2014-15   LMC Program Review (EOPS/CARE/CalWORKS)

Unit Profile	Mission Statement
EOPS is a state-funded student support program that provides low-income students with educational disadvantages the resources that enable them to achieve educational goals and objectives. CARE is the first and largest state-funded program of its kind in the nation and is unique to California and the community colleges system. The program is symbolic of the state's commitment to provide college education and job training to low income single parents. More importantly, CARE encourages the women and men participating in the program to believe that they and their children are important, that they are capable, and with proper support, they can break the cycle of welfare dependency and become self-sufficient.	EOPS EOPS is a state-funded, student support service program established to promote the enrollment, retention, persistence, and success (i.e., transfer, degrees, certificates) of students from low-income, underrepresented backgrounds in higher education by offering services that are above, beyond, and in addition to services available to all Los Medanos College students. CARE Los Medanos College CARE program supports the a) enrollment, b) retention, c) persistence, and d) transfer/degree-attainment of EOPS/CARE students who participate in the TANF/CalWORKs program by offering services that are in addition to, above, and beyond those available to LMC and EOPS students. Through EOPS and CARE, eligible students receive supplemental educational support services, such as assistance developing educational plans, personal counseling, peer support, academic progress support, and guidance in developing effective academic networks. In addition, grants and allowances for transportation, books, and supplies are provided to enhance the retention, persistence, graduation and transfer rates of EOPS students.

Objectives Section I:

#	Objective Title	Objective Description	Rationale	Activities	Lead 1	Lead 2	Timeline 1	Timeline 2
1	Develop peer-peer contact	With focus on returning students from fall 2013, by the end of the spring 2014 semester increase the number student-student interactions focusing on academic needs, social needs and academic referrals.	Since a failure in connecting with students led to the learning of the power of student-student interaction where the "capital" of peers can be used to connect with students on a more intimate level, EOPS decided to develop a peer-peer contact requirement. With 59%	• Outline the benefits of student-student engagement • Present models for student-student engagement • Track identified academic networks • Identify and hire students to be peer mentors • Train peer mentors	Laura Subia	George Mills, Jr.	2014FA	

			of EOPS students returning from the previous semester identifying at least 2 peers on average in their academic network, we decided to develop an intentional peer contact to promote the value of a peer mentor and also develop legacies for students.	• Provide information to students regarding peer mentoring requirement • Build peer-peer contact scheduling grid				
2	CARE support group	To provide a safe and comfortable environment for students to share fears, challenges, goals and dreams	One of the strengths of the CARE program at LMC is its commitment to help each student discover and express his/her own unique voice—especially on matters of personal conviction. The purpose of the CARE workshops is to promote student development through relevant topics that promote self-awareness, self-esteem, confidence and resourcefulness. The group meetings provided a safe place in which to share personal life challenges. Additionally, we observed that our CARE students can further benefit from access to more resources dealing with domestic violence, mental health and homelessness. These issues are all issues that a majority of the CARE participants deal with.	• Increase Support Group meetings to offer more opportunity for safe space • Continue two-workshop requirement • Facilitate workshops, offering referrals to community services for basic needs, such as -- food, clothing, shelter, safety	Robin Harrison		2014FA
3	Develop online application	During spring 2014, design a user-friendly	The online application is designed to support the	• Outline the benefits of utilizing an on-line	Yasmine Flaggs	George Mills,	2014FA

on-line application that is accessible through the EOPS website.	utilization of the increasing number of on-line services available on and off campus. Proficiency in using on-line services will be essential to students' experiences at Los Medanos College. Additionally,	application • Identify software options to build application • Determine what information will be collected • Meet with the IT Department to determine the protocol for implementation • Develop on-line application and upload to the EOPS website • Review	Jr.	

Objectives Section II:

#	RAP Request	Maintenance Request	Maintenance "Other"	Program SLO	College Strategic Priority	District Strategic Plan
1				Promote Academic Networking	Build stronger relationships among faculty, staff and students to increase engagement and student success.	GOAL 1: STUDENT LEARNING AND SUCCESS
2				Promote Academic Networking	Build stronger relationships among faculty, staff and students to increase engagement and student success.	GOAL 1: STUDENT LEARNING AND SUCCESS
3						GOAL 2: COLLEGE AWARENESS AND ACCESS

Objectives Section III:

#	Status	Status Reason	Improvement	Modified By	Modified On
1				jbenford206	2/21/14

2			jbenford206	2/21/14
3			jbenford206	2/21/14

Program SLO:

PSLO#	Learning Outcome	Rationale for Change	Aligned
1	Increase Educational Plans Development	By the end of spring 2014, increase the number of students who re-engage counseling to develop their true educational plan considering a change in major. Students in this cohort will have finished one year of participation in EOPS.	No
2	Increase student-instructor engagement	With focus on the students who persist from spring 2013 to fall 2013, by the end of the fall 2013 increase the number student-instructor interactions occurring outside of the classroom that deal with student course performance or mastery of course content.	No
3	Promote Academic Networking	During fall 2013, increase the variety and quantity of academic contacts that returning students identify as part of their academic support networks	Yes