

Program: EOPS CARE

Division: Special Programs, Student Equity and Success

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SLO/SAO Point-Person: Jill Oliveira

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- In academic year 2024-25 we served 368 students in EOPS/CARE, an increase of 26% over AY 2023-24. We are getting close to our pre-Covid number of 376 students!
- Within the above number our CARE student participation also increased, going from 13 to 18, a 27% increase. In large part, we can attribute this change to efforts from the CalWORKs program, who added county partnerships and grew their own program significantly. Whenever possible, CalWORKs students are encouraged to participate in EOPS/CARE as an augmentation to the excellent services they receive in the CalWORKs program.
- We continued to serve all EOPS/CARE/CalWORKs/NextUp students with all counseling staff, allowing for more flexibility with appointment times. In this way, students can build relationships with more than one counselor, allowing for more support and continuity of services.
- Academic year 2024/25 was our third year using Conexed for scheduling, remote appointments and case management. Through ConexEd case management we can track probation, EOPS/CARE warnings, academic standing, and more. Last year we also leveraged EOPS/CARE funds to ensure that we can continue to use this excellent product.
- We achieved nearly 100% comprehensive Student Education Plans (CSEP) with all EOPS/CARE students. To ensure this outcome, we required a one-hour CSEP meeting for all new EOPS/CARE students to develop a CSEP.
- At the state level, EOPS requirements changed, allowing programs to issue additional grant funds to eligible students. We were able to use carryover funds from AY 2023-24 to give EOPS/CARE students an extra grant.

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These funds can be used for any needed expenses, allowing our students the flexibility to spend money as needed.

- We continued our practice of reviewing Degree/certificate petitions. We do this both to ensure accuracy and in hopes of preventing denied degrees. Counselors also participated in the Denied degrees project, which investigates why students were denied degrees. In this way, we have been able to advise students to reapply or to complete a class to finish their degrees and/or certificates.
- Last year, we started offering Career & Major Exploration Workshops as an option for the first required contact for EOPS/CARE students. This allows the front-loading of crucial career and major information, therefore preventing the completion of unnecessary units for a higher number of students.
- We have enhanced our use of Microsoft Teams, promoting real-time collaboration and updates around student cases, and the latest state and local counseling guidance (especially for P/T faculty who do not attend departmental counseling meetings).
- Counselor Michelle Zapata developed an EOPS Ambassador Program handbook during her sabbatical in the 2024-2025 academic year. She developed a comprehensive handbook that includes program design and implementation details. While on sabbatical, Michelle collaborated with Ambassador Program coordinators at four different colleges and universities. She interviewed the coordinators and key student leaders from the University of San Diego, UC Davis, the State University of New York, and Irvine Valley College. She also researched Ambassador Programs at ten other colleges and universities to discern some of their best and common practices. The handbook will be used to implement our first EOPS Ambassador Program during the 2026-2027 academic year.

2. Please describe your most important **challenges** in year 24-25.

- Because ConexEd isn't connected to Banner, we have to also code the SARS grid. This is an extra step that takes time and could lead to mistakes when copying from ConexEd to SARS. Our counselor assistant also has to occasionally reach out for clarification to one of our counselors, which also can lead to delays or errors in our data.
- CARE students often experience the highest levels of poverty. Although we help whenever we can, the increasing numbers of students served often leads to less funding per student.
- As the college pivoted to My Portal, staff often found themselves spending time trying to help students troubleshoot problems. Although the college offered help with My Portal, sometimes we also have tasks we need students to complete, meaning more required time and effort on behalf of students and staff.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

Last year we looked at two Student Area Outcomes (SAOs):

- As a result of participating in EOPS, students will meet with a counselor to develop a comprehensive student education plan (CSEP) by the end of their first semester in the program.
 - Analysis:
 - Last year, we had trouble using the CRM to determine whether or not our students had CSEPs. Often times, CRM was not even accurate as to the number or the actual students in our program.
 - We will continue to see if we can use the CRM to assess our SEP of all new students getting a CSEP in the first semester. Through our own data collection, we were able to determine that almost all EOPS/CARE students had a CSEP in Fall 2024. In Spring 2025, we changed our practice to all new students creating a CSEP at their first contact, ensuring that all new students will develop a CSEP their first semester in the program.
- As a result of participating in EOPS, students will complete degrees and/or certificates within 70 units (exceptions made for high unit majors).
 - Analysis:
 - Given that the state chancellor's office has set a goal to have the total number of units to degrees be 78 units or below, we decided to take a look at how many units per average our students were needing to complete their degrees.
 - For high unit majors (typically in BSTEM) we found the average to be 80.85 units.
 - For non-high unit majors, the average was 67.6.
 - The average for all majors was 74.95.
 - For this round, we looked at all EOPS/CARE students earning degrees in AY 2024/25, regardless of whether or not they had completed units upon joining the program.
 - Obviously, this is within the average for the state chancellor's office goal. We will continue to work with our students to minimize unnecessary units. Some of these strategies include:
 - Continue to do career/major exploration workshops each semester
 - Discuss major/career choices each time updates are made to SEP

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- Thoroughly discuss the impact of major changes, especially after 30 or so units are completed

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We plan to work with the newly hired student interventions developer on probation/dismissal practices. As we track our probation/dismissal students, we often have questions. A direct collaboration will allow us to help make the process more transparent for our students.
- We will continue to advocate for the college to fund at least part of the case management system within ConexEd. We would also like to have a connection between ConexEd and Banner, which would enhance the case management features and have the potential to provide data for Vision Aligned Reporting (VAR).
- We would like to leverage CRM capability as it is built out to add to the case management effectiveness of ConexEd.
- We will encourage our CARE students to attend the upcoming Financial Wellness and Resource Workshop, as well as offer any financial or staff support as needed. Further, we will continue to collaborate with other campus programs/committees who aim to serve student parents.
- Counselor Michelle is coordinating with the Guided Pathways Ambassador Program to implement the EOPS Ambassador Program alongside their program next year. The EOPS Ambassador Program goals will be to: (1) increase awareness of EOPS and to increase the number of applicants to the program, and (2) connect current EOPS students with the support they need to reach their goals. We plan on hiring several EOPS students to serve in the EOPS Ambassador role.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.