1. **Action Plan Title:** EOPS Learning Community Educational Possibilities and Personal Enrichment Field Trip

2. **Unit Submitting Action Plan:** EOPS Counseling Division
   
   Extended Opportunities Programs and Services

3. **Contact Person(s)/Action Plan Leader(s):** Lisa Liken, EOPS Counselor  707-476-4572  
lisa-liken@redwoods.edu

4. **Date of Initial Proposal:** 3/7/08

5. **Action Plan Description (100 words or fewer):**

   The intent of this action plan is to expose EOPS LC students to higher education opportunities they may never have previously envisioned for themselves. In two vans, EOPS staff members will chaperone a group of fourteen students to San Francisco for a two night, three day field trip. During this excursion we will take guided tours of the following accredited colleges: San Francisco State University, U. C. Berkeley and San Francisco Art Institute. We recognize that significant learning experiences can take place on and off campus and this field trip is an opportunity for our EOPS students to have a vision of a future they might otherwise have been unable to imagine.

6. **Action Plan Link to Program Review (discuss how the Action Plan is linked to program review goals, objectives and/or Quality Improvement Plans of programs impacted by this plan):**

   The action plan will directly address four of the twelve expected outcomes in the 2007/2008 EOPS Annual Update Program Review:

   PLO 3 – “EOPS LC students will have an increased sense of academic community and sense of belonging.” By spending three days focused on academic, goal-oriented experiences, students will create stronger bonds within the LC, both with their peers and with faculty and staff. This will be evaluated by pre-post interviews in respect to sense of belonging to campus.

   PLO 5 – “The retention and persistence rate for EOPS LC students will be improved in comparison to non-LC students.” In addition to direct benefits for the students involved, the participants will later present their experiential learning to their peers in all LC sections, thereby bringing the excitement and information to the entire LC.

   SLO 1 – “EOPS LC students will have the ability to set personal, career and academic goals.” Exposure to the various campuses and continuous conversation regarding opportunities and degrees offered will stimulate an envisioning never before considered by these students. This will be evaluated by pre-post interviews regarding academic goals.
SLO 4 – “EOPS LC students will establish and maintain relationships that contribute to improved learning.” Unaided mention of the significance of established relationships will occur at end of the semester focus group.

7. **CR Strategic Goal(s) and 2008-09 Objective(s) specific to the Action Plan:**

   Goal 1 – Enable student attainment of educational goals.
   1.1 Reduce barriers to persistence
       By creating a sense of community, experiencing exposure to new academic possibilities and focusing on academic goals, persistence will increase from Fall 08 to Spring 09.

   Goal 5 – Ensure student access
   5.9 Increase student participation in campus life
       Students will have a positive educational experience with college peers and will have less of a resistance to campus participation. Tracking of workshop attendance and other LC community events will occur throughout Fall 08.

8. **Key Performance Indicators specific to the Action Plan:**

   The Key Performance Indicators that are specific to this action plan are:
   Persistence – Persistence rate in EOPS LC will increase from Fall 08 to Spring 09 in comparison to Fall 07 to Spring 08.
   Student Satisfaction – Unaided mention of field trip as a positive event will occur at end of the semester focus group.
   Retention – EOPS LC retention rate will be tracked and increase from Fall 07.

9. **ACCJC/WASC Accreditation Standard(s) specific to the Action Plan**

   Standard II - Student Learning Programs and Services
   Standard IIB: Student Support Services

10. **Data supporting the intent of the Action Plan (include enrollment data, committee minutes, etc):**

    Regarding learning outside of the classroom:

    “Learning that takes place in activities outside school tends to be seen as auxiliary to the education process. Yet evidence from such programming suggests that is it crucial. Such activities help students develop confidence in learning, to become active learners and to develop a different kind of relationship with adult instructors or supervisors.

    Wikeley, F., Bullock, K., Muschamp, Y. (2007). *Educational relationships outside school: Why access is important*
Research indicates that, “young people from families in poverty participate in fewer organized out-of-school activities than their more affluent peers. Through their lack of participation, young people in poverty are denied important learning experiences which affects their engagement in the more formal learning environment.”


Regarding poverty, low academic achievement and opportunity:

“The relationship between poverty and low achievement at school is part of a wider cycle in which family disadvantage is passed on from one generation to the next. Closing the opportunity gap in education is an important part of combating long-term causes of disadvantage.”


11. Intended Action Plan Outcomes (include baseline data where applicable):

- The cohort participating in this program will have a 10% greater retention rate in comparison to the other EOPS LC students.
- The cohort participating in this program will have a 10% greater persistence rate in comparison to the other EOPS LC students.
- The cohort participating in this program will finish the semester with a higher GPA than their LC peers.
- The Burn’s Positive Feelings Assessment will be administered as a pre-test and post-test evaluation. An overall 10% percent improvement will occur in the following areas: self esteem, feeling good about others, happiness, productivity and hope.
- Students will understand and be able to articulate general admission policies and general transfer requirements for two different higher education institutions (CSU and UC). This will be evaluated through a pre-post test.
- Unaided, students will mention the importance of the established relationships with peers and faculty/staff and will declare that this factor contributed to greater student satisfaction. This discussion will occur at end of the semester during focus groups.

12. Action Plan Activities and Proposed Timeline:

1. College tour and hotel reservations confirmed by September 1, 2008
2. Student recruitment complete by October 7, 2008
3. Field trip – Early November 2008. Exact dates to be determined

13. Is the Action Plan an inter-unit project? If yes, describe.
No

13.A. **Contact information of involved manager(s) (name, title, email, phone)**

14. **Identify any additional organizational areas that may be affected or involved in this Action Plan:**

- □ Facilities/Maintenance  □ Marketing
- □ ITS/TSS  □ Other: ____________________________
- □ Library  □ Disabled Students Programs/Services
- □ Student Services (List Specific Department(s)): ____________________________

15. **Identify the impact on resources and anticipated costs of the Action Plan.**

| Action Plan Budget Submission Form |
|-----------------------------|------------------|------------------|
| **Budget Items**           | **Estimated Dollar Amount** | **Justification/Notes** |
| Supplies                   |                  |                  |
| Equipment                  |                  |                  |
| Technology                 |                  |                  |
| Human Resources            |                  |                  |
| Staff Development          |                  |                  |
| Facilities                 |                  |                  |
| Other Direct Costs         |                  | Transportation and travel expenses |
| Lodging – $2,870           |                  |                  |
| Car Rental (2 vans) - $500 |                  |                  |
| Parking – $350             |                  |                  |
| Gas – $300                 |                  |                  |
| Meals – $1825              |                  |                  |
| Other Indirect Costs       | 16 hours Associate Faculty time. 16 hours Staff time | Supervision |
| Total Expected Cost        | $5845            |                  |
16. **Impacted Area Review (for all units/departments listed in items 12 and 13):**

<table>
<thead>
<tr>
<th>Unit/Department Name</th>
<th>Manager (name, title, signature)</th>
<th>Review Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS</td>
<td>Cheryl Tucker Director of Special Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOPS</td>
<td>Sheila Hall Assistant Director, EOPS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. *Manager signature is an acknowledgement only and does not indicate approval or disapproval of the Action Plan Proposal*

Manager Review: __________________________________________ Date: ____________
(name and title)
Comments:

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**For Office Use Only**

Date submitted to CPC Support Team:

Action Plan Number Assigned:

CPC Support Team Action:

Date submitted to CPC:

CPC Action:

Date:

Revision: February 25, 2008