1. What do you see as the main strengths of the comprehensive program review (CPR)?
   - Program mission statement addresses the breadth of services provided and how this contributes to student success
   - Comprehensive description of student demographics along with disparity impact (i.e., need to recruit male students)
   - Intra-college collaboration is extensive
   - Outreach to high schools enhances recruitment of new students
   - Outreach to CSUN helps to facilitate student transfers
   - Advisory Committee is well represented with community participants

2. What do you see as the areas most in need of improvement in the CPR?
   - SAOS should be assessed/updated in a more timely manner
   - Staff survey data and student satisfaction survey data should be more current
   - Summary could emphasize success of the program in a more comprehensive way

3. To what extent does the CPR demonstrate support for the mission and goals of the college as a whole?
   - EOPS describes clearly how its mission of encouraging “enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages” and to “facilitate the successful completion of goals and objectives in college.” And, in so doing, this aligns well with the College’s mission to “improve the lives of the diverse communities we serve.”
4. To what extent is each of the following sections properly completed and up-to-date? If improvements are needed, specify them.

a. Unit Effectiveness—SAOs

Many areas of the SAOs are properly completed, however, the following improvements are needed:

- Results should be more up-to-date
- Implementation plans need to be reflective of current results and analysis of results
- Re-evaluation time frame needs to be based on updated results and analysis of results

b. The rest of the Unit Effectiveness sections

- Human Resources: there are complete descriptions of staff duties/responsibilities
- Professional Development: specify dates/types of trainings attended and types of training requested in the future; be sure that these specifications are current (i.e., if staff have already been trained in the use of S255 indicate so)
- Facilities & Equipment: emphasized the importance need for storage space to mitigate liability; might be helpful to mention how increasing space will contribute to student success (e.g., more effective tutoring services)

c. Planning Assumptions and Assessment

- Service Planning Assumptions: could be more specific in 3-year plan as to how much college support is required to “continue servicing students to ensure their success” and what the support will amount to in the number of students served and their success.
- Adding Advisory Group recommendations here would be useful
- Indicate who respondent is for this section too
d. Unit Objectives and Resources

- Consider whether the objective of creating a faculty workshop continues to be a low priority; with additional staff resources, perhaps the priority for improving student access to the program via educating faculty has increased
- Update resource requests when such requests have been fulfilled; when priority levels change or when a request is no longer relevant
- Clarify whether the requested 1.0 FTE Student Services Assistant is the same thing as the Classified Senior Secretary (it appears that there are two titles indicated for the same requested position)

e. The remaining sections

- In the summary section, there is quite a bit of detail regarding the names of students graduating, receiving honors, etc. It may be best to provide a more general report of the graduation statistics (i.e., numbers of EOPS graduates, those receiving honors, etc.)
- More could be said, too, about the success of the program. For example, growth in the numbers of students served, impact that services are having on reducing the numbers of students on academic probation, ways EOPS works with other campus programs to help students successfully pursue their educational objectives, etc.

5. To what extent are there clear connections from useful evidence (including but not limited to SAO assessments) through meaningful analysis, sound improvement objectives, and relevant resource requests (if any)?

- Though there is not always a clear connection between the SAO objectives/assessments/analysis/improvement objectives and resource requests, it is evident that there is some relationship (e.g., resource requests for additional staff are directly related to the SAOs). As an example, the Dean of Student Services currently receives data from general counseling pertaining to the EOPS/CARE Transition Referral Program but more staff time is needed to attend to this important data (thus the request for a 1.0 FTE Classified Student Services Assistant)

6. To what extent are recommendations from prior validation addressed effectively?

- The recommendations from prior validation have been addressed effectively.

7. Commendations.

- Program mission statement addresses the breadth of services provided and how this contributes to student success
- Comprehensive description of student demographics along with disparity impact (i.e., need to recruit male students)
- Intra-college collaboration is extensive
- Outreach to high schools enhances recruitment of new students
- Outreach to CSUN helps to facilitate student transfers
- Advisory Committee is well represented with community participants
- Students are clearly benefitting from the services as evidenced by graduation rates; numbers graduating with honors; decreases in numbers of students on probation
8. Recommendations

- SAOS should be assessed/updated in a more timely manner
- Staff survey data and student satisfaction survey data should be more current
- Summary could emphasize success of the program in a more comprehensive way

9. Responses to the validating team’s questions from the program director.