



**NON-INSTRUCTIONAL/ADMINISTRATIVE AREAS
2017-2018 COMPREHENSIVE PROGRAM REVIEW**

Division/Area/Department Name: Extended Opportunity Programs & Services	For Years: 2019-2023
Name of the person leading this review: Dr. Rashitta Brown-Elize	
Names of all participants in this review: Dr. Rashitta Brown-Elize, Director Dietra Jackson, EOPS Counselor Reina Burgos, EOPS Counselor Dr. Salvador Suarez, EOPS Counselor Peggy Sosa, EOPS Counselor (Palmdale Center) Yvette Petrin, EOPS Program Specialist Jenell Paul, EOPS Technician Diana Wright, EOPS Technician Hilda Thompson, EOPS Technician Linda Rose, Clerical III Marco Rodriguez, EOPS Student Worker Dawn Castiel, EOPS Student Worker Gena Babineaux, EOPS Student Worker Ciara Carr, EOPS Student Worker Alberto Menchaca, EOPS Student Worker	

Part 1 – Division/Area/Department Overview

1.1. Briefly describe how the office/area/department contributes to the district mission: The mission of Antelope Valley Community College District is to provide a comprehensive education to a diverse community of learners by placing student success and student centered learning as our number one priority through high quality educational standards and innovative programs and services in an innovative team-driven environment. EOPS contributes to the Antelope Valley Community College Districts mission by offering support to students who otherwise may not be able to participate and benefit from a college education. EOPS provides its students with priority registration and a comprehensive counseling program that promotes degree or certificate completion within six semesters or by 70 units as required by California Community College Chancellors Office. The program also offers financial support through textbook grants and financial grants. In addition to providing priority registration, counseling, and financial support, EOPS provides Transfer assistance, scholarship opportunities, and peer mentoring. CARE students receive transportation assistance in the form of a gas card or bus pass, and additional support services for students who are parents through

workshops. Students are required to make adequate progress by following their education plan and achieving success in the courses in which they enroll. Students in the program learn how to navigate the complexities of the college, receive one on one academic, career, and transfer support from counselors and staff. The EOPS program has high expectations of its students. In EOPS we provides a caring environment and the resources needed to help students reach their academic, career, and personal goals.

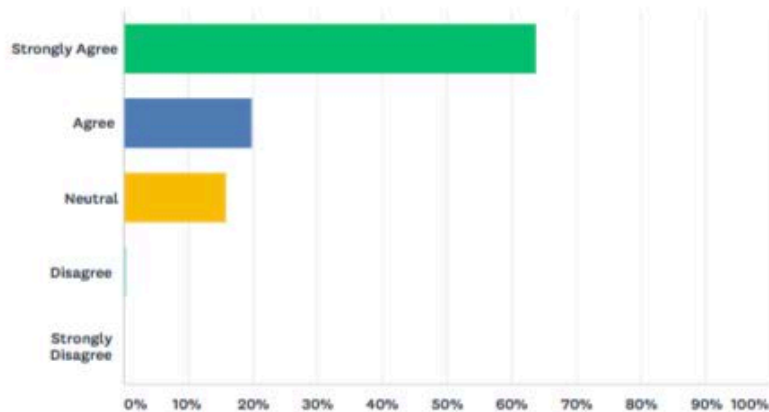
1.2. State briefly highlights and accomplishments in your office/area/department:

Our accomplishments include continuously working to assist students in reaching their educational goals. In the survey below, out of 196 respondents, 83.68% (164) of respondents stated that EOPS has assisted them in achieving their educational goals. About 5.6% (11) of the respondents were new to EOPS when the survey was administered, which may account for some of the neutral responses.

EOPS/CARE Program Survey 2018

Q21 EOPS has assisted me in moving towards (or reaching) my chosen educational goal.

Answered: 196 Skipped: 2

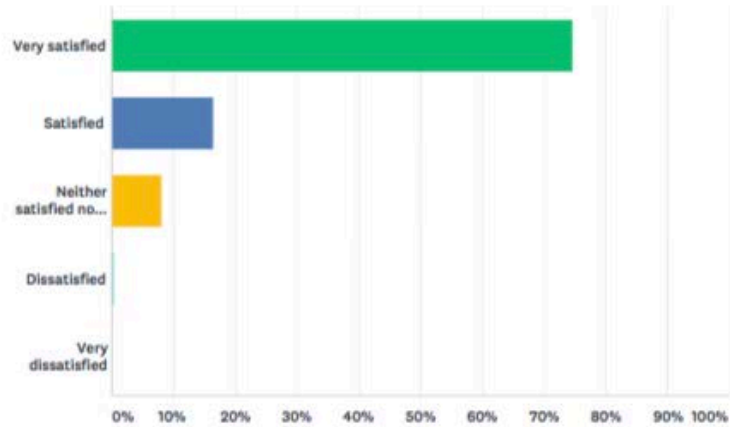


ANSWER CHOICES	RESPONSES	
Strongly Agree	63.78%	125
Agree	19.90%	39
Neutral	15.82%	31
Disagree	0.51%	1
Strongly Disagree	0.00%	0
TOTAL		196

One of the ways EOPS assist students in reaching goals is through 3 mandatory counseling sessions per semester. Based on survey results, out of 194 respondents, 91% (177) were satisfied with the services they received from their EOPS-CARE Counselor. One respondent, however, was dissatisfied.

Q13 How satisfied were you with the services you received from your EOPS/CARE counselor?

Answered: 194 Skipped: 4

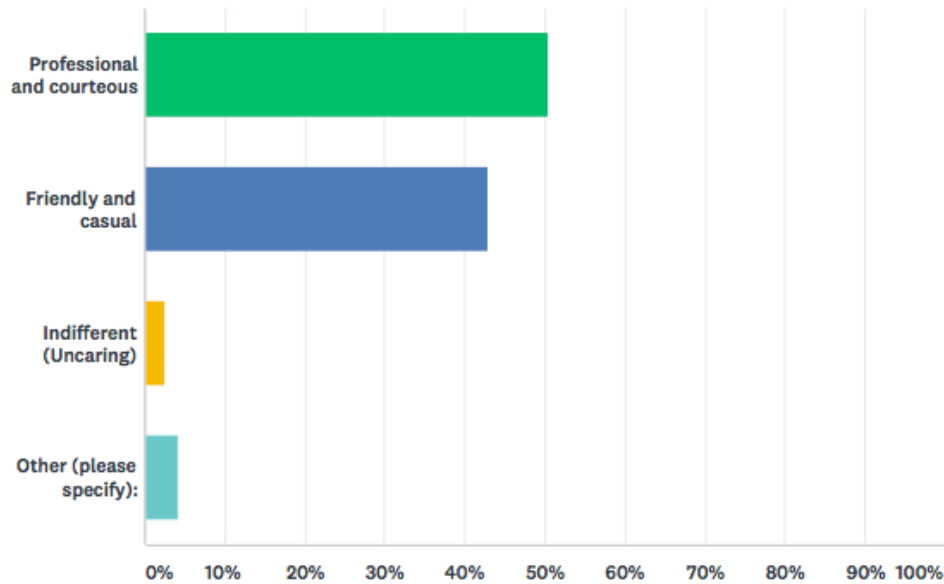


ANSWER CHOICES	RESPONSES	
Very satisfied	74.74%	145
Satisfied	16.49%	32
Neither satisfied nor dissatisfied	8.25%	16
Dissatisfied	0.52%	1
Very dissatisfied	0.00%	0
TOTAL		194

In EOPS it is our goal that students have a pleasant experience in every aspect of the program, including when they interact with our front counter. Of the students surveyed 94% (183) stated that the front office staff were professional, courteous and friendly. About 2.55% (5) had an uncaring experience.

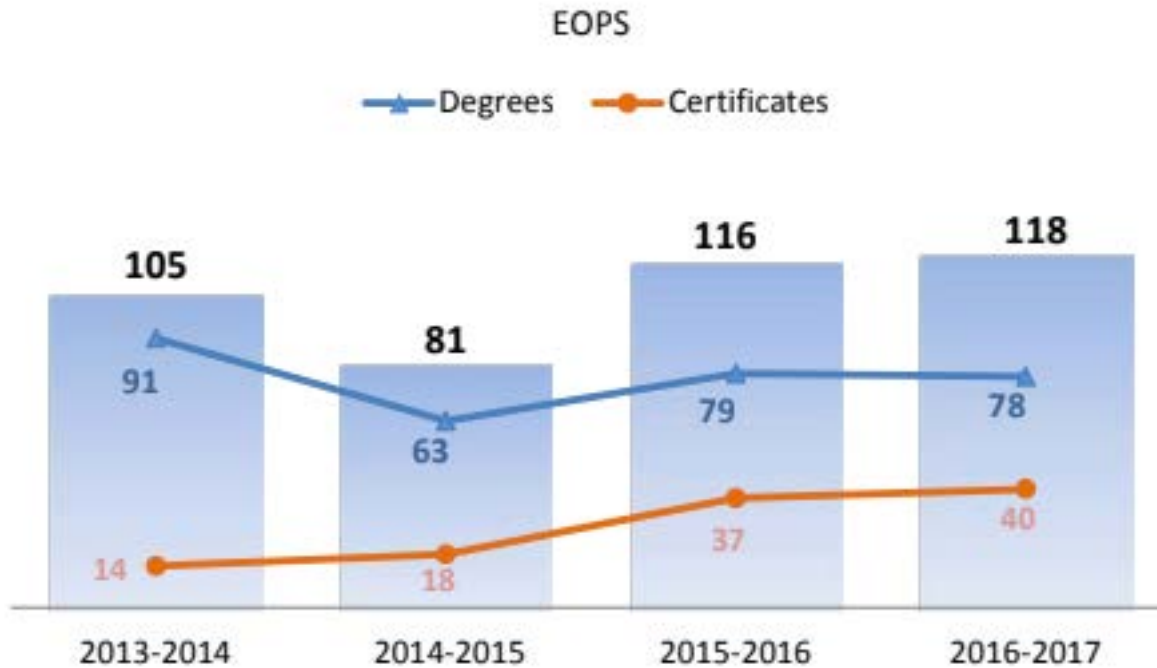
Q22 Check one of the following that best describe your experience at the front counter in our office:

Answered: 196 Skipped: 2

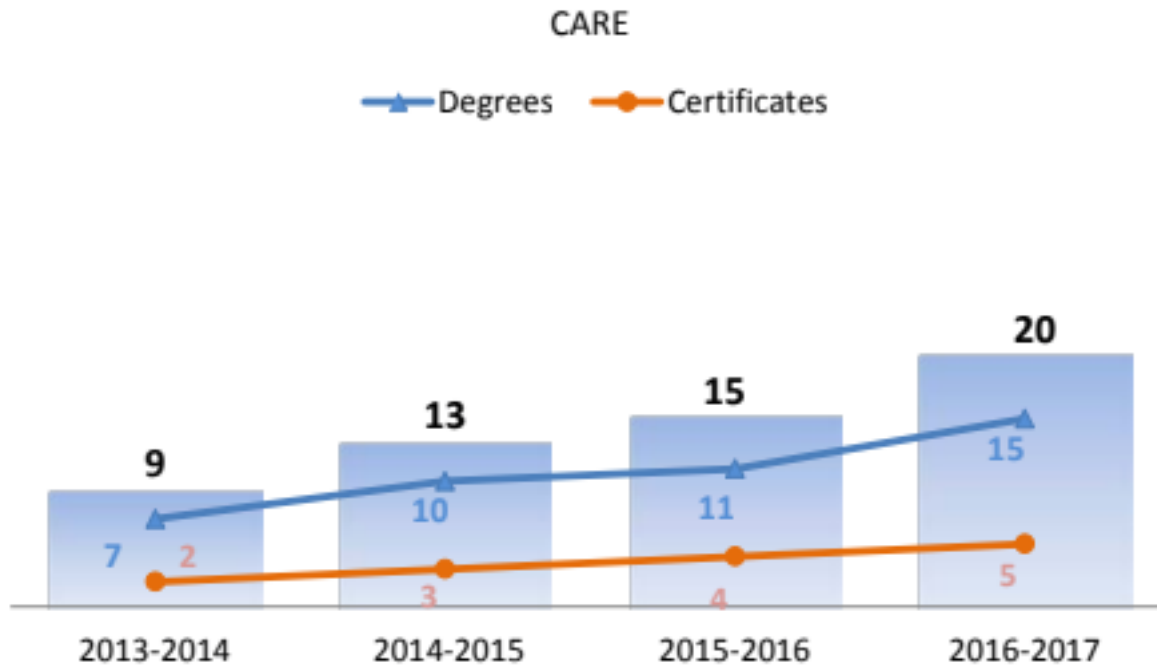


ANSWER CHOICES	RESPONSES	
Professional and courteous	50.51%	99
Friendly and casual	42.86%	84
Indifferent (Uncaring)	2.55%	5
Other (please specify):	4.08%	8
TOTAL		196

Within the past five years, one of our accomplishments has been a steady increase in the number of EOPS students who complete certificates. During the 2013-2014 academic year, 14 EOPS students completed a Certificated Program. In 2016-2017, 40 EOPS students earned a certificate. Within five years, the number of EOPS who earned certificates increased by 65%.



Another accomplishment has been the increase in the number of CARE students who earn a degree. During the 2013-2014 academic year, 7 CARE students earned a degree from AVC. Within five years, the number of CARE students who earned a diploma increased by 53%, with 15 CARE students earning a diploma. There has also been a steady increase in the number CARE students who earn certificates. Although the increase has been slow, we are designing programming to better support our CARE population.



Accomplishments continued...

- EOPS has launched an online application for the fall 2018 semester.
- EOPS was able to pay the \$20 fee for 12 Alpha Iota memberships for EOPS students. Our goal is to increase the number of students who receive this service by 50% by the fall 2018 semester.
- In the summer of 2017 EOPS took 5 students on a two-day trip to University of San Diego and San Diego State for potential college transfer.
- For the past five years, EOPS collaborated with CalWORKs, STAR, and OSD for our "Students on the Move" event to celebrate and recognize the many academic accomplishments for our EOPS students. During the event, we honored graduating and transfer EOPS students. The event was student centered. The main speaker was an EOPS student who discussed the challenges she faced as a student and how she was able to overcome those challenges with the support of EOPS. Other students shared poems and their personal stories. Overall, the event was well attended and was a great success. 60 EOPS students were honored.
- After the passing of the first EOPS Director at AVC Mr. Walter Briggs, a scholarship fund was created in his honor to provide support for EOPS students. Current EOPS staff donates most of the funding for the scholarship. Within the past five years four students have received the \$500.00, Walter R. Briggs scholarship.
- In the summer of 2017, EOPS took four EOPS students to the Region VI Summer Institute at UC Santa Barbara. The Summer Institute is a three-day institute in which students have the opportunity to live on campus and experience life as a student at UC Santa Barbara. The Institute includes motivational speakers, workshops, student panels of former community college students and their experiences, cultural historical activities, self-reflection exercises, and a lecture from a faculty member from UCSB. The purpose of the Summer Institute is to encourage EOPS students to transfer and to let them know that it is possible for them to do well at a four year institution. At the conclusion of the three-day event, participants received a certificate of completion. Participants from our campus returned feeling inspired and are on the path to transferring. For the summer of 2018, we have doubled in numbers and will be taking ten students.

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4 Division/area/departments data

Number of Full-Time Employees		Number of Part-Time Employees		Personnel Budget		Discretionary Budget	
2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
9	9	1	2	987,145	1,052,556	756,190	607,771

Part 2 - Assessment

<p>2.1. Please indicate how your division/area/department contributes to and enhances AVC students' educational experience.</p> <p>The EOPS/CARE office enhances AVC students' educational experience by providing 3 counseling session per semester. Each session is designed to ensure that EOPS students are following their educational plan and are on track to complete their academic and career goals. EOPS also provides tutoring in both math and English. In addition to providing academic support, we provide transfer assistance for students who desire to transfer to four-year institutions. Financial support in the form of a book grant or financial grant is awarded when funding is available. CARE students receive workshops to improve communication skills, discover their personal strengths, learn how to manage stress, learn how to work effectively in teams, and participate in confidence building activities. EOPS also works in collaboration with other service areas on campus to ensure all of our students needs are met.</p>	
<p>2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, and sales figures).</p>	<p>Comment on trends and how they affect your program: Over the past five years EOPS has served 3,212 Antelope Valley College students. The number of students who are eligible for EOPS Statewide has continued to grow due to an increase in the number of educationally disadvantaged students entering the California Community College System. Last year, over 6, 000 new EOPS students entered the California Community College. The growth in the EOPS student population significantly impacted funding for many of the California Community Colleges. EOPS at Antelope Valley College saw a cut in funding by \$33,931. Although we saw a decrease in funding we were still encouraged to grow, and grew by 50 students.</p> <p>Total Students Served: Academic Year 2012-2013 – EOPS Students Served 589 – 3.23% of the total student population Academic Year 2013-2014 – EOPS Students Served 602 – 3.13% of the total student population Academic Year 2014-2015 – EOPS Students Served 555 – 2.91% of the total student population Academic Year 2015-2016– EOPS Students Served 708- 3.71% of the total student population Academic Year 2016-2017 – EOPS Students Served 758- 4.07% of the total student population Total: 3212 (Unduplicated count)</p>

*All of the above data is from the California Community College Chancellor’s Office Data Mart.

Counseling

Each student is required to meet with their EOPS counselor 3 times per semester which result in 19, 272 appointments if each student showed up for their appointments. Over 90% of EOPS student complete all three appointments. The program is also required to provide each student with an in-person orientation.

Specialized Education Plan:

100% of EOPS students have a specialized EOPS educational plan developed by their assigned counselor. The EOPS counselors follow up with each student to make sure that their educational plan is being followed. Any changes to personalized educational plans must be approved by the students EOPS counselor.

Priority Registration:

100% of EOPS students receive priority registration. While priority registration is available to all EOPS students, one of the challenges that EOPS students have faced is that they must pay a \$20 health fee to register for classes. The health fee has served as a barrier for students who cannot afford to pay the \$ 20.00

Tutoring

EOPS has completed 1,954 tutoring appointments in math and English within the past five years.

Part 3 – Outcome Analysis and Use

Cite examples of using action plans as the basis for resource requests and how the allocation of those resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes resulted in or correlate with improved outcome findings over the past five years.

PLO/OO/ILO	Action Plan	Current Status	Impact of Action

Part 4 - Stakeholder Assessment

Assess how well the division/area/department serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	Students	<p>Summary of recommendations and findings based on EOPS student satisfaction/ needs. 659 students enrolled in EOPS-CARE...198 responded to EOPS student survey. 89% of all students surveyed expressed satisfaction in their EOPS-CARE counselor assisting them toward meeting their Operational Learning outcomes. 91% of all students surveyed were satisfied with the service they received from their EOPS-CARE Counselor. 88% of students surveyed stated that the three mandatory EOPS-CARE counseling appointments helped them identify educational and career goals and keep their education plans updated. 11 of the respondents were new to EOPS and not yet meet with an EOPS Counselor. 89.06% of respondents found priority registration to be the most beneficial service. Grants came in second at 74.48%, and counseling the third most beneficial service at with 68% of respondents. The least beneficial service provided is typing. Services students would like see provided by EOPS included AVC parking permits, Cafeteria meal tickets, and more college-visit field trips to CSU, Northridge, UCLA, and UC Santa Barbara in particular. Students also want more transfer preparation, and writing workshops. Hiring an Educational Advisor would allow us to provide the services needed by students, with the exception of the parking permits and cafeteria meal tickets.</p>	Hire educational advisor
Focus group	Students	CARE students would like more support in the form of a contact person specifically for CARE student's needs. Care students wanted more workshops and resources related to being a single parent and student, personal budgeting, parenting workshops, and transfer preparation for single parents and more	Add CARE Coordinator to the current EOPS Program Specialist title, making her the EOPS Program Specialist/ CARE Coordinator. This would be more cost effective than hiring a new CARE coordinator, and allow us to meet the needs of our CARE population.

		opportunities to engage with other CARE students in the program.	

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent program review. Briefly discuss your progress in achieving those goals.

Goals/Objective	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Restore the program's counseling capacity to same level in AY 2008-09.	Completed	A third EOPS counselor was hired in the summer of 2017, which allowed us to serve 230 current students.
Hire EOPS staff to provide services at the Palmdale Center.	Ongoing	No progress was made in providing additional counseling services beyond one day per week at the Palmdale Center.

Briefly discuss your progress in achieving those goals:

A third EOPS counselor was hired in the summer of 2017. Hiring a third counselor made it possible for EOPS to meet title V guidelines that require EOPS to provide each student with three counseling appointments per semester.

In the last program review, EOPS reported offering counseling one morning per week at the Palmdale Center. EOPS has not been able to expand counseling services at the Palmdale Center. However, there has been on-going request for additional EOPS support in Palmdale. Hiring and educational Advisor would allow EOPS students to receive needed support at the AVC Palmdale Center.

2018-2022 Planning

5.2. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact on Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
#4	Increase success rate by 8% of EOPS students in enrolled in Basics skills. The current retention rate is 88.89%, the success rate is 72%	*4. Advance more students to college-level coursework.	The increase in success rates will impact the number of students who can transfer to 4-year, 95% of EOPS students plan to transfer to four-year colleges.	Expand EOPS tutoring services and collaborate with other areas that offer tutoring services. EOPS will be intentional about identifying EOPS students in Basic Skills	Yes

				courses and identifying those who may not be passing early in the semester. We are currently studying an early warning system for EOPS students in basic skills courses to improve our efforts and increase student success.	

****Action plan verbs:** expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring cost?	Contact person's name
	Personnel	New	CARE Coordinator	10,000	Recurring	Rashitta Brown-Elize
	Personnel	New	Educational Advisor	45,000	Recurring	Rashitta Brown-Elize

¹List needed human resources in priority order.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

outcomes and current status

Comments: