextUp program only counts verified foster youth who were in care at any point between ages 13-25. It seems pertinent, in terms of closing educational gaps among the foster youth population to still find solutions to support those who do not meet NextUp eligibility requirements. I would like to see all foster youth being successful but NextUp programming prevents us from using funding for foster youth outside of the age range described.

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

We will continue to educate our students about their options with respect to certificates and degrees. This will begin in our EOPS orientation and will continue in individual appointments and workshops. By using our online Student Educational Planning tool, Degree Works, we will allow students to explore degrees and certificates, encouraging them to consider AA/AS/ADT degrees within their transfer curriculum and/or certificates within degree programs. As part of our retention plan, we will direct students to use resources such as tutoring, and Math and English support courses.

Whenever possible, we will create educational plans that are two years in length, using Degree Works and curriculum mapping to ensure students can complete their courses when needed. When appropriate, we will front load Math and English coursework, constantly monitoring plan conformance with appropriate interventions such as tutorial services. We will also front load career exploration, using resources such as Career Coach and Personality career assessment tools to help students determine their major and academic pathway early. This will lead to fewer elective and unnecessary units.

We will also continue our practice of reviewing degree petitions prior to students turning them in. This helps to resolve errors and prevents as many degree petitions being denied. Further, we will also continue to review denied degrees to resolve potential errors and help students to identify missing requirements when needed.

We will continue to recruit disproportionately impacted (DI) groups to EOPS through venues such as Umoja, Puente, and other learning communities, partnering with Financial Aid outreach to provide better access to low income students, and work with our feeder high schools to increase access to our college and the EOPS program. Further, we will continue to work within the SEA program to ensure issues of equity pertaining to EOPS students are addressed. Finally, we intend to work with our office of institutional research to learn more about the success of our DI students within EOPS.

For NextUP: Strengthening community and county partnerships to streamline referrals will be the primary goal for the upcoming academic year. We will be assessing which barriers are most common for NextUp students and finding solutions to remove those barriers will be a point of focus.

In addition, the Coordinator may consider the feasibility of tracking former foster youth who do not meet NextUp eligibility but can be served within the EOPS program. The Chancellors office and our campus equity plan highlights foster youth as a targeted population that needs more robust services so a NextUp lite version for foster youth not eligible for NextUp would benefit from some additional case management and support.

N/A_____

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: So far, we have not been able to connect ConexEd to Banner. This makes us have to spend more time with respect to case management. Because the college uses SARS for scheduling student appointments, we have to have a staff member backfill SARS so that the data matches. During the rollout of CRM Advise, we have had problems with getting the CRM data to match our internal data. We also continue to struggle with helping our students through the probation/dismissal process due to some confusion with Banner and coding.

Suggestions: Allow ConexEd connection to Banner to augment case management and potentially interface with CRM advise. Keep working to ensure CRM Advise data matches our MIS. Keep working on the probation process to ensure smooth processes and clear messaging to students.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes _____ No _____
 2. Comments (Optional):
 3. Please review your program [maps](#). Do you need to make any modifications?
Yes _____ No _____
 4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
- Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).
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Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

Our data packets reflect very similar demographics and educational results over the years. We continue to be a very diverse program, with White students having a lower count than previously. Our students continue to do well in their

courses, at the same rate or higher than students overall at LPC. This is true both for in person and distance education courses. We continue to see an increase in the number of students taking both online and in person courses.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
Will all courses be assessed by June 2026?
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](#).
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review. As part of our 3-year plan, we spent last year discussing student success and how we can measure it. We have decided to create 2 new SAOs. The first SAO will set a goal for timely student education plan completion. Our second SAO will seek to lower the average number of units that students complete to get a degree/certificate and to transfer. We will assess the first SAO in Spring 2025. We will assess the second SAO next year, 2025-26.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
N/A
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
N/A
5. 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. N/A

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

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