

Comprehensive Review for EOPS (Student Services)

Fall 2012

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

For units/programs who offer courses:

Success/Retention Analysis

Summarize your unit/program's success/retention data and trends, *including an equity analysis*.

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With respect to the success rates of the eight subgroups assessed—African-American, American Indian, Filipino, Asian, Hispanic, White, and Other/Declined to State-- from spring 2010 to fall 2012, EOPS students achieved an overall average rate of 73%, with the only a 4% variation between spring 2010 (71%) and spring 2012 (75%), the lowest and highest success points, respectively.

In terms equity, where Asians achieved the highest overall rate of success (84%), comparatively, African Americans achieved the lowest overall rate of success (64%); in fact, Asian success outpaced African Americans by an average of 19.3% from spring 2010 to fall 2012.

With respect to the term-to-term retention rates of the above eight subgroups assessed from spring 2010 to fall 2012, EOPS students achieved an overall average rate of nearly 83% (82.8%), with a 17.3% variation between spring 2010-fall 2010 (90%) and spring 2012-fall 2012 (72.7%), the highest and lowest retention rates, respectively, for the stated six-semester period..

In terms equity, where Asians achieved the highest overall term-to-term retention rate (87.7%), comparatively, African Americans achieved the lowest overall term-to-term retention rate of nearly 80% (78.9%), being outpaced by Pacific Islanders by 4 tenths of a percent (78.94%); in fact, Asian retention outpaced African American retention by an average of 8.83% from spring 2010-fall 2010 to fall 2012-spring 2013.

Curriculum Update

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

Course Offering Analysis

Analyze your course/section offerings and trends, and report any new course or program plans.

For programs with advisory boards:

Advisory Board Update

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

The EOPS/CARE Advisory Board develops and recommends policies, strategizes in support of the annual program plan and budget, and markets EOPS and CARE I the broader community.

Jeffrey Benford—Advisory Board Chair & Director, EOPS, CARE & CalWORKs; George Mills—LMC Assistant, EOPS Program; Jorge Cea- LMC Manager, Outreach; Robin Harrison—Coordinator, CARE Program; Shirley Baskin—LMC Counselor, general counseling; David Hobbs—political faculty, LMC; Rosa Armendariz—Instructor, LMC; Linda Stingley- Pittsburg community member; Nancy Yarrow—counselor, Freedom High School; Michelle Larkrith—administrator, UC Berkeley; Bob Ferrando – faculty, UC Davis; Jeanine Stein—faculty, LMC

For all programs:

Customer Satisfaction

Summarize the results of your unit/program’s “customer” service satisfaction survey(s).

No customer satisfaction survey has been conducted

Assessment Summary

Summarize your PSLO/CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Prior to 2008, EOPS has primarily focused on student knowledge and perceptions of LMC student support services, as well as their understanding of the concept of contentious citizenship. EOPS assessed students with respect to this focus through surveys consisting of multiple-choice and matching questions. Given that most students (over 80%) were proficient in their knowledge of campus resources, the program shifted its assessment focus from student resource knowledge to determine—1) how students acquired their knowledge of student services resources, 2) how students shared resource knowledge at the peer-to-peer level, what we have come to term “academic networking,” and, with a concern for the success of returning students, 3) what obstacles to reentry were most commonly experienced by returning students, and which resource, external and/or internal, most contributed to their successful reentry.

As a result of our assessments, we have made the following changes:

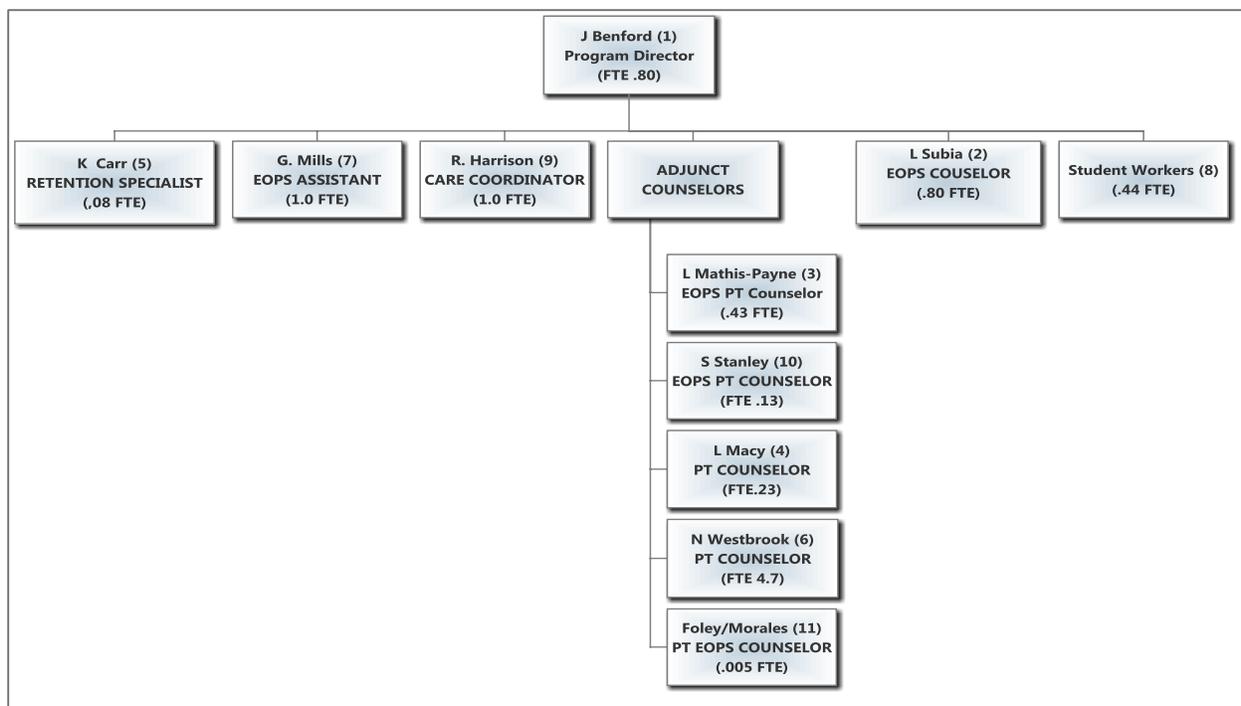
1. Implemented Re-entering Peer-Mentoring
2. Implemented EOPS Academic Networking Workshop
3. Implemented EOPS African American Peer Recruitment Team
4. Implemented African American male-to-male peer mentoring (AMAAS project)
5. Developed Returning Student Resource Guide
6. Implemented EOPS Student Advocates, students selected by application to assist the EOPS Advisory Board in the development of policy and strategic plans, and to assist EOPS staff with the implementation of new initiatives
7. Revised Mid Semester Progress Reports drawing on faculty feedback obtained during EOPS FLEX activity
8. Created *facebook* account to take advantage of the student preference for peer-shared information, i.e., social networking
9. Expanded communications strategy to increase program compliance by posting program deadlines on LMC marquis, display cabinets, and bulletin boards

Staffing Structure

Analyze your unit/program's staffing structure including 3 year FTE trend data.

The EOPS/CARE program consists of 4 full-time employees— 1 academic manager, 2 classified staff, and 1 counselor, as well as 4 student assistants and 4 part-time (the fifth showing below was hired to work on a one-time basis to support a special recruitment project) adjunct counselors. The program's staffing structure is shown in the chart below.

Given the fiscal year '08-'09 budget cut of 39.6%, EOPS lost counseling and classified staff -- 2.0 FTE program coordinators, .75 FTE program assistant, 1.5 FTE counselors, and a 50% drop in student worker hours; hence, the table above reflects the staffing pattern that has been in place since the FY '08-'09 cut.



Several classified and counseling staff members have either been reassigned or displaced due to district-wide staff reductions.

Budget Analysis

Summarize your unit/program's budget analysis including 3 year budget trend data.

EOPS experienced a 39.6% budget cut (\$349,158) during fiscal year (FY)'08-'09 year, reducing its budget from \$880,835 to \$531,512 and an additional reduction 2.67% reduction during FY '09-'10, reducing its budget to \$517,288. Since FY '09-'10 to the present, \$517,288 has been the EOPS allocation. In compliance with Title V regulations, the district continues its practice of supplementing EOPS by covering the EOPS director's salary and benefits through a "match" contribution of \$151,955.

Facilities

Report on your unit/program's current and future use of facilities.

Currently facilities:

3 permanent staff offices (with doors), 6 workstations used by permanent staff and student workers (no doors), 4 offices (with doors) shared with several other college departments used for adjunct counseling. At the start of each semester, several orientations are used for meetings with groups of 100-150, as well as small groups with groups of 12-15. Staff meetings are held in conference rooms designated by the college.

Future facilities:

3 permanent staff offices (with doors), 8 workstations—6 to be used by permanent staff and 2 by student workers, 4 offices (with doors) to be shared by adjuncts, exclusive of other departments and housed in a common area proximate to EOPS. A designated conference room would accommodate EOPS tutoring or staff meetings, and a lobby would be needed to manage reception and appointments. Storage space is also needed, as some materials (i.e., toner cartridges, paper) is unsecured. EOPS would continue to use college rooms for orientation and small groups.

Equipment and Technology

Report on your unit/program's current technology and equipment infrastructure.

- Workspace pcs— 9 office pc running Windows and Microsoft Office Suite
- Dedicated parking permit pc- 1
- Printers—1 color, 1 multipurpose, 1 high capacity
- Shredders— 2 mini, 1 medium
- Stand-alone scanner- 1
- Laptops—2 Windows, 1 Mac
- Projector—1
- Camcorder- 1

Professional Development

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members, and analyze your future professional development needs.

Past professional development has included the following:

- Each fall and spring, California Community College Chancellor/EOPSA Technical Assistance Training focusing on policy implementation and student success
- 2012, Grant-writing class for non-profits sponsored by Contra Costa County Supervisor Federal Glover
- 2012, Microsoft Excel training (Fred Pryor)
- Every semester, MS ACCESS and Scheduling and Reporting System (SARS) in-services
- 2012, African American Male Education Network and Development (A2MEND)
- 2011, 10th Annual National Council on Black American Affairs Leadership Development Institute for Midlevel Administrators in Community Colleges
- 2011, Contra Costa Community College District Leadership Institute
- 2010-present, annually, Policy and student success -- California Community College Chancellor/CalWORKs Technical Assistance Training
- Fall 2011, FLEX presentation, "Transforming EOPS Students"
- Spring 2012, FLEX presentation, "Say What You Need to Say"

- 2011, LMC Professional Development Planning Committee
- 2012-present, Contra Costa Community College District Research and Planning Committee
- 2011, The Research and Planning Group Student Success Conference

Moving forward, we will seek out professional development that addresses:

- Managing difficult students to equip staff with skills to de-escalate volatile situations, absent of campus police
- Professional self-care to encourage staff to practice personal transformation as a burn-out prevention
- Workflow refinement employing the use of electronic archiving software and hardware (paperless)
- Collaborative team-building to empower staff with the skills to move ideas from conception to inter-departmental teamwork
- Grant-writing and budget to generate and manage micro and large budgets
- Project management, given all staff are responsible for the progression of projects

Collaboration

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services.

To deliver services to students, EOPS has developed and maintained internal on-campus partnerships with: Bookstore – disbursing \$152,000 in textbooks annually, ordering course-related supplies for students

- Business Office and Cashier—distributing parking permits
- Cafeteria- as the venue through which CARE meal tickets are redeemed monthly meal tickets
- Automotive – to provide auto repair subsidized buy CARE
- Child Study Center—to provide CARE subsidized childcare to students enrolled in CARE
- Counseling Department—to assist students in developing educational plans, as well as providing academic and personal counseling to promote student progress through the matriculation process and the attainment of degrees, certificates and transfer objectives.
- Music department – to conduct large intake orientations in music recital hall
- District Research office -- to generate data needed to develop and fund the Accelerating Male African American Success initiative (AMAAS)
- UMOJA- to assist in identifying potential AMAAS mentors, as well as new AMAAS students
- Financial Aid—to facilitate the processing of AB 540 student applications to EOPS
- Admissions and Record & District Office—to administer priority registration
- CalWORKs—to secure addition student workers for EOPS employment

Our office campus partnerships have suffered due to budget cuts, but have included:

- Pittsburg Adult Education—to recruit students
- Contra Costa County Dept of Employment Human Services —to certify CARE applicant eligibility
- Contra Costa Independent Living Skills—in conjunction with LMC Child Studies Center, Counseling, Financial Aid, and Career and Technical Education—to identify the needs of foster youth and develop strategies to fill gaps in service
- Parole And Community Team (PACT) a concern of over 12 county agencies working to support paroles inmates succeed in their return to their communities.
- DVC Educational Talent Search—to provide orientations to LMC for Gateway High School students with an emphasis on CTE sources and certification programs

Annual Review Update Analysis

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

Analysis of annual review for the past four years:

Overall, EOPS has shifted its focus from the student knowledge of support services and the concept of contentious citizenship to focus on more on student awareness of their personal academic goals and how they express this intention in relationship to broad spectrum of agencies and people, both within the context of the college and external to it. This shift reflects a value of the capacity that students possess to a significant number of social connections and to leverage those connections in the service of their academic and professional objectives, to unprecedented degrees.

Here are the 4 objectives that EOPS has focused on from 2008/09 to 2011/12, with an analysis for each:

2009-10

- Objective: To develop new small learning community in collaboration with the Academy for College Excellence (ACE, formerly the Digital Bridge Academy). EOPS successfully recruited 50%-60-% of all students enrolled in ACE cohorts.
- Improvements: Although ACE was discontinued, EOPS-- 1) Implemented an ACE-only intake and orientation process to reinforce both student-to-student connections and student-to-EOPS staff connections; 2) Implemented *faculty and staff consults* including ACE faculty and EOPS staff and counselors to identify students struggling to transition to college (i.e., no-shows, lack of class participation) and strategize to address their obstacles to re-engagement; 3) EOPS counselors adopted "intrusive counseling" techniques as a general practice.

2009-10

- Objective: to increase peer-to-peer advocacy in support of academic progress among EOPS students—**objective abandoned**
- Improvements: Due to staff loss as a result of a 39.6% budget cut, EOPS lost the capacity to carry out this objective. This objective was defined before the announcement of budget cuts

aforementioned, which eliminated the funding of peer-mentors required to carry out the monitoring and modeling of the peer-to-peer advocacy project.

2010-11

- Objective: to increase the number and quality of student-to-instructor and student-to-student contacts in support of EOPS student achievement.
- Improvements: 1) Conducted FLEX to solicit instructor feedback and insights; 2) drawing faculty feedback from FLEX activity, revised the EOPS Mid Semester Progress Report, expanding it to capture a wider range of faculty feedback about student performance; 3) inserted skits in orientations, featuring students who dramatize effective student-instructor engagement techniques, with audience participation; and 4) expanded orientations to include student identification of helpful and unhelpful student-instructor engagement techniques

2011-12

- Objective 1: continued the 2010-11 objective
- Improvements: 1) Implemented Academic Networking exercise in EOPS orientation, requiring students to generate maps, identifying both the variety and quantity of their relationships formed to support their expressed, academic intention; this mapping activity requires students define both their academic and professional goals, project a date of accomplishment, identify potential obstacles, as well as both external and internal assets at hand to overcome obstacles; 2) implement a survey of the networking module to capture student views about its usefulness and impact on the values and thoughts about the practice of academic networking; created **facebook** page, encouraging student and encouraged student logging into it by placing program information and opportunities on the site with 1/3 of spring '12 students "friending" or signing on to the EOPS **facebook** page.
- Objective 2: to dramatize the effects of the achievement gap from the perspective of the student, with particular focus on the African American male student—**revised focus**.
- Improvements: As result of district staff reductions, EOPS had to reallocation program funds originally marked to fund the collaboration with the LMC Drama department, i.e., **scriptwriting, filming, and editing. However, upon discovering that African American males in EOPS and EOPS students, in general, did not fully understand the significance or facts related to the achievement gap at LMC, it was decided that a more effective way to dramatize the achievement gap was to expand student knowledge of the issue.** Toward this end, EOPS: 1) Obtained a district report comparing EOPS African American male success data to that of the non-EOPS African American males enrolled at LMC, as well as LMC students over all, 2) Presented the district success data to EOPS students during orientations, 3) Enlisted and trained African American students to inform African American males about the achievement gap and recruit them for EOPS; 4) Instituted a cohort model to support students recruited by African American students (AMAAS); 5) Collaborated with the District Research and Planning Office to secure funds for the implementation of a peer-mentoring/tutoring project, and community forums for AMAAS students; 6) Collaborated with the District Research and Planning Office to implement an early alert academic student engagement system

There was one note of feedback to the annual program review – “Mission statement needs to be expanded; it reads more as a description than as a true mission statement.”

In response to the above feedback, we have revised our mission as follows:

EOPS provides academic and financial support to community college students whose educational and socioeconomic backgrounds may deter them from successfully attending college and completing their educational goals. Services are specifically designed to offer educational support to address the specific needs of at-risk students, including but not limited to: individualized counseling and support, academic progress monitoring, tutoring services, EOPS textbook services program, EOPS textbook rental program, specialized transition services, computer loan program, leadership development and workshops.

Strategic Priorities

Describe which strategic priorities (District or college) you feel are most applicable to your unit/program and how your unit/program plans to participate in supporting these priorities.

Strategic Priority #1 Increase And Accelerate Student Program Completion

- Support Plan – Integration of Instruction and Student Services by developing collaboration between EOPS and LMC Career and Technical Education faculty and staff, designed to boost the enrollment, retention, persistence and success rates of African American males in Career and Technical Education fields. The collaborative will leverage the employment interests of local industry representatives (e.g., Chevron) and the social capital of African Americans to build a pipeline, *establishing early* connections with students (a SENSE benchmark) and continuing through their engagement in peer-mentoring.

Strategic Priority #2 Promote Faculty, Staff, and Student Engagement

- Support Plan—the EOPS CTE collaborative will draw on faculty, classified staff, and students and provide structured interaction between each of these as principle stakeholders in the development, implementation and evaluation of the pipeline described above (**a CCSSE benchmark**); further, this plan provides structured student-instructor interaction on “activities other than coursework (**a CCSSE benchmark**).
- Support Plan—Continue to require students to contact instructors to discuss their personal, academic performance, emphasizing the importance and process for doing so outside of class (**a CCSSE benchmark**). .

Strategic Priority #4 Improve the Academic Success of our African American Students

- Support Plan – The EOPS-CTE collaboration described above focuses on African American male participation in the Career and Technical Education, both as course participants and as stakeholders in the strategic planning and evaluation process, an approach that provides structured student-instructor interaction on “activities other than coursework (a CCSSE benchmark)
- Support Plan—Continue to enlist African American students and identified community partners in the recruitment, peer-mentoring, and community building activities focusing of African American males in EOPS, given that LMC African American males enrolled in EOPS outpace the retention, persistence, and success rates of both LMC African American males not enrolled in EOPS and the college average for each of these three benchmarks.
- Support Plan—Continue outreach and retention efforts in support of Umoja basic skills students enrolled in EOPS.

Long Term Goals

Using the above analysis, develop longer term (5 year) goals that you plan on addressing in your annual unit/program review updates (3 – 5 goals recommended).

After two consecutive semesters of participation on the program, EOPS students will be able to:

1. Demonstrate the ability to develop an educational plan that specifies an educational goal and outlines a sequence of courses needed to achieve the specified goal in six (semesters).
2. Establish student-instructor relationships that promote intellectual development.
3. Develop and increase academic support networks with, both LMC non-instructional staff and agencies external to the college.