Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Extended Opportunity Programs and Services (EOPS)	**For Planning Years: 2025-2026**
Name of person leading this review: Kendra Ruff- Director	
Names of all participants in this review: Kendra Ruff-EOPS Director, Dietra Jackson- EOPS Counselor, Dr. Salvador Suarez - EOPS Counselor, Ty Steans- NextUp Project Supervisor, Yvette Petrin - EOPS Program Specialist, Jenell Paul –EOPS Technician II, Hilda Thompson - EOPS Technician II, Andrea Brown- EOPS Technician II, Julian Asher- Clerical III.	

Part 1. Program Overview: *Briefly describe how the program contributes to the district <u>mission</u>*

(How does your program/area help the college meet its mission?)

(AVC Mission Statement: "Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community" (AVC, 2024).

EOPS Mission Statement: "The mission of the Extended Opportunity Programs and Services (EOPS) program is to support the primary goals of recruiting, retaining, and transitioning students who have language, social, economic, and/or educational disadvantages. The program provides student support delivery service and programs which are "over, and above, and in addition to" the regular programs and services offered by the college" (EOPS, 2024).

EOPS supports the Antelope Valley College District's mission by empowering students who might otherwise struggle to access higher education. EOPS offers priority registration, and a comprehensive counseling program that promotes local degrees, transfer degrees, or certificate completion in six semesters or seventy units as required by the California Community College Chancellor's Office. EOPS also provides financial support through grants, offers transfer assistance, scholarships, and additional support including transportation assistance in the form of gas cards or bus passes and workshops for CARE students.

EOPS places a strong emphasis on academic progress, by requiring students to follow their educational plan and to maintain academic progress throughout each semester. Students benefit from personalized academic, career and transfer support from the dedicated EOPS counselors and staff. EOPS maintains high expectations for its students fostering a caring environment and providing the necessary resources to help them achieve their academic, career and personal success. This approach aligns with the district's mission of promoting student success and a student-centered learning environment.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?

- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

Consider the above questions and provide written analysis of your data.

EOPS is a state-funded program designed to support economically and educationally underrepresented students, helping them achieve their educational goals. The program continues to serve students with financial needs who face educational disadvantages and are committed to pursuing higher education.

The majority of EOPS students are from minority groups, mirroring the overall student population at Antelope Valley College. Hispanic students make up the largest percentage, followed by African American students. There is a smaller population of White, non-Hispanic students, and an even smaller representation of Asian students within the program.

EOPS provides a range of services to all enrolled students, which includes priority registration, financial and book grants, three counseling sessions per semester, comprehensive educational plans, and access to a computer lab equipped with typing, scanning, and printing services. EOPS also provides additional benefits which include scholarship opportunities, vendor meal cards, gas cards, university campus tours, a graduation recognition ceremony, and free caps and gowns. These services align with the college's mission to promote student success and provide value and opportunity to the community.

EOPS measures success through student participation in counseling appointments, surveys, student feedback, and involvement in workshops and activities. Currently, the program has a success rate of 83.6%, surpassing the college's overall success rate of 75.7%. Last year, the success rate for EOPS was 75.2%, reflecting a notable improvement.

Retention rates, have also seen significant growth, rising from 89% last year to 94.5% this year. This demonstrates increased student engagement and the program's effectiveness in supporting its participants.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

The EOPS/CARE/NextUp/Guardian Scholar program actively incorporates constituent feedback to enhance its services and better meet the needs of its students. Feedback is collected through multiple channels, including student surveys, and individual consultations with students, faculty, and staff. After each term, students are invited to provide input on workshops, counseling sessions, and support services, allowing the department to understand their experiences and gather suggestions for improvement in the next academic year. Additionally, EOPS staff and counselors engage with students regularly, creating an open environment where feedback is encouraged and valued.

Once collected, this feedback is reviewed by the EOPS team to identify common themes, areas for improvement, and any emerging needs. The program then integrates this feedback into planning and decision-making, such as adjusting workshop topics, refining counseling approaches, or adding resources

tailored to students' specific needs. By making these adjustments based on student feedback, EOPS ensures its programming is responsive, relevant, and aligned with students' academic and personal development goals.

In our end-of-year EOPS/CARE/NextUp/Guardian Scholar student survey, eighty-eight students participated, providing insights into their experiences with the program:

- **Overall Satisfaction**:
  - 87.5% of students reported being **very satisfied** with the services received.
  - 7.95% indicated they were **satisfied** with the program.
- **Progress Towards Educational Goals**:
  - 68.18% of students felt **very satisfied** with the progress they were making toward their educational goals.
  - 26.14% reported being **satisfied** with their progress.
- **Most Beneficial Services**:
  - **Priority Registration**: 86.36% of students found this to be the most beneficial service.
  - **Counseling Appointments**: 69.36% highlighted the three mandatory counseling sessions as extremely helpful.
  - **Book Grants/Financial Grants**: 81.82% identified these financial supports as the most valuable aspect of the program.

These results underscore the importance of EOPS services in supporting students' academic success and satisfaction, with priority registration, counseling, and financial assistance standing out as key contributors to their positive experiences.

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:
- *What does your program/area do well, including capabilities and greatest accomplishments?*
- *What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?*

EOPS best practices directly support Antelope Valley College's mission by fostering student success, retention, and equity through targeted support for students facing economic and educational challenges. Each of the practices offered by EOPS aligns with and enhances the college's commitment to student-centered learning and community empowerment in the following ways:

Priority Registration: By offering priority registration, EOPS ensures students can enroll in the classes they need to stay on track for graduation or transfer. This practice supports AVC's mission to promote timely completion and academic success, addressing barriers that disproportionately affect EOPS students.

University Campus Visits: EOPS provides opportunities for students to visit university campuses, and overnight stays in college dorms which helps them envision their transfer and educational goals more concretely. This exposure aligns with AVC's mission to inspire higher aspirations and a sense of belonging in higher education.

One-to-One Counseling and Comprehensive Educational Plans: Personalized counseling and structured educational planning empower students to set and achieve their academic goals. This individualized support not only addresses each student's unique circumstances but also promotes AVC's mission by fostering persistence, progress, and personal growth.

Scholarship Opportunities: EOPS scholarships help alleviate financial barriers, providing students with resources to continue their education. This approach supports equity and access in line with AVC's goal of ensuring all students, regardless of financial need, can pursue academic success.

Workshops and Events Tailored to Academic and Personal Needs: EOPS workshops and events address a range of academic, career, and life skills, creating a well-rounded support network for students. These workshops and events support AVC's mission by helping students develop holistically and prepare for future challenges both inside and outside the classroom.

EOPS/CARE/NextUp Financial Grants, Meal Cards, School Supplies, and Transportation Support: The financial aid and provisions offered through EOPS help remove obstacles related to food, transportation, and academic resources. By addressing these fundamental needs, EOPS aligns with AVC's mission to provide a supportive learning environment that minimizes barriers to academic success and fosters retention.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:
- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

To better support and improve student success, the EOPS program could expand academic and tutoring support by increasing access to tutoring for courses such as Math and English. This could assist students with strengthening their academic skills and boosting the student success rate. The EOPS program is currently in the process of interviewing possible tutoring candidates.
Expanding on financial literacy workshops could also enhance student success by preparing students for financial independence by assisting them in making practical decisions which could reduce financial stress. The EOPS program is excited to introduce financial literacy opportunities in the Spring 2025 semester.

EOPS recognizes the need to address the gender gap, as female students significantly outnumber male students in the program. To tackle this gap, we plan to implement initiatives specifically designed to engage male students and promote their participation. These efforts will include showcasing male student success stories to inspire and encourage greater involvement.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)

Currently, the EOPS department does not face any challenges that pose a risk to the institution. Initially, we encountered difficulties with hiring new staff for our NextUp program, but we were able to resolve this by hiring two program specialists which will start in December of this year. However, to support the EOPS and NextUp program's continued growth and evolving needs, we still require an additional counselor and student workers.	

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

Consider the following questions:
- What does your program/area want to be known for?
- What is a desired future?

EOPS wants to be known for providing services that go "Over and Above, and In Addition To "services available to all students. The program supports students who are disadvantaged by social, economic, educational, or linguistic barriers, ensuring that they have the necessary resources they need to enroll and succeed at Antelope Valley College. Through comprehensive academic and support counseling, financial assistance and other services offered by the program, EOPS aims to prevent student dropout and provide guidance to help students reach their educational and career goals. The desired future for EOPS at Antelope Valley College is to actively continue working towards increasing program enrollment, with the goal of seeing more students achieve their academic goals. It is the goal of EOPS to ensure that each student is proficient in understanding the complexities of higher education, knowledgeable of resources necessary to be successful, and to develop a plan to achieving their objectives.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review Operational Outcomes and Outcomes Improvement Plans training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
Course improvement plans have not been established for the 23-24 academic year. However, EOPS plans to create course improvement plans for the 24-25 academic year to ensure that we can track its progress for the next program review.	

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Increase the number of EOPS/CARE students to transfer and pursue higher education.	The EOPS program has taken the proper steps to increase the number of transfer students by; providing students with the opportunity to visit Universities, such as UCLA, CSUN, USC, and overnight opportunity at UC Santa Barbara. EOPS has provided students with opportunities for assistance with completing their transfer applications by inviting representatives from colleges such as CSUB and CSUN to meet and speak with students. The EOPS counselors ensure that students are aware and referred to transfer workshops and informed on the transfer process. EOPS students also meet with their counselors three times a semester and provided a comprehensive educational plan to follow. EOPS had seventy-three graduates this academic year. The amount of transfer students is unknown at this time due to the data not being available on Tableau.
Provide a comprehensive financial literacy series for EOPS and CARE students.	While the goal of enhancing students' financial literacy is still a work in progress, steps has already been taken to address this need. Students are referred to on- campus workshops on financial literacy. The program is excited to introduce financial literacy opportunities in the Spring 2025 semester.
Increase student engagement and participation in EOPS workshops and activities.	EOPS has experienced a substantial 20% increase in student participation in its workshops and activities, indicating that more students are engaging with the program. This growth reflects a rising interest, due to workshops and activities tailored to support students' specific academic goals and personal developmental needs.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal	Goal	Steps to be taken to	Measure of Success
	ILO	PLO**	SLO**	OO (Service area Outcomes)	Primarily Supported:	(Student-focused)	achieve the goal?	(How would you know you've achieved your goal?)
#1	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Provide a comprehensive financial literacy series for EOPS and CARE students	Provide workshops and opportunities focused on financial literacy each semester.	Success would be measured by the percentage of student participation in the Financial Workshop series.

#2	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase the number of EOPS/CARE/NextUp students to transfer and pursue higher education.	Provide students with opportunities to visit 4-year universities, such as campus tours and university campus overnight experiences. Ensure that all EOPS students are provided with and following a comprehensive educational plan. Tutoring referrals. Collaborate with the Transfer center to provide workshops and opportunities to ensure students are informed on the transfer process.	Success would be measured in the percentage of EOPS/CARE transfer students.
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Hiring one full-time counselor and an adjunct to support EOPS and NextUp students.	This will support goal #5 AND 1 Due to the continued growth of EOPS student population and to support the development of the NextUp program.	New		Recurring	Kendra Ruff
Classified Staff	Hiring an Ed Advisor	This will support goal 5 and 1	New		Recurring	Kendra Ruff
Classified Staff	Hiring a Clerical for NextUp	This will support goal 5 and 1	New		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

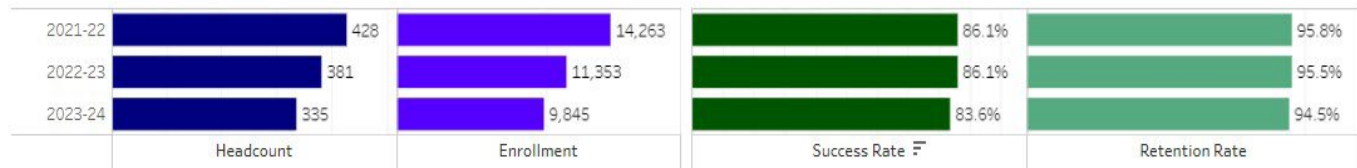| Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above). |
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EOPS Enrollments, Success and Retention

Results only shown if greater than 8

EOPS Students ▼

Overall Enrollments, Success and Retention

	Headcount	Enrollment	Success Rate	Retention Rate
2021-22	428	14,263	86.1%	95.8%
2022-23	381	11,353	86.1%	95.5%
2023-24	335	9,845	83.6%	94.5%

Enrollments, Success and Retention by Race/Ethnicity

		Headcount	Enrollment	Success Rate	Retention Rate
2021-22	Hispanic/Latine	259	8,594	87.4%	96.2%
	Black/African-American	92	2,200	76.3%	93.1%
	White	40	1,663	93.5%	97.6%
	Multiracial	15	607	75.8%	90.8%
	Asian/Asian-American	13	650	86.2%	96.8%
	Other/Unknown/Did Not ..		547	94.7%	99.6%
2022-23	Hispanic/Latine	235	7,182	88.5%	95.9%
	Black/African-American	91	1,898	67.2%	90.9%
	White	24	917	94.1%	98.4%
	Multiracial	11	354	92.6%	98.0%
	Asian/Asian-American	16	932	95.5%	97.5%
	Other/Unknown/Did Not ..		61	91.8%	91.8%
2023-24	Hispanic/Latine	197	5,226	84.8%	95.0%
	Black/African-American	86	2,200	77.6%	94.4%
	White	23	905	86.5%	93.5%
	Multiracial	15	665	75.3%	89.2%
	Asian/Asian-American	10	781	94.8%	96.9%
	Other/Unknown/Did Not ..		31	96.8%	100.0%

EOPS Enrollment, Success and Retention

Results only shown if greater than 8

Overall Enrollments, Success and Retention

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2023-24	335	9,845	83.6%	94.5%

Enrollments, Success and Retention by Gender

		Headcount	Enrollment	Success Rate	Retention Rate
2021-22	Female	320	10,629	87.0%	96.1%
	Male	101	3,403	83.3%	95.2%
	Did Not Report		231	87.4%	90.5%
2022-23	Female	290	8,756	86.9%	95.4%
	Male	88	2,524	84.0%	95.7%
	Did Not Report		73	65.8%	91.8%
2023-24	Female	245	7,362	83.9%	94.8%
	Male	84	2,336	82.6%	93.7%
	Did Not Report		147	83.7%	91.2%

Q16 How satisfied were you with the services you received from your EOPS/CARE/NEXTUP/Guardian Scholars counselor?
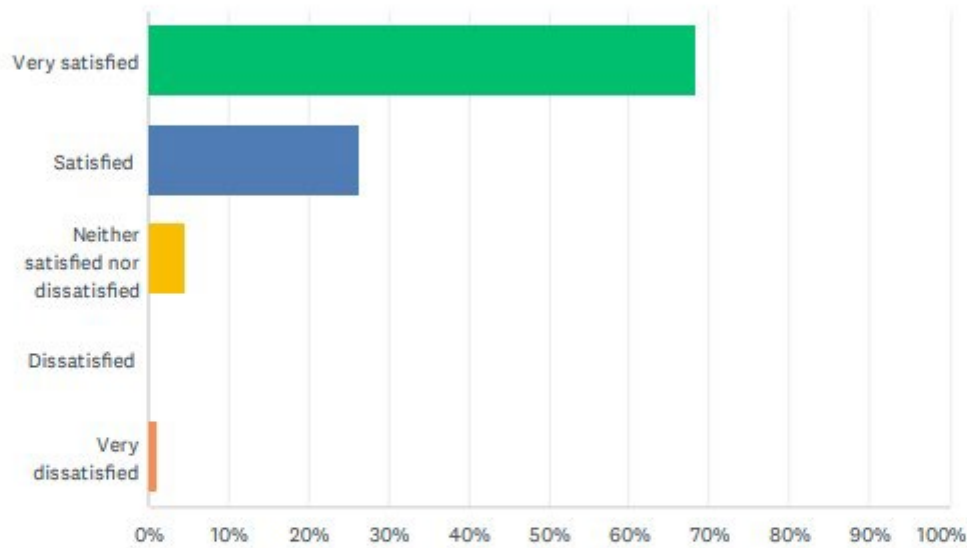
Answered: 88   Skipped: 0
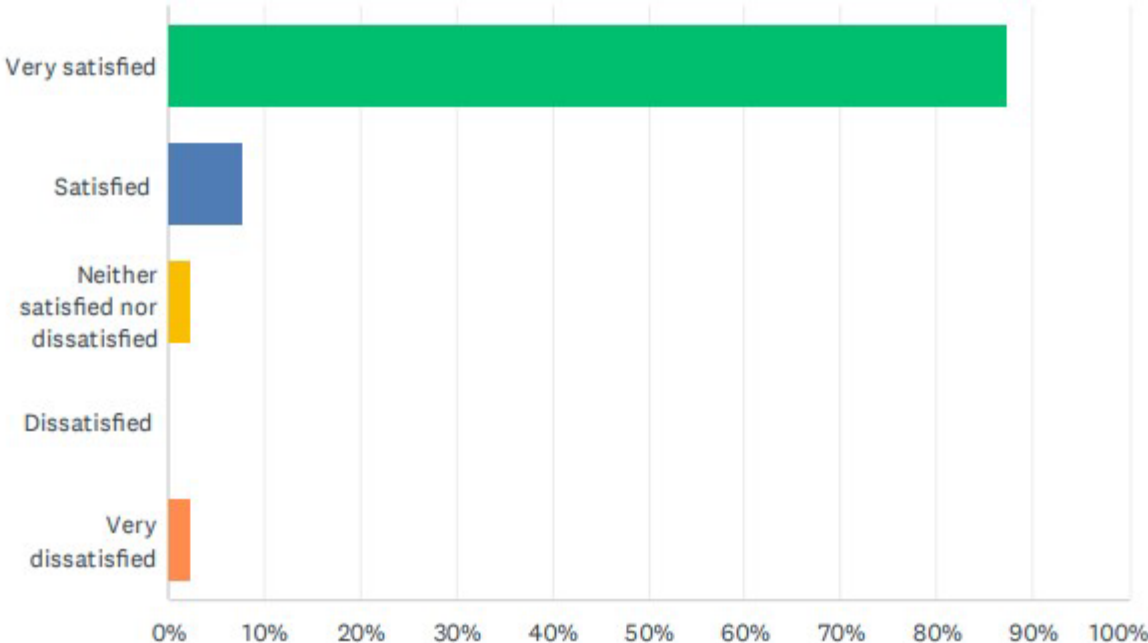
ANSWER CHOICES	RESPONSES	
Very satisfied	87.50%	77
Satisfied	7.95%	7
Neither satisfied nor dissatisfied	2.27%	2
Dissatisfied	0.00%	0
Very dissatisfied	2.27%	2
TOTAL		88

## Q25 How satisfied are you with the progress you're making towards reaching your chosen educational goal?

Answered: 88   Skipped: 0

ANSWER CHOICES	RESPONSES	
Very satisfied	68.18%	60
Satisfied	26.14%	23
Neither satisfied nor dissatisfied	4.55%	4
Dissatisfied	0.00%	0
Very dissatisfied	1.14%	1
TOTAL		88

Q21 What services from the EOPS/CARE/NEXTUP/Guardian Scholars program did you find most beneficial? (check all that apply)

Answered: 88   Skipped: 0
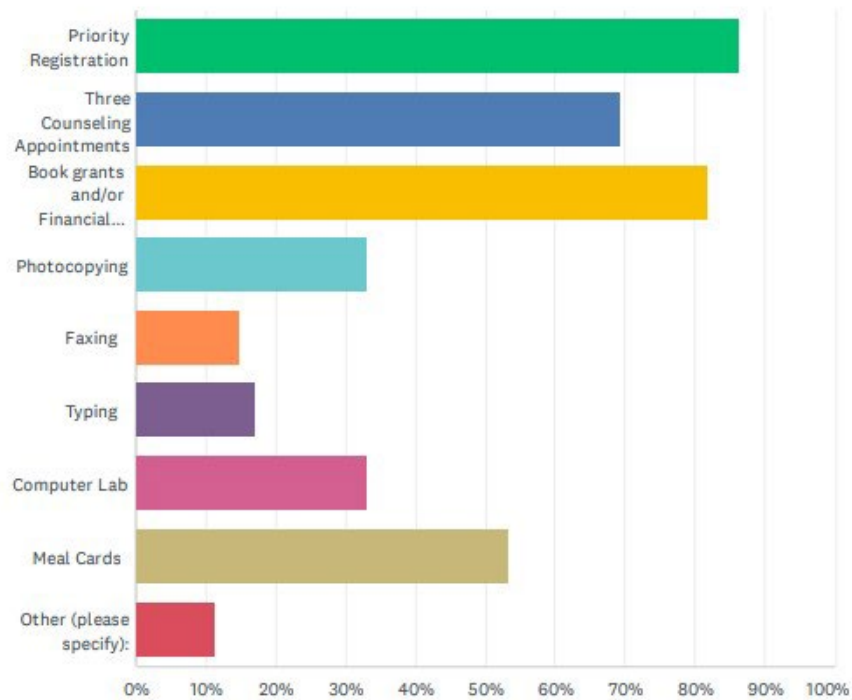
ANSWER CHOICES	RESPONSES	
Priority Registration	86.36%	76
Three Counseling Appointments	69.32%	61
Book grants and/or Financial grants	81.82%	72
Photocopying	32.95%	29
Faxing	14.77%	13
Typing	17.05%	15
Computer Lab	32.95%	29
Meal Cards	53.41%	47
Other (please specify):	11.36%	10
Total Respondents: 88		