

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name – Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE)... to be referred to as EOPS throughout this document.

Year - 2013

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission.

The mission of the 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 a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

The Antelope Valley College vision is to “provide quality education that enriches lives and builds futures.” The EOPS program offers 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. The program also offers financial support through textbook vouchers and financial grants when funds are available and mathematics instructional support from AVC mathematics instructors. CARE students receive transportation, cafeteria meal vouchers as well as other support services. The EOPS staff extends a supportive environment that is relationship-based and offers a balance of support and accountability to students in the program. Students are required to make adequate progress by following their education plan and achieving success in the courses in which they enroll. The EOPS program emphasizes, supports and expects each student to succeed. Students in the program learn how to navigate the complexities of the college system, receive one on one academic, career and transfer advice from counselors and staff, are supported in setting and achieving their

academic and career goals by successfully using support services that will help them develop skills that will allow them to succeed in the classroom.

1.2 Place an “X” by each Institutional Learning Outcome (ILO) supported by the division or area.

- ☒ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- ☒ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ☒ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- ☒ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- ☒ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- ☒ Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The mission of the Extended Opportunity Program and Services (EOP&S) 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, above, and in addition” to the regular programs and services offered by the college.

EOPS is a Student Support Service program designed to supplement the regular educational programs of the community college district by encouraging and supporting the enrollment of students who have language, social, and economic disadvantages, and to facilitate the successful completion of their educational and career goals and objectives.

The Cooperative Agencies Resources for Education (CARE) program is a state funded program. The CARE program provides additional educational support services designed for EOP&S students who are also the parent of at least one child under the age of 14 years, the single head of household and are qualified and receiving TANF/CalWORKs cash aid and ancillary services for themselves or their children.

The EOP&S/CARE program has a full-time director, three full-time counselors, one full-time program specialist and three full-time technicians. The staff is committed to maintaining program compliance to Title 5 regulations, the Antelope Valley College Vision and Mission as well as Institutional, Program and Student Learning

Outcomes. The support services provided to disadvantaged students by the EOP&S/CARE staff has produced significant success, persistence and retention rates that exceed those rates for all other students in the general college population. In 2008-2009, the program served 1,229 students, of that number, 101 students, who had participated in the program, received AA/AS degrees, 34 received certificates, 46 transferred to four year colleges or universities and the EOP&S student persistence rate from the fall semester of 2008 to the spring semester of 2009 semester was a remarkable 81.1%. Due to state drastic state and district budget reductions of 40-44% the numbers of students served dropped to 690 in 2011-2012, however the persistence rate has maintained steady at 80% or higher.

The EOP&S/CARE program works collaboratively with other programs on campus to provide disadvantaged students the opportunity to succeed at the community college and to achieve their academic and career goals. EOPS offers its students priority registration and a comprehensive counseling program that promotes degree or certificate completion within six semesters and additional support through program referrals. The program also offers Mathematics instructional support, financial support through textbook vouchers and financial grants (when funds are available). In addition, CARE students receive transportation, cafeteria meals and other support services which are also dependent on available funding.

The program operates in compliance with state and local regulations, provides services to qualified students and focuses on strategies to improve and expand support and delivery of services to students in the program. The program has implemented policies and procedures to encourage student success and accountability through an EOP&S/CARE staff that provides a supportive relationship-based environment.

1.4 Name of person leading this review:

Gary Roggenstein, EOPS Director

1.5 Names of all participants in this review:

Dietra Jackson, Counselor
Dr. Salvador Suarez, Counselor
Darcel Jarrett-Bowles, Counselor
Yvette Petrin, Program Specialist
Jenell Paul, Program Technician II
Hilda Thompson, Program Technician II
Diana Wright, Program Technician II

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

- District headcount and FTES
- Division headcount and FTES
- Discipline headcount and FTES
- Number of sections offered by location/distance education
- PT/FT faculty ratio by LHE
- Efficiency (measured as FTES/FTEF)

Data about student progress

- Student achievement: success, retention, and term to term persistence
- Progression through remedial courses
- Program completion
- Degree/certificate completion rate
- Transfer rates to 4-year institutions
- Licensure exam results
- Job placement/post training

- 2.1 Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.

During the five year period of 2008-2009 through 2012-2013, the Antelope Valley College District had a peak enrollment of 21,780. From 2008-2013 the annual district headcount decreased 21.9 percent. During the same time frame the EOPS Program experienced a 54% decrease in the number of students served. The EOPS total number of students was reduced from 1229 to 690. The decrease in enrollment is directly related to severe budget cuts and workload reductions across the state. The EOPS program budget allocation was reduced by 40% in state allocation and 44% in district allocation. The program was forced to eliminate a full-time counseling position and reduce the number of students served accordingly. Aid and services to students were drastically cut as was professional development opportunities for staff. Student demand for EOPS services continued to exceed program availability as the program was forced to restrict the number of students who could apply and enroll into the program due to the extensive budget reductions.

- 2.2 Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

Total Students Served 2008 – 2012

2008-2009:	1229
2009-2010:	873
2010-2011:	737
2011-2012:	690
Total:	3529 (unduplicated count)

Each student is required to meet with their counselor 3 times each semester which would result in 21,174 counseling appointments if each student showed up for their appointments, the actual number is over 90%. Each of those students must have an EOPS education plan developed by their EOPS counselor. The program must also provide a mandatory program orientation for each student and maintain detailed files for each student including data and information pertaining to their meetings with the counselors. The program Specialist, Technicians and student employees provide support for students regarding their program eligibility, SARs counseling appointments, orientation services, program information, as well as monitoring student performance and maintaining files. The EOPS program has also provided an hourly adjunct math instructor for student support with their mathematics courses over the past four years.

No additional employees were hired but the program did lose one full-time counselor due to budget reductions and the EOPS 060 course is still inactive.

- 2.3 Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.
N/A
- 2.4 Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

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. *Note: the program data for 2011-2012 is not available at this time.

Year	% Total (AVC)	% Program (EOPS)	% Program (CARE)
2008-2009	AA – 21.5 Hisp – 30.7 White – 32.9	AA – 45.0 Hisp – 28.9 White – 15.9	AA – 65.6 Hisp – 19.3 White – 9.0
2009-2010	AA – 18.90 Hisp – 26.6 White – 26.4	AA – 45.1 Hisp – 24.9 White – 14.1	AA – 60.6 Hisp – 20.7 White – 9.6
2010-2011	AA – 19.7 Hisp – 31.9 White – 28.2	AA – 39.9 Hisp – 28.4 White – 14.7	AA – 52.8 Hisp – 22.4 White – 12.8

EOPS/CARE Student Age Demographic

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 enrollment percentages for that age group had shown steady increases over the past few years but decreased in 2010-2011:

AVC - 2008-09 = 30.20%

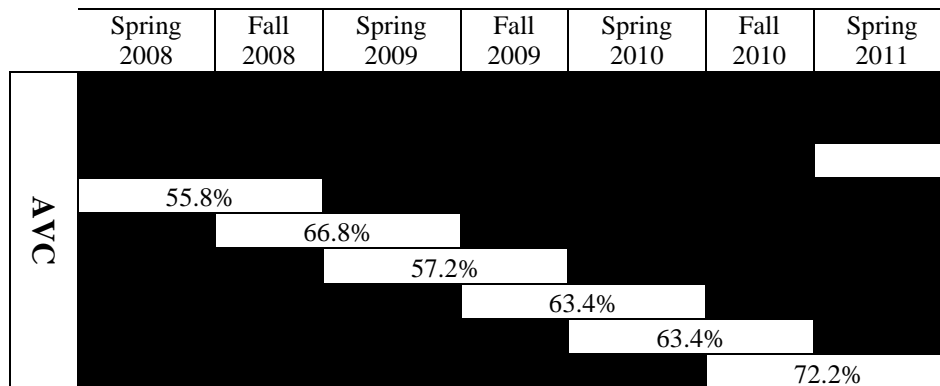
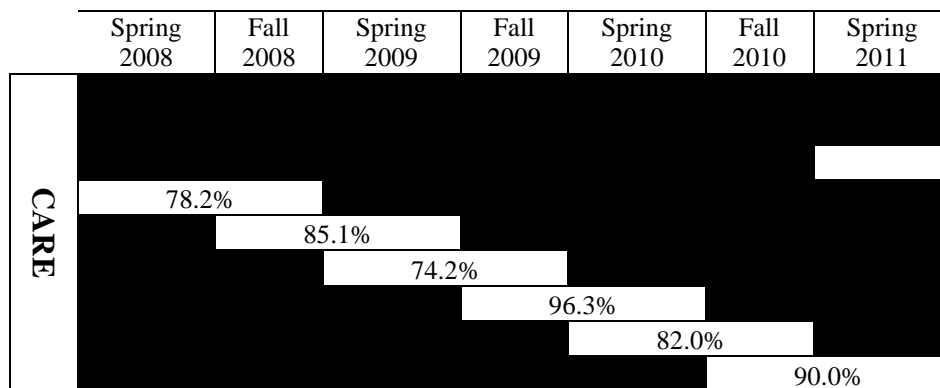
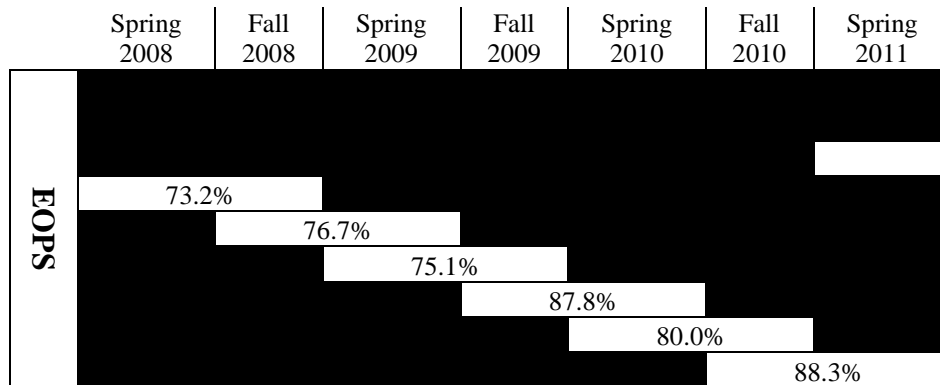
AVC - 2009-10 = 31.62%

AVC – 2010-11 = 28.3%

Over the 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% and increased to 21.4% in 2010-2011. This represents a 7% - 10% difference between the percentage of students under the age of 20 at AVC and in the EOPS/CARE program.

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 the EOPS program has been successful in its mission to assist economically and educationally disadvantaged students. Persistence is measured by students who continue their active enrollment at the college from one semester into the next semester.



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
2008-2009	101	34
2009-2010	114	41
2010-2011	99	19

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. In 2010 – 2011 over 90% of all students completed their three counseling appointments and 100% completed the EOPS Orientation. Also, in the spring semester over 70% of the EOPS-CARE students completed and passed nine units or more. The program doesn't currently have access to data for analysis or to determine if EOPS students meet the Institutional Standard and if their achievement gaps in any specific demographic that need to be addressed.

- 2.5 Analyze and summarize trends in student progression through basic skills courses, if applicable.

The data is not currently available.

- 2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

N/A

- 2.7 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

N/A

- 2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.

N/A

Part 3 – Outcome Analysis and Use

- 3.1 Analyze changes in **student learning outcome (SLO)** and **program learning outcome (PLO)** assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

Over the past four years, the EOPS staff have revised the student learning outcomes (SLO) to more adequately reflect the outcomes and measures designed for a successful student experience in the EOPS program. The staff also developed a single Program Learning Outcome (PLO) and made revisions to the program measurement instrument, the annual Student Survey, to ensure a higher accuracy of measurement. Finally, the EOPS staff worked with the Office of Institutional Research to establish data cohorts so that our student survey data could be measured based upon student time in the program so we could determine student growth and development as well as potential areas for program improvement.

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.

Prior Student Learning Outcomes (2008 – 2011):

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.

Revised Student Learning Outcomes 2011 (approved fall 2011):

1. Students use decision making skills to identify their educational and career goals and select an academic major that aligns with their goals.

2. Students understand the purpose of an educational plan and use it, the AVC course catalog and academic counseling services to make decisions that ensure adequate educational progress and completion of their certificate, degree or transfer goals.
3. Students have identified campus programs and services that offer information and support in meeting their educational and career goals. Students understand how to access and utilize student support service providers.

The primary instruments used for measuring PLO and SLO achievement are institutional student success data and the annual student survey.

The student survey contains the following six items to assess our program effectiveness in meeting the objectives of the program learning outcome and student learning outcomes. Below are the former questions with the 2011 revisions in **bold**.

- I. The EOPS counselor helped you to identify educational and career goals (PLO 1, SLO 1 and 3)...**The counselor has encouraged or supported you in identifying educational or career goals that are based upon your personal interests, skills and academic potential.**
- 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)...**The counselor has explained the importance of following your educational plan and has introduced you to the AVC Course Catalog and other information sources regarding your major and coursework.**
- III. The EOP&S counselor provided and reviewed your Student Education Plan (PLO 1, SLO 2)... **The counselor has provided you with a student education plan and has reviewed your student education plan to ensure that it is aligned with your educational and career goals.**
- 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)...**Question included in question #1.**
- 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)...**The counselor has helped you identify the courses you need to take to complete your goal of earning a certificate, degree and/or transfer.**
- VI. The EOPS counselors refer students to various support services (PLO 1, SLO 3)...**The counselor has advised and referred you to campus-wide support services (Learning Center, Career Center, DSS, STAR, CalWORKs, etc.**
- VII. The assessment of program SLOs and PLO have been conducted through a staff review of the student survey data and an evaluation of student success rates to determine how the program could more effectively meet the PLO and SLO objectives. 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	New Student	1-2 Semesters	3-4 Semesters	5 or more semesters
SLO – A Identify Educational and Career Goals	90.9	98.1%	91.5%	100%
SLO – B Development and review of Education Plan to align with goals.	72.7	97.1%	96.2%	95.8%
SLO – B Importance of following Education plan, use of AVC course catalog and other resources regarding major and required coursework.	72.7	92.4%	91.5%	95.8%
SLO – B Identification of courses needed to complete goals	81.8	96.2	91.5	91.7
SLO – C Student accessing student support programs and services to meet goals	54.5	85.7	82.1	91.7

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. In the 2011 survey, the staff modified 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. This was completed in time for the 2011 survey. The staff wanted to capture the new student data to establish that cohort as the baseline experience by which the other cohorts can be adequately measured. In the 2011 survey, the new student cohort did establish a baseline but there remains uncertainty that the EOPS students as a whole understand the extent to which the survey is seeking to determine their understanding and experience with the SLO items as some of the survey results from cohort to cohort appear to be unreasonable. The EOPS staff will discuss the data results with Institutional Research to determine strategies, including instructions in the survey instrument that will continue to improve the survey as an assessment device. In the 2012 student survey the results were not provided in the student experience cohort format due to changes in EOPS and Institutional Research Office leadership. It is expected that results for 2013 will return to that format.

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 is 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.

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-competed
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 2011-completed
Evaluate Cohort Survey Data and student success data– Assessing process	EOPS staff	Fall 2011-ongoing
Evaluate Program and PLO/SLOs effectiveness based on Survey data and student success data – Continued Defining and Assessing process	EOPS staff	Spring 2011 revisions to SLOs completed – approved by SLO committee fall 2011.
Make adjustments to improve effectiveness of Program, PLO/SLOs or measuring devices if necessary	EOPS staff	Spring 2011 revisions to survey questions completed
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	Ongoing

3.2 Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human,

facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

N/A

Part 4 - Stakeholder Assessment

- 4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

It is the commitment of the EOPS staff to develop a positive working relationship with all stakeholders with the purpose to improve overall service to students. This is, in part, achieved by receiving formal and informal feedback from students, AVC staff, and from service agency personnel. As such, it should be noted that one of the items in the annual student survey addresses how well a student is provided service by our front office program technicians and student workers. In each of the surveys the results reflect a 98-100% high satisfaction rate.

The EOPS program has an advisory committee which consists of members of the community, current and former EOPS students and AVC faculty. They provide invaluable input into ways in which the EOPS program can provide improvement in student outreach, services and delivery of services. The following program changes have come as a direct result of the committee's recommendations:

Through the involvement of the EOPS Advisory Committee measures have been identified and implemented to improve program access to students of under-represented demographic populations.

- Completed the translation of 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.**
- Created a program brochure to be distributed and shared with programs on campus 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 2011/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 advanced development stages, most students have already benefitted but not all.**

Part 5 - Goals and Objectives

- 5.1 Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

Goal	Objectives	Timeframe	Justification	Annual Update
Annually assess program effectiveness in meeting Performance Quality Indicators and compliance with state and district regulations	Staff will evaluate program data to analyze effectiveness toward meeting Title V Performance Quality IndicatorsProgram Review, 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 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 meeting desired outcomes	In the fall semester staff will evaluate student surveys and other relevant data to determine student success in meeting program and learning objectives	Aligns with AVC mission to offer value and opportunity to all members of our community	Ongoing Completed SLO revision in Spring 2011
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	Will seek to supplement funding sources with institutional grants and community resources
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	Ongoing

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 2010-2011 The EOPS director met with other categorical directors on a weekly basis to improve collaboration
Participate in departmental and divisional meetings and staff development opportunities to ensure the program is in compliance with technological and operational objectives	Provide staff time and training opportunities within the department and division	Ongoing as needed and available	Aligns with AVC mission of providing innovative programs and services in a professional and team-driven environment.	Ongoing
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	Aligns with AVC mission to offer value and opportunity to all members of our community	Target Spring 2014 for EOPS Student Orientation and Specialist/Counseling hours at site.
---	--	--	--	--

- 5.2 List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

Current (up to three years)

Goal 1: Increase EOPS Student Success and Transfer Rates

- Guided by district Strategic Goal(s) # 2
- Guided by 2c Plan Summary in EMP
- The EOPS Student Success, Retention and Graduation rates exceed the current institutional student success targets established by the Student Success Committee. However, these are areas where continued improvement is necessary.
- To re-establish the full-time counselor position which was lost due to budget reductions to provide more at risk student access to EOPS services.
- To work closely with the AVC Transfer Center to provide opportunities for EOPS students to be exposed to opportunities for higher education and for EOPS counselors to guide students toward developing the skills necessary to achieve it.
- To hire counseling and classified staff to provide EOPS support services at the Palmdale center.
- Use Peer mentors to support student success and transfer plans.
- Development of a computer lab for students to access research, online resources, career and educational opportunities and success support services.

Goal 2: Improve OO/PLO's to align with student success and secure data to improve the evaluation of Action Plans.

- Guided by district Strategic Goal(s) # 1
- Guided by 1b Plan Summary in EMP
- To increase student success rates the EOPS program needs to strengthen the link between OO/PLO assessment to improve the development and evaluation of action plans. The objective is to research ways in which data directly tied to student success can be collected and aligned to OO/PLO's and their assessment for a more succinct approach to student improvement and success.

Near Term (three to five years)

Goal 3: Re-institute EOPS 060 course

- Guided by district Strategic Goal(s) # 4
- Guided by 4b Plan Summary in EMP
- Effective student orientation is essential to student success in Basic Skills and ESL. The EOPS program now requires all students to complete the four matriculation components to be accepted into the program. However, the program staff believe it is necessary to re-institute the EOPS 060 course which was lost due to budget reductions to provide at-risk students a comprehensive orientation to the college programs, support services and essential student success skills.
- Secure the funding necessary to re-activate the course, gain approval of AVC AP&P committee, recruit new EOPS students to enroll in the course.

Goal 4: Strengthen the relationship with Assessment Center and Classroom Instructors.

- Guided by district Strategic Goal(s) # 1
- Guided by 1d Plan Summary in EMP
- Develop a closer and more productive relationship between EOPS counselors and classroom instructors to increase understanding of skills necessary for student success and identify gaps in student preparation that need to be addressed through support services.
- Work closely with the Assessment center to ensure students are appropriately placed in courses. Invite Deans and department chairs to speak with EOPS counselors, staff and

students regarding necessary skills that lead to student success.

- Purchase simple career assessment online tools from which counselors and students may benefit.

Long Term (five to ten years)

Goal 5: Develop a summer bridge program for incoming high school students.

- Guided by district Strategic Goal(s) # 6
- Guided by 6b Plan Summary in EMP
- In order to promote a seamless transfer of high school students to AVC, the EOPS program would like to work with the AVC Foundation and members of the community to develop a Summer Bridge program for incoming high school students. The program would offer a comprehensive orientation, math and reading support as well as mentorships.
- Secure funding for the program, visit existing programs for ideas, i.e. SBCC, pilot it with one group of 20 students, work closely with high school counselors to identify students for the program, create a student cohort that can be tracked for statistical data and success.

Goal 6: Establish online application and orientation and student files for EOPS students.

- Guided by district Strategic Goal(s) # 7
- Guided by 7b Plan Summary in EMP
- Student access to the program and staff efficiency would be significantly enhanced and streamlined with the development of online services and records.
- Work with the Director of ITS to develop an online system similar to those being used at other community colleges, i.e. Glendale. Hire a part-time technical analyst to develop program, integrate it and maintain the system. Establish the system, implement it and evaluate it for improvement.

- 5.3 List discipline/area goals and objectives **directly related to advancing Strategic Goals**. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)

N/A

Near Term (three to five years)

N/A

Long Term (five to ten years)

N/A

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1 List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

- Restore District funding to EOPS to the 2008 levels for the purpose of hiring full-time and support personnel to increase student access, success and transfer rates. Strategic Goal 2, EMP Plan Summary 2c. Cited in EOPS PR 2014 Goal (s) # 1,3.
- Restore Full-time EOPS Counselor. Strategic Goal 2, EMP Plan Summary 2c. Cited in EOPS PR 2014 Goal (s) # 1.
- Restore Adjunct Faculty to teach the EOPS 060 course. Strategic Goal 4, EMP Plan Summary 4b. Cited in EOPS PR 2014 Goal (s) # 3.
- Hire a part-time technical analyst. Strategic Goal 7, EMP Plan Summary 7b. Cited in EOPS PR 2014 Goal (s) # 6.
- Hire Student Peer mentors to support and assist EOPS students. Cited in EOPS PR 2014 Goal (s) # 1.
- Hire part-time staff to provide EOPS services at Palmdale Center. Palmdale Strategic Goal 2, EMP Plan Summary 2a. Cited in EOPS PR 2014 Goal (s) # 1.

6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

- Updated computers, accessories, software applications and direct support for current and emerging technologies. Strategic Goal 7, EMP Plan Summary 7b. Cited in EOPS PR 2014 Goal (s) # 6.
- ITS support in development, integration and maintenance of EOPS online services. Strategic Goal 7, EMP Plan Summary 7b. Cited in EOPS PR 2014 Goal (s) # 6.
- Computer Lab of 15 stations for EOPS students to use for instructional support, course assignment completion and relevant online resources. Strategic Goal 7, EMP Plan Summary 7b. Cited in EOPS PR 2014 Goal (s) # 1.

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

- The existing facilities provide a quality environment for EOPS staff and students. There is a need to find space for a 15 station computer lab to assist student success and transfer rates. Strategic Goal 7, EMP Plan Summary 7b. Cited in EOPS PR 2014 Goal (s) # 1.

6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

- The EOPS director, faculty and staff need to attend the annual CCCEOPSA conference. Strategic Goal 5, EMP Plan Summary 5d. Cited in EOPS PR 2014 Goal (s) # 5.1 goal chart.
- The EOPS director and lead staff need to attend the annual mandatory CARE training. Strategic Goal 5, EMP Plan Summary 5d. Cited in EOPS PR 2014 Goal (s) # 5.1 goal chart.
- The EOPS staff need to be trained in all software applications and upgrades used by the institution that are relevant to their duties. Cited in EOPS PR 2014 Goal (s) # 6.
- The EOPS counselors need to regularly attend the Counseling division meetings for up to date information, policies and procedures. Cited in EOPS PR 2014 Goal (s) # 5.1 goal chart.

6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

N/A

Part 7 - Recommendations and Comments

7.1 List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

None at this time.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

- Develop a data set relevant for each Student Service categorical program that can be accessed early in the program review process.