LMC Comprehensive Program Review
Student Services Units
Fall 2017
Program: EOPS/Foster Youth/CARE

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1   EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1   ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

The most significant contributing factor over the past 3 years has been the restoration of the EOPS budget. Statewide budget cuts to categorical programs resulted in EOPS limiting the number of students and types of services that were able to be offered. One unintended result to the reduced numbers were higher retention rates in certain ethnic groups. In particular African American students had higher term to term retention rates from Spring 2015 to Spring 2016. An opposite trend was observed with Hispanic students who had an increase in term to term retention from Spring 2015 to 2016.

All ethnic groups saw an increase in students that were transfer ready during the past three years. This can be contributed to the restoration of services that include book vouchers, parking permits, and survival kits.

One area of concern during the past three years was the retention of students from fall to spring and the percentage of EOPS students that were compliant with state mandated program requirements. Data revealed that students that were not compliant and as a result lost part of their benefits did not return to EOPS the following semester. During the past year the EOPS Advisory Board reviewed the data and developed a new Mutual Responsibility contract. This new contract allowed for the creation of a Tiered level of services for students that did not meet one or more requirements. The recent change created a significant increase of students that were retained from Fall 2017 to Spring 2018.

During the past two years there has been an intended effort to increase the participation of Foster Youth students and African American Males accepted into EOPS. As a result both populations have experienced growth in the program. A Summer Bridge program specifically designed for African American males was created to assist with the College's goal of increasing access through enrollment of students currently underserved in our community. The Brothers of Excellence Program (BOEP) was created to align with the College's goals of improving access, identifying pathways, college-level transition, persistence & completion, equitable success, and learning culture. In the past year the Foster Youth program was relocated to EOPS. Foster Youth students have been invited to

beginning of the semester kick-off events, priority registration events, and received targeted invitations to apply for the EOPS program.

We are in the early development stage of creating a satisfaction survey for EOPS and CARE students that will include interactions at the front counter, level of satisfaction with counseling appointments, effectiveness of workshops, and the effectiveness of services that are currently being provided. The student advocacy group will assist with the implementation of this project this semester.

1.2   ASSESSMENT SUMMARY

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

EOPS and CARE focused on increasing the development of Education plans, student – instructor engagement and developing an academic network. A review of the academic network maps revealed that students that had more than 5 people in their network had higher success rates. We are now strongly encouraging all of our students to expand their academic network. Ed-planning has increased due to policy changes that were supported by the advisory committee and welcomed by EOPS and CARE students. The combined three PSLOs align with the 6 college goals listed below:

 1. ACCESS: increase access through enrollment of students currently underserved in our community.

2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.

3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.

4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.

6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

The current PSLOs are fairly new and will remain the same for the next academic year.

1.3   PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

A2mend Conference – Staff and students were able to attend the A2mend conference that focuses on improving the gradation and persistence rates of African American Males.

ACCCA Conference – EOPS and CARE Manager, Steven Freeman Jr. attended the ACCCA conference that focuses on providing resources, tools, and best practices that would be beneficial to College Administrators that are new to the California Higher Education system.

EOPS Statewide Annual Conference – EOPS and CARE staff, faculty, and administrators attend an annual conference that shares best practices and provides an opportunity for staff, faculty and administrators to network.

EOPS Statewide Technical Assistance Training – EOPS and CARE staff, and administrators attend this training because the Chancellor's Office believes that it is essential to provide campus EOPS and CARE program staff with technical assistance and support as well as facilitate strategies to maximize supportive services and limited funds to ensure that low-income, educationally disadvantaged students eventually become educated, informed citizens who will contribute to California's economic health and future. We look forward to meeting with you in March and anticipate a rich, mutual collaboration of California Community College professionals.

EOPS and CARE New Directors Training – EOPS and CARE manager, Steven Freeman Jr. and CARE Coordinator Melina Rodriquez attending this training to

John Burton Foster Youth Summit - EOPS and CARE Manager, Steven Freeman Jr. attended the conference that provided best practices, resources, and tools for colleges that have focused on improving the retention and persistence rates of Foster Youth students on their campus.

4CD Leadership Institute – Robert Delgado is participating in the 4CD Leadership Institute. It is open to all classified and academic regular monthly managers/supervisors, full time tenure track faculty members, full time tenured faculty members and monthly classified employees who aspire to obtain the competencies required for future leadership opportunities.

Campus Police Emergency Response workshop – Representatives from campus police services discussed how to remain safe on campus, evacuation procedures, and closed with a question an answer period.

LMC Race Religion and Civil Rights Workshop. – EOPS and CARE staff were able to attend a workshop that highlighted the role of race, religion, and civil rights on a college campus.

Title IX Workshop - This workshop provided EOPS and CARE staff with an overview of Title IX, with an emphasis on sexual misconduct in student-to-student and adult-to-student situations. It also covered employees' obligations to identify and report Title IX issues that have been brought to their attention, as well as best practices for doing the same.

1.4 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, and impact (directly or indirectly) on student success.

StarFish Early Alert software - 710 EOPS and CARE students are participating in the Pilot of the StarFish Early Alert retention tool. This retention tool replaces the previous practice of utilizing paper progress reports. EOPS works closely with the Retention department to conduct intrusive advising.

Beginning of the Semester Kick-off Event – EOPS, CARE, CalWORKS, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center collaborated to create a one stop shop for students.

Priority Registration Event – EOPS, CARE, CalWORKS, DSPS, Foster Youth, and Veterans held a campus wide promotion and event that focused on increasing the number of students that utilize priority registration

Parents Connected – The summer bridge program for African American Males receives sponsorship from Parents Connected in the form, of stipends, and assistance with daily breakfast and lunch for participants.

Antioch Unified School District African American Male Achievement Initiative – African American Male students from Antioch Unified School District participated in an on campus workshop where they were partnered up with LMC African American Male students.

Partnership with Umoja – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are encouraged to attend EOPS sponsored workshops.

Outreach – We have make a coordinated effort to work with the Outreach department, and other programs on campus that conduct high school and community visits.

HealthRIGHT360 Contra Costa Reentry Network – We are currently creating a pathway to LMC for formerly incarcerated. We hold meetings on campus that have included the counseling department, Workforce Development, LMC administrators, and DSPS.

CalWORKS – There has been a coordinated effort to combine resources and workshops for CalWORKS, EOPS, and CARE students.

Super Saturdays – We have had an active presence at Super Saturdays. We have tabled and provided EOPS informational workshops on a yearly basis.

ESL Program – We have conducted several workshops geared towards the needs of ESL students. Textbooks that were needed by ESL students were also added to the EOPS lending Library.

1.5   PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description: N/ATHE

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type	
	☐ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	

General Description	Est. Expense

Justification:

2 FOR UNITS/PROGRAMS WHO OFFER COURSES:

2.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

2.2   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.

2.3   CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

2.4   COURSE OFFERING ANALYSIS

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

3   FOR PROGRAMS WITH ADVISORY BOARDS:

3.1   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 is mandated to meet at least two times an academic year. Topics covered during the meeting include reviewing current policies, creating new policies, reviewing retention and success rates, innovation, reviewing student contracts, staffing changes, and updates on student demographics.

The board has been very effective at creating policy changes to improve the number of EOPS and CARE students that remain compliant with program requirements. We recently created a tiered level of

services that was based on meeting program requirements. An immediate outcome was an increase in retention, persistence, and completion during the FALL 16 to Fall 17 academic school year.

Jeffrey Benford	LMC	
Steven Freeman Jr.	LMC	
Tara Seymour	LMC	
Robert Delgado	LMC	
James Noel	LMC	
Rashaad McAlpin	LMC	
Melina Rodriquez	LMC	
Alex Sample	LMC	
Michael Young	LMC	
Rudolf Rose	LMC	
Elizabeth Costanza	LMC	
Larry Oshodi	Heritage High School	
Kenneth Gardner	Deer Valley High School	
Kelly Manke	Freedom High School	
Abe Doctolero	Pittsburg High School	