EXTENDED OPPORTUNITIES PROGRAMS & SERVICES (EOPS)

Program Review Self-Study
Fall 2009

Area 1   Mission

1.1   State the Mission of the Program

The Extended Opportunity Programs and Services (EOPS) program is a state and district funded program. It 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 handicapped by 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 EOPS 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.

1.2 Comment on the areas of mission, vision and Institutional Learning   Outcomes (ILOs) of the college that are the most closely related to the mission of the program.

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 offers its students 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. CARE students receive transportation, cafeteria meals and other support services as well. The EOPS staff provides a supportive environment that is relationship-based and offers a balance of support and accountability to students in the program. The services and support offered to EOPS/CARE students contributes to a significantly higher persistence rate than other AVC students and students. Persistence is measured by students who continue their active enrollment at the college from one semester into the next semester. The following data was provided by the Antelope Valley College Office of Institutional Research and compares the persistence rates of students in EOPS, CARE and regular AVC student population from 2005 through 2009.

Percent of Students that Persisted

EOPS

Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
80.3%							
	68.5%						
		76.1%					
			65.7%				
				74.5%			
					73.2%		
							76.7%

CARE

Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
78.6%							
	76.3%						
		79.9%					
			62.4%				
				84.0%			
					78.2%		
							85.1%

AVC

Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
63.2%							
	52.6%						
		63.7%					
			53.0%				
				64.9%			
					55.8%		
							66.8%

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as the number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. The EOPS services provided to EOP&S students have one primary goal: student success. The EOPS program provides support but holds students accountable to "make adequate progress" toward meeting their academic and career goal as stated in Title 5. Students are required to sign a mutual agreement with the program that guarantees they will follow the requirements of the program intended to foster their cooperation with the EOPS staff toward meeting their goals.

The EOPS program supports students in the process of meeting their educational and career goals as delineated in the college's Institutional Learning Outcomes (ILOs). Students are encouraged by their counselors and program staff to analyze diverse perspectives from a variety of disciplines and experiences that contribute to their development of self-awareness (ILO 1). The EOPS program is committed to providing students support that will facilitate the attainment of their academic and career goals. The program is designed to assist students in the development of self-awareness that leads to academic independence and the ability to effectively advocate for themselves in educational settings.

EOPS students are encouraged to take advantage of other services on campus such as the Learning Center, Transfer Center and Career Center to increase their self-awareness and equip them for future success. The EOPS program refers students to support service agencies in the community as well as to college and university campuses for those preparing for transfer. The purpose is to expose students to programs and services so they recognize and utilize the many diverse support systems that are available to assist them as a means to achieving their goals.

The EOPS program requires students to meet with their counselors three times per semester. Counselors use these appointments to assist students with their selection of a major, development of an Education Plan and their six semester degree or certificate completion plan. Through counseling appointments students are encouraged to "value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development" (ILO 2). The EOPS process takes the student where they are when they enroll in the program then assists them in developing a plan to meet their goal while encouraging them to develop essential lifelong learning skills and to use all available resources to reach their goal.

Institutional Learning Outcome #4 involves the institutional commitment for students to develop critical thinking skills as well as planning and decision-making skills. EOPS counselors encourage students to evaluate their options and make informed decisions based upon academic and career assessment data. Students are engaged in three counseling sessions each semester in which they use critical thinking skills to analyze, evaluate and coordinate data from their transcripts and assessment results to make decisions regarding their academic and career goals. Students use the information to accurately plan for each semester and register for courses that meet their degree requirements as established in their education plans. Transfer students and students who major in degrees that require additional units to complete, e.g. Registered Nursing, use planning and decision-making skills to ensure they are adequately prepared and qualified to advance beyond their AVC degree.

Area 2   History

Area 2.1   Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

The most significant change in the last four years came three years ago when the long-time director of the program retired. The retired director was a strong advocate for the program and its students. Many students can point to him as having had a significant influence over their success at AVC and as being the visionary strength behind the success of the EOPS/CARE programs. He was responsible for laying a strong foundation for the success of the EOPS program at Antelope Valley College and the impact he had on the program and the students was immense.

The unduplicated student count for the program has remained consistently in the range of 1200 – 1250 students over the past four years and no other program on campus has had a significant impact on program enrollment. The program annual enrollment has exceeded the Chancellor's cap of 880 students during that time and was encouraged by the Chancellor's office program site visitation team in the spring of 2009 to reduce the number of students served to more adequately meet the needs of students in the program.

In the spring of 2006, two counselors were added to the EOPS staff. The total number of full-time counselors is now four. The addition of two counselors has decreased the need for adjunct counselor support and has increased program competency and service levels. The addition of the two counselors assures that students in the program will more clearly understand the program's Title 5 requirements and the services it has to offer.

In 2007, the program changed its system of counselors seeing students on a walk-in basis and moved to a case-management system in which counselors see students based upon alpha assignment by students' last name. The change was made to encourage more consistency for students and counselors and to provide for the development of a supportive relationship between the counselor and student. The implementation of the SARS scheduling system made the transition less difficult as students could schedule their counseling appointment in advance and the program was able to more accurately track completed and missed appointments. Furthermore, the SARS system provides an email and phone call notification to the student to remind them of their appointment. In addition, the counselors and office staff call and remind students who miss their appointments to reschedule.

The EOPS program has instituted the Program Monitor Evaluation (PME) program which places students on program probation if they fail to meet the requirements of their mutual responsibility agreement with the program. At the end of each semester, technicians evaluate whether students meet their three counseling appointment requirement and counselors evaluate if students are making adequate progress toward meeting the goals of their student education plan. When students fail to meet the Title 5 requirements found in their mutual responsibility agreement they are placed in PME I status which allows them one

semester in which to make the necessary improvements and return to regular status.   If the student does not make the necessary corrections during that PME I semester they are required to leave the program for one semester then reapply.   While in PME I status, students are eligible to receive all the program services with the exception of program financial grants that may be offered.

As a result of these changes, the number of students meeting the requirement of seeing their counselor three times per semester has risen significantly in the past two years.   This increase is important for student success and also for program compliance with the Title 5 mandate that all students must meet with their counselor three times per semester and make adequate progress toward meeting their academic goal.

The EOPS program also redesigned its student orientation program so that 100% of the students in the program now participate in the program orientation which likewise is mandated by Title 5.   In the past, students were allowed to complete an application and receive acceptance into the program prior to receiving their program orientation.   Now, all students who are interested in the program must attend an orientation session which includes completing their program application.   As a result, the program is assured of 100% student participation in the program orientation process.

The current budget crisis in the state and the resulting impact to Community Colleges has had a definite impact on the EOPS program.   Due to budget reductions to the 2009-2010 categorical programs, the EOPS program was forced to reduce its budget by 40% which equated to more than $550,000.00.   The program was forced to seek relief from the state to eliminate the minimum requirement of the Part C obligation. The Part C obligation amounted to more than $240,000.00 and is the budget area from which student financial grants are primarily drawn.   The program was also forced to completely eliminate or drastically reduce almost every area from the program budget including: the EOPS 060 student development course, overload and adjunct support hours for counseling services, a math tutor, Region VI Summer Institute, conference training and travel, student workers, program publications and student mailings.   Our full-time staff remains in place and it is our goal and the institution's goal to make every effort to keep the staff intact.   The number of disadvantaged students served in the program and the support services provided by the program are directly related to staffing.   Student program enrollment numbers will be significantly reduced if current staffing levels are not maintained.

2.2   Briefly describe the program's activities and services in the past four years.

The following are activities and services that the EOPS program provided students in the past four years:

- Outreach/Recruitment – Meetings were held with local high school counselors and administrators to explain the program, eligibility criteria and enrollment procedures. The College Student Outreach program was provided program brochures and information to share at schools and community events. Program staff, alumni and students are also instrumental in telling perspective students about the program.

- Orientation – Student orientation was provided for all students who expressed an interest in enrolling in the EOPS program.
- Student Education Plans and Six Semester Maps – All students in the program were provided an education plan and six semester map to complete their academic and career goals.
- Priority Registration – Students were provided priority registration to ensure they are able to make adequate progress toward meeting their academic and career goals. The EOPS program communicates with students regarding the importance of priority registration and program counselors advise them regarding course selection for registration.
- Counseling Services – All students were required to meet with their EOPS or CARE counselor three times per semester while participating in the program. The counseling appointments provide support, direction, facilitation, follow up and accountability toward students in meeting their program responsibilities and academic, career or transfer goals.
- Academic Support – EOPS students received textbook vouchers to defray the costs of textbooks. The program provided instructional support from a certificated faculty member for all students. Students in the program were also offered additional over and above support in the AVC Student Learning Center via a referral from their counselor or an EOPS/CARE staff member. Students were also provided typing, faxing and photocopying services as well as computer access in the EOPS office.
- EOPS 060 Course – A student development course designed to meet the students' individual needs to strengthen their academic performance and develop skills necessary for success. The course also orientates students toward the many college programs and student support services that are available to them.
- Student Recognition – Some of the EOPS classified staff coordinate with classified staff from other categorical programs to organize and host the annual Students on the Move event which celebrates the accomplishments of students in EOPS and other Student Support Service programs. Students are recognized for earning degrees and certificates.
- Referral Services – Students are referred to programs and support opportunities on the campus. Many students receive support from the Transfer Center for transfer to colleges and universities, are provided career assessments from the Career Center, are referred to Job Placement, Financial Aid, Office of Students with Disabilities, Basic Skills, STAR/TRIO, CalWORKs and the Student Learning Center.
- Scholarships – The program provided students with information and support regarding scholarships available at AVC and for transfer students.
- Region VI EOPS Summer Institute – Students in the EOPS program were provided an opportunity to attend the Region VI EOPS Summer Institute in 2007 and 2008 at UC Santa Barbara.
- EOPS staff developed Program Learning Outcomes and Student Learning Outcomes for the EOP&S program.
- Annual meetings were conducted with the EOPS Advisory committee and the committee met twice in 2008-2009 to begin the process of developing a more active role for the committee.

- Reference Letters – Students receive, upon request, reference letters and letters of recommendation from the program director and counselors.
- Financial Support – Students were provided EOPS program grants. CARE students were also provided automotive repair, transportation and meal tickets.
- The program conducted a self-study for the Student Service Program Review and Technical Site visit from the Chancellor's Office in 2008-2009. The Visitation team filed a report on all categorical programs and found no exceptions for the EOPS program in meeting program Title 5 regulations.
- CARE Parenting Seminar – Offered to CARE students in the spring of 2008.
- Probation workshops were provided for students in categorically funded programs who were placed on academic probation at the college.
- Collaborated with other categorically funded programs to improve integration and coordination between the programs. A meeting was held in the spring of 2009 for all categorical and classified staff members. Categorical directors meet on a weekly basis to discuss areas in which communication and integration of services can be improved. In the spring of 2009, work to develop an online Student Education Plan was initiated and a categorical programs Students in Common list was created for the first time.
- Developed a new program brochure and began work on translating it into Spanish.
- An EOPS Communications plan was developed in conjunction with all programs in Student Services. The plan gives timelines and details for specific program to student and program to program communications.

2.3   Did the program receive outside funding during the last four years?

No, the EOPS program did not receive outside funding during the last four years.

Area 3   Curriculum

3.1   Identify degrees and certificates currently offered in the program

No degrees or certificates are offered through the EOPS program or EOPS 060 course.

3.2   Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

The EOPS program provides services to economically and academically disadvantaged students as part of the Counseling and Matriculation Department in the Student Support Service Division of the College. It is not an academic program that offers courses for the purpose of earning a degree or certificate but it has in the past offered the EOPS 060 course to students. This course is a 3 unit course that is not applicable to the associate degrees or certificate programs. It is similar to the Counseling Department's Human Development (HD) courses in that its primary focus is to provide skills and information to students to support them in achieving their personal and academic goals.

The EOPS 060 class has not been offered since the spring semester of 2009 due to budget reductions. It is unknown when the course will be offered to students again. In the past, students had access to two sections of the course during the fall and spring semester and one section during summer session.

The course adequately meets aspects of the college mission statement in that it provides students the opportunity to develop skills that would encourage their success in a student-centered learning environment. Students in the course are introduced to diverse topics and encouraged to develop organizational and communication skills that will strengthen skill sets necessary to succeed in academic coursework. Students are exposed to goal-setting techniques, provided personal learning assessments and strategies, introduced to note-taking, writing and test preparation strategies, given tours of the library and Student Learning Center and provided guest speakers who share about services on the campus that are available to provide academic and personal support.

The EOPS 060 course meets the purpose of Institutional Learning Outcomes through offering exercises that encourage students to critically assess and evaluate their personal goals and learning styles so they may develop a clearer vision of their learning-styles and the manner in which they may successfully meet their goals and objectives (ILOs 1,2, 6). Students in the course explore and develop skills related to college success while learning effective strategies within the campus community. They are also encouraged to utilize basic writing techniques, improve vocabulary and analyze and organize their ideas to succeed in their college experience and meet their career goals (ILO 4).

The EOPS 060 course recently completed SLOs and began to develop pre and post tests to assess if students were meeting the stated outcomes of the course. However, further development and analysis of the SLOs has been placed on hold until the course may be offered again.

EOPS 060 Student Learning Outcomes

ILO	PLO	SLO	ASSESSMENT	CORRECTIVE ACTION
1,2,4	1	Student will be able to identify career and college goals as a result of their values, interests, personalities, abilities and assessments.	Use of standardized career and personal inventory assessments may include: Holland Search, Eureka (True Colors) and Myers-Briggs and Discover.	Need to more adequately help students tie their interests and values to their goals then prioritize goals accordingly, i.e. self-reflective exercises.

2,4,6	1	Student will be able to formulate short and long-term educational and career goals based on the assessment data, options and students preferences.	Course assignments used for students to explore career options. Self-reflective journaling that will include the students' career/major choice. Final research on career choice.	Students demonstrated a need to better clarify their educational and career goals. The use of informative interviews and similar activities will be implemented.
2,3	1	Students will be able to identify basic skills required to manage student life issues for success in college. Skills may include: note taking, goal setting time management, campus resources, e.g. Career, Transfer, Learning Centers, Library.	Classroom and out of classroom assignments. Guest Presenters on different topics with follow-up quizzes, campus search assignments and reflective writings will be among the assessment activities.	None needed.

3.3 Reflect on relevant trends in curriculum with regard to knowledge requirements and instructional methods.

As services and opportunities on the campus expand, course instructors have added opportunities for student exposure to new services to ensure student awareness of the entire student support network. Course instructors have also added career and academic assessment instruments through the Career Center and Student Learning Center to support student self-awareness and learning styles. When the budget is restored and the course is offered again, instructors plan to further develop course assessment instruments that will allow for data-driven evaluations of students progress in meeting the program and student learning outcomes leading to possible modifications in the course, curriculum delivery system and instructional strategies.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a rotational basis so that students can complete their programs within a reasonable time frame?

N/A

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

Yes

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

Most recently, the course has been taught by three faculty members and one of them retired in 2007. The remaining instructors were very involved in the most recent development and version of the COR for the course. The two faculty members discuss various COR objectives and instructional approaches for the EOPS 060 course and work closely with the program director to maintain that course syllabi do not violate the integrity of the 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 are 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. This process is streamlined and simplified by the fact that so few sections of the course are offered and so few faculty members have exclusively provided instruction for the course. When the course is offered again, the same expectations for communication and collaboration between instructors and the program director will be implemented.

AREA 4   Student Support and Development

4.1   Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

Program services are designed to support student achievement for a specific student population that has economic and academic disadvantages and one which closely resembles the ethnicity of the community and institution. The data below provided by the AVC Office of Institutional Research demonstrates that the EOPS program provides services to a diverse student population that is reflective of the overall ethnic diversity of the institution.

	2006-2007			
Ethnicity	All Students	Percent of All Students in Ethnicity Group	EOPS/CARE	Percent of EOPS/CARE in Ethnicity Group
Am. Indian or Alaskan Native	207	1.1%	12	1.3%
Asian or Pacific Islander	1109	5.7%	29	3.1%
Black Non-Hispanic	3737	19.3%	484	50.9%
Hispanic	5593	28.8%	230	24.2%
Other/Unknown	1460	7.5%	62	6.5%
White Non-Hispanic	7302	37.6%	133	14.0%
	19408	100.0%	950	100.0%

Ethnicity	2007-2008				
	All Students	Percent of All Students in Ethnicity Group	EOPS/CARE	Percent of EOPS/CARE in Ethnicity Group	
Am. Indian or Alaskan Native	203	1.0%	10	1.0%	
Asian or Pacific Islander	1170	5.6%	20	2.1%	
Black Non-Hispanic	4168	20.1%	492	51.5%	
Hispanic	6229	30.1%	245	25.7%	
Other/Unknown	1617	7.8%	50	5.2%	
White Non-Hispanic	7322	35.4%	138	14.5%	
	20709	100.0%	955	100.0%	
Ethnicity	2008-2009				
	All Students	Percent of All Students in Ethnicity Group	EOPS/CARE	Percent of EOPS/CARE in Ethnicity Group	
Am. Indian or Alaskan Native	214	1.0%	9	1.0%	
Asian or Pacific Islander	1254	5.6%	21	2.4%	
Black Non-Hispanic	4794	21.5%	429	49.4%	
Hispanic	6848	30.7%	236	27.2%	
Other/Unknown	1866	8.4%	52	6.0%	
White Non-Hispanic	7350	32.9%	122	14.0%	
	22326	100.0%	869	100.0%	

Although the percentages of Black Non-Hispanic students in the EOPS program are significantly higher than the institution and the White Non-Hispanic percentages are lower, the Office of Institutional Research provided a small research sample that covered the fall of 2006 to the fall of 2007 which indicates that a significantly higher percentage of Black non-Hispanic students qualify to receive the Board of Governors' Waiver (BOGW). The BOGW is the economic marker prescribed by Title 5 to identify students with an economic disadvantage for eligibility to enter the EOPS program.

ETHNICITY	Fall 2006			Spring 2007			Fall 2007		
	Overall Count	Those with BOGG	Percent of Overall with BOGG	Overall Count	Those with BOGG	Percent of Overall with BOGG	Overall Count	Those with BOGG	Percent of Overall with BOGG
Am. Indian or Alaskan Native	132	74	56.1%	137	76	55.5%	131	59	45.0%
Asian or Pacific Islander	720	264	36.7%	720	259	36.0%	755	264	35.0%
Black Non-Hispanic	2307	1807	78.3%	2324	1796	77.3%	2500	1947	77.9%
Hispanic	3661	1965	53.7%	3715	1976	53.2%	4166	2205	52.9%
Other/Unreported	904	401	44.4%	962	420	43.7%	1074	459	42.7%
White Non-Hispanic	4962	1689	34.0%	4764	1582	33.2%	4982	1646	33.0%

Diverse student needs are inherent in an ethnically diverse student population. The EOPS program provides services to students who are identified as having diverse needs and who are receiving academic support from other college programs. Data from the Chancellor's Office indicates that from 2004 – 2007 a higher percentage of EOPS students took Basic Skills and ESL classes than the student population at the institution and their overall success rates were comparable to success rates of other students on campus.

Students Who Receive Basic Skills & ESL Instruction

Year	% Total (AVC)	% Program EOPS/CARE

2004-2005	ESL
	  Attempted – 2.53
	  Successful – 1.61
	
	ENGLISH
	  Attempted – 6.07
	  Successful – 2.05
	
	MATH
	  Attempted – 8.83
	  Successful – 5.13
		ESL
		  Attempted – 3.16/0.00
		  Successful – 2.55/0.00
		
		ENGLISH
		  Attempted – 15.94/10.19
		  Successful – 5.11/1.13
		
		MATH
		  Attempted – 20.92/26.04
		  Successful – 12.04/11.32

2005-2006	ESL
	  Attempted – 2.21
	  Successful – 1.15
	
	ENGLISH
	  Attempted – 5.74
	  Successful – 2.13
	
	MATH
	  Attempted – 10.51
	  Successful – 5.97
		ESL
		  Attempted – 2.91/0.00
		  Successful – 2.01.0.00
		
		ENGLISH
		  Attempted – 14.32/13.41
		  Successful – 5.82/2.85
		
		MATH
		  Attempted – 21.14/17.89
		  Successful – 11.52/8.13

2006-2007	ESL
	  Attempted – 2.68
	  Successful – 1.44
	
	ENGLISH
	  Attempted – 8.15
	  Successful – 3.18
	
	MATH
	  Attempted – 16.88
	  Successful – 10.01
		ESL
		  Attempted – 3.42/2.18
		  Successful – 2.35/1.31
		
		ENGLISH
		  Attempted – 16.72
		  Successful – 18.78
		
		MATH
		  Attempted – 33.53
		  Successful – 39.30

Students who qualify to receive financial aid demonstrate an economic disadvantage that may impact their success as students. The Chancellor's office data below indicates that from 2004 – 2007, EOPS provided services to a significantly higher percentage of students receiving financial aid than the percentage of other students at the institution.

Students Who Qualify for Financial Aid

Year	% Total (AVC)	% Program EOPS/CARE
2004-2005	Not Received – 58.20 Exempt – 42.47 BOG WAIVER – 43.38 PELL GRANT – 18.15 OTHER – 11.23	Not Received – 4.50/3.02 Exempt – 95.50/96.98 BOG WAIVER – 95.26/96.98 PELL GRANT – 79.32/80.38 OTHER – 74.57/78.87
2005-2006	Not Received – 54.65 Exempt – 46.22 BOG WAIVER – 46.96 PELL GRANT – 18.57 OTHER – 10.89	Not Received – 3.91/4.07 Exempt – 96.09/95.93 BOG WAIVER – 95.64/94.31 PELL GRANT – 74.72/72.76 OTHER – 63.53/58.94
2006-2007	Not Received – 55.60 Exempt – 45.29 BOG WAIVER – 45.83 PELL GRANT – 18.88 OTHER – 11.03	Not Received – 6.35/3.49 Exempt – 93.65/96.51 BOG WAIVER – 92.77/96.51 PELL GRANT – 75.27/78.17 OTHER – 61.68/74.24

The EOPS program also provides services for students who have at least one documented primary disability and are registered to receive services through the AVC Office for Students with Disabilities. Disabled students are encouraged to access the services of the EOPS program as shown by the high percentage of disabled students in the program. The EOPS program and the Office for Students with Disabilities maintain a collaborative relationship to ensure EOPS students with disabilities receive specialized disability services, LD testing and accommodations and that students from both programs receive education plans, counseling and services that are efficient and aligned to support student success.

Students with Disabilities

Disability	% of students AVC	% of students EOPS	% of students CARE
Primary Disability	2004-05: 5.15 2005-06: 4.87 2006-07: 4.87	2004 -05: 19.34 2005-06: 16.44 2006-07: 14.96	2004-05: 12.08 2005-06: 9.35 2006-07: 10.48
Secondary Disability	2004-05: 0.58 2005-06: 0.48 2006-07: 0.21	2004 -05: 2.43 2005-06: 1.90 2006-07: 0.68	2004-05: 0.75 2005-06: 1.22 2006-07: 0.00

	2004-05: 0.16	2004 -05: 0.49	2004-05: 0.00
Dept. of	2005-06: 0.69	2005-06: 1.90	2005-06: 0.41
Rehabilitation	2006-07: 0.89	2006-07: 3.03	2006-07: 0.87

The Office of Institutional Research conducted a Matriculation Research Study. The most significant finding in that study was that students have the highest course success rates, retention rates, persistence rates and certificate/degree completion rates when they complete all four matriculation components (counseling, assessment, orientation and student educational plan). The matriculation study listed assessment and counseling/advisement as the most significant indicators of student success.

The adequacy of the EOPS program in extensively providing all four matriculation components to meet the diverse needs of students is the primary reason behind student success in the program. The Title 5 requirement of three counseling sessions per semester for each student and an education plan that includes a six semester map meets and exceeds two of the matriculation components listed as indicators of student success in the Matriculation study.

The program's success in adequately meeting the diverse needs of students in this manner is found in data from the Chancellor's Office for 2004-2007 that indicates EOPS students participated at a significantly higher rate in orientation, assessment, counseling, matriculation and advisement services than the overall percentage of students at the institution. Furthermore, in the future, Advisement/Counseling and Matriculation (Orientation) statistics will reflect an even higher percentage of completion for EOPS students as a result of program changes made in the fall of 2008 to ensure higher participation rates for students in meeting Title 5 counseling appointment and orientation requirements.

ASSESSMENT SERVICES, PLACEMENT

Year	% Total (AVC)	% Program EOPS/CARE
2004-2005	Received – 81.89 Not Received – 5.74 Exempt – 10.52	Received – 93.80/90.57 Not Received – 3.28/6.42 Exempt – 3.28/1.13
2005-2006	Received – 61.29 Not Received – 17.31 Exempt – 10.68	Received – 79.42/75.20 Not Received – 15.32/18.70 Exempt – 2.91/2.44
2006-2007	Received – 66.84 Not Received – 15.42 Exempt – 11.02	Received – 83.77/79.91 Not Received – 12.71/17.47 Exempt – 2.44/0.87

ASSESSMENT SERVICES, OTHER

Year	% Total (AVC)	% Program EOPS/CARE
2004-2005	Received – 82.94 Not Received – 4.69	Received – 94.40/92.08 Not Received – 2.68/4.91
2005-2006	Received – 67.39 Not Received – 11.21	Received – 85.12/79.27 Not Received – 9.62/14.63
2006-2007	Received – 72.11 Not Received – 10.16	Received – 88.47/84.28 Not Received – 8.02/13.10

MATRICULATION

Year	% Total (AVC)	% Program EOPS/CARE
2004-2005	Orientation Services Received – 31.98 Not Received – 55.66 Exempt – 10.52	Orientation Services Received – 52.55/49.06 Not Received – 44.53/47.92 Exempt – 3.28/1.13
2005-2006	Orientation Services Received – 37.06 Not Received – 41.54 Exempt – 10.68	Orientation Services Received – 65.66/59.35 Not Received – 29.08/34.55 Exempt – 2.91/2.44
2006-2007	Orientation Services Received – 42.63 Not Received – 39.64 Exempt – 11.02	Orientation Services Received – 73.41/78.60 Not Received – 23.07/18.78 Exempt – 2.44/0.87

ADVISEMENT/COUNSELING

Year	% Total (AVC)	% Program EOPS/CARE
2004-2005	Received – 21.49 Not Received – 66.14 Exempt – 10.52	Received – 55.11/66.79 Not Received – 41.97/30.19 Exempt – 3.28/1.13
2005-2006	Received – 22.57 Not Received – 56.03 Exempt – 10.68	Received – 59.28/67.48 Not Received – 35.46/26.42 Exempt – 2.91/2.44
2006-2007	Received – 25.80 Not Received – 56.47 Exempt – 11.02	Received – 69.99/84.72 Not Received – 26.49/12.66 Exempt – 2.44/0.87

From 2005 to 2009, the EOPS program served approximately 400 more students per year than the program cap established by the Chancellor's Office. The Chancellor's Office establishes the program budget based upon the program cap. Therefore, the EOPS program has been providing services to more students for less money. This cavalier approach has opened the doors of the program and provided services to more students but has reduced the level of adequacy of services by reducing the amount of money received by each student for textbook vouchers and financial grants. The program has been able to provide all other services listed above and required of Title 5 but may be forced to restrict the opportunity to provide other services due to current budget constraints.

The Chancellor's Office categorical program site visitation team in the spring of 2009 recommended the EOPS program reduce the number of students served so it may more adequately meet the needs of students in the program. This recommendation will be implemented but with the reservation that many students who might have benefited from program services will not be allowed access due to this change of procedure.

The program provides services that have a definite impact on student success rates. The program persistence rates displayed on page 2 of this study with the student success rates provided by the Chancellor's Office listed below demonstrate the adequacy of the EOPS program in supporting student achievement.

	Success Measures	2004-2005	2005-2006	2006-2007	3 Year Average
AVC %	Degree	4.32	3.80	4.27	**4.13%**
	Certificate	0.96	0.97	0.83	**0.92%**
	Transfer Prepared	8.75	9.0	9.23	**9.00%**
EOPS %	Degree	4.38	5.26	4.89	**4.84%**
	Certificate	1.95	1.23	0.68	**1.29%**
	Transfer Prepared	13.63	11.74	11.14	**12.17%**
CARE %	Degree	5.28	6.10	7.86	**6.14%**
	Certificate	1.51	3.25	1.75	**2.17%**
	Transfer Prepared	10.57	10.16	10.48	**10.40%**

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

The following program additions and revisions in services and practices contribute significantly to improving student success in meeting program goals and in making adequate progress toward meeting their academic and career goals.

- The implementation of the Program Monitoring Evaluation has increased student participation in meeting with their counselors three times each semester and

increased student accountability in meeting the terms of their student mutual responsibility contract with the program.

- The implementation of the SARS system has allowed students to make their counseling appointments in advance and cancel or reschedule when necessary. This system also has a call and email component that reminds students of their appointments in advance.
- The counseling alpha caseload system has allowed counselors and students in the program to develop stronger relationships that provide a coaching and facilitating counseling approach as counselors are able to more closely follow and evaluate a student's progress in meeting their academic goals.
- The mandatory student orientation has increased student participation to 100% which increases their opportunity to succeed and meets the Title 5 requirement.
- The addition of two new computers in the program for student use has increased student access to technology in the program and provided support for students who need assistance in registering for classes, writing papers or accessing their student email accounts.
- The use of student workers who are on Federal Work Study and/or CalWORKs work study has allowed the program to utilize student workers for support in the office after budget reductions eliminated program funding for student workers.
- Establishing program entrance restrictions has allowed the program to assist students through the completion of their program goals and opened spaces for students who are ready or close to being ready to take their collegiate coursework.

These restrictions include: Basic Skills and ESL students must be within two semesters of taking collegiate level math or English; students on Academic Probation with the institution must clear their probation status to enter the program. Per Title 5, the program is limited to serving first time students who are enrolled in a minimum of 12 units which precludes probation students who are on a mandatory unit limit of fewer than 12 units. Title 5 also places a limit of students earning no more than 70 degree applicable units before they must be released from the program. The primary goal of EOPS is to assist students toward making adequate progress in meeting their stated academic goal. The establishment of the entrance restrictions made it possible for students to enter the program at an opportune time when they will receive the support from the EOPS program as they are collegiate-ready to make progress toward their academic goal.

The following program deletions of services and practices have come as a result of budget reductions and significantly impact the student support of EOPS as prescribed by Title 5 and the college mission and ILOs.

- Program financial grants for students.
- Significantly reduced textbook voucher allocations for students.
- The EOPS 060 student development course.
- Overload and adjunct support hours for counseling services.
- Overload for classified staff.
- A certificated instructional support provider for students with support needs in mathematics

- A reduction in CARE grants, transportation services, textbook and meal vouchers
- Student participation in the Region VI Summer Institute
- Conference training and travel for all staff
- Program budgeted student workers
- Program brochures
- Student program planners
- Student mailings

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?**
- **Consider 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 – 94.36

The demographic data on gender demonstrates a consistent pattern over three years. Female students enrolled in the EOPS program average 8% higher than females in the overall AVC population and male students enrolled in EOPS average 8% lower than their the overall percentage of male students at the college. In the CARE program female student enrollment in the program is an average of 35% higher and male enrollment approximately 35% lower than the overall female and male demographic representation in total college population. Without further data it is difficult to draw concrete conclusion about whether an access concern exists.   We recommend a data report researching the total number of male and female students at AVC who meet qualification criteria for EOPS and CARE services be provided in

order to accurately determine if a significant percentage of male students are under-represented in EOPS and more specifically the CARE program. However, it is within reason to conclude that a higher percentage of females match the criteria for CARE eligibility, that of being a single parent of a child under the age of 14 years, who is head of household and receiving TANF/CalWORKs cash aid and ancillary services for themselves or their children.

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

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

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 to more adequately focus 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 college has shown a pattern of growth in the total population of students in that age group from 2004 - 2009:

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%

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

Based on data provided by the Chancellor's Office 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.

Year	AVC- Total Population- % of all	EOPS - % of group	CARE - % of group
2004-05	Certificate: 0.96 Degree: 4.32 Persistence: 41.21	Certificate: 1.95 Degree: 4.38 Persistence: 60.22	Certificate: 1.51 Degree: 5.28 Persistence: 56.98

2005-06	Certificate: 0.97 Degree: 3.80 Persistence: 42.88	Certificate: 1.23 Degree: 5.26 Persistence: 61.63	Certificate: 3.25 Degree: 6.10 Persistence: 56.10
2006-07	Certificate: 0.83 Degree: 4.27 Persistence: 42.0	Certificate: 0.68 Degree: 4.89 Persistence: 58.55	Certificate: 1.75 Degree: 7.86 Persistence: 68.56

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.
- Plan to establish information and orientation meetings in Spanish for ESL students.
- 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.
- In 2007, began sharing program information with local high school district administration and counseling departments.
- Discussion about the development of a summer bridge to college program for high school students who plan to attend AVC.
- Established a more active relationship with our Advisory committee which can assist us with informing the community about our program and services.
- Building a stronger relationship with the AVC Outreach department to assist us with sharing information about our program.
- Collaborated with the Career Center to develop a system to provide career assessments for all new students in the EOP&S/CARE program.

5.2   Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses and improvements of the program. Clearly state the performance/quality indicators used by the program.

The following Program Weaknesses and Planned Actions for Program Improvement were drawn from the EOPS/CARE program review of 2005-2006. The information from the 2005-2006 review is listed as bulleted items, the italicized checked items below each bullet reflect the program's progress in each area since the last review.

Program Weaknesses:

- District revenue to augment yearly budget beyond the district match.

  ✓ *The AVC district has continued to economically support the EOPS program by exceeding the state mandated minimum budget allocation requirement each year.*

- Wiring to support current and future equipment needs.

  ✓ *The AVC Information Technology (ITS) department recently installed a wireless access point in the EOPS office to allow for wireless internet connectivity. The AVC facilities and maintenance department provided wiring to allow installation of two computer stations for students in the office.*

- Telephone lines to support all full-time staff.

  ✓ *Telephone lines and a new telephone system have been provided for all EOPS staff.*

- Correction of any health and/or safety issues that have or may cause harm to staff and students.

  ✓ *There are no known Health and Safety issues in the office and the EOPS office disposed of a supply office full of old student records and equipment according to Title 5 and district disposal procedures.*

Planned Actions for Program Improvements:

- Continue working with the Dean of Student Services and Vice President of Student Services to ensure the program meets the objectives and goals of the State Chancellor's Office in concert with the mission of Antelope Valley College.
  - ✓ *The program continues to work closely with the Dean of Counseling and Matriculation and the Vice-president of Student Services to remain in compliance with Title 5 and district regulations. The program was audited in 2008-2009 by the Chancellor's Office and was found to be in compliance with all program regulations.*

- Continue to work towards meeting the staffing needs of the program.
  - ✓ *The program added two counselors in 2006-2007 to meet staffing needs and has used the AVC Federal Work Study program to fill the loss of program budgeted student workers this year. The program will also benefit from Peer Mentors provided through the Basic Skills program to offer students with additional support.*

- Continue to improve the good relationship within student services and the campus community.
  - ✓ *The EOPS director meets weekly with directors from other Student Support Service programs to discuss shared students and methods to improve inter-program communication and collaboration. In spring 2009, the entire Student Support Service staff met to share program information and the Student Support Service classified staff organized and planned the Student Support Service student recognition ceremony, Students on the Move. The EOPS staff serve as members of shared governance committees on campus and participate in FLEX professional development opportunities.*

- Continue to improve EOPS/CARE delivery of services to students.
  - ✓ *Delivery of services to students has been improved with the Counselor Alpha student caseload system and the SARS appointment and contact software.*

- Continue to allow staff growth to meet the changes in technology.
  - ✓ *Staff have been provided training and support for new college software and technology upgrades.*

- Continue outreach efforts with CSU's and UC's.
  - ✓ *Program counselors and staff work closely with the AVC Transfer Center to ensure EOPS/CARE students are able to participate in tours to four year colleges. EOPS/CARE students were also able to participate in the Region VI Summer Institutes at UC Santa Barbara in 2007-2008. The program Advisory committee currently has members from CSU campuses and our students are encouraged to attend workshops and tours of CSU and UC's.*

- Continue to Improve on our delivery of information to students; i.e., web site, brochures, flyers, etc.
  - ✓ *A new program brochure was developed in 2007, translated into Spanish in 2008 but unfortunately cut this year due to budget reductions. The program works closely with the college website manager to place program announcements on the AVC website and update information in the website EOPS program page. Student handbooks were cut due to budget reductions and all mailings have been eliminated. This is an area that will need to be restored when the program budget allows for it.*

- Continue to explore ways to streamline maintenance of records.
    - ✓ *The program would like to streamline maintenance of records by going completely paperless but will have to forego that due to budget reductions. The program did have a professional shredding company dispose of old student records that were no longer necessary to store.*

- When staffed at an appropriate level, reinstate campus visits to four-year campuses for EOPS/CARE students.
    - ✓ *Program counselors and staff work closely with the AVC Transfer Center to ensure EOPS/CARE students are able to participate in tours to four year colleges. EOPS/CARE students were also able to participate in the Region VI Summer Institutes at UC Santa Barbara in 2007-2008. Budget reductions have made it necessary to rely solely on Transfer Center tours for EOPS students.*

- Continue to educate campus representatives regarding the program objectives, goals, and success.
    - ✓ *The campus is reminded of program goals and success through committee meetings, administrative meetings and FLEX sponsored activities.*

- Continue to explore, identify, and hire a computer technician that would meet the needs of EOPS/CARE and the division members within the unit.
    - ✓ *The program has not been able to budget for a program computer technician but has a technician assigned to them for technology support. The AVC ITS department provides support as does the Office of Institutional Research.*

- Explore additional opportunities to survey the EOPS/CARE student to assist the program on delivery of resources and services.
    - ✓ *EOPS/CARE students are provided an opportunity to give input through an annual program survey. The survey is provided online through the Office of Institutional Research.*

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.

  o 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:
   o Student access
   o Delivery of services
   o Student performance
   o Student equity
   o Community involvement
   o Collaboration

3. Program Learning Outcome and Student Learning Outcomes clearly state and measure desired outcomes that are indicators of program performance quality.

- o 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.
- o 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.
- o 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 survey was exceptional due to it being mandatory. The 2008 response was greater than in 2009 due to the accountability by the EOPS program for students completing the survey. However, in both years the overall participation provided data from a high percentage of students and the survey results were substantial and significant. The program expectation will be to increase student participation in future surveys to reach the participation level of the 2008 survey.

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.

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
Develop PLO and SLOs rubric based on cohort desired outcomes – Defining process	EOPS counselors and director	Spring 2010
Develop Evaluation Instrument for PLO and SLOs in cohort format	EOPS staff	Spring 2010
Student Survey by Cohort	Office of Institutional Research and EOPS staff	Summer 2010
Collect program survey and student success data	Office of Institutional Research	Fall 2010

Evaluate Cohort Survey Data and student success data– Assessing process	EOPS staff	Fall 2010
Evaluate Program and PLO/SLOs effectiveness based on Survey data and student success data – Continued Defining and Assessing process	EOPS staff	Fall 2010-Spring 2011
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 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

The EOPS program is involved with a variety of programs on campus. Collaboration within the Student Services Division and outside the division is critical for effective and efficient delivery of services to students.

1.   Counseling and Matriculation Department: The EOPS program director and counselors attend weekly general counseling meetings to meet with other counselors, stay informed with current policy adjustments, issues and planning and discuss strategies for implementing or evaluating department procedures. An emphasis has been placed on uniformity in the development of education plans and new education plan software, Degree Works, is scheduled for implementation in the spring 2010. The EOPS counselors have also been involved in changes regarding student workshops, both online and in classroom, for students placed on academic probation. One EOPS counselor participates on the probation appeal committee.

2.   The EOPS MIS data is recorded, processed and delivered to the college MIS department by one of the EOPS technicians. The process requires frequent communication and a collaborative effort by both departments to provide accurate numbers and unduplicated student counts for the Chancellor's Office.

3.   EOPS student grants and textbook vouchers are recorded and delivered to the financial aid office by the EOPS program specialist. The data is established in the EOPS department and processed by the Financial Aid department to ensure each student's Financial Aid record is maintained accurately.

4.   CARE financial services to students are recorded and delivered to the financial aid office by an EOPS technician. The data is established in the CARE database and processed by the Financial Aid department to ensure each student's financial aid record is maintained accurately.

5.   The EOPS program and the Student Outreach program work together to provide information about the EOPS program at all AVC Outreach activities. EOPS staff members are involved in Outreach activities to the community.

6.   The EOPS director meets on a weekly basis with all categorical program directors to develop strategies to collaborate and improve services to students. The directors have planned a categorical program annual in-service training for all categorical program classified and certificated staff, established a shared student file for each semester,

developed probation workshops for students in categorical programs, developed an education plan for the categorical programs that could be shared online and are exploring ways to provide shared workshops for students in the categorical programs.

7. The EOPS program provides an extensive referral service for students to support services on the campus. Below are the programs most often referred to and the percentage of continuing students who reported their counselor referred them to the program in the 2009 EOPS student survey.

- Student Learning Center - Math tutor   65%
- Student Learning Center - Writing tutor   27%
- Student Learning Center - General tutor   27%
- Student Learning Center - ESL Study Center   11%
- Student Learning Center - Academic skills   12%
- Student Learning Center - Supplemental Inst   24%
- Office of Students with Disabilities - High Tech   14%
- Career/Transfer Center   29%
- Job Placement Center   20%
- Personal Counseling/Student Health   8%

8. The EOPS director and one program counselor are members of the Financial Aid Appeals committee.

9. The EOPS director attends bi-monthly Administrative Council meetings and Counseling and Matriculation Directors' meetings. He provides program information to the college administrative team and department directors and delivers relevant information that is shared at the meetings with EOP&S staff.

10. The EOPS classified and certificated staff are members of shared governance committees on campus. They provide program information to the college community in these meetings and deliver relevant information that is shared at the committee meetings with EOP&S staff.

11. The EOPS program collaborates and plans with the AVC Facilities and Maintenance department to schedule orientations and workshops in college meeting rooms and to maintain a clean, safe and well-functioning office.

12. The EOPS director collaborated with other departments and programs in the Student Services Division to develop a Communications Plan and establish goals for the division.

13. Some classified staff members of EOPS collaborate with other categorical program classified staff to plan and provide the annual Students on the Move recognition ceremony. The ceremony recognizes students from categorical programs who receive certificates or degrees. It is a highlight for students and a ceremony that celebrates student success in grand fashion.

14. The EOPS program works closely with the AVC Business Office to maintain fiscal accountability and budgetary accuracy.

15. The EOPS program is currently exploring opportunities for providing information and services to the Palmdale Center.

16. The EOPS program collaborated with the student bookstore to establish a more effective way to deliver student book vouchers and bookstore services to EOPS students. EOPS students are now provided their textbook vouchers prior to the start of the semester and the AVC bookstore allows the students to pick up books before the semester starts rather than 1-2 weeks after the start of the semester.

17. The CARE technician provides CARE students with meal tickets for meals at the AVC cafeteria. The technician works with cafeteria staff to ensure tickets are honored in a timely manner and reports meal ticket information to the Financial Aid office for accurate recording.

The EOPS program is a part of a college system that provides numerous services to students. This student service network ensures reliability of services through effective communication and collaboration. The EOPS program has been strengthened by its ability to collaborate with other support, service and instructional providers on the campus. The EOPS program understands the importance of interdependent relationships with other service providers and has a long history of collectively serving students in collaboration with support services throughout the college community.

The challenges of collaboration that the EOPS program must address are found in the need to improve targeted communication. The program has offered many educationally and financially disadvantaged students the opportunity to succeed over the last 40 years. It is important to improve communication specifically with the instructional staff at AVC to better inform them of the EOPS services and opportunities available to students. Also, to provide information to the staff of the issues and challenges that confront and discourage many of the economic and disadvantaged students they teach every day. Finally, to team up with other categorical student support programs to develop a link with instructional departments in order to develop instructional strategies and a support service referral system to collaboratively support disadvantaged student success.

Another challenge in the area of collaboration has come from the current economic crisis in the state of California and its impact to community college budgets and categorically funded program budgets. The challenge will be to do more with less will require some creative and open dialogue between programs and constituents. In this economic climate, collaboration between EOPS and other support service programs will be critically important. Economic challenges will require EOPS and other support programs to explore more effective and less expensive ways to support disadvantaged students. This will require discussions about combining service opportunities, developing integrated student support models, improving the use of technology to eliminate or reduce costs as well as seeking alternative funding resources. Collaboration and creativity will be necessary to streamline, modify and adjust our

support service programs in order to provide disadvantaged students the opportunity to thrive and succeed at the Antelope Valley College.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community or business/industry. Describe any plans to begin new outreach activities.

The outreach activities of the EOPS program extend through the collaborative relationships that the program has with the AVC Outreach program, other programs on campus, the EOPS Advisory Committee, current EOPS students, EOPS alumni and EOPS staff involvement in the community. This network serves as an outreach extension of the program and allows it to increase its capacity to share information about EOPS with the community, potential students and supporters.

The program counselors, staff and director have participated in AVC Outreach program activities such as the Antelope Valley Fair AVC information booth, Hispanic Heritage Information Day, High School Counselor Day as well as events that bring potential students and parents to the AVC campus for orientations and tours.

A new program brochure was created by the AVC graphic artist in 2007 that has been shared with the AVC Outreach program and local high school counselors for distribution. It has also been offered to departments and staff on campus, shared with the program advisory committee and is provided to students who visit the office with interest in the program. The brochure has been translated into Spanish but budget reductions have prevented the program from printing new brochures in English and Spanish. The brochure is an integral piece of program outreach and the goal is to seek out funding sources to have the brochure printed and available for distribution in English and Spanish by the spring of 2010.

All EOPS/CARE students have been provided with a program planner that not only assists the students with organizational skills but also has program information that is clearly visible to other students on campus. The planner has been a very popular tool with EOPS students and has served to create interest in the program in other students on campus. This year the planner was not provided due to budget reductions but like the brochure the EOPS staff believe the planner is important for student support and outreach, and that funding sources need to be identified to provide it in the fall of 2010. The staff envisions providing a Spanish version of the planner in the future.

The EOPS director has met with local high school administrators and counselors to share information about the program and to seek their help in identifying students who meet program eligibility criteria for recruitment purposes. The director has also been invited to speak with student groups at local high school campuses to share about the opportunities at the college and in EOPS. The CARE counselor has been invited to speak to Pregnant Minor Program students at a local high school and other opportunities for outreach on the high school campuses are in the discussion stage with high school personnel.

The EOPS Advisory Committee has members from the community that hold positions in local high schools and Antelope Valley Union High School District office, TANF, current EOPS students and alumni, local businesses, CSU Northridge, L.A. County Sheriffs dept. retiree, local churches and AVC staff members. This committee meets one to two times per year and is provided extensive information on the EOPS program. They offer advisory suggestions and recommendations for the program and serve as outreach advocates for the program in the community.

The EOPS program has a webpage on the AVC website that provides current information about the program. The program has also used the AVC website to announce program deadlines and activities. Program staff have shared information about the program with students in clubs on campus and with staff through FLEX professional development presentations.

The program staff, students and alumni are invaluable to program outreach as they are able to share program information through community, church and local functions in which they are involved. Many of the staff and alumni have succeeded due to the support they received from EOPS/CARE while attending AVC and have also witnessed the success of students in the program. They have a compelling story to share with others and their enthusiasm for the program is a powerful outreach component.

Plans to begin new outreach activities center on three target areas.

A. Expanding outreach operations with high schools and community agencies that provide services for potential students who are under the age of 20 years old and who work specifically with Latino students who meet eligibility criteria for the EOPS/CARE programs. This would involve coordination with the AVC Outreach program as well as organizations in the community that could channel information about EOPS to groups that are currently under-represented in the program.

B. Collaboration with the Dean of Counseling and Matriculation to explore the opportunity to provide a summer bridge program for disadvantaged high school students that would include completion of their matriculation components for priority registration, a thorough orientation to the AVC campus, programs and services. It would include a learning community cohort educational experience through a summer session of EOPS 060 and either a Human Development (HD) course or a remedial math or language arts course.

C. Exploring outreach opportunities on campus and with businesses in the community in search of resources to augment the EOPS budget and services during this time of economic crisis. In the future, the program will need partnerships and student sponsors in order to continue to provide these important services for disadvantaged students.

Area 9   Goals and Objectives (Updated annually)

EOPS Goals and Objectives

Goal	Objectives	Timeframe	Justification
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
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
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

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
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
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
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.
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

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

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.

Antelope Valley College Educational Master Plan – EOPS Program

Short Term Trends and Goals – *Lancaster site* (3-5 years)

Personnel
• One (1) Counselor;
• One (1) Technician;
• One (1) Secretary position.

Equipment
A computer and monitor for each new staff member in item (b) above, and two additional computers and monitors for student use.

Facilities: None

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 also to include the necessary office furniture, equipment, and other items as needed.

Palmdale Center:
Involvement at the Palmdale Campus with sufficient staffing, equipment, and office area to serve five hundred plus (500+) students.

Development at the Palmdale Campus - Short-Term (3-5 years)
One Assistant Director, two (2) counselors, three (3) technicians, and three (3) student assistant positions. Maintain and expand ongoing EOPS and CARE programs and services as outlined in the Guidelines and Regulations.

Vision at Palmdale Campus - Long Term (10 Years)
A full range of web resources and other emerging technologies should be integrated into the Palmdale plan.
The Palmdale campus will need to add EOPS additional staff as needed, and expand the EOPS student support programs and services to maintain the goals and objectives pursuant to Title 5 Guidelines.

Elements Necessary for Self-Sufficiency at the Palmdale Campus
Adequate office space, equipment, and furniture to house the staffing as previously outlined.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering the reason for the position (e.g. replacement increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order of (rank) of importance.

Current EOP&S Staff:

1 - EOPS Program Director (Full time)
4 - Counselors (Full time)
1 - EOPS Specialist (Full time)
3 - EOPS Technician II (Full time)

Pending the resolution of the state budget crisis, the recommendations found in the AVC Educational Master Plan are sufficient and provide the visionary framework necessary for expanding the EOP&S services at the Lancaster and Palmdale campuses to meet student needs.

New Staff (AVC Educational Master Plan Recommendations):

Lancaster campus: Counselor (full time), Technician I (full time), Program Secretary (full time)

Palmdale campus: Assistant Director (full time), two counselors (full time), three technicians (full time), three student assistant positions (part-time)

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.

Area 11 Recommendations and Comments

11.1 List recommended changes to Educational Master plan to:

- **Meet student needs**
- **Respond to PLOs and SLOs**
- **Reflect changes in the disciplines, educational methodology and technology**
- **Address external mandates such as state requirements, industry and professional standards**

No recommendations for change to the Educational Master Plan are necessary for the EOPS program.

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

The program review process has been thorough and taken the EOPS staff through a program evaluation process that was meaningful and helpful. The support of the program review coordinator and the Office of Institutional Research was outstanding. The EOPS staff anticipates the evaluation and report from the Peer Review Team will bring added insights and opportunities for program growth and improvement. Therefore, no changes to the program review process will be recommended at this time.

EOPS Appendixes

Report to the Antelope Valley College Board of Trustees

Extended Opportunity Programs and Services (EOPS)

2009 Program Review Synopsis

The Extended Opportunity Programs and Services (EOPS) program is a state and district funded program. This year marks the 40th anniversary of the program's service to disadvantaged students in the California Community College system. It 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 handicapped by 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 EOPS 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 EOPS/CARE program has a full-time director, four full-time counselors, one full-time program specialist and three fulltime 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 EOPS/CARE staff has produced significant success, persistence and retention rates that exceed those rates for all other students in the general college population. The EOPS student persistence rates from the fall to spring semesters of 2006 - 2009 averaged 79% and in the fall to spring of 2008-2009 student persistence peaked at a remarkable 81.1% rate. From 2007-2009, the program served 3,754 students, of that number, 238 students received AA/AS degrees and 69 received certificates. In 2008-2009, 46 EOPS students transferred to four year colleges or universities.

The EOPS/CARE program is part of the Counseling and Matriculation department in the Student Services Division. The program works collaboratively with other programs on campus to provide disadvantaged students the opportunity to succeed at the community college. 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 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 EOPS program has implemented policies and procedures to encourage student success and accountability in partnership with an EOPS/CARE staff which provides a supportive relationship-based environment. Despite a 40% program budget reduction in 2009-2010, EOPS continues to maintain staffing levels to serve the maximum number of students and has established program quality indicators, a four year program plan and a vision for program expansion to the Palmdale campus that aligns with the visionary framework of the Antelope Valley College Educational Master Plan.