

Student Services Units Program Review Year Five Update - EOP&S Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Freeman, Steven on 11/19/2021 00:36

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. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

EOPS and CARE are both Categorically funded programs. As such, we are bound by specific rules and regulations set by the State of California Chancellor's Office. These rules and regulations are not optional and must be followed in order to continue receiving the allocation. Our allocations are typically based on the numbers of students served the prior semester. The allocations were protected for 20/21 and 21/22. We are also required to have an advisory board meeting each year.

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

e. 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 : Version by Freeman, Steven on 11/19/2021 00:36

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. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Part-time/temporary employees (students, classified professionals, and adjunct faculty) are all included in departmental training, discussions, and decision-making. Input within EOPS and CARE is not based on being part time of full time.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

Advisory Board Dates

2019/20 April 14th 2020

Topic of Discussion:

Review of Success Rates – Continue Campus Wide Study Halls

EOPS Contract

Review of Student Surveys

2020/21 April 19th 2021

Topic of Discussion:

EOPS Grant Amounts – We will cover 100% of textbooks

EOPS Contract

Review of Success Rates

3. Vision for Success Goals Update : Version by Freeman, Steven on 11/19/2021 00:36

a. 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.*

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

- 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.
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b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

performance on this measure.	graduation is reached.		fewer classes being completed
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.			1. Abandoned 2. In Progress 3. Completed 4. New Goal
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			1. Abandoned 2. In Progress 3. Completed 4. New Goal

average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	Increase number of African American Males that participate in EOPS summer bridge and the Brothers of Excellence Program (BOEP).	Student Engagement and Success	A semester roster will be reviewed each semester to measure growth.	1. Abandoned 2. In Progress 3. Completed 4. New Goal	Continue working with community partners to increase awareness of both programs. Improve on campus marketing.	A semester roster will be reviewed each semester to measure growth.	Marques McCoy, Sirreck Brown, Steven Freeman Jr.

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by Benford, Jeffrey on 02/15/2022 00:44

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	

NEXT STEPS		<i>Example:</i> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.			
RESPONSIBLE PARTIES		<i>Example:</i> Jennifer Ma, Financial Aid Office			
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES		<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.			
ALIGNED PROGRAM REVIEW YEAR THREE GOALS		<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.			
LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	UPDATE 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.	UPDATE EOPS and CARE students will be able to establish student-instructor relationships that promote intellectual development.	UPDATE EOPS and CARE students will develop and increase academic support networks with both LMC non-instructional staff and agencies external to the college.	NEW Students will be able to identify the total units and classes that are required to achieve their academic goal.	NEW Decrease the average number of units accumulated by EOPS and CARE students earning associate degrees, to no more than 79 total units.
TARGET	1. Student 2. Employee 3. Service	1. Student 2. Employee 3. Service	1. Student 2. Employee 3. Service	1. Student 2. Employee 3. Service	1. Student 2. Employee 3. 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	1. Abandoned 2. In Progress 3. Completed	1. Abandoned 2. In Progress 3. Completed	1. Abandoned 2. In Progress 3. Completed	1. Abandoned 2. In Progress 3. Completed	1. Abandoned 2. In Progress 3. Completed

	1. New Outcome	1. New Outcome	1. New Outcome	1. New Outcome	1. 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

Impact of Resource Allocation