

LMC Program Review Year 3 Update 2019-2020 Student Services Units EOPS and CARE

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

EOPS (Extended Opportunity Programs and Services) 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*. 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. EOPS and CARE both align with the College’s mission to focus on student learning and success through the mandated student completion of academic counseling appointments, study halls, and academic enrichment and leaderships workshops.

The CARE (Cooperative Agencies Resources for Education) Program at Los Medanos College consists of single parents who want to break the welfare dependency cycle by successfully completing college-level educational and training programs, and therefore, become more employable and economically self-sufficient. CARE students receive all of the resources that are provided to EOPS students in addition to child care assistance, and a CARE grant.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

EOPS and CARE have established several partnerships on campus:

- **Collaborated with the Center for Academic Support also known as the CORE for the Fall 2019 Study Slam** – 480 students attended. This resulted in a 100% increase in student attendance.

- **EOPS/CARE/CalWORKs/BOEP Monthly Study Halls** – Study halls are open to all LMC students where an average of 200 plus students attend.
- **Collaboration with Math lab** – 2-5 math tutors provided math assistance at the EOPS study halls
- **StarFish/LMC Connect Early Alert software** - 710 EOPS and CARE students participated in the Pilot of the StarFish Early Alert retention tool. This retention tool replaced 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** – CARE, CalWORKs, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center were invited by EOPS to join the one stop shop format to assist students on the first day of class.
- **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.
- **Partnership with Umoja** – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are also encouraged to attend EOPS sponsored workshops and events.
- **Outreach Department** – We have made a coordinated effort to work with the Outreach department, and other programs on campus that conduct high school and community visits to increase LMC student attendance.
- **CalWORKs** – There has been a coordinated effort to combine resources, and retention efforts through workshops for CalWORKs, EOPS, and CARE students. This has resulted in a 100% increase in attendance at events and allowed for more fiscally responsible spending.
- **Senior Saturdays** – We have had an active presence at Senior Saturdays. Students are encouraged to enroll in 12 units to apply for EOPS. 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. ESL students have also assisted with targeted outreach.

c. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

- Dean Counseling and Student Support
- EOPS/CARE Manager
- EOPS 0.5/BOEP 0.5 Coordinator
- EOPS 0.5/CARE 0.5 Coordinator – Currently Recruiting – New Position
- EOPS Program Assistant – vacant due to OOCA

- EOPS Program Assistant – Part time/Hourly
- EOPS 1.4 (FT) : 2 Adjunct Counselors

d. How does your department ensure that students are aware of learning support outcomes?

Learning support outcomes are posted at the EOPS front counter, on the EOPS Website, and they are reviewed during the EOPS orientation.

2. Engagement

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

EOPS/CARE staff are actively involved in the following campus efforts:

- Strategic Enrollment Management Team
- Brentwood Enrollment Team
- Guided Pathways Committee – Co Chair is an EOPS counselor
- Student Equity & Achievement Committee
- Student Learning Outcomes Committee
- Starfish/LMC Connect – EOPS students involved in pilot
- Financial Literacy Presentation – Collaboration with District and Financial Aid department
- Senior Saturday Planning Committee
- Ed planning – all EOPS and CARE students are required to have an Ed plan updated each semester
- EOPS management and staff have facilitated various workshops such as financial literacy, personal budgets, career exploration, starting the semester off strong, stress relief and other topics to support student success and retention.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- **Parents Connected** – The summer bridge program for African American Males received 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. They were partnered up with LMC African American Male students for a leadership activity.
 - **Book Reading at Foot Hill Elementary** – LMC students, faculty, staff, and managers volunteered to read to K-5 students for Black History Month
 - **High School Outreach** – EOPS student recruitment and EOPS summer bridge recruitment
 - **Antioch Youth Employment Fair** – Management presented on interview skills and resume building
 - **Wells Fargo Workshop** – African American Males learned the basics on tying a tie, and received a set of their own.
 - **EOPS Conference Classroom Presentation** – Staff presented to attendees on how to develop effective programs to increase retention and success rates of African American males
 - **Deer Valley High School Workshop** – Presentation to African American Males on Leadership Development and De-escalation
 - **Mechanic’s Bank** - Provided a Financial Literacy and Budgeting workshop for African American Males
 - **Federal Glover: Youth Summit** – Provided outreach by doing a Classroom Presentation on “Leadership Skills” and tabling
 - **HealthRIGHT360 Contra Costa Reentry Network** – EOPS began the discussion of creating a pathway to LMC for formerly incarcerated students.
 - **Latina Leadership Network** – Delivered a presentation on discovering your own leaderships style
- c. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.
- There is an Advisory Board meeting planned for April 2020. The advisory board is made up of community members such as principals, and LMC staff.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

As previously mentioned the following activities support populations identified in the Equity Plan:

- Increasing the number of African American Males that participate in Summer Bridge and the Brothers of Excellence Program (BOEP) will assist with the early completion of 3SP requirements, persistence and completion. It also contributes to improving the retention and success rates that are outlined in the Equity plan.
- Foster Youth/BRAVO - Increasing the percentage of Foster Youth that are admitted and retained into the EOPS program contributes to improving the retention and success rates that are also outlined in the Equity plan.
- LMC Connect Increasing the number of LMC faculty that utilize the Starfish Early Alert retention tool will result in a larger percentage of students receiving early academic intervention.
- **EOPS/CARE/CalWORKs/BOEP Monthly Study Halls** – Study halls are open to all LMC students where an average of 200 plus students attend.
- **Collaboration with Math lab** – 2-5 math tutors provided math assistance at the EOPS study halls
- **Beginning of the Semester Kick-off Event** – CARE, CalWORKs, DSPS, Veterans, Foster Youth, the CORE, the Library, Financial Aid, Student Life, and the Transfer Center were invited by EOPS to join the one stop shop format to assist students on the first day of class.
- **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.
- **Partnership with Umoja** – We have made a coordinated effort to increase the number of Umoja students accepted into the EOPS program. Umoja students are also encouraged to attend EOPS sponsored workshops and events.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	ALIGNED	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
COMPREHENSIVE PROGRAM REVIEW GOALS	STUDENT SERVICES THEME					

Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest	Decrease the average number of units accumulated by incoming EOPS and CARE students that have earned fewer than 12 units at time of acceptance into the program to no more than 79 total units once	Student Engagement and Success	Review the number of units accumulated at the end of each semester. Provide intrusive advising for students that show early signs of accumulating excessive units.	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	Review what happens during the current educational planning counseling appointment and investigate new methods to provide students with better options that will result in a	Review the number of units accumulated at the end of each semester.	Elizabeth Costanza, Rudolf Rose, Steven Freeman

performance on this measure.	graduation is reached.				fewer classes being completed		
<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			

<p>average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>							
<p>VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).</p>	<p>Student Engagement and Success</p>	<p>A semester roster will be reviewed each semester to measure growth.</p>	<p> <input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal </p>	<p>Continue working with community partners to increase awareness of both programs. Improve on campus marketing.</p>	<p>A semester roster will be reviewed each semester to measure growth.</p>	<p>Marques McCoy, Sirreck Brown, Steven Freeman Jr.</p>

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

EOPS/CARE/CalWORKs/BOEP Monthly Study Halls were created to help increase the retention and success rates of EOPS students and all LMC students. Faculty and staff were invited to assist with assignments and share words of encouragement. – **Learning Support Outcome:** EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.

A Priority Registration Event was developed for EOPS, CARE, CalWORKs, DSPS, Foster Youth, and Veterans students to increase the number of students utilizing early registration. The entire campus is decorated with signage and balloons encouraging students to register for classes. Food, along with drop-in counseling, staff assistance, and a reserved computer lab provide students with all resources that are required to take advantage of being able to register early for classes. This requires students to have an updated ed plan on file to allow them to make an informed decision while registering. **Learning Support Outcome:** EOPS and CARE students will 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.

Group Counseling replaced one-on-one peer mentoring. Student feedback showed that group counseling was a preferred method of meeting. EOPS Management, Counselors, and Staff facilitated a majority of group counseling to gain a better understanding of the needs of students. Students experiencing any type of crisis were able to be referred to wellness counseling. **Learning Support Outcome:** EOPS and CARE develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	UPDATE	UPDATE	UPDATE	NEW	NEW
	EOPS and CARE students will 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.	EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.	EOPS and CARE students will develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.	Students will be able to identify the total units and classes that are required to achieve their academic goal.	Decrease the average number of units accumulated by EOPS and CARE students earning associate degrees, to no more than 79 total units.
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Track the number of students that completed an education plan at the end of each semester	Review the number of progress reports that were submitted. Students were required to meet with their instructors to discuss their academic performance.		Students will complete a survey to measure their knowledge of progress towards their academic goals	A report will be ran at the end of each semester to determine the number of units that were completed.
STATUS	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

Student Services Program Review Year 3 Update 2019-2020 PROPOSED TEMPLATE

	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	Current data supports that all students are completing their educational plans. Due to new students being admitted each semester we will continue to monitor the data.	LMC Connect will not be used this semester. Paper academic progress reports will be used again. Students will be required to meet with their instructors to receive an academic update.		The survey will need to be completed and distributed.	Review the current procedures that occur during an ed planning appointment.
RESPONSIBLE PARTIES	Steven Freeman Jr.	Steven Freeman Jr.		Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.	Elizabeth Costanza, Rudolf Rose, Steven Freeman Jr.
ALIGNED STUDENT SERVICES THEME	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion	Equity and Inclusion
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal 5: Continue to promote academic networking to EOPS and CARE students	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester	Goal #3: Improve retention of EOPS and CARE students from Fall to Spring Semester

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

N/A EOPS and CARE has not received funding via RAP.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Operating Resource Request:

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
EOPS		Adjunct Counselor	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Goal 3: Improve retention of EOPS and CARE students from Fall to Spring semester.	Strategic Goal #1
Department/Unit Name	Resource Type
EOPS/CARE – Facility Improvement	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Additional storage space is needed for the EOPS/CARE department that is easily accessible. We currently share the closet in room SS-412 with SSRP, BRAVO and CalWORKs. This room is not easily accessible due to the high numbers of classes scheduled each day. EOPS currently serves more than 700 student each school year. We provide school supplies, scantrons, EOPS bags, binders, and water bottles for each student. Additional storage space will allow us to provide services to students.	Use existing storage from another department.
Justification:	

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
NA- Will use Categorical funds for Professional Development	
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	