

EXTENDED OPPORTUNITIES PROGRAMS & SERVICES (EOPS)

Annual Program Review Update Fall 2010

Area 3 Curriculum – 3.5 and 3.6

3.5 Are all Course Outlines of Record (COR) current?

The only course the EOPS program has offered recently is EOPS 060. The COR remains current however the course has not been offered since spring 2008 due to budget reductions.

3.6 How does the program ensure that all faculty utilize COR when designing course syllabi?

The course instructors were very involved developed the current version of the COR for the course. The two faculty members discussed COR objectives and instructional approaches for the EOPS 060 course and work closely with the EOPS director to maintain that course syllabi align with COR.

The EOPS director is involved in discussions about the course, PLO, SLOs, and strategies to collect data with the faculty members. New ideas or developments have been discussed between the faculty and director before they are implemented. All concerns regarding course or classroom issues are shared with the director and if necessary taken to the Dean of Counseling and Matriculation for resolution.

The EOPS 060 faculty follow COR guidelines when designing course syllabi. When the course is offered again, the same expectations for communication and collaboration between instructors and the program director will be followed.

Area 5 Data Analysis and Environmental Scan

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- **Write about the enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?**

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending college?

EOPS/CARE Student Gender

Year	% Total (AVC)	% Program (EOPS)	% Program (CARE)
2004-2005	Female – 61.11 Male – 38.69	Female – 68.49 Male – 30.54	Female – 96.60 Male – 3.02
2005-2006	Female – 61.24 Male – 38.72	Female – 69.57 Male – 29.75	Female – 96.75 Male – 2.03
2006-2007	Female – 61.40 Male – 38.33	Female – 69.40 Male – 29.81	Female – 96.51 Male – 2.18
2007-2008	Female – 59.98 Male – 38.87	Female – 68.26 Male – 31.06	Female – 95.88 Male – 3.09
2008-2009	Female – 59.08 Male – 39.72	Female – 67.06 Male – 32.51	Female – 94.36 Male – 5.64
2009-2010	Female – 58.78 Male – 41.22	Female – 67.86 Male – 32.14	Female – 95.41 Male – 4.59

The demographic data on gender demonstrates a consistent pattern over the past six years. The 2009-2010 data shows that the EOPS female student population increased a percentage point moving from 8% higher to 9% higher than females in the overall AVC population and male students enrolled in EOPS average decreased by a percentage point moving from 8% below to 9% lower than their the overall percentage of male students at the college. In the CARE program 2009-2010 female student enrollment in the program was an average of 36% higher (1% increase from 08-09) and male enrollment approximately 36% lower (1% decrease from 08-08) than the overall female and male demographic representation in total college population. There were no significant differences in gender demo graphics in 2009-2010.

EOPS/CARE Student Ethnicity

There are three primary ethnic groups that represent approximately ninety percent of the total student body population at AVC. These three groups include: African American (AA), Hispanic (Hisp) and White.

Year	% Total (AVC)	% Program (EOPS)	% Program (CARE)
2004-2005	AA – 19.69 Hisp – 25.90 White – 43.11	AA – 49.39 Hisp – 20.80 White – 18.73	AA – 67.92 Hisp – 10.94 White – 13.58
2005-2006	AA – 19.20 Hisp – 26.99 White – 41.18	AA – 46.31 Hisp – 23.38 White – 18.23	AA – 68.70 Hisp – 13.82 White – 10.98
2006-2007	AA – 19.71 Hisp – 29.03 White – 37.74	AA – 49.46 Hisp – 24.63 White – 15.54	AA – 60.70 Hisp – 17.47 White – 12.66
2007-2008	AA – 20.13 Hisp – 30.08 White – 35.36	AA – 47.28 Hisp – 27.66 White – 16.21	AA – 66.49 Hisp – 19.07 White – 8.25
2008-2009	AA – 21.47 Hisp – 30.67 White – 32.92	AA – 45.04 Hisp – 28.86 White – 15.89	AA – 66.15 Hisp – 19.49 White – 7.69
2009-2010	AA – 18.90 Hisp – 26.64 White – 26.38	AA – 45.10 Hisp – 24.93 White – 14.09	AA – 60.60 Hisp – 20.70 White – 9.60

In order to determine if the demographics of students in the EOPS/CARE program accurately reflect the demographics of the institution, the program eligibility criteria must be included in the data. The overall percentage of students with economic and educational disadvantages in each ethnic group would provide a clearer statistical demographic comparison.

One of the primary eligibility criteria for acceptance into the EOPS and CARE programs is an economic disadvantage. Students who qualify for a Board of Governors Waiver (A or B) are determined to meet that criterion. The Office of Institutional Research provided the following data for numbers of students in each of the three ethnic groups who qualified for BOGW A, B or C (they were unable to limit their search to BOGW, A and B only) during 2006-2007.

Term	% of all AVC students BOGW	Total # AVC students BOGW
Fall 2006	AA – 14.2 Hisp – 15.5 White – 13.3	AA – 1807 Hisp – 1965 White – 1689
Spring 2007	AA – 14.2 Hisp – 15.7 White – 12.5	AA – 1796 Hisp – 1976 White – 1582
Fall 2007	AA – 9.9 Hisp – 12.3 White – 7.1	AA – 1342 Hisp – 1668 White – 1960
Spring 2008	AA – 11.0 Hisp – 13.4 White – 7.8	AA – 1502 Hisp – 1830 White – 1065
Fall 2008	AA – 12.2 Hisp – 15.0 White – 8.6	AA – 1831 Hisp – 2259 White – 1294
Spring 2009	AA – 13.0 Hisp – 15.7 White – 8.8	AA – 1962 Hisp – 2354 White – 1329
Fall 2009	AA – 9.9 Hisp – 9.0 White – 7.5	AA – 1551 Hisp – 1411 White – 1171
Spring 2010	AA – 10.0 Hisp – 9.7 White – 7.7	AA – 1287 Hisp – 1248 White – 997

The BOGW data indicates that between fall 2006 and spring 2007 there was little significant difference statistically or numerically between our three major ethnic groups who meet the economic disadvantaged criteria for the program. However, from the fall 2007 to the spring 2009 the percentage of White non-Hispanic students who qualified for the BOG waiver dipped significantly below the other two ethnic groups. The BOGW data suggests that the Black non-Hispanic and Hispanic ethnic groups should represent approximately 26% to 32% of the EOPS and CARE program. This data would indicate that the Hispanic population is slightly under represented in the CARE program and to a lesser degree in the EOPS program.

Without additional data depicting the number and percentage of students from each ethnic group who meet the academically disadvantaged criteria for the program, accurate conclusions are limited. Furthermore, the data presented previously in this report that showed the high percentage of African American students at AVC who are BOGW eligible should be factored into this program access demographic analysis.

For accurate conclusions regarding CARE program data, it will also require an analysis of the number of students by ethnic group who meet CARE criteria for eligibility. However, there is enough evidence from the data presented to suggest that program outreach and recruitment need a stronger emphasis on the under-represented White and Hispanic ethnic groups in both the EOPS and CARE programs.

EOPS/CARE Student Age

The demographic data on the ages of students served in comparison to the ages of students enrolled at the college indicates that over the past four years there is little to no significant difference between the college and our program except in the area of students under the age of 20 years. The steady upward trend in that age group continued into 2010:

AVC - 2004-05 = 26.67%
AVC - 2005-06 = 28.37%
AVC - 2006-07 = 29.01%
AVC - 2007-08 = 30.66%
AVC - 2008-09 = 30.20%
AVC - 2009-10 = 31.62%

Over that same time period, the EOPS/CARE program has maintained a consistent percentage of enrollment in this age group of between 19.46% and 19.94%. The overall AVC demographic growth trend in that population indicates a 7% - 10% difference between AVC and the EOPS/CARE program which signifies there may be an under-representation of that Age group in the EOPS/CARE program and a need for EOPS/CARE to focus recruitment and outreach efforts toward students who fall in the under 20 age group. It would be helpful to have data from the Office of Institutional Research that reflects the number of students in this age group that meet program eligibility criteria to provide a more accurate assessment of these numbers.

EOPS/CARE Student Persistence, Degrees and Certificates

The percentage of EOPS and CARE students who received degrees and/or certificates was either comparable to or better than the overall AVC student population. The persistence percentage rate of EOPS/CARE students was significantly higher than the overall AVC student percentage rate. This indicates that the EOPS program has been successful in its mission to assist economically and educationally disadvantaged student in successfully meeting their academic goals. Persistence is measured by students who continue their active enrollment at the college from one semester into the next semester.

Percent of Students that Persisted										
	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
EOPS	80.3%									
		68.5%								
			76.1%							
				65.7%						
					74.5%					
						73.2%				
							76.7%			
								75.1%		
									87.8%	

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
CARE	78.6%									
		76.3%								
			79.9%							
				62.4%						
					84.0%					
						78.2%				
							85.1%			
								74.2%		
									96.3%	

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
AVC	63.2%									
		52.6%								
			63.7%							
				53.0%						
					64.9%					
						55.8%				
							66.8%			
								57.2%		
									63.4%	

The Persistence rates for EOPS and CARE with within their average percentage rates for the spring 2009 to fall 2009 period but both programs experienced their highest persistence percentage marks ever for the fall 2009 to spring 2010 period. The program budget reduction of 2009-2010 led to a significant reduction in CARE and EOPS services and the program didn't offer any new opportunities for students that would contribute to this increase in persistence. It will take time to determine if this jump in persistence is an anomaly, or directly related to the economic challenges our students are facing, the value of priority registration, the emerging

positive influence of the program monitor evaluation (PME) program that was designed to increase student accountability or other factors, i.e. counselor caseload system, SARS appointment scheduling system, etc. We will continue to monitor persistence rates throughout the year and look for corresponding factors of causation.

All students who graduate or receive a certificate from AVC and who have participated in and received services from the EOPS program during their time as a student at AVC are included in the AVC degree and certificates totals for EOPS.

Year	EOPS/CARE Degrees	EOPS/CARE Certificates
2007-2008	75	12
2008-2009	101	34
2009-2010	114	41

The EOPS program is designed to assist disadvantaged students and support them in making adequate progress toward meeting their career and academic goals. The counselors and staff hold high expectations for the students in the program and program policies and procedures are instituted and updated to communicate the value of success and accountability to all students in the EOPS program.

The EOPS Program has identified measures which improve program access to students of under-represented demographic populations and continues to seek ways to provide support for students in meeting their academic and career goals. Listed below are some of the strategies the program has implemented or is in the process of implementing. However, the state budget crisis and program budget reduction has limited implementation of these strategies.

- Started the process of translating all program brochures and information sheets into Spanish for publication and dissemination – **Brochures and Program Fall Newsletter translation...Completed, fall 2010.**
- Plan to establish information and orientation meetings in Spanish for ESL students – **Pending development.**
- Created a program brochure to be distributed and shared with programs on campus, and student support service areas that receive a large volume of student access – **Completed, fall 2010**
- In 2007, began sharing program information with local high school district administration and counseling departments – **Ongoing.**
- Discussion about the development of a summer bridge to college program for high school students who plan to attend AVC – **Ongoing/pending funding**
- Established a more active relationship with our Advisory committee which can assist us with informing the community about our program and services – **Meeting in May 2010/Ongoing.**

- Building a stronger relationship with the AVC Outreach department to assist us with sharing information about our program-**Ongoing**
 - Collaborated with the Career Center to develop a system to provide career assessments for all new students in the EOP&S/CARE program/**In development stages, some students have already benefitted but not all.**
 - ***Collaborated with the Career Center and Transfer Center to establish workshops for EOPS students provided by EOPS counselors and Career and Transfer Center staff – New, fall 2010.***
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5.2 Report on the progress of recommendations and accomplishment of goals identified in the program’s 2009-2010 program review. Reflect on the strengths, weaknesses and improvements of the program. Clearly state the performance/quality indicators used by the program.

Recommendations and Comments from the 2009-2010 Peer Review Report:

1. Until the budgetary crisis improves, the Peer Team recommends restraint and prudence in limiting the number of students recruited into EOPS to the levels presently being served or fewer, so that those in the program may have their needs adequately met and so that counselors and certificated staff will not become overwhelmed. It was not clear from the report how strongly the advice from the Chancellor’s office to stay within the student cap limits of Title 5 was worded. The Peer Team advocates positive cooperation with the Chancellor’s office and adherence to state policies.

The total program enrollment for 2009-2010 was 875. A reduction of approximately 300 students from 2008-2009. This represents a significant enrollment reduction in adherence to the Chancellor’s Office recommendation.

2. Maintenance of the current staffing levels to provide continued quality service to EOPS students through the valuable input of counselors and support staff. Additional proposed staffing needs carrying a high salary overhead (such as a future assistant director at the Palmdale campus) may require additional justification in terms of workload analysis, duties, responsibilities and accountabilities, hours of work estimated etc.

The EOPS program has maintained staffing levels from 2009-2010 into the current 2010-2011 year. There are no proposals to increase staffing levels at this time and any future proposals will include a thorough evaluation and justification.

3. Requests to the Chancellor’s office and Institutional Research for further data details and analysis to allow more concrete conclusions to be derived from the trends reflected and suggested by present data. This may permit the next cycle of Program Review self study to make a stronger report of the successful outcomes being achieved. It may also allow the EOPS program to have a clearer idea of whether all demographic groups within the

Lancaster/Palmdale area are being equally accessed, represented and served. Without this information, outreach efforts cannot be successfully evaluated or planned.

The EOPS staff have evaluated student survey and as well as some 2009-2010 data and are exploring ways in which further data details and analysis may be developed through the Office of Institutional Research. The Office of Institutional Research did make adjustments to the 2010 EOPS Student Survey to allow for a cohort rendering of the data based upon student experience in the program, but further refinements will be requested prior to the 2011 Survey.

4. The Peer team recognizes the challenges presented by the present budgetary cuts and congratulates the EOPS director and staff on their creative approaches in seeking additional funding for the program. Continued resourcefulness and opportunity seeking is to be recommended. Collaborations with other AVC campus programs with the same goals may lead to productive new ways to use the funding that is presently available.

The EOPS director and staff continue to collaborate with other AVC campus programs through service on committees and boards. The program will also rely heavily on the advisory committee to offer recommendations for funding and other resources in the community.

5. The Peer team would like to recognize the worthiness and value of the services being provided by EOPS and would recommend that restoration of the budget allocations to assist students in need be a strong priority when financial conditions begin to improve.

Performance Quality Indicators

The program draws its performance quality indicators from three sources. These sources provide performance quality indicators that align with the district's mission, vision and institutional learning outcomes.

1. Title V, section 2.5, clearly defines the program services and expectations. The EOPS/CARE program provides annual plans and end of the year reports to the Chancellor's Office to ensure compliance to Title V. The program was recently audited by a site visitation team from the Chancellor's Office and compliance was confirmed.

EOPS is regulated by the California Education Code (Title V). Funds come directly from the State Chancellor's Office via the State Legislature and are designed to meet the following objectives:

- To increase the numbers and percentage of students enrolled in community colleges that are affected by language, social, and economic disadvantages consistent with state and local matriculation policies.
- To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.

- To increase the number and percentage of EOPS students who are successfully placed into career employment.
- To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges
- To improve the delivery of programs and services to the disadvantaged.

In order to achieve the objectives listed in Title V, EOPS students at Antelope Valley College receive resources and service support from the program. The campus community recognizes and supports several additional resources and opportunities for disadvantaged students:

- All EOPS students receive the first of priority registration appointments.
 - Most EOPS students receive grants and/or book service when funding is available.
 - Additionally, Title V requires all EOPS programs to have an Advisory Committee appointed by the president of the college upon recommendation of the EOPS director. The purpose of the Advisory Committee is to assist the college in developing and maintaining effective extended opportunity programs and services. The Advisory Committee includes representation from college personnel, EOPS students, local feeder high schools, college and/or universities and community and business sector.
2. Program Review and WASC Accreditation self-studies present the program with the following performance quality indicators:
 - Student access
 - Delivery of services
 - Student performance
 - Student equity
 - Community involvement
 - Collaboration
 3. Program Learning Outcome and Student Learning Outcomes clearly state and measure desired outcomes that are indicators of program performance quality.
 - Three Student Learning Outcomes were developed for the EOPS/CARE program and the EOPS 060 course by the EOPS staff in 2007-2008. The Program Learning Outcome for EOPS was developed in 2009. They align with the AVC Institutional Learning Outcomes and meet program expectations for student success that could be measured and evaluated.
 - An annual evaluation of student responses to specific questions on the EOPS program survey and student success, retention and persistence data are the means by which EOPS staff measure the success of students and the program in meeting the desired Program Learning Outcome and Student Learning Outcomes.
 - The EOPS 060 course was dropped due to budget reductions. The Student Learning Outcomes had not been in place long enough to be measured and evaluated.

Area 6 Student and Program Learning Outcomes Assessment (updated annually)

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

EOPS Program Learning Outcome and Student Learning Outcomes

Program Learning Outcome:

Students will be able to access and utilize available educational support services that will increase their knowledge, awareness and skills in order to persist and succeed toward achieving their established academic and career goals.

Student Learning Outcomes:

1. Students will identify appropriate educational and career goals.
2. Each student will demonstrate knowledge of AVC's general education curriculum to develop an education plan and support their goals toward meeting degree, certificate, and/or transfer requirements.
3. Students will make decisions about their academic and career goals based upon their personal assessment information as well as academic success in their chosen major.

In the summer of 2008, the EOPS program made it mandatory for all continuing students to complete a program survey prior to the start of the fall semester. The survey included questions specifically designed to see if the students were receiving the services and making progress that address Program and Student Learning Outcomes. The EOPS staff discussed survey results and the results were forwarded to the Dean of Counseling and Matriculation and the Vice President of Student Services.

The program now has two years of survey data and has analyzed the data for both years in staff meetings to assess our program and student progress in meeting the program and learning outcomes. The staff is aware that program and student learning outcomes will only serve the desired purpose if they are measured and evaluated to improve program services to meet their objectives.

The student survey contained the following six items to assess our program effectiveness in meeting the objectives of the program and student learning outcomes, survey results for 2008/2009 follow in **bold**:

- I. The EOPS counselor helped you to identify educational and career goals (PLO 1, SLO 1 and 3)...**81.8/80.1% affirmative.**

- II. The EOPS counselor helped you to understand how general education courses support your goal toward a certificate, degree and/or transfer (PLO 1, SLO 2)...**82.1/80.8% affirmative.**
- III. The EOP&S counselor provided and reviewed your Student Education Plan (PLO 1, SLO 2)...**94.4/92.9% affirmative.**
- IV. The EOPS counselor helped you make decisions about your academic and career goals based on career interest and academic success (PLO 1, SLO 3)...**71.9/72.4% affirmative.**
- V. After receiving your Education Plan you now understand the general education and major requirements to complete your certificate, degree and/or transfer goal (PLO 1, SLO 2 and 3)...**85.0/87.8% affirmative.**
- VI. The EOPS counselors refer students to various support services (PLO 1, SLO 3). A total of eleven referral sources are listed and students responded that counselors referred them to each of the service providers.

The student response to taking the 2010 EOPS Student survey was exceptional at 72% of the total students completing the survey. A total of 430 students participated which provides an very significant sample for data purposes.

The assessment of program SLOs and PLO have been through a staff review of the student survey data and an evaluation of how the program could more effectively meet the PLO and SLO objectives. One example, the staff determined SLO #3 requires that students will make decisions based upon their personal assessment information. In both years students responded at 71.9 and 72.4% in the affirmative which was the lowest rating for SLO and PLO measurement. The staff had discussed providing a career assessment for all incoming students to provide that data to each EOP&S counselor to review with students. In the past, students were referred for career assessment as needed by their counselors. By adding this program component it would provide a more consistent approach for collecting and using career assessment data for all students. During the fall of 2009, one EOPS counselor began referring all new students for assessment to the Career Center. This program pilot effort has proven that the program can provide this career assessment service for new students despite budget reductions during this budget crisis. The program staff has also discussed and is interested in implementing a learning styles assessment for all new students that would be provided by the Student Learning Center.

In the summer of 2010, the Office of Institutional Research developed a survey format to collect the data from the EOPS student survey by student cohorts based upon the student experience in the program. Data was collected in cohorts that reflected students in the EOPS program with 1-2 semesters, 3-4 semesters and 5 or more semesters. It was a recommendation from the EOPS staff to collect the data in this manner so that we could analyze student progress toward meeting the program SLOs over time. The following is an analysis of the student responses to the survey to questions that specifically relate to each SLO:

Areas Surveyed	1-2 Semesters	3-4 Semesters	5 or more semesters
SLO – A Identify Educational and Career Goals	86.5%	89.2%	93.2%
SLO – B Knowledge of AVC Curriculum to support degree, certificate or transfer goals	88.3%	89.2%	81.8%
SLO – C Decisions about academic and career goals based upon personal assessment information and academic success	82%	82.3%	79.5%

An early analysis of the data indicated that students may be answering the questions based solely on what their experience was with the counselor during the past year. The staff recommended that we modify the survey questions to ensure that responses reflect their overall experience in the program and not just their most recent experience. Also, many of the new students who were surveyed were confused and did not know how to answer the questions because they had not been in the program. The recommendation was to establish another cohort, “New student,” and make sure there are response options that will allow them to respond. The staff would like to capture the new student data to establish that cohort as the baseline experience by which the other cohorts can be adequately measured.

6.2 How have adjunct faculty and part-time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

N/A

6.3 What specific plans have been made for assessing student learning outcomes over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

The EOPS students are in various stages of their academic and program career. Time and experience in the EOPS program increases the level of student understanding. The student undergoes a process in which they are able to identify their goals and realize the steps necessary to meet their goals. The program survey instrument has been helpful in determining what percentage of students are meeting the expectations of our program and student learning outcomes, however in analyzing the survey data the staff has determined that it would be more helpful if it was provided in relative terms of student advancement through the program. The goal would be to have survey data collected in student cohorts of first year, second year and third year program status. In conjunction with each cohort a rubric would be developed that would identify expected student progress in meeting the outcomes based upon experience and time (cohort grouping) in the EOPS program.

The timeframe for the EOPS/CARE PLO/SLOs defining and assessing plan follows:

Action	Person(s) Responsible	Completion Target Date
Develop Cohort Survey online scheme	Office of Institutional Research/ EOPS director	Spring 2010-completed
Develop PLO and SLOs rubric based on cohort desired outcomes – Defining process	EOPS counselors and director	Spring 2010-ongoing
Develop Evaluation Instrument for PLO and SLOs in cohort format	EOPS staff	Spring 2010-completed
Student Survey by Cohort	Office of Institutional Research and EOPS staff	Summer 2010-completed
Collect program survey and student success data	Office of Institutional Research	Fall 2010-completed
Evaluate Cohort Survey Data and student success data– Assessing process	EOPS staff	Fall 2010-ongoing
Evaluate Program and PLO/SLOs effectiveness based on Survey data and student success data – Continued Defining and	EOPS staff	Fall 2010-Spring 2011

Assessing process		
Make adjustments to improve effectiveness of Program, PLO/SLOs or measuring devices if necessary	EOPS staff	Spring 2011
Implement adjustments and begin survey and other PLO/SLOs annual evaluation cycle to further Define and Assess Program PLO/SLOs	Office of Institutional Research, EOPS staff	Summer 2011
Defining and Assessing cycle of EOPS/CARE PLO/SLOs will repeat each year	EOPS staff, Office of Institutional Research	2011 - 2013

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

- A. Collaborate with the Career and Student Learning Centers to establish an efficient method to assess all incoming EOP&S students for career and learning styles. Develop a system in which counselors can refer all incoming students for the assessment.
- B. Seek professional development for counselors (as needed) from the Career Center and Student Learning Center to effectively evaluate student career assessment and learning style results.
- C. More effectively communicate with EOPS students that EOP&S/CARE counselors provide counseling services that provide support in personal areas of crisis or need.
- D. Provide professional development for counselors in the area of personal concerns for students. Also provide updated college and community resources to counselors for referral use.
- E. Seek funding support to continue work on translating all program brochures, forms and policies into Spanish for outreach and to benefit students in the program.

Area 9 Goals and Objectives (Updated annually)

EOPS Goals and Objectives

Goal	Objectives	Timeframe	Justification	Annual Update
Annually assess program effectiveness in meeting Performance Quality Indicators and compliance with state and district regulations	Staff will collect and evaluate program data to analyze program effectiveness toward meeting Performance Quality Indicators provided in Title V, Program Review and WASC and PLO/SLOs	In the fall semester of each academic year when MIS, Student survey and OIR data are available from prior year	Aligns with the AVC mission to provide innovative services to all members of our community with program quality that provides for student success	Ongoing
Develop a student survey that is structured to collect data by cohorts based on student longevity in the program	Staff will work with the Office of Institutional Research to create a survey instrument that allows for the collection and evaluation of student data in progressively meeting the PLO and SLOs of the program	Develop the survey in the Spring of 2010 then pilot and introduce the survey to EOP&S students in the summer of 2010	Aligns with the AVC mission by placing student success and student-centered learning as our number one priority	Completed Fall 2010
Evaluate and refine PLO and SLOs	Staff will annually evaluate effectiveness of PLO and SLOs in meeting program objectives and determine if students are progressing adequately in	In the fall semester staff will evaluate student surveys and other relevant data to determine student success in	Aligns with AVC mission to offer value and opportunity to all members of our community	Ongoing

	meeting desired outcomes	meeting program and learning objectives		
Seek to secure adequate funding to provide for program outreach activities and printing of brochures and student planners in English and Spanish	Director will work with Dean and Vice-President to locate funding sources and apply for local grants	Ongoing as funding sources and grants are made available	Aligns with AVC mission of operating in a professional and team-driven environment and offering opportunity to all members of our community	Carryover funding from 2009-2010 allowed program to provide 2010 brochures and student planners
Improve communication and collaborative relationship with AVC Instructional departments	Director will coordinate with Dean and Vice-President to increase opportunities to share program information and success with Instructional departments at AVC	Ongoing with an emphasis at the beginning of each semester	Aligns with AVC mission of operating in a professional and team-driven environment	EOPS Counselor provided informational workshop for faculty at AVC Welcome Back event in fall of 1020
Maximize use of program resources to improve student performance through developing collaborative strategies with other categorical and non-categorical programs on campus who serve disadvantaged students	Staff will work with other departments to develop creative ways to streamline operational procedures and coordinate delivery of services	Ongoing with the focus on directors' meetings and full staff professional development and job-alike sessions	Aligns with AVC mission of being committed to student success and working in a team-driven and professional environment	Ongoing
Participate in departmental and divisional meetings and staff	Provide staff time and training opportunities within the	Ongoing as needed and available	Aligns with AVC mission of providing innovative	Ongoing

development opportunities to ensure the program is in compliance with technological and operational objectives	department and division		programs and services in a professional and team-driven environment.	
Collaborate with the Career and Learning Centers to provide career and learning style assessments for all incoming students	Director will continue dialogue with Career and Learning Center managers to establish assessment model	Spring 2010 for planning then begin pilot program in Fall of 2010	Aligns with the AVC mission by placing student success and student-centered learning as our number one priority	A joint EOPS-CAREER Center "Careers in Education" workshop presented to students Oct. 2010
Introduce and establish services to Palmdale campus	Director, Dean and AVC administrative staff will design plan for introducing services to Palmdale campus	Spring 2010 initiate plans to offer EOP&S staff part-time informational services to Palmdale campus and to expand services as enrollment increases at the Palmdale campus	Aligns with AVC mission to offer value and opportunity to all members of our community	EOPS staff member will visit Palmdale Center weekly to provide information Fall 2010. First EOPS Orientation for students will be provided in Fall 2010

Area 10 Long Term Resource Planning (Updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for

Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

In light of the state and education budget crisis, the primary long-term resource need of the EOPS program over the next four years will be to maintain current staffing. The 40% EOPS program budget reduction in 2009-2010 forced the elimination of many of the financial and academic support services for students. However, the program was able to maintain current staffing through state, district and federal ARRA funds. Staffing is the key to the EOPS program providing service to over 1,000 financially and educationally disadvantaged students. With current staffing in place the program can continue to provide students with the essential program elements that lead to high student success rates: Counseling, Educational planning, Orientation and Follow up services. The program goal is to assist as many students toward meeting their academic, transfer and career goals as is financially feasible and staffing is critical to meeting that goal.

In the future, as the state budget improves, the long-term needs of the program will be to restore all student support services to the program that have been eliminated due to the budget crisis. Then, to expand program resources to meet the recommendations for EOPS found in the Antelope Valley College Educational Master Plan. The plan includes increasing staff at the Lancaster site and providing staffing and services at the Palmdale Center.

The Antelope Valley College Educational Master Plan was reviewed and updated during the summer of 2010. The following information was submitted and approved.

Current Student Demand

Enrollment numbers have increased significantly over the past ten years at Antelope Valley College. The demand for EOPS services has also increased during that time period. The program's ability to expand is capped by the Chancellor's Office and therefore limits the number of economically and educationally disadvantaged students that can be served. The current state budget crisis resulted in a 40% reduction to the EOPS program budget in 2009-2010 forcing the program to reduce or eliminate many of its services and reduce the number of students accepted into the program.

Anticipated Student Demand

The future demand for our EOPS and Cooperative Agencies Resources for Education (CARE) services and programs will continue to exceed our ability to provide the services. Due to budget constraints and the program enrollment cap the EOPS office must closely monitor the number of students that are approved each semester in direct relationship to the yearly state budget allocation.

The demand for services should continue to increase as the Antelope Valley projects continued population growth over the next five years and the college projects a subsequent increase in student enrollment. Furthermore, the projection of a significant increase of

college aged adults in the Antelope Valley who do not have a high school diploma and are therefore considered educationally disadvantaged, indicates there will also be a greater number of students at Antelope Valley College who would qualify and benefit from participation in the EOPS program.

Recommendations to Support Current Enrollment

Personnel

The EOPS/CARE program currently needs to hire an EOPS Technician position which is currently vacant and a new position titled EOPS/CARE Secretary. The program needs to restore the adjunct faculty position required to provide the EOPS 060 course which has not been offered since spring 2009 due to budget reductions.

Equipment

Updated computers, technology infrastructure, continuing training as needed, and direct support to current and emerging technologies is important to provide increased access and support for EOPS students, staff, and faculty.

Facilities

None

Short Term Trends and Goals (3-5 years)

Goals and Mission

The primary EOPS/CARE goal is to provide services to an increasing number of students who will qualify and benefit from participation in the program. The EOPS program must be funded at levels to provide all EOPS and CARE services as prescribed by Title 5, chapter 2.5. In addition, it is a goal of the program to expand its student outreach/recruitment to the high schools in the college's service area due to an increase in the percentage of younger students, ages 18-25, enrolling at the college. The program needs to offer students more access to computer stations as well as training and support for online services.

Personnel

There is a current EOPS Technician I vacancy that needs to be filled. The EOPS program has a very rigorous record keeping system that is mandated by Title 5. Support staff is necessary to keep up with the record keeping demands as well as student support demands in the office. The program needs one program secretary to provide clerical support and office coordination. The number of students eligible for CARE services will also increase and create the need to hire a CARE coordinator. The coordinator will support CARE students, collaborate with the CARE counselor and CalWORKs staff to monitor CARE student progress as well as provide new and relevant support services for CARE students.

Equipment

As student enrollment increases and staffing increases the program will need to provide office equipment and technology to meet the demands of growth. The program currently has two computer stations for students but will need to add an additional four computer stations for student access and skill development.

Facilities

The program facilities for EOPS are in excellent condition with adequate office and storage space.

Long Term Vision (10 Years)

Securing the office space in the new Student Services Building and adding the new staff planned for the area, and to include the necessary office furniture, equipment, and other items as needed. The EOPS program will collaborate with College Outreach to develop a proactive outreach/recruitment effort that extends to all high schools in the college service area. As student enrollment increases, EOPS will seek to increase new student persistence and success by implementing a summer bridge program and a student cohort structure that provides intensive orientation services and encourages students to support one another throughout their college experience.

The EOPS program will expand its EOPS 060 course offerings to four sections in the fall and spring terms and two sections in the summer session as a broader support for new students and students in danger of academic dismissal. The EOPS program will explore ways to provide online access to more of its program services and move toward a paperless office in alignment with the college "Going Green" campus environment. The program currently has two computer stations for student use but anticipates the need to provide additional computers and a service area to provide technological support and instruction for EOPS students. The expansion of technological services will require more direct ITS support.

Needs Summary Itemized list

Current Needs

Personnel

- Retain all current EOPS/CARE staff
- Rehire Adjunct EOPS 060 Instructor

Equipment

- Repair and maintenance of all program equipment as needed

- Updated computers, technology infrastructure as needed
- Training as needed
- Direct support to staff for current and emerging technologies

Facilities

- Repair and maintenance of facilities as needed

Short Term Needs (3-5 Years)

Personnel

- One (1) EOPS Technician
- One (1) Program Secretary
- One (1) CARE Program Coordinator

Equipment

- A computer and monitor for new staff members
- Four computer stations for EOPS students for training and access
- Updated computers, technology infrastructure as needed
- Training as needed
- Direct support to staff for current and emerging technologies

Facilities

- Enlarge computer station area for EOPS students in existing office
- Repair and maintenance of facilities as needed

Long Term Needs (5-10 Years)

Personnel

- Adjunct faculty for EOPS 060 expanded course offerings
- Adjunct faculty for Summer Bridge program
- Part-time ITS support technician

Equipment

- A dedicated server to store all program data
- Computers and office equipment for all new staff
- Replacement of program networked copier
- Technological equipment to digitally scan and document all records
- Ten computer stations for EOPS students to access and be trained
- Upgrades of all computer technology and equipment that has become obsolete

Facilities

- Expanded office or classroom facilities as needed for additional staff members
- Development of a small 12-15 station computer lab for EOPS/CARE students
- Classrooms for expanded number of EOPS 060 classes

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years.

The EOPS program is housed in an office that provides a safe and appropriate environment for the rendering of its services to students.

Equipment and technology is sufficient but will need to be maintained and/or replaced as needed. Program staff will need training for all new software programs that are provided to upgrade and improve sufficiency of services.

10.3 Identify funding needed to support student learning.

For the program to be funded to meet student learning support needs it is necessary to return funding levels to that of 2008-2009 and then increase funding to meet the recommended goals of the Educational Plan.

