



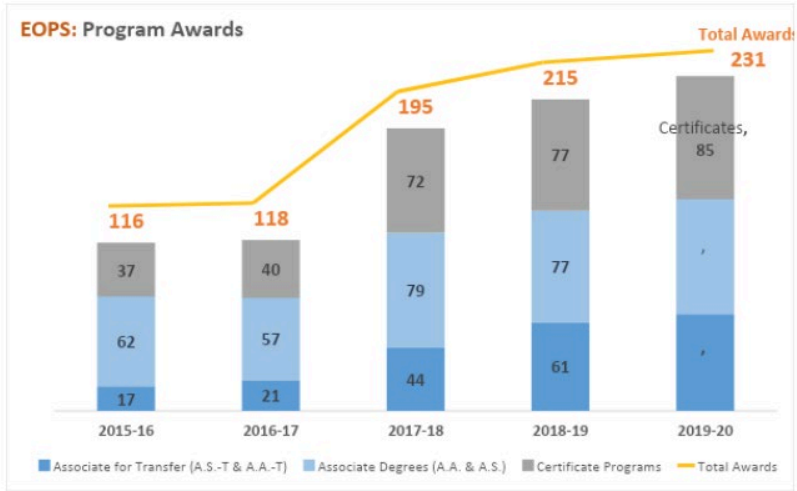
2019-2020 Program Review Report

Division/Area Name: Extended Opportunity Programs and Services (EOPS)	For Years: 2021-2022
Name of person leading this review: Dr. Rashitta Brown-Elize, Director	
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 –E OPS Technician II, Diana Wright - EOPS Technician II, Hilda Thompson - EOPS Technician II, Carla Ingram - Clerical III	

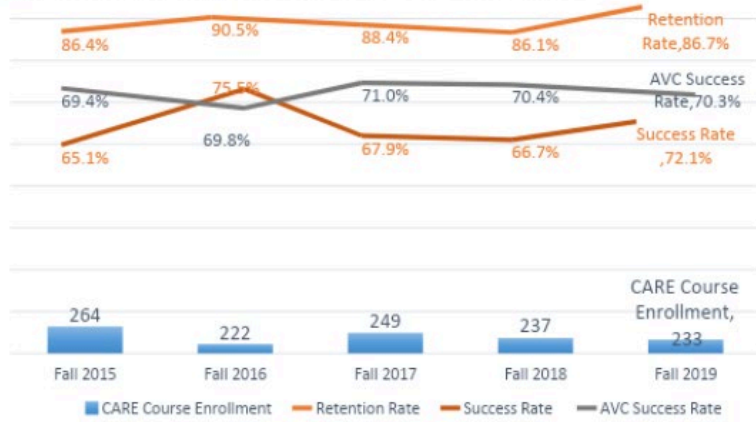
Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>
<p>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 District 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, and scholarship opportunities. 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 provide a caring environment and the resources needed to help students reach their academic, career, and personal goals.</p>
1.2. State briefly program highlights and accomplishments
<p>Within the past five years, one of our accomplishments has been a steady increase in the number of EOPS students who complete certificates and degrees. During the 2015-2016 academic year, 116 EOPS students earned a degree and/or certificate. In 2019-2020, 231 EOPS students earned a degree and/or certificate. The number of EOPS students who earned a degree certificate has almost doubled within five years. Another accomplishment was fully transitioning our support services online so that we would be able to continue to engage our students. In the spring of 2020, we transitioned all of our</p>

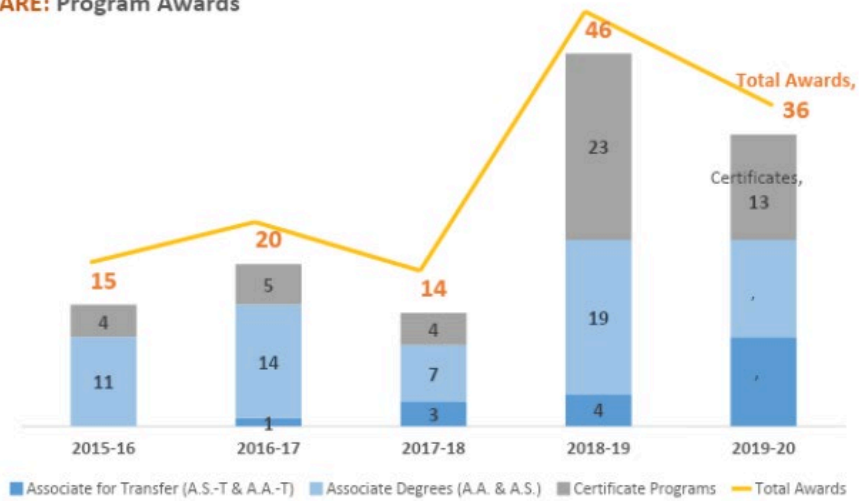
services from in-person to virtual online services. We also transitioned from paper applications to an electronic application. Due to the pandemic we increased the amount of direct aid provided to EOPS students. During the 19-20 academic year, EOPS/CARE students received almost \$260,000 in direct aid.



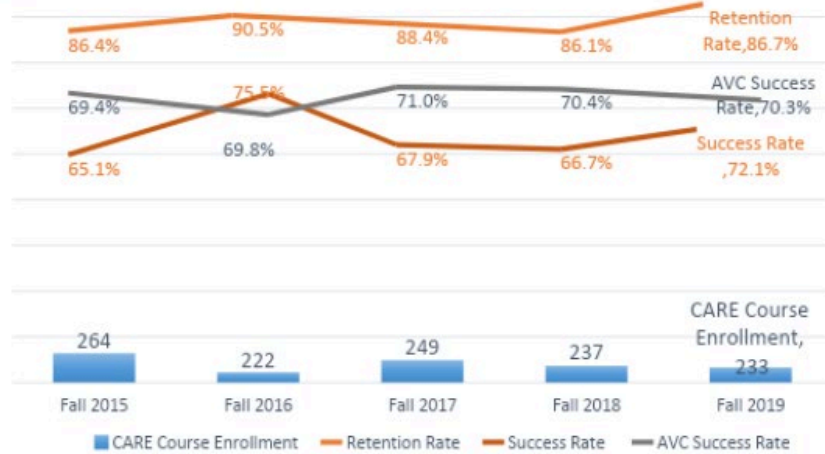
CARE: Enrollment, Retention & Success Rate



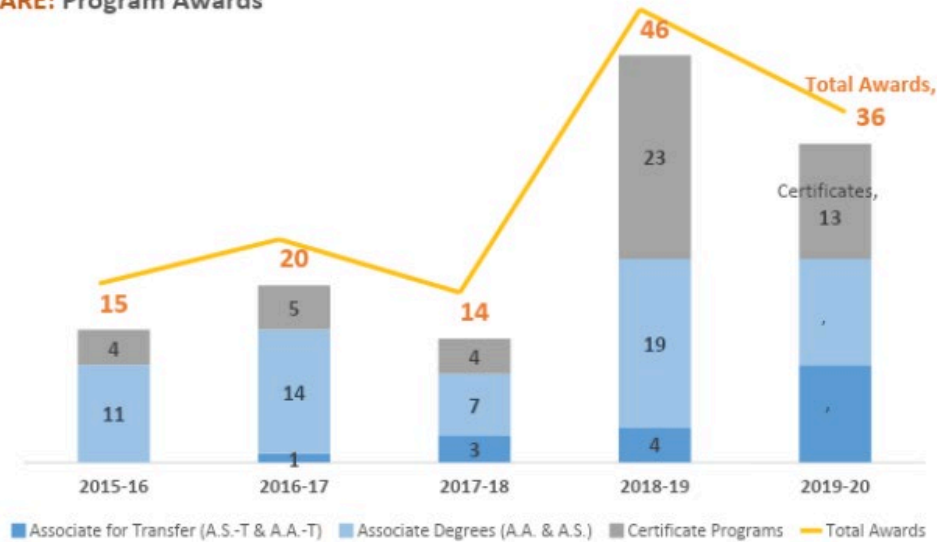
CARE: Program Awards



CARE: Enrollment, Retention & Success Rate



CARE: Program Awards



1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.	
X Goal 1* : Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2* : Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3 : Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4* : Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5 : Align instructional programs to the skills identified by the labor market.	

*Indicates College-Wide Priorities for 2019-2020

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

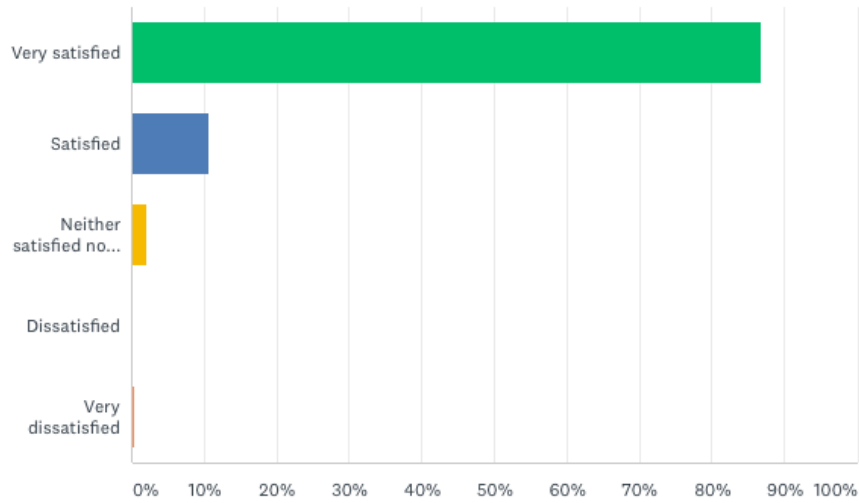
The data below was from our fall 2020 EOPS student survey. The data examined how satisfied program participants were with EOPS counseling services, student progress towards their educational goals with EOPS support, and students experience at the front counter in EOPS. According to the data provided by 197 program participant's in Q13, 97% (192) of EOPS/CARE program participants were satisfied with the services provided by their EOPS Counselor. Two percent were neither satisfied nor dissatisfied and .51% was very dissatisfied. In Q21, 92.86% (182 students) agreed that EOPS had assisted them in reaching their chosen educational goal. Thirteen students (6.63%) were neutral, and one student strongly disagreed. In Q22, out of 197 participants, 125 (63.45%) students described their experience as professional and courteous, 38 (19.39%) students described their experience as friendly and casual, and 1 (0.51%) described their experience as indifferent or uncaring.

Q13



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

Answered: 197 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	86.80%	171
Satisfied	10.66%	21
Neither satisfied nor dissatisfied	2.03%	4
Dissatisfied	0.00%	0
Very dissatisfied	0.51%	1
TOTAL		197

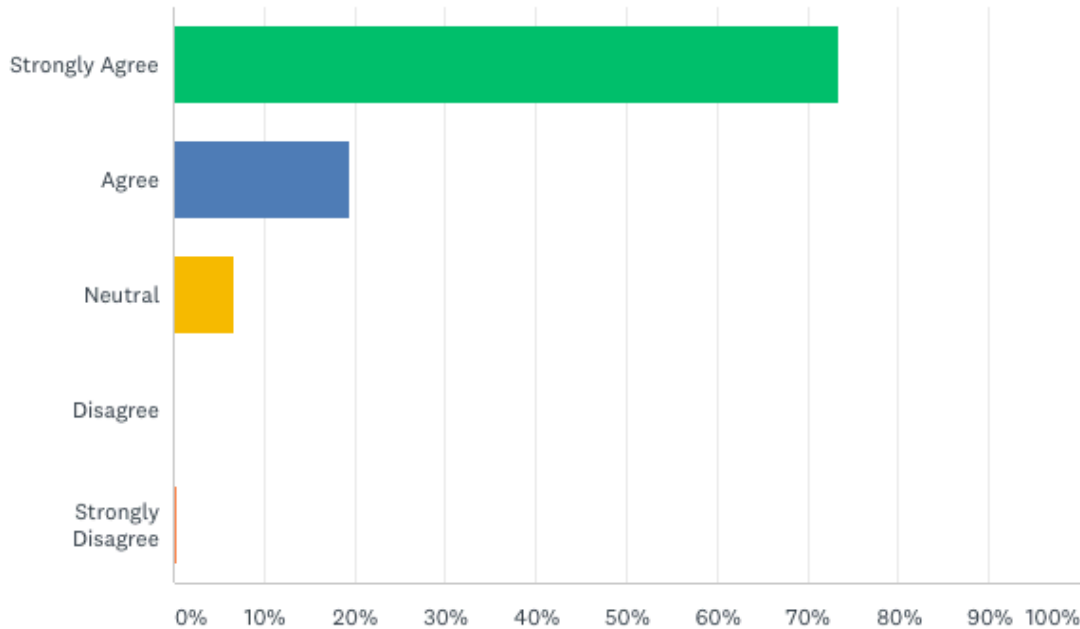
[Comments \(104\)](#)

Q21



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

EOPS has assisted me in moving towards (or reaching) my chosen educational goal.
Answered: 196 Skipped: 0



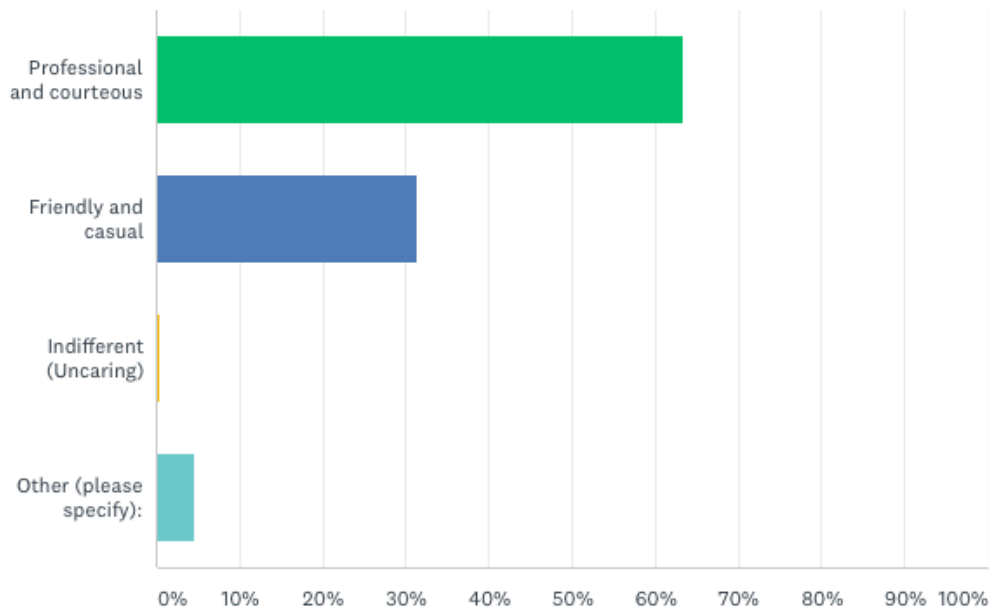
ANSWER CHOICES	RESPONSES	
Strongly Agree	73.47%	144
Agree	19.39%	38
Neutral	6.63%	13
Disagree	0.00%	0
Strongly Disagree	0.51%	1
TOTAL		196

Q22



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

Answered: 197 Skipped: 0



ANSWER CHOICES	RESPONSES	
Professional and courteous	63.45%	125
Friendly and casual	31.47%	62
Indifferent (Uncaring)	0.51%	1
Other (please specify):	Responses 4.57%	9
TOTAL		197

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	EOPS is continuing to assist students in reaching their educational goals. The number of student awards continuously has increased as a result of receiving EOPS support.
Weaknesses	A new survey is needed, especially because of the many changes due to the pandemic. We now must evaluate our online services and the student experience in a fairly new virtual environment.
Opportunities	Expanding online services that were non existent in EOPS prior spring 2020
Threats	Decreases in enrollment, and decreases in funding

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Progress was made toward becoming more accessible for prospective EOPS students. We now have an application that is accessible online.

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

Our program goals last year were centered on three areas: Completion, access, and transfer. Those areas were chosen because they align with the mission of EOPS. One of our past program review goals was to ensure that all EOPS students have a comprehensive educational plan. With the implementation of guided pathways, now all EOPS students and non-EOPS students are mandated to have a comprehensive. As a result we were able to achieve this goal in EOPS. Another program goal was to improve access to EOPS by providing an online application. The original plan was to work with IT to develop an online application. Due to the Covid-19 pandemic we had to adjust to the new environment quickly, so we created a fillable EOPS application and instructed students to email their application to our program email address. This strategy was a success and we plan to continue to accept applications via program email.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
Transfer	PLO	Increase the number of CARE students who transfer to 4 year campuses	-Expose CARE students to programs at 4-year institutions that provide support for student-parents.
Access	PLO	To improve access to virtual services in EOPS.	Create a virtual front desk via zoom, continue with some online counseling services even after the spring 2020 semester.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<i>Faculty</i>					
<i>Classified Staff</i>	CARE Coordinator	Repeat	10,000	Recurring	Rashitta Brown-Elize
<i>Technology</i>					
<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)