# Student Services Program Review

**Semester & Year: Fall 2015-Spring 2016**

**Service Area: EOPS/CARE & CalWORKs**

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*This section should contain an objective, descriptive overview of the current program. Provisions are made for the identification of the mission statement, program purpose, and connection to college Strategic, Educational, and Facilities Plans for the service area under review. When applicable, connections to other relevant college plans, such as the Student Success and Support Plan and Student Equity Plan, are also encouraged in the program description.*

*It is suggested you first review what is contained in the college's plans, as a portion of your program description includes a narrative regarding how your student service program connects to these plans.*

**Mission:** The mission of EOPS is to assist educationally and economically disadvantaged eligible students in achieving their educational and career goals by providing access to "over and above" support services and resources. The CARE program mission is to promote academic success and retention by providing access to "over and above" support services and resources for eligible CARE single parents. The CalWORKs program mission is to assist Welfare-to-Work cash assistance students to become empowered and self-sufficient through education, coordination of student support services and academic counseling to find meaningful employment and successfully transition from public assistance into the workforce.

**Program Purpose:** Extended Opportunity Programs and Services (EOPS) is a state-funded program established by the Legislature to increase the number and percentage of students enrolled in community colleges who are educationally and economically disadvantaged. The fundamental goals and objectives for EOPS (from California Education Code Section 69640) are:

1. To increase the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.
2. To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.
3. To increase the number and percentage of EOPS students who are successfully placed into career employment.
4. To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at the community colleges.
5. To strive to assist community colleges to meet student and employee affirmative action objectives.
6. To improve the delivery of programs and services to the disadvantaged.

Allan Hancock College's EOPS program provides support services and financial assistance to educationally and economically disadvantaged students to facilitate the successful completion of their educational goals at the college. EOPS coordinates and participates in many activities designed to assist potential EOPS students in gaining access to higher education. These activities include outreach at local high schools and community agencies, a Summer Bridge Program (targeted PD 110 class), tours of the college and new student orientations (NSO's). Eligible students receive assistance with counseling (academic, career, and personal), cash grants, book vouchers, priority registration, assistance with filling out college forms and applications, tutoring, limited textbook loans, workshops, peer mentoring, field trips to four-year universities, health fee waived, and annual recognition and cultural activities. These services are "above and beyond" those available to students who are not eligible for EOPS.

Cooperative Agencies Resources for Education (CARE) is a state funded program for single parents attending college who have at least one child under the age of fourteen and receive CalWORKs (state cash aid) benefits in the household. The CARE program works in conjunction with EOPS to provide student support services. In addition to all of the EOPS services, CARE students also receive cash grants to supplement child care costs, transportation vouchers, meal vouchers, car repair reimbursements and a collaborative computer laptop/graphing calculator lending program with CalWORKs. Allan Hancock College is home to the first and only CARE Center established in the State of California. The Care Center provides drop-in tutoring, a computer lab with free printing, a children's nook, and academic counseling.

The CalWORKs program is a partnership between Allan Hancock College and the Department of Social Services to serve welfare-to-work recipients who are currently receiving CalWORKs cash aid assistance by providing educational and career opportunities, combined with an array of support services, to enable students to complete their educational goals, find meaningful employment and successfully transition off of cash aid assistance. The CalWORKs program is unique in that it assists students who participate in both credit and non-credit programs, such as ESL and GED preparation. Through collaboration with both Santa Barbara and San Luis Obispo

counties, CalWORKs eligible students receive assistance with subsidized child care, academic and career counseling, intensive case management, tutoring, limited school supplies and transportation assistance. CalWORKs students have access to a computer lab for monitored study time, computer laptop/graphing calculator lending program and limited textbook loans. Additionally, the CalWORKs program places students in paid work-study positions which allow students to gain valuable work experience while pursuing their education.

The EOPS/CARE & CalWORKs programs embrace Allan Hancock College's shared values of fostering Student Success, Mutual Respect, Lifelong Learning, Diversity, Innovation and Excellence. The EOPS/CARE & CalWORKs missions complement the mission of the college by encouraging students to be lifelong learners, to understand the tenets of cultural pluralism, and to become competent decision makers. The missions, primary functions, and student learning outcomes of EOPS/CARE & CalWORKs are consistent with the goals identified in the college mission statement. EOPS/CARE & CalWORKs connect to the college mission by expanding educational access and providing direct support and specialized "over and above" services to diverse student populations.

EOPS/CARE & CalWORKs are three distinct programs within one department that work collaboratively to foster success and expand educational access to members of historically underrepresented and disadvantaged groups by providing them with the utmost support to achieve their educational goals.

**Connection to Educational Master Plan, Strategic Plan, and Facilities Master Plan and other applicable college plans:**

2014-2020 Strategic Plan (pgs. 16-17): EOPS/CARE & CalWORKs supports and connects to the strategic direction of Student Learning and Success (SLS). The SLS goals are based upon the six factors of student success which are: directed, focused, nurtured, engaged, connected, and valued. In the table below are examples of how EOPS/CARE & CalWORKs contributes to each of the SLS goals.

| Strategic Plan Goal | EOPS/CARE/CalWORKs contributions |
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| Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. | Student learning outcomes assessment data is compiled, analyzed and discussed each semester. The data and improvement plans are available in e-Lumen. |
| Goal SLS2: To support student access, achievement, and success. | As evidenced in the mission statement and program purpose, EOPS/CARE & CalWORKs are committed to providing equal opportunity and access to educationally and economically disadvantaged students. This is achieved through the delivery of over and above |

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| | support services. EOPS/CARE & CalWORKs faculty and staff actively participate in outreach to local high schools and community organizations and are highly involved on campus councils and committees to support access, achievement, and success for underrepresented students. |
| Goal SLS3: Ensure students are directed: Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal. | Students are required to meet with their EOPS/CARE & CalWORKs counselor at least twice per semester to evaluate progress and to develop a plan for the delivery of appropriate support services to enable the student to achieve his/her goals. They are also required to meet with their counselor within 90 days of entry into the program to discuss their academic and career goals in order to develop a comprehensive Student Educational Plan. |
| Goal SLS4: Ensure students are focused: Foster students' motivation and help them develop the skills needed to achieve their goals. | Workshops on time management, learning strategies, study skills & financial literacy are offered every semester. Personal Development (PD 110) courses are taught each summer. Progress reports are administered each semester to identify "at-risk" students. Drop-in tutoring is available in our CARE Center for most subjects. |
| Goal SLS5: Nurture Students: Convey a sense of caring where students' success is important and expected. Understand that a broad definition of diversity supports students and values experiences arising from race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, and veteran status. | Students have regular and effective contact with their counselor and peer advisor through appointments, drop-in sessions, telephone and e-mail contacts. Students receive follow-up services and appropriate referrals to on and off-campus resources. The environments of the CARE Center & EOPS/CalWORKs Computer Labs are inclusive and welcoming. Students are known by their peers and staff on a first name basis. |
| Goal SLS6: Engage students: Actively involve students in meaningful and authentic educational experiences and activities inside and outside of the classroom. | EOPS/CARE & CalWORKs counselors actively serve as liaisons to instructors via progress reports. Onsite drop-in tutoring services are available daily. Off-campus cultural events & fieldtrips to universities are free to all EOPS/CARE & CalWORKs students. EOPS/CARE & CalWORKs counselors, in collaboration with EOPS |

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| | counselors from other community colleges in Region 6, developed a Summer Institute Conference for “at-risk” students. The intensive three day event is held at UCSB and focuses on self-discovery, goal setting, team building, and motivating underrepresented students to transfer to a four-year university. The Summer Institute Conference has been successfully implemented three times. |
| Goal SLS7: Ensure students are connected: Create connections between students and the institution and cultivate relationships that underscore how students’ involvement with the college community can contribute to their academic and personal success. | EOPS/CARE & CalWORKs programs utilize social media (Facebook, Instagram & Twitter) to promote involvement in all campus and program events. Participation in university fieldtrips is strongly encouraged. Personal Development (PD 110) courses targeting educationally disadvantaged students are taught every summer. Involvement in Student Activities and Associated Student Body Government (ASBG) is strongly encouraged – EOPS/CARE & CalWORKs students have been very active with ASBG. |
| Goal SLS8: Value student contributions: Provide students with opportunities to contribute to and enrich the college culture and community. | Regular student surveys are conducted pertaining to student learning outcomes and program review. Social media involvement is highly encouraged – the peer advisors, with staff supervision, developed student participation challenges using Facebook and Instagram. The scavenger hunt type contest involved students taking pictures around campus to win prizes. This contest doubled student involvement on the programs social media sites. Every year student feedback is sought regarding the “Instructor of the Year”. Students vote and the winning instructor is awarded a plaque at the EOPS/CARE & CalWORKs annual recognition banquet. Student participation in Spirit Week is highly encouraged. |

Areas for innovation and/or change for EOPS/CARE & CalWORKs that are discussed in the 2014-2020 Educational Master Plan include: incorporating Foster Youth into EOPS and the increasing population of single parents and CalWORKs participants. Staffing needs identified for EOPS/CARE & CalWORKs include: Lompoc Valley Center staffing

(both faculty & classified), front desk staffing in Santa Maria, and a social worker from the Department of Social Services on campus.

The 2014-2024 Facilities Plan explores the opportunity to repurpose selected spaces within several buildings at the Lompoc Valley Center (LVC) to provide additional student services offices and the space needed to support the growth of programs. The plan addresses the need to achieve parity and equal student access to college facilities at the LVC. Having outgrown the two small offices EOPS/CARE & CalWORKs occupied at the LVC, existing space was repurposed to become the EOPS/CARE & CalWORKs Center. The center contains a computer lab, tables for students to use for studying, and a children's nook, just like the CARE Center on the Santa Maria campus. There is a private office at the back of the center for the counselor to use when meeting with students. The center opened at the beginning of February, 2016.

EOPS/CARE & CalWORKs supports and connects to the Student Success and Support Plan (3SP) through the delivery of the following core services: new student orientations, counseling, abbreviated and comprehensive student educations plans, early alert for at-risk students, workshops and follow-up services.

Economically disadvantaged and foster youth students are target student populations examined by the 2014-2017 Student Equity Plan and its five student success indicators for: access, course completion, English as a Second Language (ESL) and basic skills course completion, degree and certificate completion, and transfer. EOPS/CARE & CalWORKs faculty and staff contribute to the objectives of the Student Equity Plan by providing activities targeted at economically disadvantaged and foster youth students. The table below gives examples of various activities.

| Student Equity Plan Objectives | EOPS/CARE/CalWORKs Activities |
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| Goal A.5 – Outreach to target groups of economically disadvantaged and foster youth. | Created CARE For You Foster Youth program at AHC and established its own advisory board. Hired two part-time foster youth counselors to identify and outreach to current AHC students who are foster youth. Increased outreach to educationally disadvantaged students currently attending AHC and high school seniors. Updated EOPS outreach brochure. |
| Goal C.2 – Increase student enrollment, especially male students, in ESL coursework.<br>Goal C.3 – Increase the number of students who complete a degree applicable course after having completed the final ESL course.<br>Goal C.4 – Implement the BSI plan and AIM grant. | Increased number of sections offered and outreach efforts to promote Summer Bridge Program - Personal Development (PD 110) course. Hired two part-time counselors to provide academic advising and to track the progress of EOPS/CARE/CalWORKs and foster youth students in ESL and basic skills courses. |

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| Goal D.1 – Increase the number of students who have an electronic comprehensive SEP.<br>Goal D.4 – Provide consistent personnel to serve foster youth related to counseling and financial aid services.<br>Goal D.7 – Increase student attendance and participation in student conferences and activities.<br>Goal D.10 – Monitor and track degree and certificate progress of EOPS/CARE, CalWORKs and foster youth students and provide intervention services as needed, with a special emphasis to the LVC. | Students are required to meet with their EOPS/CARE/CalWORKs counselor within 90 days of entry into the program to discuss their educational/career goals & develop a comprehensive Student Educational Plan (SEP). Hired two part-time foster youth counselors (one for Santa Maria campus & one for LVC) to engage in foster youth identification and provide 3SP counseling services. Developed a peer mentor program for foster youth. EOPS/CARE/CalWORKs sponsor cultural fieldtrips to places such as the Museum of Tolerance and Getty Museum in Los Angles. Counselors monitor and track degree and certificate progress by meeting with students at least twice a semester to ensure they are taking the appropriate classes. Intervention services are provided as needed. Increased counseling hours at the LVC. |
| Goal E.3 - Increase opportunities for students to meet with representatives from four-year institutions and university tours.<br>Goal E.6 – Increase social media presence to promote transfer awareness.<br>Goal E.8. – Work with EOPS department to sponsor their students to go on university tours offered by the UTC. | Provide students with EOP application workshop in partnership with Cal Poly, San Luis Obispo EOP. Refer students to meet with university reps when they are on campus. Encourage attendance at Transfer Day. Provide free fieldtrips to four-year universities. Sponsor students to attend overnight fieldtrips offered through the UTC. Advertise transfer related activities and opportunities on Facebook, Instagram, Twitter, and department website. |

The following table provides examples of how EOPS/CARE & CalWORKs supports the goals in the 2014-2020 Technology Master Plan.

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| Goal 1 – Innovative in a digital age:<br>Provide an environment that fosters creative and innovative uses of technology, and meets the requirements of learning in a digital age. | Designed in-house Access database program to monitor student progress and persistence. Developed a paperless filing system by scanning all documents into the database. Wrote a grant to obtain CTEA funds to purchase a Windows surface pro tablet to use for student outreach. |
| Goal 3 – Digital Fluency:<br>Support digital fluency among students, | Faculty and staff attend online webinars for professional development. Counselors |

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| faculty and staff through training to enhance their professional activities and enrich student learning. | offer workshops to students utilizing technology (e.g. FAFSA workshops). |
| Goal 4 - Technological resources:<br>Provide students with access to and knowledge about technological resources across all social, economic and physical barriers so they may become responsible and well-prepared digital citizens. | Computer labs are available in the EOPS/CalWORKs office, CARE Center, and EOPS/CARE & CalWORKs Center at the LVC campus for students to access. The CARE/CalWORKs Laptop Lending Program is a highly utilized resource that bridges the digital divide for single parents on very limited incomes by providing economically disadvantaged students with access to a computer. In 2012-13, 20 CARE/CalWORKs students borrowed laptops from the program. Graphing calculators, electronic Spanish/English translators and digital recorders for note-taking are also lent out free of charge to CARE & CalWORKs students. |
| Goal 5 - Assessment of student performance:<br>Provide technologies that facilitate assessment of student performance including course, program, and institutional learning outcomes. | Counselors utilize Degree Works, an online Student Education Planner, which allows students easy access to view their progress toward completion of their individual goal(s). |
| Goal 6 – Communication and civic engagement:<br>Promote technologies that facilitate communication between and within groups in the campus community, and encourage public life and civic engagement. | EOPS/CARE/CalWORKs utilizes social media (Facebook, Instagram & Twitter) to engage students and give them the most up to date information about upcoming events. |
| Goal 8 – Distance learning and online student success:<br>Enhance distance learning activities and support for online student success. | New EOPS students must complete a mandatory EOPS New Student Orientation. An interactive online version of the orientation is in the process of being developed with Cynosure New Media, Inc. for students who are not able to come to campus. Currently those students are able to download a PowerPoint presentation, which a peer advisor goes over with them on the telephone. Counselors provide distance learning students with online counseling via Skype. |

## Follow Up: Previous Program Review Plan of Action

During the previous program review in the 2009-2010 academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

The EOPS/CARE & CalWORKs 2009-2010 Program Review and subsequent Program Review annual updates contained the following planning items:

| PLAN OF ACTION | ACTION TAKEN/RESULT AND STATUS |
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| A.1 Financial Literacy Workshops for EOPS/CARE & CalWORKs students. | Developed and purchased workshop series and materials on the topic of Financial Literacy. Workshops began in the Fall 2012 and have been continuing each semester. Student surveys indicate the workshops are highly beneficial. |
| A.2 Hire adequate personnel to meet student needs and program goals - restore staffing levels and increase personnel to support the program mission. | Over the past six years, EOPS/CARE & CalWORKs have been slowly restoring staffing levels due to vacated positions. But, due to budgetary constraints, EOPS/CARE & CalWORKs were unable to hire any additional staff since the last program review until the 2015-16 academic year when funding for EOPS/CARE was finally restored. In fall 2015, three part-time counselors were hired. A new full-time EOPS specialist/counseling assistant for the LVC was just hired this March, 2016. |
| A.3 Provide adequate service space and centralize EOPS/CARE & CalWORKs staff in the same location, improving access to needed services (i.e. creating one-stop service facility). | In October 2013, EOPS/CARE & CalWORKs successfully moved into the new Student Services Building. All three programs are now located next to each other and are easily accessible for students. The new modern building provides adequate service space for students. This item has been completed. |
| A.4 Fiscal challenges - seek alternative funding sources to maintain high quality of services to students during fiscally challenging times. Apply for grants to purchase textbooks for the book lending program. | EOPS/CARE & CalWORKs have written and secured five CTEA grants in the past six years totaling $126,590 and five BSI grants totaling approx. $22,500. Staff participated in various fundraising events. Participation in Medical Administrative |

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| | Activities (MAA) raised $17,000 for the department. |
| A.5 Tracking and Monitoring Students -hire a full-time staff member to track and monitor CalWORKs student data. | The office services assistant position, which was vacated in 2011, has still not been refilled. |
| A.6 Improve communication for extended campus students. | EOPS/CARE & CalWORKs have expanded the number of workshops offered each semester and significantly increased counseling hours at the Lompoc Valley Center since the last program review. A full-time EOPS specialist/ counseling assistant was just hired for the new EOPS/CARE & CalWORKs Center at the Lompoc campus. |
| A.7 Improve student utilization of priority registration. | EOPS/CARE & CalWORKs continues to provide students with priority registration assistance. Utilizing social media to remind students to register has helped to increase the number of students who take advantage of priority registration. This remains one of our student learning outcomes, therefore the status is ongoing. |
| A.8 Establish greater collaboration with the University Transfer Center (UTC) & College Achievement Now (CAN) to develop strategies and workshops to increase transfer awareness and transfer rates of EOPS/CARE & CalWORKs students. | EOPS/CARE & CalWORKs increased the number of transfer workshops offered to students at both campuses and partners with the UTC during CSU/UC application periods to provide hands on support for students applying to universities. EOPS/CARE & CalWORKs continues to collaborate with the CAN program to provide cultural events to students, such as “an evening with the arts” theatre event, museum trip, and La Raza conference at CSU Northridge. EOPS/CARE & CalWORKs, UTC & CAN collaborated on student fieldtrips to various universities (UCSB, CSU Channel Islands, CSU Fresno, UC Berkeley and SFSU). EOPS also sponsors students to attend overnight college field trips in collaboration with the UTC and CAN each semester. Additionally, EOPS/CARE & CalWORKs trained and provided funding for a peer advisor to work in the UTC to promote further collaboration between the departments. |

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| A.9 Increase collaboration with general counseling faculty and staff, with other departments in student services and across campus. | EOPS/CARE & CalWORKs counselors attend weekly general counseling meetings and trainings to share information, as well as regularly participate in events such as high school START advising, New Student Orientations, Academic Advising Workshops and other outreach events with the general counseling department. To increase outreach efforts, EOPS/CARE/CalWORKs counselors participate in the Bridges to Success program with general counselors and the local high schools. EOPS/CARE/ CalWORKs staff collaborates with the financial aid office to provide FAFSA training to peer advisors in both programs and collaborates to offer FAFSA workshops every spring and a scholarship workshop every fall. During the initial implementation of the STEM program, EOPS/CARE/CalWORKs invited a STEM representative to present to students at EOPS New Student Orientations. EOPS/CARE/CalWORKs assisted in the implementation of SARS Grid in the STEM center and provided guidance to STEM center staff regarding starting a Book Lending Library. The STEM center was instrumental in helping the CalWORKs program implement a tracking system in the computer lab. EOPS/CARE/ CalWORKs faculty and staff are represented on many committees across campus such as: Basic Skills, Academic Senate, Student Services Council, 3SP and Student Equity Committees, TAC, Technology Council, EOPS/CARE Foster Youth Advisory Committee, hiring committees, and other various taskforce workgroups and advisory boards. |
| A.10 Add Microsoft Surface Pro 3 Tablets to the already existing CARE & CalWORKs Laptop Lending Program, eventually replacing all old laptops as they become obsolete. | 25 Microsoft Surface Pro 3 Tablets & 24 new up to date laptops will be added to CARE/CalWORKs Laptop Lending Program to replace old obsolete laptops. Target date is 2015-16 academic year. |

## Student Services Program Review Self Study Responses

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of the Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight individual criteria to be evaluated are presented along with some guiding points to address for each criteria.

### 1. Services and Curriculum

A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
B. Program services are coordinated with local high schools and institutions of higher education.
C. Faculty and staff have developed innovative services to meet student needs.
D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
E. Recent developments in technology have been incorporated into student support services.

EOPS/CARE & CalWORKs created a non-credit Summer Bridge Program to provide equal educational opportunity and access to educationally and economically disadvantaged high school students to support their transition to college. In order to expand the program and gain FTES for the college, the Summer Bridge Program transitioned into a College Success Seminar class. Personal Development 110 - College Success Seminar addresses the needs of educationally disadvantaged students, supports the educational objectives of the program and addresses issues related to diversity. EOPS/CARE & CalWORKs counselors teach 2-3 sections of PD 110 every summer. Below is the course description from the 2015-16 college catalog:

*PD 110 – College Success Seminar: Designed specifically for first-time students to introduce them to the college and its resources. Develops critical awareness of the student's role in the college culture, focusing on strategies for achieving academic success. Interactive learning and practical application in order to improve performance in other classes and the ability to deal effectively with the myriad of academic, personal and professional choices are emphasized.*

Program services are coordinated with local high schools and universities. EOPS/CARE & CalWORKs counselors, specialists and peer advisors provide continuous outreach to all local high schools throughout the school year. During the spring semester outreach is intensified to educate potential new students about the programs and services available at AHC, as well as to encourage then to enroll in a summer PD 110 class taught by an EOPS/CARE & CalWORKs counselor. EOPS/CARE & CalWORKs counselors participate in the Bridges to Success program with general counselors and the local high schools to coordinate outreach efforts. EOPS/CARE & CalWORKs counselors keep in regular contact with colleagues and representatives at the four-year

universities to assist students in the transfer process. EOPS counselors provide students with an EOP application workshop in partnership with Cal Poly, San Luis Obispo EOP every fall. EOPS/CARE & CalWORKs students are referred to meet with university representatives when they are on campus, provided free fieldtrips to four-year universities, and sponsored to attend overnight fieldtrips offered by the University Transfer Center (UTC). Transfer related activities and opportunities are advertised on the department's website, Facebook, Instagram and Twitter social media sites. An EOPS counselor is a member of the Transfer Advisory Committee.

EOPS/CARE & CalWORKs prides itself on developing innovative services to meet students' needs. In the 2010 Accreditation Team Evaluation Report, EOPS/CARE & CalWORKs were specifically mentioned in the commendations section for "providing innovative support services to students both in person and online." The Book Lending Program was created to provide students the opportunity to borrow course textbooks free of charge. It is open to all students on campus, but priority is given to students who do not receive any financial aid assistance. During the 2012-13 academic year, 560 students were assisted with at least one textbook. This resulted in a cost savings to students of $75,766. This current academic year, 608 students borrowed textbooks which resulted in a cost savings of $102,387. During the 2009-10 school year EOPS/CARE & CalWORKs held its very first CARE Turkey Event, which now continues to be an annual event. EOPS/CARE & CalWORKs provided 90 CARE students with a turkey and all of the trimmings (rolls, butter, stuffing, vegetables, cranberry sauce, gravy, pumpkin pie, whipped cream, roasting bags and pans) to take home to prepare a wonderful Thanksgiving meal for their families. In just two weeks, CARE was able to raise $1600 in donations from the generosity of Hancock staff and members in the community. The following year the Turkey Event doubled in size with 200 CARE families receiving turkeys with all of the trimmings. Nearly $4500 was raised for the event, with AHC's Associated Student Body Government providing over $800. In 2011, the AHC CARE Center was established, which is the first of its kind in the state. It provides a comfortable setting for single-parent students to bring their children while they are studying, utilizing the computer lab, meeting with the CARE coordinator, academic counselor or other CARE students. Beginning in spring 2012, EOPS/CARE & CalWORKs procured Basic Skills Initiative (BSI) funds to provide a dedicated math & English tutor located in the CARE Center to enable students to access drop-in tutoring support for basic skills courses in a child friendly atmosphere. BSI funds were also secured in the 2012-13 & 2013-14 academic years to provide for an additional tutor in the CARE Center. In summer 2012, EOPS/CARE & CalWORKs worked collaboratively with the Financial Aid office to pilot the Pell Advance Program which enabled EOPS/CARE & CalWORKs students to obtain their textbooks and course materials before the first day of class, rather than waiting weeks for their financial aid disbursement. A charge account was established for the student at the AHC Bookstore. This process saved students money by allowing them to purchase textbooks before the used and rental textbooks were depleted. In 2014, EOPS/CARE & CalWORKs created a partnership with the Santa Barbara County Department of Social Services (DSS) CalWORKs division to house two CalWORKs county workers in the EOPS/CalWORKs office twice a week to provide streamlined services for AHC CalWORKs students.

EOPS/CARE & CalWORKs faculty and staff work closely with other student services in program development and student referral. EOPS/CARE & CalWORKs staff collaborates with the Financial Aid office to provide FAFSA training to peer advisors in both programs and collaborates to offer FAFSA workshops every spring and a large scholarship workshop every fall to assist students with the AHC Foundation Scholarship application. Ninety-eight EOPS/CARE & CalWORKs students attended the fall 2014 scholarship workshop. EOPS/CARE & CalWORKs specialists work very closely with the Financial Aid office to determine unmet financial need for students desiring access to the program. In 2010-11, EOPS/CARE collaborated with the Financial Aid office to develop a new and more efficient way to issue cash grants through the use of the Banner system. EOPS staff inputs the grant amount directly onto the students' financial aid screen and the funds are disbursed via the financial aid process. An EOPS/CARE & CalWORKs counselor has served on the Financial Aid Satisfactory Academic Progress Appeals Committee for over ten years. As previously demonstrated on page 10-11 (A.8 & A.9), EOPS/CARE & CalWORKs faculty and staff works collaboratively with other student services such as the University Transfer Center (UTC), College Achievement Now (CAN) program, STEM program and general counseling. EOPS/CARE & CalWORKs works closely with the Admissions and Records office to determine student residency and other issues affecting registration. EOPS/CARE & CalWORKs and Learning Assistance Program (LAP) counselors coordinate referrals between programs. LAP provides EOPS specialists with verification of disability documentation for students carrying less than 12 units in order to make them eligible for EOPS. In 2010-11, EOPS/CARE & CalWORKs and LAP shared a part-time counselor to work specifically with EOPS/LAP CTE students. Counselors refer students to the Career/Job Placement Center (CJPC) for work study, career information, job searching and resume development. The CalWORKs coordinator and specialist also work closely with CJPC to coordinate and develop CalWORKs work-study placements. In 2010-11, 42 CalWORKs students participated in CalWORKs work study. EOPS/CARE & CalWORKs, CJPC and the Santa Barbara County DSS teamed up to offer a pipeline of 100% paid work experience opportunities for CalWORKs students and various departments on campus through the county JOB$ program for the 2014-15 school year. CalWORKs staff works closely with the non-credit counseling department to develop student education plans for non-credit CalWORKs students. EOPS/CARE & CalWORKs staff works closely with the AHC Children's Center to provide referrals and assist in securing space for children of EOPS/CARE & CalWORKs students. The CalWORKs coordinator works closely with the Childcare Center director to monitor the CalWORKs earning reimbursements for CalWORKs funds for the Children's Center. In 2011-12, the CalWORKs program funded 6,894 hours of childcare for CalWORKs students at the AHC Children's Center. EOPS/CARE & CalWORKs counselors work with Student Health Services to coordinate workshops on stress management and refer students to mental health counseling services as needed.

EOPS/CARE & CalWORKs faculty and staff also work collaboratively with instructional programs and support services in program development and student referral. Instructional program representatives from the English, ESL and math departments serve on the EOPS/CARE & CalWORKs Advisory Board and offer invaluable input and

support. Based on the suggestions of an advisory board member from the ESL department, Spanish versions of the EOPS application and brochure were developed for ESL students. During the 2014 EOPS Summer Bridge Program (PD 110), an EOPS/CARE & CalWORKs counselor partnered with a math faculty member who offered a two week math refresher course concurrently with PD 110. The course allowed students the opportunity to refresh their math skills and demonstrate their ability to succeed in a math level higher than their initial placement. After the conclusion of the two weeks, the math instructor recommended the appropriate math courses for the students who successfully completed the refresher course. The counselor filled out START override forms for those students who were advancing to a higher level math class. Every spring and fall semesters, EOPS/CARE & CalWORKs sends out progress reports to instructors to evaluate students' performance in their classes. For unsatisfactory progress reports, peer advisors immediately call students to have them schedule an appointment with a counselor to discuss their progress reports and to determine the appropriate support services needed for the students' success. Counselors frequently contact instructors to collaborate on how to best assist their students. The progress report return rate is approximately 80%. EOPS/CARE & CalWORKs collaborated with the college's Office of Institutional Research and Planning to create a new progress report form and procedure utilizing the new ARGOS report software. EOPS developed and paved the way for the new progress report process to be utilized by other departments and programs on campus. Students are strongly encouraged to utilize the Writing & Math Centers. EOPS/CARE & CalWORKs provides referrals to the Tutorial Center to allow students extra free hours of tutoring beyond what the college provides. Students are frequently referred to the MESA/STEM programs to utilize tutors for advanced math and science courses. In 2010, EOPS/CARE & CalWORKs collaborated with the AHC Bookstore to electronically submit the names, student ID numbers and amounts of the book vouchers to the bookstore in order to set up charge accounts for the students. This streamlined the process for students because they no longer had to come to the office to pick up a paper book voucher. EOPS/CARE & CalWORKs also collaborated with the AHC Bookstore to develop the Textbook Rental Program, which began by offering rental books for only one section (Speech 102). Students paid a book rental rate equivalent to 25% of the cost of the book and entered into a contract with the bookstore for the return of the book. Rental books were reserved for EOPS students who received a book voucher before they became available to the general student population. Each semester the Textbook Rental Program expanded the selection of rental books available to EOPS students. By the spring of 2014, 310 titles and 3700 copies were available as rental books.

Recent developments in technology are incorporated into student support services. All EOPS/CARE & CalWORKs staff uses Banner, the college's database that maintains comprehensive student records and generates the MIS Student Services data file. Argos reports, which extract data from Banner, are used daily by counselors and specialists. EOPS/CARE & CalWORKs also utilizes an in-house Microsoft Access database to monitor the progress and persistence of all students in the programs. All necessary student information can be found in the database (demographic information,

program eligibility status, staff notes, Student Education Plans (SEP's), progress reports, number of counseling/staff visits each semester, educational goals, external transcripts, etc.). Paper files are no longer used – all documents are scanned into the EOPS/CARE & CalWORKs database. Counselors utilize Degree Works, a web-based degree auditing tool, for creating comprehensive electronic student education plans during the academic planning process with students. Online counseling services are available utilizing Skype and web cam technology to improve student access regardless of location or mode of delivery. EOPS/CARE & CalWORKs utilizes social media (Facebook, Instagram & Twitter) to engage students and give them the most up to date information about upcoming events. English and Spanish versions of the EOPS/CARE applications are available on the EOPS/CARE website. eLumen software is utilized to input student learning outcome (SLO) data and create useful reports for tracking program effectiveness. The Scheduling and Reporting System (SARS) Anywhere software program is utilized to schedule student appointments, track appointment attendance, record reasons for appointments for MIS reporting purposes, write secure notes about students, view students' history of appointments and drop-ins, and to create specific reports. Electronic bulletin boards are utilized to disseminate current information to students.

Methods/Evidence:
PD 110 Course Syllabi
PD 110 Course Success and Retention Data
Outreach database
Program applications and brochures
Book Lending Program database
BSI Grant
Progress Reports
EOPS/CARE & CalWORKs database
Referrals to other student services & support services are tracked in EOPS database and in SARS
Degree Works software
ARGOS software
eLumen software

## 2. Student Support and Development

A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

EOPS/CARE & CalWORKs program eligibility criteria and program services are listed on the EOPS/CARE & CalWORKs websites, college catalog, program brochures and flyers. Presentations are made at local high schools and in AHC classrooms to provide prospective and currently enrolled students with current and accurate information about the programs. Within their first semester of acceptance into the program, EOPS students are required to attend an EOPS New Student Orientation which outlines student eligibility criteria, program policies and available services. Also, during their first meeting with an EOPS/CARE & CalWORKs counselor, students are given information about all the opportunities that the program provides to them. Students are informed that their signature on the Mutual Responsibility Contract (MRC) obligates them to certain requirements if they want to continue to be eligible for EOPS. Some of the requirements include: meeting with an EOPS/CARE & CalWORKs counselor at least two times per semester, maintaining a 2.0 gpa, and enrolling in courses outlined on their student education plan (SEP). CARE & CalWORKs students are required to attend a mandatory student orientation every semester, as well as complete an intake appointment with CARE & CalWORKs staff at the beginning of each semester to review program requirements, services, and students' welfare-to-work (WTW) plan requirements.

Students are informed of their basic rights and responsibilities as college community members through the "Guidelines for Student Conduct" published in the AHC catalog. The college catalog also addresses student rights and grievances and explains the student grievance procedure for filling an academic, discrimination, or other student complaint. EOPS/CARE & CalWORKs counselors discuss the complaint and grievance process with students and refer to the area in the catalog that describes their right to pose a complaint or grievance.

Published policies are consistent with the programs' missions, and practices are followed to ensure consistency. Student eligibility for EOPS/CARE is limited to those students who meet specific criteria identified in Title 5 Education Code sections 56220,

56222, 56224, and 56226. CARE students must also meet specific criteria identified in Title 5 Education Code section 79152. EOPS/CARE specialists are responsible for determining students' eligibility and monitoring students' continued participation. Both EOPS and CARE applications outline eligibility requirements. EOPS staff follows the EOPS Title 5 Implementing Guidelines for direction and technical assistance in administering the program. The EOPS Mutual Responsibility Contract (MRC), which outlines program policies, is thoroughly discussed with all new EOPS/CARE students at the mandatory orientation. Students must sign the MRC in order to receive services. CalWORKs staff follows the state operating guidelines in the CalWORKs Program Handbook which is published by the Chancellor's Office. Staff attends various state trainings and webinars which review policies and procedures and provide program guidance. Per the mandates of the CalWORKs Program Handbook, extensive coordination and collaboration exists between the CalWORKs coordinator and the two local county departments of social services. EOPS/CARE & CalWORKs staff meetings are held once a week to review office policies and procedures to ensure consistency among staff.

EOPS/CARE & CalWORKs counselors meet with students individually at least 2-3 times per semester to identify students' needs and to develop a plan for the delivery of appropriate support services (e.g. tutoring, mental health counseling, childcare center referral) to enable students to be successful in their classes. Student academic progress reports are sent to instructors each semester as an "early alert" for academic monitoring of all program participants. Instructors return the progress reports indicating the student's current grade, attendance information and whether they believe the student needs any additional assistance. Students with unsatisfactory progress reports are contacted immediately to schedule an appointment with an EOPS/CARE & CalWORKs counselor to develop strategies to improve their chances of success in their courses. Reports are used by counselors to review students' previous semester and cumulative grade point averages. Counselors facilitate Academic Success workshops each semester for students who are not making satisfactory academic progress. Counselors track students' financial aid status to assist them in completing any necessary paperwork to obtain financial aid assistance. EOPS/CARE & CalWORKs also identifies students' educational support needs by administering student surveys every year. During the fall of 2010, the CalWORKs program offered a three part workshop series targeting the top three barriers to academic success for which CalWORKs students had identified in a previous questionnaire. At the end of EOPS New Student Orientations (NSO) students are surveyed to identify which services they feel they will utilize the most. As students exit the program, an exit interview is conducted to determine which services were the most useful to them. Student learning outcomes (SLOs) are used to identify and modify areas of need and as a result increase program effectiveness and quality of services.

The purpose of the EOPS/CARE & CalWORKs programs are to provide historically disadvantaged students equal access to college programs and services. Economically disadvantaged students are a target population examined in the college's student equity plan. EOPS/CARE & CalWORKs counselors participated in the development of

activities targeted towards this population in the student equity plan. EOPS/CARE & CalWORKs staff follows all policies and procedures of the college that are in place to protect students from discrimination and bias. To be fair to all students, EOPS/CARE serves students on a first come first serve basis, provided they fit the Title 5 eligibility criteria. The CalWORKs program collaborates with both San Luis Obispo and Santa Barbara County Departments of Social Services/Welfare-to-Work programs to receive county referrals for new CalWORKs students. All eligible CalWORKs students are offered the exact same level of service. The CalWORKs eligibility matrix provided by the state chancellor's office is used to determine all eligible CalWORKs students. The program staff is sensitive to the fact that 100% of CalWORKs students are economically disadvantaged. The motto of the EOPS/CARE & CalWORKs department is to provide students with "over and above" services in a "safe haven" atmosphere.

EOPS/CARE & CalWORKs provides comprehensive services to students at two physical locations - the Santa Maria campus and Lompoc Valley Center (LVC). Students who are enrolled in distance learning coursework are served by the programs through e-mail and telephone contacts. In addition, online counseling services utilizing Skype and web cam technology are available to provide students equitable access regardless of location. In order to achieve parity and equal student access to services at both campuses, an EOPS/CARE/CalWORKs Center at the LVC was established. The center contains a computer lab, tables for students to use for studying, and a children's nook, just like the CARE Center on the Santa Maria campus. There is a private office at the back of the center for the counselor to use when meeting with students. The LVC EOPS/CARE/CalWORKs Center opened at the beginning of February, 2016. A permanent full-time EOPS specialist/counseling assistant was hired at the beginning of March, 2016. Counselors are available Monday-Thursday to assist students. The EOPS/CalWORKs specialist is available one day a week to meet with CalWORKs students at the LVC. The CARE coordinator is available for bi-weekly meetings with LVC CARE students. Accommodations such as phone or online appointments are also available if students can't meet on the days the coordinator is there. The number of CARE students at the LVC doubled in size during the 2012-13 academic year. Two peer advisors work at the LVC and are responsible for the case management of LVC students. English and Spanish versions of the EOPS application can be downloaded from the EOPS webpage on the college's website. EOPS/CARE & CalWORKs utilizes social media (Facebook, Instagram & Twitter) to give students access to the most up to date information about upcoming events regardless of service location. The EOPS/CARE & CalWORKs database allows staff to share student information among multiple users simultaneously at both the Santa Maria and LVC campuses.

EOPS/CARE & CalWORKs contributes to a healthy campus climate through professional development workshops, classroom and departmental presentations, collaboration with other student services and outreach to high schools and the community. The EOPS/CARE & CalWORKs department provides culturally diverse, bilingual staff that respect and celebrate the diverse needs of other cultures. Faculty and staff attend various professional development activities such as conferences, webinars and workshops on topics that impact the diverse student population we serve.

EOPS/CARE & CalWORKs counselors and staff encourage students to participate in student government, clubs, and other opportunities for personal development provided on and off-campus. CalWORKs coordinates with the Career/Job Placement Center to offer on-campus work-study placements for CalWORKs students to develop personal and civic responsibility. EOPS/CARE & CalWORKs employs peer advisors to serve as mentors to other students in the program. EOPS/CARE & CalWORKs staff works closely with AHC's ASBG, student clubs and the Student Activities office to provide students with activities which promote student life on-campus. Every December, in collaboration with the President's office, EOPS/CARE & CalWORKs facilitates the campus Angel Tree holiday event to collect and distribute gifts to the children of educationally disadvantaged CARE & CalWORKs students that were purchased by AHC faculty, staff and students. Every year EOPS/CARE & CalWORKs participates in the Bulldog Bow-WOW campus event to promote awareness of the different programs and services available to students. Social activities such as the Root Beer Float and Ice-cream Social, as well as sponsored trips to museums, such as the Museum of Tolerance and Getty Museum, are provided for EOPS/CARE & CalWORKs students to foster intellectual growth. Attention to student growth and personal responsibility is incorporated into most of EOPS/CARE & CalWORKs student learning outcomes.

Student records are maintained permanently, securely and confidentially in the EOPS/CARE & CalWORKs database. The database is backed up on a daily basis. All student documents are date stamped and electronically scanned into the database for EOPS/CARE & CalWORKs staff to access from their computer workstations on the Santa Maria campus and Lompoc Valley Center. Only EOPS/CARE & CalWORKs staff can access the database as it is housed on the departments' own secure server and is password protected. All paper copies of the scanned documents are kept in locked file cabinets by date and then boxed and sent to storage for five years. After five years they are shredded. CalWORKs developed a system to electronically share student consent and release of information documents and proof of eligibility screen shots using pdf files. This allows AHC CalWORKs staff and the County DSS staff to confidentially share information on mutual students/clients via e-mail. This process safeguards the students' privacy by eliminating the students' confidential information from sitting on desks or in fax machines. EOPS/CARE & CalWORKs staff and peer advisors have had training on FERPA guidelines to protect student confidentiality.

Methods/Evidence:
Allan Hancock College catalog & website
EOPS/CARE & CalWORKs web pages & social media sites
EOPS/CARE & CalWORKs brochures
"What is EOPS?" handout
Outreach flyers
EOPS/CARE & CalWORKs New Student Orientations
EOPS Mutual Responsibility Contract (MRC)
CalWORKs Program Handbook
Students' County welfare-to-work (WTW) plans
AHC Board Policy and Administrative Procedure 5500 – Standards of Student Conduct

AHC Board Policy and Administrative Procedure 5530 - Student Rights and Grievances
Title 5 Education Code & EOPS Title 5 Implementing Guidelines
EOPS/CARE applications
EOPS/CARE & CalWORKs confidential Microsoft Access database
Student survey data
Professional development activities
EOPS/CARE & CalWORKs student learning outcomes

Plan of Action:

- Once it is purchased by the college, implement Grades First software program to streamline the progress report process.

## 3. Student Outcomes

A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc.
C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
E. Identify any gaps or inequities among the students served by the program.
F. Discuss your upcoming 6 year assessment schedule (**please attach with appendix**).

The enrollment trend for the number of students served by EOPS/CARE & CalWORKs during the past five years demonstrates a gradual decline. In the table that follows, the unduplicated number of students served by each program is presented by academic year, as well as the college's total student count (credit and non-credit). The overall enrollment trend for the college as a whole also shows a decline. This trend is not a surprise, given the drastic budget cuts that were made to community colleges and especially categorical programs during this time. Using the current reporting requirements, the table presents the total number of students reported in the EOPS/CARE & CalWORKs annual unduplicated student counts, which is the management information system (MIS) data submitted annually to the Chancellor's Office. For purposes of allocating EOPS/CARE funds and to count a student as "served" the student's file must contain all the required signed documents during the initial term of acceptance into the program (EOPS application, Student Education Plan, and Mutual Responsibility Contract). In addition, the student must attend at least one class session during the term.

| STUDENT COUNT | | | | |
|---|---|---|---|---|
| Academic Year | Total AHC Count | EOPS | CARE | CalWORKs |
| 2010-2011 | 24588 | 850 | 261 | 383 |
| 2011-2012 | 20933 | 846 | 187 | 322 |
| 2012-2013 | 20678 | 700 | 164 | 310 |
| 2013-2014 | 20255 | 599 | 130 | 272 |
| 2014-2015 | 20213 | 552 | 128 | 266 |

The factors that have contributed to the decline in the number of students served include, but are not limited to:

- Severe decrease in EOPS/CARE & CalWORKs categorical budget allocations beginning in 2009-2010.

- Reduction in staff to provide timely and effective services to eligible EOPS/CARE & CalWORKs students. Some vacated positions were not refilled due to budget constraints.
- Decreased outreach efforts due to inadequate staffing levels (due to budget).

Enrollment data from AHC's Institutional Research & Planning Fact Book 2014 shows that during fall 2010-2013 EOPS/CARE students took an average of 11.6 units per semester, whereas the overall AHC credit student population took 8.2 units per semester. CalWORKs students averaged 8.9 units per semester.

EOPS/CARE & CalWORKs demographic data is available in the AHC Fact Book 2014 and on the California Community Colleges Chancellor's Office MIS Data Mart http://datamart.cccco.edu/. The data from the two sources varied somewhat. The AHC Fact Book reports data for fall semesters only, whereas the CCCCO's Data Mart contains data for all semesters in an academic year. Also, the AHC Fact Book does not separate the CARE data from EOPS. Therefore, the data used in the tables below and the following bullet point summaries is from the CCCCO's Data Mart.

| GENDER | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | AHC Credit Students | | EOPS | | CARE | | CalWORKs | |
| Academic Year | Female | Male | Female | Male | Female | Male | Female | Male |
| 2010-2011 | 50.42 | 49.14 | 64.94 | 34.94 | 94.64 | 4.98 | 84.33 | 15.40 |
| 2011-2012 | 50.02 | 47.78 | 67.02 | 32.98 | 95.19 | 4.81 | 83.85 | 15.84 |
| 2012-2013 | 52.20 | 47.62 | 66.29 | 33.71 | 95.73 | 4.27 | 82.90 | 16.77 |
| 2013-2014 | 52.79 | 47.03 | 64.77 | 35.23 | 93.08 | 6.92 | 85.29 | 14.71 |
| 2014-2015 | 51.91 | 47.94 | 63.77 | 36.23 | 92.19 | 7.81 | 84.96 | 15.04 |
| **Average** | **51%** | **48%** | **65%** | **35%** | **94%** | **6%** | **84%** | **16%** |

- Throughout the years the number of female students in EOPS/CARE & CalWORKs has largely outnumbered male students, although since the last program review the number of male students served by all three programs increased significantly (doubled for CARE & CalWORKs). The number of female students served by all three programs is still much higher than the overall percentage of female students attending the college.

| AGE | | | | |
|---|---|---|---|---|
| Age | AHC | EOPS | CARE | CalWORKs |
| ***2010-2011*** | | | | |
| 18 & 19 | 16.38 | 29.88 | 8.05 | 8.62 |
| 20 to 24 | 26.97 | 34.82 | 33.33 | 33.16 |
| 25 to 29 | 13.85 | 9.06 | 22.99 | 20.37 |
| 30+ | 39 | 22.83 | 35.25 | 37.59 |
| ***2011-2012*** | | | | |
| 18 & 19 | 17.84 | 30.73 | 5.35 | 4.66 |
| 20 to 24 | 28.4 | 34.04 | 36.36 | 38.51 |
| 25 to 29 | 13.34 | 11.35 | 21.39 | 20.5 |

| | | | | |
|---|---|---|---|---|
| 30+ | 36.88 | 21.63 | 36.9 | 36.34 |
| ***2012-2013*** | | | | |
| 18 & 19 | 17.8 | 34.14 | 9.76 | 5.48 |
| 20 to 24 | 29.4 | 33.14 | 31.71 | 36.77 |
| 25 to 29 | 13.54 | 9.14 | 25.61 | 23.23 |
| 30+ | 35.79 | 19.85 | 32.93 | 34.19 |
| ***2013-2014*** | | | | |
| 18 & 19 | 17.78 | 32.89 | 10 | 6.25 |
| 20 to 24 | 29.6 | 38.73 | 36.15 | 40.07 |
| 25 to 29 | 13.79 | 7.18 | 26.15 | 24.63 |
| 30+ | 35.41 | 18.87 | 27.68 | 29.05 |
| ***2014-2015*** | | | | |
| 18 & 19 | 17.77 | 34.24 | 3.13 | 4.14 |
| 20 to 24 | 28.84 | 36.78 | 49.22 | 38.35 |
| 25 to 29 | 14.08 | 9.24 | 25 | 26.32 |
| 30+ | 35.74 | 17.4 | 22.66 | 31.21 |

- On average, EOPS students tend to be slightly younger than the general population of AHC students, whereas CARE & CalWORKs students are slightly older. The percentage of students between 18-24 years old has been increasing steadily since 2009-2010. In 2010-11, 64.70% of EOPS students, 41.38% of CARE and 41.78% of CalWORKs students were between the ages of 18- 24. By 2013-14, 71.62% of EOPS and 46.32% of CalWORKs students were 18-24 years old. In 2014-15, over half of the CARE students (52.35%) were between the ages of 18-24.

| **ETHNICITY** | | | | |
|---|---|---|---|---|
| ETHNICITY | AHC | EOPS | CARE | CalWORKs |
| ***2010-2011*** | | | | |
| Hispanic | 41.07 | 69.18 | 63.98 | 63.19 |
| White Non-Hispanic | 41.24 | 19.06 | 23.37 | 20.63 |
| ***2011-2012*** | | | | |
| Hispanic | 46.67 | 73.17 | 59.36 | 64.29 |
| White Non-Hispanic | 39.99 | 19.15 | 27.81 | 24.84 |
| ***2012-2013*** | | | | |
| Hispanic | 48.86 | 74.57 | 58.54 | 66.13 |
| White Non-Hispanic | 39.03 | 15.71 | 29.27 | 24.52 |
| ***2013-2014*** | | | | |
| Hispanic | 50.57 | 73.46 | 60.77 | 61.4 |
| White Non-Hispanic | 37.27 | 16.19 | 30.77 | 26.84 |
| ***2014-2015*** | | | | |
| Hispanic | 52.37 | 74.28 | 70.31 | 65.41 |
| White Non-Hispanic | 36.05 | 16.85 | 19.53 | 27.07 |

- The number of Hispanic students attending college continues to increase each year. On the last program review an average of 67% of EOPS students identified

themselves as Hispanic. As of 2014-15, the number of Hispanic students in EOPS had grown to 74%. EOPS/CARE & CalWORKs continues to have a notably higher percentage of Hispanic students than the college in general. The data reflects the successful outreach efforts of EOPS/CARE to recruit ethnically diverse under-represented students.

| Term/Year | AHC Retention | EOPS Retention | CARE Retention | CalWORKs Retention | AHC Success | EOPS Success | CARE Success | CalWORKs Success |
|---|---|---|---|---|---|---|---|---|
| Fall 2010 | 85.85 | 85.48 | 80.51 | 79.92 | 67.87 | 65.15 | 56.19 | 56.65 |
| Spr 2011 | 85.57 | 84.17 | 76.24 | 80.47 | 69.37 | 67.25 | 53.63 | 56.88 |
| Sum 2011 | 86.12 | 84.13 | 81.48 | 88.72 | 74.69 | 72.75 | 62.96 | 68.72 |
| Fall 2011 | 86.87 | 87.1 | 87.9 | 85.83 | 68.64 | 68.48 | 64.94 | 63.07 |
| Spr 2012 | 85.1 | 85.01 | 85.93 | 84.37 | 69.91 | 69.23 | 70.55 | 67.73 |
| Sum 2012 | 90.39 | 92.19 | 90.16 | 89.53 | 78.01 | 79.63 | 66.39 | 68.02 |
| Fall 2012 | 87.08 | 87.61 | 85.33 | 78.11 | 70.35 | 70.19 | 67.66 | 60.95 |
| Spr 2013 | 86.62 | 85.94 | 83.81 | 84.74 | 71.28 | 70.81 | 62.92 | 64.52 |
| Sum 2013 | 89.81 | 93.9 | 92.96 | 92.06 | 78.24 | 83.1 | 77.46 | 75.4 |
| Fall 2013 | 87.28 | 90.66 | 87.54 | 88.68 | 71.21 | 73.07 | 67.26 | 70.3 |
| Spr 2014 | 85.74 | 87.71 | 88.99 | 86.54 | 71.01 | 73.61 | 65.18 | 66.17 |
| Sum 2014 | 89.93 | 92.28 | 90.24 | 87.32 | 78.28 | 78.4 | 78.05 | 72.54 |
| Fall 2014 | 87.23 | 90.96 | 86.21 | 86.32 | 70.39 | 76 | 65.83 | 65.13 |
| Spr 2015 | 85.95 | 88.94 | 87.32 | 85.04 | 72.08 | 77.43 | 71.98 | 70.7 |
| Sum 2015 | 89.76 | 92.49 | 88.89 | 88.03 | 77.9 | 80.13 | 76.39 | 74.65 |
| Total | 1309.3 | 1328.57 | 1293.51 | 1285.68 | 1089.23 | 1105.23 | 1007.39 | 1001.43 |
| **Average** | **87%** | **89%** | **86%** | **86%** | **73%** | **74%** | **67%** | **67%** |

- Course retention rates of EOPS/CARE & CalWORKs students have increased since the previous program review in 2009-2010. Over the past five years, the average EOPS student course retention rate of 89% was slightly higher than that of all AHC credit students (87%) and CARE & CalWORKs students (86%). The successful course completion rate (% grade C or better) for EOPS students increased significantly since the last program review when it was only 66%. Over the past five years the average EOPS success rate (74%) was comparable to that of the overall AHC student population (73%). A surprising finding was the high successful course completion rates during the summer terms for EOPS and AHC students, especially the last four summers. Retention rates also appeared to be higher in the summer terms for EOPS/CARE & CalWORKs students.

The persistence rates of AHC students who started college in 2008-09 and enrolled in the first three consecutive terms were tracked for six years through 2013-14 (CCC Chancellor's Office Student Success Scorecard). The persistence rate for college prepared students at AHC was 70.5%, whereas the persistence rate for students unprepared for college was 71.8%. The persistence rate for economically disadvantaged students was 73.1%, whereas those that were not economically disadvantaged had only a 67% persistence rate. The data supports the effectiveness of

the EOPS/CARE & CalWORKs programs in assisting economically and educationally disadvantaged students in achieving their educational goals.

The number of associate degrees awarded to EOPS/CARE & CalWORKs students has declined since 2010-11, when 172 degrees were awarded. In 2014-15, 125 associate degrees were awarded. This decline correlates with the decline in the number of students served during those years. The number of certificates awarded also declined slightly from 98 in 2010-11 to 85 in 2014-15.

Every year, EOPS/CARE & CalWORKs students are surveyed to solicit their input regarding the effectiveness of the programs services. The results of the surveys are utilized to implement any needed changes/improvements. When drop-in tutoring in the CARE Center first began, students who utilized the service were surveyed at the end of the semester to evaluate how effective they felt the tutoring was for them. Survey results indicated that students found drop-in tutoring to be very useful. Eighty-nine percent felt that the drop-in tutoring helped them pass their course. All of the students surveyed indicated that they would utilize drop-in tutoring again if it was offered. Student exit interviews are conducted to evaluate whether EOPS/CARE services addressed students' needs. Information gathered from past exit interviews demonstrates program success and effectiveness in assisting students with reaching their educational goals. Results from the spring 2011 EOPS Student Survey found that 95.5% (of the 90 students who responded to the survey) felt that the EOPS/CARE & CalWORKs counselors were helpful in developing or clarifying their educational goals and 93.2% felt the counselors were helpful in developing a specific plan to reach their educational goals. The top three EOPS/CARE & CalWORKs services students used that were most important to their success and experience at AHC were: priority registration, academic counseling, and the health fee waiver. Results from the spring 2012 EOPS Student Survey were very similar (145 students responded). Both surveys, with additional student comments, are included in the appendix.

During the 2013-14 school year, EOPS/CARE & CalWORKs staff utilized the CAS Self-Assessment Guide to review its programs components, mission statements, and methods of self-evaluation. Data gathered was used to determine areas of both success and improvement for the programs and its students. Outcomes were utilized to implement a student experience survey and fine-tune program mission statements to more clearly align with the mission of the college. At the end of the spring 2014 semester all EOPS/CARE & CalWORKs students were emailed a Student Experience Survey. The questions in the survey were linked to the programs' student learning outcomes. Seventy-nine students completed the survey. The results indicated that the EOPS/CARE & CalWORKs programs were very successful in supporting student learning https://www.surveymonkey.com/results/SM-NKXMDZQ8/. A printout of the survey results is included in the appendix.

At the end of fall 2015, students were administered a Student Satisfaction Survey. The complete survey with additional student comments is included in the appendix. A total of 153 students completed the survey. The survey found that:

- The top three EOPS/CARE & CalWORKs services students felt were the most helpful for them were: priority registration, counseling services, and the health fee waiver.
- The top two services that students were aware of but did not use were tutoring and the book lending service.
- 87.5% of students felt that EOPS/CARE & CalWORKs had enough counselors to assist them when needed.
- 95% of student indicated that the EOPS/CARE & CalWORKs hours of operation were convenient for them.
- 98% felt that EOPS/CARE & CalWORKs provided them with the services they needed to reach their educational goals.
- 85.5% of the students indicated that most of their classes were taken on the Santa Maria campus, 12.5% at the Lompoc Valley Center, and 2% online.

Student learning outcomes are discussed at EOPS/CARE & CalWORKs department meetings and planning retreats. All EOPS/CARE & CalWORKs faculty and staff contribute to the SLOs development process. The departments SLO liaisons facilitate these discussions and are responsible for recording SLO data in eLumen. EOPS/CARE & CalWORKs have six year assessment schedules that outline identified SLOs, target assessment dates, and the assessment collection process and method(s). Every semester at least one student learning outcome is assessed. After the data is collected, the results are discussed at department meetings, followed by the development of an improvement plan, if necessary. The improvement plan outlines proposed activities and changes that are desired to support student learning and success. Rubrics, student surveys, registration data, Banner data and program contact records from the EOPS database were used to measure EOPS/CARE & CalWORKs SLOs for the 2010-2016 assessment plans.

All eight of the EOPS/CARE SLOs on the 2010-2016 assessment schedule were assessed at least twice. The following two EOPS/CARE SLOs were inactivated/retired during the 2012-13 school year because they had been successfully assessed for several cycles:
SLO 7 – Students will utilize student portal to access academic information (More than 90% could identify central functions and information accessible in the portal).
SLO 8 – Students will utilize email accounts and use as communication tool (92% met or exceeded standards).
When SLO 3 – Students will identify EOPS/CARE services to strengthen their academic progress was assessed in 2014-15, data showed that 91% of students met or exceeded standards. SLO 3 will be retired at the end of the 2010-2016 assessment period.

Data from the following EOPS/CARE SLOs showed a steady increase in the number of students meeting and exceeding standards:
SLO 1 - Students will articulate short term and/or long term goal(s) and develop a semester by semester plan showed a 12% increase from 2014 to 2015.
SLO 5 - Students will be able to demonstrate the importance of meeting deadlines and requirements as contracted in EOPS showed a 10% increase from spring 2013 to

spring 2015. In 2013, as part of the improvement plan, the EOPS orientation was revised to be more clear and concise regarding student responsibilities and program requirements.

As of fall 2015, four of the six CalWORKs SLOs on the 2010-2016 assessment schedule were assessed at least three times. During spring 2016, the remaining two SLOs (1 & 5) are being assessed for the first time. The following two CalWORKs SLOs will be retired at the end of the 2010-2016 assessment period because they had been successfully assessed for several cycles:
SLO 2 – Students will be able to identify individual needs.
SLO 3 – Students will identify solutions to the identified individual needs.

EOPS/CARE & CalWORKs have made no significant program changes as a result of SLO data. The data collected indicated that the majority of EOPS/CARE & CalWORKs students were meeting or exceeding expectations pertaining to the SLOs. SLO data did not identify any gaps or inequities among the students served by the programs.

EOPS/CARE & CalWORKs have completed the six year assessment schedules for 2016-2022. Five of the eight SLOs from the EOPS/CARE 2010-2016 assessment schedule will continue to be assessed for 2016-2022, as well as two new SLOs were added. One of the new SLOs assesses financial literacy. The other assesses students' understanding of the negative impacts of social media on current and future professional opportunities. Four of the six CalWORKs SLOs from the 2010-2016 assessment schedule will continue to be assessed, as well as one new SLO was added for 2016-2022. The new SLO assesses time management as it relates to priority registration.

Methods/Evidence:
AHC Fact Book 2014
Source for all tables: California Community Colleges Chancellor's Office MIS Data Mart
CCC Chancellor's Office Student Success Scorecard
Student Surveys
Student Exit Interviews
CAS Self-Assessment Guide
eLumen – SLO data
2010-2016 & 2016-2022 SLO assessment schedules for EOPS/CARE & CalWORKs

Plan of Action:

- Increase on-campus student in-reach and intensify high school and community outreach efforts in order to increase student participation in EOPS/CARE & CalWORKs programs by 20% over the next two years.
- Track and follow-up with students that don't return the following semester to find out the reasons in order to improve our services to help those at-risk.
- Ensure that the way we collect and measure the data for EOPS/CARE SLO 4 and CalWORKs SLO 3 (2016-2022) is consistent each time we assess them.

## 4. Personnel and Support Services

A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
C. Evaluation of staff is systematic and the process is effective and encourages improvement.
D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Due to budgetary constraints from the devastating 40% cuts in 2009-10, EOPS/CARE & CalWORKs were unable to hire any new positions since the last program review (only replace some vacated positions). From 2009-2015, EOPS/CARE & CalWORKs utilized various grants whenever possible to address staff shortages. For example, EOPS/CARE & CalWORKs applied to the Community Action Commission in the fall of 2009 for grant money under their ARRA funds to pay for counseling hours. EOPS/CARE & CalWORKs also applied for and received grant funds from Basic Skills Initiative (BSI) and Career Technical Education Act (CTEA) to help pay for a part-time counselor and peer advisors. Not until 2015-16, when funding for EOPS/CARE was fully restored, were the programs finally able to increase staff to meet student and program needs. During fall 2015, three new part-time counselors were hired. Currently, there are six part-time counselors (two who work predominately at the LVC). A new full-time EOPS specialist/counseling assistant for the LVC was hired in early March, 2016. We are in the process of hiring more peer advisors. Currently we have an interim CalWORKs coordinator. A permanent CalWORKs coordinator needs to be hired, as well as the CalWORKs office services assistant position that was never replaced. EOPS/CARE & CalWORKs faculty and staff are available to serve students at both campuses throughout the entire academic year.

During the fall of 2015, a competitive application review process commenced to select 10 districts for recommendation to the Board of Governors for funding of a new program. From the 10 districts, 26 community colleges were chosen to implement the Cooperating Agencies Foster Youth Educational Support (CAFYES) program at their college beginning in the spring of 2016, with full implementation scheduled for 2017-18. CAFYES is a new EOPS component program, modeled after CARE, providing “over and above” services to a subset of current and former foster youth. AHC was one of the community colleges chosen to implement the CAFYES program within their EOPS department. Three new permanent positions will be hired by early fall of 2016 to support the new CAFYES program. CAFYES funding will be used to hire a full-time CAFYES/CARE specialist, full-time CAFYES counselor and a full time office services technician for the CARE/CAFYES Center. Once the CAFYES positions are hired, there will be four full-time counselors and six specialists serving EOPS/CARE/CAFYES & CalWORKs students.

The EOPS/CARE & CalWORKs director provides faculty and staff with the opportunity to attend conferences and training events as appropriate. There are a variety of workshops, seminars and professional development activities offered on campus through the Professional Development Committee. Each staff member is encouraged to

participate in these activities, as well as on-campus committees, community-wide committees and community partnerships to support program innovations. The following is a list of some of the committees and councils that EOPS/CARE & CalWORKs faculty and staff participate in: Academic Senate, Calendar Committee, Sabbatical Committee, Student Services SLO Liaison & Coordinator, Student Success & Support Program (3SP) and Student Equity Committees, Financial Aid Appeals Committee, Transfer Advisory Committee, Basic Skills Committee, Program Review Committee, EOPS/CARE & CalWORKs Advisory Committee, Foster Youth Advisory Committee and Technology Advisory Committee.

Staff members are systematically evaluated by the EOPS/CARE & CalWORKs director every year on the staff person's anniversary date. The director reviews the evaluation with the individual and allows for feedback and comments. The director offers a safe environment for open and honest discussion with the staff member. The process is effective, and when improvement is needed, it is presented in a positive manner that allows the staff member to see it as an opportunity for a new challenge.

Full-time EOPS/CARE & CalWORKs faculty are actively involved in the process of hiring and evaluating faculty. All three full-time counselors have served on many faculty hiring committees and are often utilized as Diversity Resource Specialists (DRS) for committees. EOPS/CARE & CalWORKs counselors are evaluated on a regular basis. The evaluation process includes a self-evaluation, student and colleague evaluations, and worksite observations for tenure track and part-time counselors. The Vice President of Student Services receives a copy of all counselor evaluations. Full-time tenured EOPS/CARE & CalWORKs counselors are involved in the faculty evaluation process of their colleagues.

Methods/Evidence:
EOPS/CARE Annual Statewide Technical Assistance Training
CCCEOPSA Annual Fall Conference
Ensuring Transfer Success Conference
CalWORKs Conference
Training webinars
FERPA Training
Campus Safety Seminar
Employee evaluations on file in Human Resources
Full-time and part-time counselor evaluations

Plan of Action:
- Hire additional peer advisors.
- Hire a full-time office services assistant.
- Hire a permanent CalWORKs coordinator.
- Hire a full-time tenure track CAFYES counselor, permanent CAFYES/CARE specialist and office services technician for the CARE/CAFYES Center.

## 5. Facilities

A. Facilities are appropriate for effective delivery of program services.
B. Equipment and technology is appropriate for effective delivery of program services.
C. Program support space is adequate to ensure the effective operation of the program and related support activities.
D. The safety of the facilities, equipment, and technology are reasonable and adequate.

The facilities at both the Santa Maria and Lompoc Valley Center campuses are appropriate for the effective delivery of program services, and there is adequate support space to ensure effective program operations and related support activities. In October 2013, EOPS/CARE & CalWORKs moved into the new Student Services building (Building A) on the Santa Maria campus. All three programs are now located next to each other and are easily accessible to students. EOPS & CalWORKs share a student waiting area and computer lab with 6 stations. The CARE Center is next door and has areas for studying and eating lunch, free tutoring, a computer lab with free printing and a children's nook with a 42 inch flat screen television donated to the center. EOPS/CARE & CalWORKs utilizes various multipurpose rooms in the new Student Services building to present new student orientations and student workshops. There is also a meeting room available to hold EOPS/CARE & CalWORKs weekly staff meetings.

Although the facilities and support space are adequate for the effective delivery of program services, office space has become a significant problem. Currently one of our offices is being borrowed by Institutional Research & Planning to house one of their staff members. With the hiring of three new part-time counselors in fall 2015 and the addition of three positions to support the new CAFYES program to begin by early fall of 2016, we desperately need that office back. Currently, peer advisors do not have an office to use for peer visits with students. Once the permanent CalWORKs coordinator and CAFYES counselor are hired, there will only be two offices available for all of the part-time counselors to share. Also, the Santa Barbara County DSS workers utilize one of those offices twice a week to meet with students.

Having outgrown the two small offices EOPS/CARE & CalWORKs occupied at the LVC, existing space was repurposed to become the EOPS/CARE & CalWORKs Center. The center, located in Building 2, contains a computer lab, tables for students to use for studying, and a small children's nook, just like the CARE center on the Santa Maria campus. There is a private office at the back of the center for the counselors to use when meeting with students. The LVC EOPS/CARE & CalWORKs Center opened at the beginning of February, 2016. There is still the need for an additional private office for the CalWORKs Specialist and CARE Coordinator to use when they are meeting with students at the LVC on a weekly basis and to house CalWORKs confidential documents.

Every year EOPS/CARE & CalWORKs assesses and replaces any obsolete equipment and technology used by EOPS/CARE & CalWORKs faculty and staff according to the college's computer standards and obsolescence guidelines. New computers and

equipment will be needed for the new staff members hired during the year. Two new copiers are needed – one for the new EOPS/CARE & CalWORKs Center at the LVC and one for the CARE/CAFYES Center. To enhance program efficiency and delivery of services, EOPS/CARE & CalWORKs utilizes a paperless database system. All documents are scanned and saved in computer files on the department database. Student records are immediately accessible to all EOPS/CARE & CalWORKs staff for proper student advising and program monitoring, regardless of service location. It is important that all staff have scanners at their desk. Also, with the addition of the new CAFYES program, a scanner is needed for the CARE/CAFYES Center. An interactive online version of the EOPS New Student Orientation is in the process of being developed with Cynosure New Media, Inc. for students who are not able to come to campus.

Microsoft Surface Pro 3 Tablets and new laptops are being purchased to add to the already existing CARE & CalWORKs Laptop Lending Program, eventually replacing all old laptops as they becoming obsolete. Currently, all CARE & CalWORKs students are eligible to borrow, on a semester length basis, laptops, graphing calculators, electronic Spanish/English translators and digital recorders for note-taking.

The safety of the facilities, equipment, and technology are reasonable and adequate.

Methods/Evidence:
Facilities Master Plan: 2014-2020
Technology Master Plan: 2014-2020

Plan of Action:

- Submit funding requests in spring 2016 & fall 2016 to the Technology Advisory Committee (TAC) to replace outdated computers/equipment, purchase new computers/equipment for new staff, purchase scanners for all staff offices and a scanner for the CARE/CAFYES Center.
- Purchase 25 Microsoft Surface Pro 3 Tablets, 24 new laptops, 8 graphing calculators and 21 scientific calculators for the CARE/CalWORKs Laptop Lending Program.
- Purchase two new copy machines (one for LVC & one for CARE/CAFYES Center).
- Complete online version of EOPS New Student Orientation.

## 6. Financial Resources

A. During the period under review, resources have been used effectively to support programs and services.
B. Current and anticipated funding is adequate to maintain high quality programs and services.
C. Anticipated funding is adequate for the development of revised and new programs.
D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

Every year EOPS/CARE & CalWORKs programs must submit program and budget plans to the Chancellor's Office outlining how the programs plan to use their allocation of funds for the year. These plans must be approved by the Chancellor's Office. EOPS/CARE funds pay for staff salaries, direct student aid, and student support services. CalWORKs funds pay for staff salaries, work-study, childcare, and student support services. In 2009-10, the EOPS/CARE & CalWORKs budgets were drastically reduced by 40% from the previous year. EOPS/CARE & CalWORKs used resources wisely during this bad budget period and were innovative by identifying alternative sources of funding in order to remain "student focused." EOPS/CARE & CalWORKs applied to the Community Action Commission in the fall of 2009 for grant money under their ARRA funds to pay for counseling hours. The grant helped to offset some of the loss in state funding that year. EOPS/CARE & CalWORKs secured five CTEA grants over the past six years totaling $126,590 and five BSI grants totaling approximately $22,500. The money from the grants helped pay for a part-time counselor, peer advisors, tutors and textbooks for the Book Lending Program. Staff participated in various fundraising events such as the Annual Cesar Chavez Soccer Cup and Muddy Madness to raise money for EOPS/CARE & CalWORKs student scholarships.

In 2013-14, EOPS received partial restoration funds with a 23% increase above the allocation awarded the previous year. CalWORKs received partial restoration funds with a 29% increase above the allocation awarded the previous year. CARE did not receive any restoration funds that year. In 2015-16, EOPS & CARE were restored back to their 2008-09 funding levels. CalWORKs funding was cut 5%. A significant part of the CalWORKs funding is based on the actual number of students served. Therefore, unless CalWORKs numbers increase and/or funding is restored statewide, CalWORKs will lose 5% funding each year.

EOPS/CARE current and anticipated levels of funding are finally adequate to deliver the highest quality programs and services. During the severe budget crisis, EOPS student grants and book voucher amounts were significantly decreased. CARE childcare and education grants were cut significantly. EOPS/CARE were unable to fund as many cultural events and fieldtrips as we would have liked. With the increased funding for 2015-16, EOPS/CARE was able to offer fieldtrips to the Getty Museum, UCLA, and the Museum of Tolerance. The increased funding will also enable the programs to hire more peer advisors.

A portion of the EOPS funding formula has been under review by the EOPS Allocation Task Group, which is composed of one EOPS representative from each of the 10

regions, CSSO, CBO, CCCEOPSA and the Chancellor's Office. Beginning in 1995-96, a funded student cap was placed on the number of students served/funded that was based off the students served in 1993-94. The cap did not establish a ceiling or restrict the number served, but programs were not funded for students over their cap. This part of the EOPS allocation formula did not benefit EOPS programs that wanted to increase the number of students they served. EOPS at Allan Hancock College has always served over their student cap. The proposed change to the funding formula would implement a new student cap in 2017-18 to be determined by looking at the number of students served in 2014-15, 2015-16, 2016-17 and taking the year with the highest number to be the new cap. Just recently, the EOPS Allocation Task Group's recommendations were approved. This change will greatly benefit our program. The EOPS budget should increase each year.

AHC was one of the community colleges chosen to implement the CAFYES program within their EOPS department. AHC's CAFYES program will receive 1.2 million dollars over three years (300,000 the first year, 400,000 the second and 500,000 the third year). After the 3rd year, ongoing funding will be based on the number of students served. The funding will be used to hire a full-time CAFYES/CARE specialist, full-time CAFYES counselor and a full time permanent office services technician to work in the CARE/CAFYES Center.

Methods/Evidence:
CTEA & BSI Grants
EOPS/CARE & CalWORKs program plans and budget plans
EOPS/CARE Allocations Funding Formulas
California Chancellor's Office Allocations

Plan of Action:

- Intensify efforts to capture CalWORKs eligible students on campus to increase number of CalWORKs students served.

## 7. Community Outreach and Program Awareness

A. Efforts have been made to create links between the program under review and the community.
B. Efforts are made to inform students about the program and facilitate student participation in the program.
C. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

EOPS/CARE & CalWORKs provides outreach to potential students at local high schools, alternative/continuation schools, and community organizations. The community organizations frequently visited are: CalSAFE program for teen parents, Family CARE Network, Abel Maldonado Youth Center, Santa Maria Teen Court, and various Independent Living Programs for foster youth. CalWORKs has partnerships and MOU's with the counties of Santa Barbara and San Luis Obispo Department of Social Services to collaborate and coordinate services for CalWORKs students participating in the counties' welfare-to-work program. Quarterly meetings are held to discuss policies and procedures and coordinate services. CalWORKs staff has created links with the Santa Barbara County Community Action Commission, City of Santa Maria First Families Committee, and Housing Authority Community Committee. The EOPS/CARE & CalWORKs Advisory Committee has strong community member involvement.

Large community outreach events and high school outreach are coordinated through the campus outreach committee. An EOPS/CARE & CalWORKs representative is a member of the outreach committee. This representative works to coordinate department participation in all events. During the spring semester, EOPS/CARE & CalWORKs counselors go out to the local high schools on a weekly basis to give presentations, provide academic counseling and assist prospective EOPS/CARE & CalWORKs students with the necessary steps to enroll at AHC. While at the high schools, counselors recruit students for their summer College Success Seminar class.

EOPS/CARE & CalWORKs provides outreach (also known as campus in-reach) to current AHC students through on-campus classroom presentations. Emails are sent out to various instructional faculty offering to give a short classroom presentation at the beginning of each semester to inform students about the programs. Program brochures and applications are handed out. An average of 8-12 classroom presentations are provided each semester, focusing mainly on remedial math and English, ESL and personal development classes. EOPS/CARE & CalWORKs participates in all campus events such as the Bulldog Bow-WOW, Diversity Day, Veterans Appreciation Day and the Career Exploration Day by providing information tables with flyers, brochures and staff to give out program information and answer questions.

All new EOPS/CARE & CalWORKs students are given detailed information about the programs at the mandatory new student orientation(s). Student emails, phone calls, postings on the EOPS/CARE & CalWORKs website and social media (Facebook, Twitter & Instagram) are all used as communication tools to inform students of upcoming events, special cultural activities, workshops, scholarship information and program updates.

EOPS is required by Title 5, Section 56208 to establish an advisory committee, which must meet at least once during each academic year. CARE may establish a joint EOPS/CARE Advisory Committee and is required to meet twice during each academic year. The AHC EOPS/CARE & CalWORKs Advisory Committee meets once in the fall semester and once in the spring semester each year. The advisory committee includes representatives of the people with whom EOPS/CARE & CalWORKs staff and students are in contact with on a regular basis. Committee members are representatives from Santa Maria High School, Righetti High School, Pioneer Valley High School, Nipomo High School, Lopez High School, Delta High School, UC Santa Barbara, Children's Resource and Referral, City of Santa Maria, and both the Santa Barbara County & San Luis Obispo County Department of Social Services. AHC faculty and staff members serving on the advisory committee include: the Director of Admissions and Records, Director of CalSOAP, instructors representing the math, English & ESL departments and several counselors from the general counseling department. Advisory committee members from the EOPS/CARE & CalWORKs department include: the EOPS/CARE & CalWORKs director, EOPS specialist, EOPS/CalWORKs specialist, CARE coordinator, interim CalWORKs coordinator, EOPS/CARE & CalWORKs counselors. The advisory committee also includes several EOPS/CARE & CalWORKs students, as well as a representative from AHC's Associated Student Body Government.

Methods/Evidence:
Outreach contact cards
Outreach database
Outreach committee agendas/minutes
Outreach e-mails to instructors
Program brochures and flyers
EOPS/CARE & CalWORKs New Student Orientations
Postings on the EOPS/CARE & CalWORKs website and social media pages
EOPS/CARE & CalWORKs Advisory Committee agendas/minutes

## 8. State and Federal Compliance

A. The program adheres to all appropriate state and federal guidelines.
B. The program adheres to all relevant college policies and procedures.

EOPS & CARE programs adhere to Title 5, Chapter 2.5 of the California Code of Regulations, Sections 56200 through 56298 and follows the EOPS Implementing Guidelines for Title 5 Regulations for direction and technical assistance in administering the programs. http://extranet.cccco.edu/Divisions/StudentServices/EOPSCARE/LegislationRegulations.aspx. The EOPS/CARE & CalWORKs Director or designee considers specific factors in determining student program eligibility pursuant to Title 5, Section 56220. Student program compliance is monitored very closely using the EOPS/CARE & CalWORKs database to ensure all eligible students meet their required counseling contacts per Title 5, Section 56236 and student responsibilities (Section 56222).

The CalWORKs program follows the state operating guidelines in the CalWORKs Program Handbook which is published by the Chancellor's Office. http://extranet.cccco.edu/Divisions/StudentServices/CalWORKs/LegislationRegulations.aspx. CalWORKs staff attends state conferences, training events and webinars, which review policies and procedures and provides program guidance.

The EOPS/CARE & CalWORKs director regularly attends Chancellor's Office meetings and trainings to receive program policy updates, which he then discusses and reviews at department meetings to keep his staff current on program guidelines. The Chancellor's Office governs EOPS/CARE & CalWORKs program implementation and compliance through annual program and budget plans and annual audits. For over the past twelve years, annual audits have shown no findings.

EOPS/CARE & CalWORKs staff adheres to the U.S. Department of Education Code of Federal Regulations Title 34, Part 99 guidelines pertaining to the Family Educational Rights and Privacy Act (FERPA).

EOPS/CARE & CalWORKs adheres to all relevant college policies and procedures as previously mentioned in the Student Support & Development section, which begins on page 18.

Methods/Evidence:
Title 5, Chapter 2.5 of the California Code of Regulations
EOPS Implementing Guidelines for Title 5 Regulations
EOPS/CARE & CalWORKs database
CalWORKs Program Handbook
Annual program and budget plans
Family Educational Rights and Privacy Act (FERPA)
AHC Board Policy and Administrative Procedure 5530- Student Rights and Grievances
AHC Board Policy and Administrative Procedure 5150- EOPS
AHC Board Policy 5100 – Student Services

## Major Program Strengths

List the major strengths of the program organized numerically by criteria

Criteria One – Services and Curriculum:

- EOPS/CARE & CalWORKs continuously develops innovative programs and services to meet students' needs (Book Lending Program, Pell Advance Program, CARE Turkey Event, CARE Center, etc.).
- EOPS/CARE & CalWORKs faculty and staff have excellent working relationships and strong collaboration with other student service areas on campus, as well as with instructional programs and student support services as demonstrated on pages 14-15.
- EOPS/CARE & CalWORKs incorporates recent developments in technology such as document imaging, electronic student educational plans, and online counseling using web cams and skype to improve support services to students. Social media is utilized to engage students and provide them with current program information. EOPS/CARE & CalWORKs designed an in-house Access database to store all student information and to monitor the progress and persistence of students in all three programs. The department has developed a paperless filing system by scanning all documents into the database.

Criteria Two – Student Support and Development:

- EOPS/CARE & CalWORKs counselors meet with students individually at least 2-3 times per semester to identify students' needs and to develop plans for the delivery of appropriate support services. Individualized student education plans and sequential semester by semester plans are developed through an interactive process with the student. Student progress reports are sent to instructors each semester as an "early alert" for academic monitoring. Counselors facilitate various workshops on topics related to academic success.
- Comprehensive services are provided to EOPS/CARE & CalWORKs students at the Santa Maria campus and Lompoc Valley Center, as well as students enrolled in distance learning coursework. Online counseling services are available to provide students equitable access regardless of location.
- The EOPS/CARE & CalWORKs department provides culturally diverse, bilingual staff that maintains a healthy campus climate and supports a co-curricular environment.
- Student records are maintained permanently, securely, and confidentially in the EOPS/CARE & CalWORKs Access database. The database is backed up on a daily basis. All documents are date stamped and electronically scanned into the database for all EOPS/CARE & CalWORKs staff to access with their individually secured password. Paper copies of the scanned documents are kept in locked file cabinets by date and then boxed and sent to secure storage for five years. After five years they are shredded.

Criteria Three – Student Outcomes:

- Demographic data indicates that EOPS/CARE & CalWORKs students enroll in a greater number of units per semester than the overall AHC credit student population. EOPS/CARE & CalWORKs continues to have a notably higher percentage of Hispanic students than the college in general. The data reflects the successful outreach efforts of EOPS/CARE to recruit ethnically diverse under-represented students.
- EOPS/CARE & CalWORKs student course retention and course completion rates have increased since the last program review and the EOPS course retention and completion rates have continued to be slightly higher than the rates of the total AHC credit student population. Persistence rates for unprepared and economically disadvantaged students were higher than those of students who were prepared for college and not economically disadvantaged. The data supports the effectiveness of the EOPS/CARE & CalWORKs programs in assisting economically and educationally disadvantaged students in their educational endeavors.
- EOPS/CARE & CalWORKs surveys students every year to solicit their input regarding program effectiveness. Survey results were highly positive and indicated that EOPS/CARE & CalWORKs programs were very successful in addressing students' needs, assisting students with reaching their educational goals and supporting student learning.

Criteria Four – Personnel and Support Services:

- The EOPS/CARE & CalWORKs department includes a very positive, caring, cohesive, professional, knowledgeable, and courteous faculty and staff that fosters a spirit of collaboration and respect with a "students first" attitude.
- Strong involvement of EOPS/CARE & CalWORKs faculty and staff on campus committees and councils, as well as community partnerships.

Criteria Five - Facilities:

- New Student Services building on Santa Maria campus - all three programs are now located next to each other and are easily accessible to students.
- To achieve parity and equal access to services at both campuses, the EOPS/CARE & CalWORKs Center at the LVC opened in February, 2016.

Criteria Six – Financial Resources:

- In 2015-16, EOPS/CARE funding was fully restored to 2008-09 funding levels.
- Change to the EOPS funding formula will greatly benefit AHC EOPS.
- New CAFYES program – 1.2 million dollars over 3 years.

Criteria Seven – Community Outreach and Program Awareness:

- The EOPS/CARE & CalWORKs Advisory Committee meets regularly and has strong community member involvement. CalWORKs staff works closely with the Santa Barbara & San Luis Obispo County Departments of Social Services to coordinate services to benefit students.

## Major Program Challenges and Opportunities

List major challenges and related opportunities organized numerically by criteria

Criteria Two – Student Support and Development:

- The progress report process needs to be made completely electronic in order to simplify the process and better identify at-risk students.

Criteria Three - Student Outcomes:

- There has been a steady decline in the number of students served by EOPS/CARE & CalWORKs over the past five years.
- There are several problems with data collection that need to be resolved. The first issue is that the method by which the data is collected and measured for EOPS SLO 4 has not been consistent each time it was assessed. Another issue is that the MIS data for CAFYES students cannot currently be captured. AHC's IT department has to create a field within the EOPS Banner screen for CAFYES.

Criteria Four – Personnel and Support Services:

- Need to hire additional peer advisors to support program growth, but the increase to minimum wage could negatively affect the future hiring of more peer advisors.
- The Chancellor's Office mandates very strict tracking and monitoring of CalWORKs students. The office services assistant position, which is primarily responsible for this tracking and monitoring, has been vacant since 2011.
- A permanent CalWORKs coordinator needs to be hired. The position has been temporarily filled by an interim coordinator for almost a year.
- Faculty and staff need to be hired to support the new CAFYES program – a CAFYES counselor, CARE/CAFYES specialist, and office services technician to work in the CARE/CAFYES Center.

Criteria Five - Facilities:

- Office space has become a significant problem with the increase of new staff.
- Obsolete equipment needs to be replaced and new equipment acquired for new staff positions and to support the office's paperless database system.
- An online version of the EOPS New Student Orientation (NSO) is needed to allow students access from any location.

Criteria Six – Financial Resources:

- Unless the number of CalWORKs students served by the program increases, and/or CalWORKs funding is restored statewide, the program will continue to be cut by 5% each year.

Plans of Action (POA) for Service Improvement

| Action & Criterion # | Expected Outcome | Person(s) responsible | Target Date | Resources Needed | Linked to College Plans and SLO* |
|---|---|---|---|---|---|
| **Criteria Two** - Once it is purchased by the college, implement Grades First software program to streamline the progress report process. | Simplify the progress report process. | Counselors, Specialists, Peer Advisors | Dependent on when the software is purchased and installed | Grades First software program.<br><br>IT support services.<br><br>Training for users. | Strategic Plan: Goals SLS4 & SLS6<br><br>Technology Master Plan: Goal 5 – Assessment of student performance<br><br>SSSP(3SP) core service: Follow-up for at-risk students |
| **Criteria Three** - Increase on-campus student in-reach and intensify high school and community outreach efforts in order to increase student participation in EOPS/CARE & CalWORKs programs by 20% over the next two years. | Total number of students served will increase in all three programs. Funding will increase as programs grow. | Counselors, Specialists, Peer Advisors | Ongoing | Additional peer advisors to assist with classroom presentations and accompany specialists and counselors on outreach activities. Increase in part-time counseling hours. Outreach materials (flyers, brochures, pens, etc.). Surface Pros for counselors to use for off-campus advising. | Strategic Plan: Goal SLS2<br><br>Student Equity Plan: Goal A.5 & C.2 |

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| **Criteria Three** - Track and follow-up with students that don't return the following semester to find out the reasons in order to improve our services to help those at-risk. | Utilize information to increase persistence and improve services to at-risk students. | Counselors | Spring 2018 | Office services assistant to help track students. | Strategic Plan: Goal SLS1 & SLS2<br><br>Student Equity Plan: Goal D.10<br><br>SSSP(3SP) core service: Follow-up for at-risk students<br><br>EOPS/CARE SLO 2 |
| **Criteria Three** - Ensure that the way we collect and measure data for EOPS/CARE SLO 4 and CalWORKs SLO 3 (2016-2022) are consistent each time we assess them. | Data will be accurate and useful for assessing SLOs. | SLO Liaisons, Counselors, EOPS Specialist, CalWORKs Specialist | Spring 2017 | Institutional research office to develop ARGOS report to pull correct registration information from Banner. | Strategic Plan: Goal SLS1<br><br>EOPS/CARE SLO 4 CalWORKs SLO 3 (2016-2022 assessment schedule) |
| **Criteria Four** - Hire additional peer advisors. Hire a full-time office services assistant. Hire a permanent CalWORKs coordinator. Hire a full-time tenure track CAFYES counselor, permanent CAFYES/CARE specialist, permanent office services technician for the CARE/CAFYES Center. | Total number of students served will increase. | Director, EOPS/CARE & CalWORKs,<br><br>Vice President, Student Services | Spring 2016-Fall 2016 | EOPS/CARE/ CAFYES & CalWORKs 2015-2016 & 2016-17 budget allocations.<br><br>Office space and computers & equipment for new staff. | Strategic Plan: Goals SLS2, IR1<br><br>Student Equity Plan: Goals A.5 & D.4 & D.10<br><br>Educational Master Plan: Areas for innovation and/or change and staffing needs |

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|---|---|---|---|---|---|
| **Criteria Five** - Submit a funding request in spring 2016 & fall 2016 to the Technology Advisory Committee (TAC) to replace outdated computers, purchase computers for new staff and purchase scanners for all staff offices and the CARE/CAFYES Center. | Purchase of computers and scanners. | Director, EOPS/CARE & CalWORKs | Spring 2016-Fall 2016 | TAC funds<br><br>IT Services | Technology Master Plan: Goal 1 – Innovative in a digital age<br>Goal 4 – Technological resources |
| **Criteria Five** - Purchase 25 Microsoft Surface Pro 3 Tablets, 24 new laptops, 8 graphing calculators and 21 scientific calculators for CARE/CalWORKs Laptop Lending Program. | Purchase of new tablets, laptops and calculators. | EOPS/CARE & CalWORKs Assistant | Spring 2016 | EOPS/CARE/ CAFYES & CalWORKs 2015-2016 budget allocations. | Technology Master Plan: Goal 4 – Technological resources<br>Goal 8 - Distance learning and online student success |
| **Criteria Five**: Purchase 2 new copy machines (1 for CARE/CAFYES Center in Santa Maria and 1 for EOPS/CARE/CAFYES & CalWORKs Center at LVC). | Purchase of two new copy machines. | EOPS/CARE & CalWORKs Assistant | Spring 2016 | EOPS/CARE/ CAFYES & CalWORKs 2015-2016 budget allocations. | Technology Master Plan: Goal 4: Technological resources |
| **Criteria Five** - Complete online version of EOPS New Student Orientation. | Online version of EOPS New Student Orientation will be available for | Cynosure New Media, Inc. EOPS/CARE & CalWORKs | Spring 2017 | EOPS/CARE/ CAFYES & CalWORKs 2016-2017 budget allocations. | SSSP(3SP) core service: New Student Orientations<br><br>Technology Master Plan: Goal 8: Distance learning |

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|---|---|---|---|---|---|
| | students to access from any location at any time. | faculty & staff | | | and online student success<br><br>EOPS/CARE SLO 5 |
| **Criteria Six** - Intensify efforts to capture CalWORKs eligible students on campus to increase number of CalWORKs students served. | Funding will increase as CalWORKs program grows. | CalWORKs Coordinator, CARE Coordinator, CalWORKs/ EOPS Specialist | Ongoing | Office services assistant to help track CalWORKs students. | Strategic Plan: Goal SLS2<br><br>Student Equity Plan: Goal A.5 |

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By (Print & Sign)

Sandra Kramer Sandra Kramer Date: 7/14/16

VERONICA REYES Date: 7-14-16

Luis Ayala Date: 7/14/16

Will Bruce Date: 7-15-16

Phil Wille Date: 7-19-16

Reviewed:

Program Director/Department Chair*

Date: 7-20-16

*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

Date:

Vice President of Student Services

Date:

**ALLAN HANCOCK COLLEGE**

**Student Services Comprehensive Program Review**

**2015-2016**

## Summary & Priority of Resource Needs

| Priority | Resource Need | Justification | Strategic Goal | SLO Assessment/Evidence | Cost | Resource Need Type |
|---|---|---|---|---|---|---|
| 1 | Increased part-time counseling hours | To intensify outreach/in-reach efforts to increase student participation in programs. To increase counseling services to students. | Goal SLS2: To support student access, achievement, and success. | EOPS/CARE SLOs 1-7 CalWORKs SLOs 1-4 | $ 18,432 | Staffing |
| 2 | Online version of the EOPS/CARE & CalWORKs New Student Orientation | To provide equal access to students regardless of service location. | Goal SLS2: To support student access, achievement, and success. | EOPS/CARE SLO 5 | $ 20,554 | Technology |
| 3 | Office Services Assistant | To track and follow-up with students that do not return the following semester in order to increase persistence and improve services to at-risk students. Track CalWORKs students to increase number served by program. Assist with tracking necessary for student learning outcomes assessments. | Goal SLS1: To ensure continuous improvement based on student learning outcomes assessment data. | EOPS/CARE SLOs 2 & 6 CalWORKs SLOs 1, 2 & 4 | $53,685.00 | Staffing |
| 4 | Permanent CalWORKs Coordinator | In accordance with the CalWORKs program guidelines. | Goal IR1: To recruit and retain quality employees. | | $ 92,402 | Staffing |
| 5 | Scanners | Scanners for all staff offices and CARE/CAFYES Center to assist with paperless database system. | Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness. | | TAC Funds | Technology |
| 6 | Grades First Software | To simplify progress report process and better identify at-risk students. | Goal SLS4: Ensure students are focused | | District | Technology |
| 7 | Funding for student field trips to four-year universities: transportation and lodging for overnight field trips | To increase the number of under-represented students that transfer to four-year universities. | Goal SLS7: Ensure students are connected | | $13,000.00 | Other |
| 8 | Peer Advisors (3) | To accompany counselors on outreach/in-reach events to increase student participation in programs. Assist with student follow-up & case mangement. | Goal SLS2: To support student access, achievement, and success. | EOPS/CARE SLOs 1, 4 & 5 CalWORKs SLOs 1, 2 & 3 | $32,000.00 | Staffing |
| 9 | New Staff and Lab Computers | Ongoing replacement of obsolete equipment and equipment for new positions. | Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness. | | TAC Funds | Technology |
| 10 | Full-time CAFYES Counselor | Specialized counselor to work specifically with foster youth students. | Goal SLS2: To support student access, achievement, and success. | | $ 95,334 | Staffing |
| 11 | Full-time CAFYES/CARE Specialist | Dedicated specialist to outreach to foster youth students and associated community organizations. | Goal SLS2: To support student access, achievement, and success. | | $ 63,182 | Staffing |

| Priority | Resource Need | Justification | Strategic Goal | SLO Assessment/Evidence | Cost | Resource Need Type |
|---|---|---|---|---|---|---|
| 12 | Full-time Office Services Technician to work in the CARE/CAFYES Center | Dedicated office services technician to manage the CARE/CAFYES Center, scan all CARE/CAFYES documents and provide program assistance to staff and students. | Goal SLS2: To support student access, achievement, and success. | | $ 57,724 | Staffing |
| 13 | Computer Tablets and Laptops | To replace obsolete equipment for CARE/CalWORKs Laptop Lending Program. | Goal SLS2: To support student access, achievement, and success. | | $ 82,000 | Technology |
| 14 | Copy Machines | Copiers for student center at the EOPS/CARE/CAFYES & CalWORKs Lompoc Valley Center and the CARE/CAFYES Center in Santa Maria. | Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness. | | $ 9,688 | Technology |
| 15 | Computer Tablets | Tablets for counselors and specialist to use when working with students off-site. | Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness. | | $ 18,900 | Technology |
| 16 | Scientific and Graphing Calculators | To increase the number of calculators that can be lent out to students. | Goal SLS4: Ensure students are focused | | $ 2,284 | Technology |

| | | | | |
|---|---|---|---|---|
| Equipment | | | | |
| Facilities | | | | |
| Staffing | Outreach/Inreach- Peer Advisors | Grades Firt - IT support | Tracking nonreturning students - Office services assistant | Personel Hire: peer advisors, permanent CW coordinator |
| Supplies | Outreach - Flyers, brochures, pencils, pens… | | | |
| Technology | Outreach - Surface Pros for counselors | Grades First - software | | |
| Other | FT - AHC vehicles | | Argos Report - Institutional Research staff | |

**Goal IE1:** To identify the institutional capacity to fulfill the college mission.
**Goal IE2:** Provide valid and reliable assessment of institutional processes in a consistent and timely manner.
**Goal SLS1:** To ensure continuous improvement based on Student Learning Outcomes assessment data.
**Goal SLS2:** To support student access, achievement, and success.
**Goal SLS3:** Ensure students are directed
**Goal SLS4:** Ensure students are focused
**Goal SLS5:** Nurture students
**Goal SLS6:** Engage students
**Goal SLS7:** Ensure students are connected
**Goal SLS8:** Value student contributions

**Goal IR1:** To recruit and retain quality employees.

**Goal IR2:** To develop district financial resources ad- equate to support quality programs and services.
**Goal IR3:** To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.

**Goal IR4:** To provide a safe, attractive, and accessible physical environment that enhances the ability to teach, learn, and work.

**Goal G1:** To sustain a college-wide culture that val- ues qualitative and quantitative data in the decision making process.
**Goal G2:** To sustain a planning framework that values input from all constituencies and the board of trustees.
**Goal G3:** To refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness.
**Goal E1:** Community Integration
**Goal E2:** Employee Integration

| | | |
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| | **ASSESSMENT SCHEDULE**<br>**6 Year** | **AHC Program Student Learning Outcomes**<br>**6 Year Assessment Schedule**<br>**Fall 2016-Spring 2022** |

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of ***sustainable continuous quality improvement*** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: CalWORKs

Our program is pleased to present our ***plan*** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline coordinator or team leader Luis Ayala _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair/Director Will Bruce _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean Yvonne Teniente-Cuello _____
Name Signature Date

| ASSESSMENT SCHEDULE<br>6 Year | **Program: CalWORKs**<br>**Fall 2016-Spring 2022** | page ____<br>of _____ |
|---|---|---|

Use one row for each SLO

| SLO | To be assessed in semester: | Assessment method(s) | Resources needed to conduct assessment | Individual responsible for improvement plan | Date to complete review |
|---|---|---|---|---|---|
| 1. Students will be able to identify major CalWORKs program requirements and services.<br><br>ILO 7-<br>Personal Responsibility and Development. | Fall 2018<br>Fall 2019<br>Spring 2020 | Students will be invited to attend a CalWORKs orientation at the beginning of each semester via a phone call and e-mail.<br><br>Follow-up with students that attend a CalWORKs orientation to survey their knowledge of program requirements and services within a month of the orientation. | CalWORKs staff and counselors to develop and facilitate orientations. Peer advisors to call & e-mail students. Facilities to conduct orientations. Office services assistant to follow-up with students. | SLO Liaison & CalWORKs Specialist | June 2019<br>June 2020<br>June 2020 |
| 2. Students will be able to articulate short term and/or long term goal(s) to develop a sequential semester by semester plan.<br><br>ILO 7-<br>Personal Responsibility & Development. | F2016-S2017<br>F2017-S2018<br>F2020-S2021<br>F2021-S2022 | Using the EOPS Access database counselors will determine if the student has declared a goal, developed a SEP and/or semester by semester plan.<br><br>Using a rubric, counselors will assess the level of student | Counselors to develop and facilitate workshops & meet with students one-on-one for student education plan development. Office services assistant and peer advisors to conduct tracking and | SLO Liaison & Counselors | June 2017<br>June 2018<br>June 2021<br>June 2022 |

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| | | progress in determining their plan. | email/phone follow-up. | | |
| 3. Students will be able to apply time management skills in priority registration.<br><br>ILO: 7<br>Personal Responsibility & Development | Fall 2017<br>Spring 2019 | Request ARGOS report of all CalWORKs student that registered on priority date.<br><br>Percentage of students successfully registered on priority date. | Counselors to assist students in course planning. Peer advisors to call to remind students to register. Institutional Research office to develop accurate method/report for pulling registration data. | SLO Liaison & CalWORKs Specialist | June 2018<br>June 2019 |
| 4. Students will demonstrate the ability to complete the entire financial aid process.<br><br>ILO 4-<br>Information & Technology Literacy | Spring 2017<br>Spring 2018<br>Spring 2019<br>Spring 2021<br>Spring 2022 | Students will be invited to attend a FAFSA workshop via a phone call and/or e-mail.<br><br>We will follow up with students that attended to determine how many submitted complete online applications and track those students to determine how many completed the entire FA process and were awarded a Pell grant. | Counselors to coordinate and facilitate workshops. Office services assistant to track students that attended workshop and collect data on how many completed FA process. Computer lab for FAFSA workshops. | SLO Liaison & CalWORKs Specialist | July 2017<br>July 2018<br>July 2019<br>July 2021<br>July 2022 |
| 5. Students will utilize myHancock email account as a communication tool.<br><br>ILO 4-<br>Information & Technology Literacy. | Fall 2018<br>Fall 2019<br>Spring 2020 | Students will be sent an email to their myHancock email address with content they must respond to within a specific time period.<br><br>A rubric will be used to measure how quickly they respond. | CalWORKs specialist and support staff to email students and track response rate. | SLO Liaison & CalWORKs Specialist | June 2019<br>June 2020<br>June 2020 |

| ASSESSMENT SCHEDULE<br><br>6 Year | AHC Program Student Learning Outcomes<br><br>6 Year Assessment Schedule<br><br>Fall 2010-Spring 2016 |
|---|---|

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of ***sustainable continuous quality improvement*** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: _____CalWORKs_____

Our program is pleased to present our ***plan*** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline
coordinator or team leader Luis Ayala _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair Will Bruce _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean/VP Nohemy Ornelas _____
Name Signature Date

| ASSESSMENT SCHEDULE<br><br>6 Year | **Program: CalWORKs**<br>**Fall 2010-Spring 2016** |
|---|---|

Use one row for each SLO

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 1- Students will be able to identify major CalWORKs program requirements and services.<br><br>ILO 7- Personal Responsibility and Development | S2016 | Students will be invited to attend a CalWORKs orientation at the beginning of each semester via a phone call and e-mail. | Follow-up with students that attend a CalWORKs orientation to survey their knowledge of program requirements and services within one month of the orientation. | Stacy Krelle & Luis Ayala | CalWORKs coordinator, specialist, counselors & peer advisors.<br><br>Facilities to conduct orientations. | Luis Ayala | F2016 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 2- Students will be able to identify individual needs.<br><br>3- Students will identify solutions to the identified individual needs.<br><br>ILO 2- Critical Thinking & Problem Solving | F2010<br><br>F2011<br><br>F2012 | ~~Use a segment of the CalWORKs Student Orientation to explore and identify the range of individual needs that commonly interfere with student success.~~<br><br>Target CalWORKs students that are on probation.<br><br>Offer a workshop and/or meet individually with students to discuss strategies to be off probation and maintain good standing. | Administer a self-assessment checklist.<br><br>All students attending the CalWORKs probation workshop ~~orie ntation~~ will be surveyed to identify and rank their barriers to success. They will also be asked to come up with solutions.<br>~~-3 Workshops to address: solutions, plan of action, long term learning and evaluation process.~~ | Mayra Morales, Carissa Perales, Stacy Krelle, Luis Ayala | Counselors to meet with students regarding their probation status.<br><br>Staff & peer advisors to help with follow-through.<br>~~-Incentive for students to commit to the 3 workshops.~~<br><br>Room to conduct the probation workshop. | Mayra Morales | S2011<br><br>S2012<br><br>S2013 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 4- Students will demonstrate the ability to complete the entire financial aid process.<br><br>ILO 4- Information & Technology Literacy | S2011<br><br>S2012<br><br>S2013 | Students will be invited to attend a FAFSA workshop via a phone call and/or e-mail.<br><br>Follow-up with students that attend a FAFSA workshop to assist them with FA follow-up paperwork.<br><br>Assist students with financial aid appeal paperwork. | 60% of students that attend a FAFSA workshop and/or submit the FAFSA by March 2nd will complete the entire process by July 31.<br><br>The population above will be compared with a random sample of students that do not attend the workshop nor receive assistance with follow through. | Mayra Morales, Carissa Perales, Stacy Krelle, Luis Ayala | Counselors to coordinate & facilitate FAFSA workshops and assist students with financial aid appeals.<br><br>CalWORKs staff & peer advisors to assist with data collection and follow-through.<br><br>Computer lab for FAFSA workshops. | Mayra Morales | F2011<br><br>F2012<br><br>F2013 |
| 5- Students will utilize myHancock email account as a communication tool.<br><br>ILO 4- Information & Technology Literacy | S2016 | Students will be sent an email to their myHancock email address with content they must respond to within a specific time period. | A rubric will be used to measure how quickly they respond. | Stacy Krelle & Luis Ayala | CalWORKs specialist and support staff to email students and track response rate. | Luis Ayala | F2016 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 6- Students will be able to articulate short term and/or long term goal(s) to develop their Student Educational Plan (SEP).<br><br>ILO 7- Personal Responsibility & Development | F2011<br><br>F2012<br><br>F2013-S2014<br><br>F2014-S2015 | Call/e-mail students to schedule an appointment with a counselor in the fall.<br><br>~~-Call/email students to invite them to a "major specific" group career session(s) in Spring.~~ | 70% will complete a Student Educational Plan and a semester planner that includes short & long term goals by the end of spring. | Mayra Morales, Carissa Perales, Stacy Krelle, Luis Ayala | Counselors to meet with students to develop SEP's.<br><br>Office services assistant & peer advisors to conduct tracking and follow-up. | Mayra Morales | S2012<br><br>S2013<br><br>F2014<br><br>F2015 |

| | **ASSESSMENT SCHEDULE**<br><br>**6 Year** | **AHC Program Student Learning Outcomes**<br><br>**6 Year Assessment Schedule**<br><br>**Fall 2010-Spring 2016** |
|---|---|---|

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of ***sustainable continuous quality improvement*** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: _____EOPS/CARE_____

Our program is pleased to present our ***plan*** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline
coordinator or team leader _____Juanita Tuan_____ _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair/Director _____Will Bruce_____ _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean _____Rob Parisi_____ _____
Name Signature Date

| ASSESSMENT SCHEDULE<br><br>6 Year | Program:____EOPS/CARE____2010-2016_____ | page ____<br><br>of _____ |
|---|---|---|

Use one row for each SLO

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 1. Student will articulate short term and/or long term goal(s) and develop a semester by semester plan.<br><br>**ILO:**<br>Personal Responsibility & Development; Communication; Information and Technology Literacy | S2014<br><br>F2014<br><br>S2015 | Assess I:<br>During orientation students will be asked to define their short term and/or long term education/career goals. Selected low scoring students will be called to make a follow up appointment with a counselor.<br><br>Assess II:<br>Using the database we will determine if the student has declared a goal, developed an SEP, and semester by semester plan. | Assess I:<br>Using a rubric, counselors will assess the quality of defined goals and the degree to how it relates to their plan. Counselors will assess with rubric using responses at orientation and again after counseling visit.<br><br>Assess II:<br>Using a rubric, counselors will assess the level of student progress in determining their plan. | EOPS/CARE Department | Assistance and guidance to develop rubric.<br><br>Time and resources for counselors to develop and facilitate workshops. | SLO Liaison & EOPS Counselors | June 2014<br><br>Dec 2014<br><br>June 2015 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 2. Students will assess barriers to their success and identify strategies and necessary services/resources<br><br>**ILO:**<br>Critical Thinking & Problem Solving; Personal Responsibility & Development | F2010<br><br>F2011 | Students on academic probation will be asked to attend a mandatory academic success workshop at the beginning of fall semester (before the first drop deadline). They will also turn in a Work in Progress before November 1 to assess their current progress. | Self-assessment of barriers and strategies for success will be scored based on the strength between identified barriers and developed strategies.<br><br>Completed GPA at end of the semester. | EOPS/CARE Department | Time and resources for counselors to develop and facilitate workshops.<br><br>Staff with Access program skills to organize, store, and easily retrieve data. | SLO Liaison & EOPS Counselors | Jan 2011<br><br>Jan 2012 |
| ~~1.3 Students will identify and utilize EOPS services/benefits~~.<br><br>3. Students will be able identify EOPS/CARE services to strengthen their academic progress.<br><br>**ILO**:<br>Personal Responsibility & Development | F2014-S2015 | During fall EOPS orientation a survey will be given to assess knowledge of EOPS services. End of Spring, an email survey will allow students to report EOPS services they utilized. | Responses on the surveys will be tallied electronically or manually to determine depth of knowledge of EOPS services. | EOPS/CARE Department | Time and guidance from research office to develop valid survey.<br>Peer advisors and staff to inform students of available benefits. | SLO Liaison/EOPS Specialists | June 2015 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| ~~2. Students will plan ahead and utilize priority registration.~~<br><br>4. Students will be able to apply time management skills in priority registration.<br><br>**ILO:**<br>Information and Technology Literacy | F2010<br><br>S2011<br><br>S2013 | Request ARGOS report of all EOPS students registered on priority date. | Percentage of students successfully registered on priority date. | EOPS/CARE Department | Research office to develop ARGOS report to pull information. Counselors to assist students in course planning. | SLO Liaison & EOPS Specialists | Dec 2010<br><br>June 2011<br><br>June 2013 |
| ~~1. Students will follow through with EOPS/CARE program requirements.~~<br><br>5. Students will be able to demonstrate the importance of meeting deadlines & requirements as contracted in EOPS<br><br>**ILO:**<br>Communication; Global Awareness & Cultural Competence; Personal Responsibility & Development | F2010-S2011<br><br>F2011-S2012<br><br>F2012-S2013<br><br>F2013<br><br>F2014-S2015<br><br>F2015-S2016 | Counseling visit data will be entered into the EOPS database and extracted for assessment. | EOPS database reports will be used to assess percentage of students that follow through with program requirements. | EOPS/CARE Department | Staff with Access program skills to organize, store, and easily retrieve data. | SLO Liaison & EOPS Specialists | June 2011<br><br>June 2012<br><br>June 2013<br><br>June 2014<br><br>June 2015<br><br>June 2016 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| 6. Students will demonstrate the ability to complete FAFSA online and financial aid process.<br><br>**ILO**:<br>Information and Technology Literacy;<br>Critical Thinking & Problem Solving;<br>Communication | S2011<br><br>S2012<br><br>S2016 | We will follow-up with students that attended a FAFSA workshop to determine if a complete application was submitted and follow-up with their process. Using the workshop participants as a sample, we will track the FA process of those students. We will also offer FA literacy workshop to help students understand the FA process and policies. | Number of students who completed FAFSA online.<br><br>Number of students that complete the entire financial aid process.<br><br>Results from FA literacy workshop. | EOPS/CARE Department | Counselors to coordinate and facilitate workshops.<br>EOPS specialist to track and follow up with students that apply for FAFSA. | SLO Liaison | July 2011<br><br>July 2012<br><br>July 2016 |
| ~~7. Students will utilize student portal to access academic information.~~ (RETIRE SLO)<br><br>**ILO:**<br>Information and Technology Literacy; Personal Responsibility & Development | S11<br><br>S12 | An email survey will be sent out at the end of the semester. | Responses on survey will be tallied and evaluated based on knowledge and level of usage. | EOPS/CARE Department | Time and guidance from research office to develop online survey. | SLO Liaison | June 2011<br><br>June 2012 |

| SLO | To be assessed in semester: | Assessment collection process | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|---|
| ~~8. Students will utilize email accounts and use as communication tool.~~<br>(RETIRE SLO)<br><br>**ILO:**<br>Communication; Information and Technology Literacy | S11<br><br>S12 | An email survey will be sent out at the end of the semester. | Responses on survey will be tallied and evaluated based on the type of usage. | EOPS/CARE Department | Time and guidance from research office to develop online survey. | SLO Liaison | June 2011<br><br>June 2012 |

| | **ASSESSMENT SCHEDULE**<br><br>**6 Year** | **AHC Program Student Learning Outcomes**<br><br>**6 Year Assessment Schedule**<br><br>**Fall 2016-Spring 2022** |
|---|---|---|

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of ***sustainable continuous quality improvement*** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: _____EOPS/CARE_____

Our program is pleased to present our ***plan*** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/discipline
coordinator or team leader ____Kiri Villa_____ _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair/Director _____Will Bruce_____ _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean __Yvonne Teniente-Cuello _____
Name Signature Date

| | **ASSESSMENT SCHEDULE**<br><br>**6 Year** | **Program:____EOPS/CARE____2016-2022** | page ____<br><br>of _____ |
|---|---|---|---|

Use one row for each SLO

| SLO | To be assessed: | Assessment method (s) | Resources needed to conduct assessment | Individual(s) responsible for Improvement Plan | Date to complete review |
|---|---|---|---|---|---|
| 1. Students will articulate short term and/or long term goal(s) and develop a SEP and/or semester by semester plan.<br><br>**ILO 7:**<br>Personal Responsibility & Development | F2017-S2018<br>F2020-S2021 | Using the EOPS access database counselors will determine if the student has declared a goal, developed a SEP and/or a semester by semester plan.<br><br>Using a rubric, counselors will assess the level of student progress in determining their plan. | Counselors to develop and facilitate workshops & to meet with students one-on-one for student education plan development.<br>Specialist and peer advisors to conduct tracking and email/phone follow-up. | SLO Liaison & Counselors | June 2018<br>June 2021 |
| 2. Students will assess barriers to their academic success and identify strategies and necessary resources/services to assist them in regaining good academic standing.<br><br>**ILO 2:**<br>Critical Thinking & Problem Solving<br>**ILO 7:**<br>Personal Responsibility & Development | F2018-S2019 | Students on academic probation will attend a mandatory academic success workshop. At the workshop a self-assessment of academic barriers and a survey to identify strategies, resources and/or services will be administered.<br><br>Using a rubric, counselors will assess | Counselors to develop and facilitate workshops.<br>Facilities to conduct workshops.<br>Staff with Access database skills to organize, store, and easily retrieve survey data. | SLO Liaison & Counselors | June 2019 |

| | | | | | |
|---|---|---|---|---|---|
| | | the connection between identified barriers and possible strategies. | | | |
| 3. Students will be able to identify financial practices for effective money management. (NEW)<br><br>**ILO 2:**<br>Critical Thinking & Problem Solving | F2016<br>F2017<br>F2021 | Conduct series of money management workshops. Students will be given a quiz at the end to assess learning. | Counselors/staff to develop and facilitate workshops.<br>Facilities to conduct workshops.<br>Materials for workshops. | SLO Liaison & Counselors | June 2017<br>June 2018<br>June 2022 |
| 4. Students will be able to apply time management skills in priority registration.<br><br>**ILO 7:**<br>Personal Responsibility & Development | F2019-S2020<br>F2021-S2022 | Request ARGOS report of all EOPS students registered on priority date.<br>Percentage of students successfully registered on priority date. | Counselors to assist students in course planning.<br>Peer advisors to call to remind students to register.<br>Institutional research office to develop accurate method/report for pulling registration data. | SLO Liaison & EOPS Specialists | June 2020<br>June 2022 |
| 5. Students will be able to demonstrate the importance of meeting deadlines and requirements as contracted in EOPS.<br><br>**ILO 7:**<br>Personal Responsibility & Development | F2016-S2017<br>F2018-S2019<br>F2020-S2021 | Data from student counseling appointments will be entered into the EOPS database and extracted for assessment.<br><br>EOPS database reports will be used to assess percentage of students that follow through with program requirements. | Counselors to meet with students for one-on-one appointments.<br>Counselors and specialists to facilitate workshops. Staff with Access database program skills to organize, store, and easily retrieve data.<br>Peer advisors to provide case management. | SLO Liaison & EOPS Specialists | June 2017<br>June 2019<br>June 2021 |

| | | | | | |
|---|---|---|---|---|---|
| 6. Students will demonstrate the ability to complete FAFSA online and financial aid process.<br><br>**ILO 4:**<br>Information and Technology Literacy | S2018<br>S2020<br>S2022 | We will follow up with students that attended our FAFSA workshops to determine how many submitted complete online applications and track those students to determine how many completed the entire FA process and were awarded a Pell grant. We will also offer FA literacy workshops to help students understand the FA process and policies. | Counselors to coordinate and facilitate FAFSA workshops.<br>Computer lab to conduct FAFSA workshops.<br>Staff to track and follow up with those students that attended a FAFSA workshop, submitted a complete FAFSA, and were eventually packaged by the Financial Aid department. | SLO Liaison & EOPS Specialists | June 2018<br>June 2020<br>June 2022 |
| 7. Students will be able to recognize the negative impact that social media can have on their current and future professional opportunities. (NEW)<br><br>**ILO 7:**<br>Personal Responsibility & Development | S2017<br>F2019 | Conduct workshops on applying ethical practices when using social media. Students will be given a quiz at the end to assess learning. | Counselors to develop and facilitate workshops.<br>Facilities to conduct workshops. | SLO Liaison & Counselors | June 2017<br>June 2020 |

My Surveys Examples Survey Services Plans & Pricing + Create Survey

EOPS/CARE/CalWORKs Drop-In T... Summary Design Survey Collect Responses Analyze Results

CURRENT VIEW

+ FILTER | + COMPARE | + SHOW

No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more »

SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

EXPORTS

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

Export All Share All

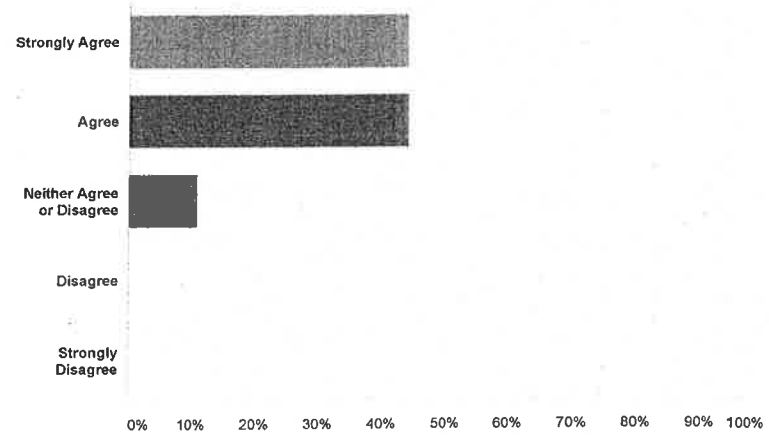
Question Summaries Data Trends Individual Responses

PAGE 1

Q1

Customize Export

## Drop-in tutoring helped me pass my course.

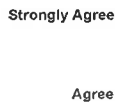


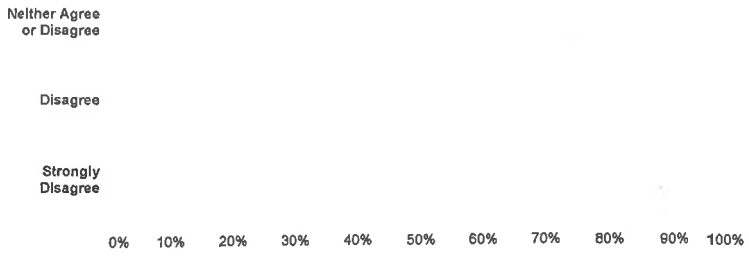

| Answer Choices | Responses |
|---|---|
| Strongly Agree | 44.44% |
| Agree | 44.44% |
| Neither Agree or Disagree | 11.11% |
| Disagree | 0.00% |
| Strongly Disagree | 0.00% |

Q2

Customize Export

## Drop-in tutoring was offered at convenient times for me.



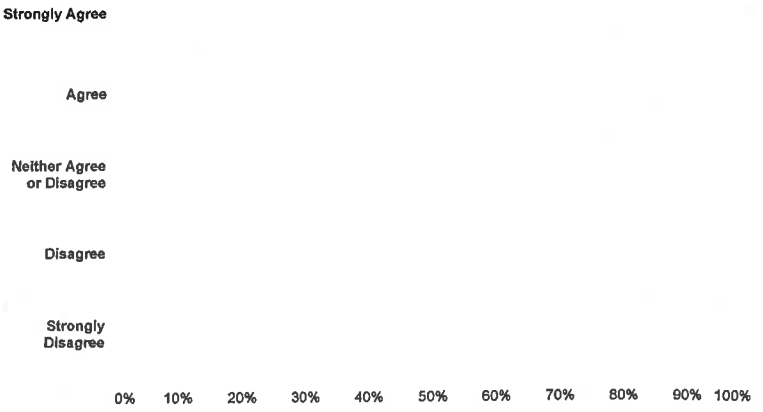



| Answer Choices | Responses |
|---|---|
| Strongly Agree | 66.67% |
| Agree | 22.22% |
| Neither Agree or Disagree | 11.11% |
| Disagree | 0.00% |
| Strongly Disagree | 0.00% |

Q3

Customize Export

## I would utilize drop-in tutoring again if it was offered.




| Answer Choices | Responses |
|---|---|
| Strongly Agree | 77.78% |
| Agree | 22.22% |
| Neither Agree or Disagree | 0.00% |
| Disagree | 0.00% |
| Strongly Disagree | 0.00% |

# Q1 Based on your overall experience, please rate the helpfulness of the following services?

Answered: 153 Skipped: 0

| | Very Helpful | Helpful | Neutral | Unhelpful | Very Unhelpful | Unaware of service | Aware but not used | Total | Weighted Average |
|---|---|---|---|---|---|---|---|---|---|
| Orientation to EOPS | 62.50% 95 | 30.26% 46 | 5.92% 9 | 0.66% 1 | 0.00% 0 | 0.00% 0 | 0.66% 1 | 152 | 1.48 |
| Priority registration | 91.50% 140 | 7.19% 11 | 0.65% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.65% 1 | 153 | 1.12 |
| Counseling services | 78.29% 119 | 18.42% 28 | 2.63% 4 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.66% 1 | 152 | 1.28 |
| Peer advising | 52.29% 80 | 32.03% 49 | 13.07% 20 | 0.65% 1 | 0.00% 0 | 0.00% 0 | 1.96% 3 | 153 | 1.72 |
| Book vouchers | 76.97% 117 | 8.55% 13 | 7.24% 11 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 7.24% 11 | 152 | 1.66 |
| Cash grants | 73.86% 113 | 11.76% 18 | 4.58% 7 | 0.65% 1 | 0.00% 0 | 1.31% 2 | 7.84% 12 | 153 | 1.76 |
| Tutoring services | 44.67% 67 | 22.67% 34 | 8.00% 12 | 1.33% 2 | 0.00% 0 | 0.67% 1 | 22.67% 34 | 150 | 2.82 |
| Progress report feedback | 50.33% 76 | 27.15% 41 | 10.60% 16 | 2.65% 4 | 0.00% 0 | 3.97% 6 | 5.30% 8 | 151 | 2.08 |
| Workshops | 52.35% 78 | 30.87% 46 | 10.74% 16 | 0.67% 1 | 0.67% 1 | 0.00% 0 | 4.70% 7 | 149 | 1.85 |
| Referrals to other student services | 51.66% 78 | 26.49% 40 | 11.26% 17 | 0.66% 1 | 0.00% 0 | 4.64% 7 | 5.30% 8 | 151 | 2.06 |
| Book lending service | 59.21% 90 | 11.84% 18 | 7.24% 11 | 0.66% 1 | 0.00% 0 | 1.97% 3 | 19.08% 29 | 152 | 2.53 |
| Computer lab at EOPS office | 67.11% 102 | 19.74% 30 | 1.97% 3 | 0.00% 0 | 0.00% 0 | 1.97% 3 | 9.21% 14 | 152 | 1.89 |
| Health fee waiver | 88.59% 132 | 7.38% 11 | 0.67% 1 | 0.00% 0 | 0.67% 1 | 0.00% 0 | 2.68% 4 | 149 | 1.28 |
| Current information available via social media (i.e. Facebook, Instagram) | 49.34% 75 | 21.71% 33 | 9.21% 14 | 0.66% 1 | 0.66% 1 | 9.87% 15 | 8.55% 13 | 152 | 2.45 |

## Q2 Based on your overall EOPS experience, indicate how much you agree or disagree with the following statements?

Answered: 152 Skipped: 1

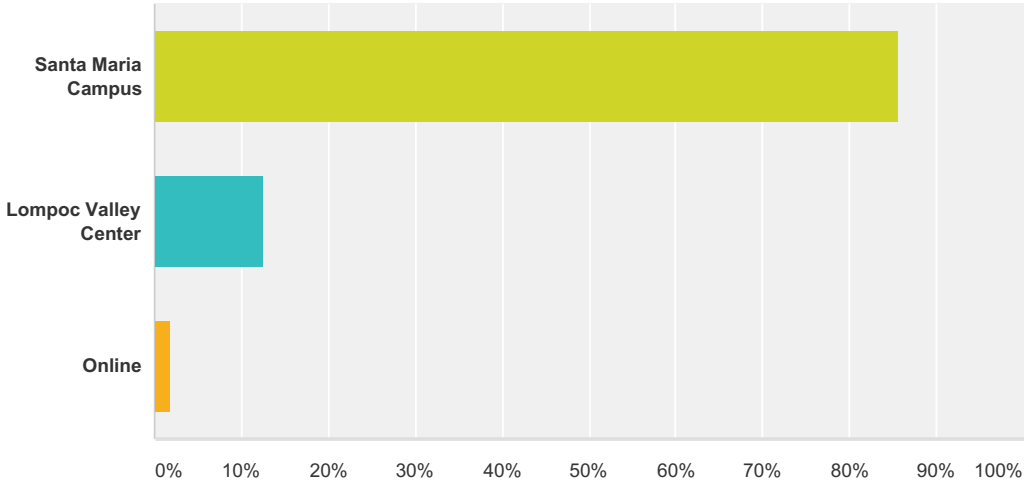
| | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree | Unknown/Not Applicable | Total | Weighted Average |
|---|---|---|---|---|---|---|---|---|
| EOPS has enough counselors to assist me | **53.95%** 82 | **33.55%** 51 | **6.58%** 10 | **2.63%** 4 | **1.32%** 2 | **1.97%** 3 | 152 | 1.70 |
| EOPS hours of operation are convenient for my schedule | **54.67%** 82 | **40.00%** 60 | **2.67%** 4 | **2.67%** 4 | **0.00%** 0 | **0.00%** 0 | 150 | 1.53 |
| EOPS provides me with the services I need to reach my educational goals | **72.19%** 109 | **25.83%** 39 | **1.99%** 3 | **0.00%** 0 | **0.00%** 0 | **0.00%** 0 | 151 | 1.30 |
| EOPS requirements are reasonable to meet | **64.90%** 98 | **29.80%** 45 | **2.65%** 4 | **1.99%** 3 | **0.66%** 1 | **0.00%** 0 | 151 | 1.44 |
| EOPS peer advisors are friendly & helpful | **73.68%** 112 | **19.08%** 29 | **3.95%** 6 | **0.66%** 1 | **0.00%** 0 | **2.63%** 4 | 152 | 1.42 |
| EOPS counselors are knowledgeable | **72.19%** 109 | **23.18%** 35 | **2.65%** 4 | **1.32%** 2 | **0.00%** 0 | **0.66%** 1 | 151 | 1.36 |
| EOPS counselors are friendly & helpful | **82.67%** 124 | **14.67%** 22 | **1.33%** 2 | **0.67%** 1 | **0.00%** 0 | **0.67%** 1 | 150 | 1.23 |
| EOPS staff members are friendly & helpful when I enter the office | **83.55%** 127 | **13.82%** 21 | **1.97%** 3 | **0.66%** 1 | **0.00%** 0 | **0.00%** 0 | 152 | 1.20 |
| EOPS staff members are friendly & helpful when I call on the phone | **77.63%** 118 | **17.76%** 27 | **3.29%** 5 | **0.00%** 0 | **0.00%** 0 | **1.32%** 2 | 152 | 1.31 |
| My email to counselors/specialists are returned in a timely manner | **60.26%** 91 | **21.19%** 32 | **6.62%** 10 | **0.66%** 1 | **0.00%** 0 | **11.26%** 17 | 151 | 1.93 |

## Q3 Please feel free to add any additional comments.

Answered: 35 Skipped: 118

## Q4 I take most of my classes at:

Answered: 152 Skipped: 1



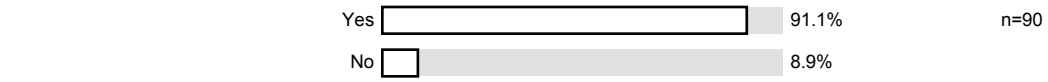

| Answer Choices | Responses | |
|---|---|---|
| Santa Maria Campus | **85.53%** | 130 |
| Lompoc Valley Center | **12.50%** | 19 |
| Online | **1.97%** | 3 |
| **Total** | | **152** |

# EOPS

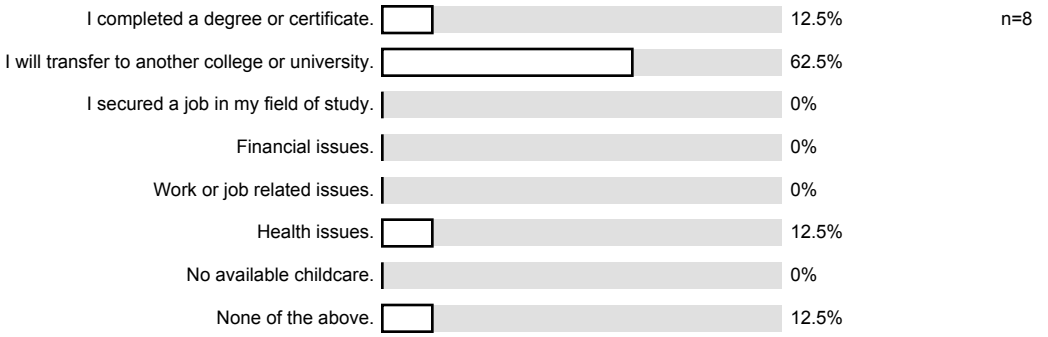
EOPS FA SLO Survey 2011 ()
No. of responses = 90

## Survey Results

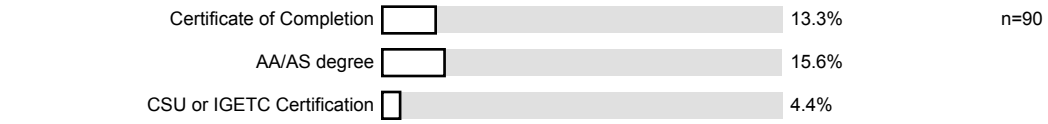
1. Are you planning to enroll at AHC next semester (Fall 2011)?



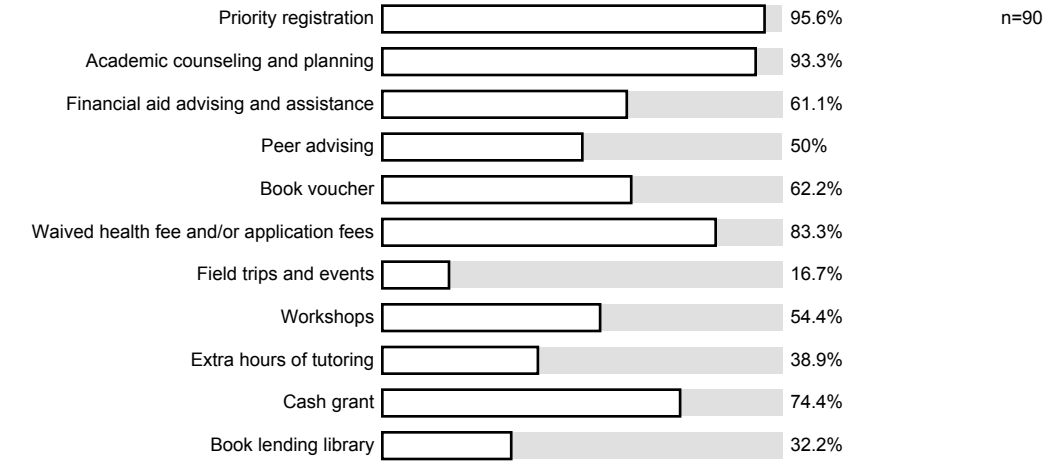

2. What are your reasons for not returning to AHC in Fall 2011?



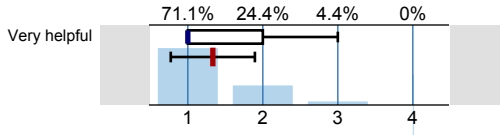

3. Did you complete any of the following this year? *(Mark all that apply)*




5. Which EOPS services/benefits have you used that have been important to your success and experience at AHC? *(Mark all that apply)*

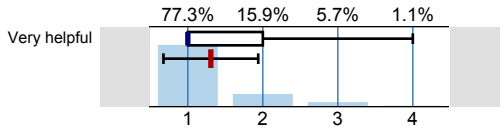


6. How helpful was your EOPS counselor in helping you develop or clarify your educational goals?




n=90
av.=1.33
md=1
dev.=0.56

7. How helpful was your EOPS counselor in helping you develop a specific plan to reach your educational goals?




n=88
av.=1.31
md=1
dev.=0.63
ab.=2

8. Have you completed the 2011-2012 FAFSA application yet?

| | | |
|---|---|---|
| Yes, I completed by March 2nd, 2011. | 86.7% | n=90 |
| Yes, but after March 2nd, 2011. | 7.8% | |
| No. | 5.6% | |

9. How did you complete the FAFSA application?

| | | |
|---|---|---|
| On my own | 65.9% | n=85 |
| I had an EOPS or Financial aid peer advisor help me | 18.8% | |
| I had someone else to help me | 1.2% | |
| I attended a FAFSA workshop | 14.1% | |
| None of the above | 0% | |

10. If you have completed the FAFSA application, where are you in the 2011-2012 Financial Aid process?

| | | |
|---|---|---|
| I have only completed and submitted the online application. | 14.1% | n=85 |
| I'm in the process of turning in the required documents to the financial aid office. | 9.4% | |
| I have turned in all the required documents, but I haven't received the financial aid award | 38.8% | |
| I have completed all steps and have received the financial award info. | 32.9% | |
| I have completed all steps and have been cancelled from financial aid. | 4.7% | |

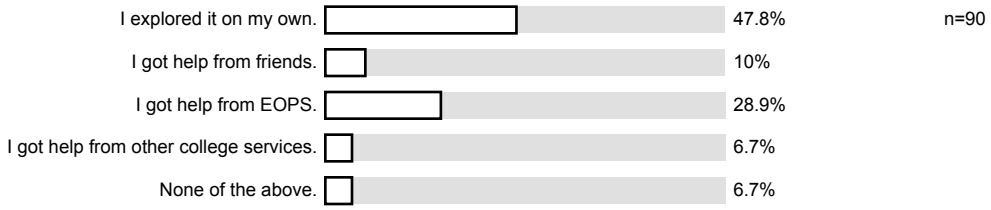
11. How many times a week do you check your myHancock email?

| | | |
|---|---|---|
| daily | 33.3% | n=90 |
| once every two days | 21.1% | |
| once or twice a week | 33.3% | |
| less than once a week | 12.2% | |

12. What information can you access in the myHancock portal? *(Mark all that apply)*

| | | |
|---|---|---|
| Financial aid process and award | 97.8% | n=90 |
| Registration and current class schedule | 97.8% | |
| Campus events | 74.4% | |
| Unofficial transcripts and grades | 92.2% | |
| Hancock email account | 98.9% | |
| Student Education Plan | 25.6% | |

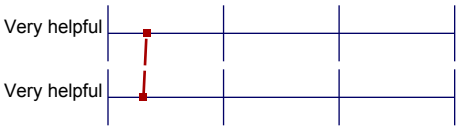
13. How did you first learn to use myHancock portal?



# Profile

Subunit: IR General Surveys
Name of the instructor: EOPS
Name of the course: (Name of the survey) EOPS FA SLO Survey 2011

6. How helpful was your EOPS counselor in helping you develop or clarify your educational goals?




n=90
av.=1.33

7. How helpful was your EOPS counselor in helping you develop a specific plan to reach your educational goals?




n=88
av.=1.31

Comments Report

4. Could you briefly state what services and benefits EOPS provides to students?

- Priority Registration, EOPS workers helps me to fill out my FAFSA
- A lot
- ACADEMIC COUNSELING
- Academic, Career & Personal Counseling
  Network with 4 yr. institutions
  Registration Assistance, Annual Social Activities
  Peer Advising
  Assistance with Financial Aid Applications
  Cash Grants
  FRIENDSHIP AND FAMILY
  Textbook Loans - Limited
  Workshops
- Book vouchers and counselor visit for any assistance needed.
- Book vouchers, food stamps, better counseling, and school supplies
- Book vouchers, lending program, couseling, early registration, financial help, gas card or meal cards
- Book waiver, counseling, transfer information, grant information.
- Books, Tutoring, help with any school needs
- Cash grants, Academic, career & personal counseling,peer advising, workshop, lendin library, finiacial aid application assistance, social activities. just to name a few.
- Counseling and help through the time spent at Hancock College.
- Counseling services, class selection, book voucher, and peer visits
- Counseling support, book vouchers, lending library, school supplies, great one on one relationship with students
- Counseling visits, vouchers, updates, priority registration, e-mail
- Counseling, Financial aid, Peer Advising, Workshop,Registration Assistance,Network with Four-Year Institutions, Help with Applications.
- Counseling, book money, and workshops.
- Definately advising and additional assistance for any of our needs! ALL OF OUR EOPS HELPERS AND ADVICERS ARE GREAT!!! THEY ARE VERY HELPFUL!! Always there with a smile. they help with schedules and of course the additional help is the cherry on top.
- EOPS has provided great counsoling for me, along with extra time for tutoring when i needed the help. They have also provided computers giving me an opportunity to get work done in a more sucluded area.
- EOPS has thankfully given me a network of Counselors and Peer Counselors that I can share with and solve any question I have. My main Counselor guides me through the system and helps me stay on target for my goals. The financial help is so needed and thanks. I have made many friends who I value.
- EOPS help me obtain a backback, calcualtor, planner, and as well a student plan to help me through college. Also have priorety to elect the classes for summer. Finacial Aid help me finacialy to pay nessesary equiptment and supplys.
- EOPS helps me so much, I can complete my classes because the program provides my books, and flash drive I couldn't provide for myself.
- EOPS helps students apply for financial aid, they assist them in registering for classes, and they help answer questions about classes and how many units should be taken according to our own schedule.
- EOPS helps students fill out applications for financial aide, register for classes, has workshops and lets us know about new buildings or programs that are available to help us succeed better.
- EOPS helps with a grant for supplies and other needs in the beginning of the semester. It also provides tutoring, registration help and peer counseling.

- EOPS provides  help with financial aid application questions, books,school material, polite, let us check e-mail, and they're just SO HELPFUL. Really helpful program.
- EOPS provides a range of benefits for students such as priority registration, book vouchers, tutoring if needed, tips on how to succeed your classes, and help with any concerns and questions you have.
- EOPS provides academic counseling, peer advising, book vouchers as well as cash grants to students.
- EOPS provides guidance and support to students in need.
- EOPS provides many different services to students ranging from book vouchers to personal counselor.  The counselors work with EOPS students only, meaning you get a more personal experience working with them.  EOPS offers college field trips, financial aid application assistance, and peer couseling.
- EOPS provides services such as counseling, help with registration, priority registration before any one else, book voucher, workshops I think that it is a helpful and useful program.
- EOPS provides students services to meet students educational needs such as peer tutoring, peer advising, counseling, and grants.
- EOPS provides students with opportunities and assistance necessary to successfylly complete your academi.
- EOPS provides students with priority registration and they have academic coulselors on hand for help registering.  They also help pay for books by awarding students with a cash grant or book voucher.
- EOPS students received guidance from counselors. The counselors helps us plan the classes we need to take to to able to transfer. Also peer advisors advices what teachers to take.
- Eops has givin me cash Grants and help wit classes work shops and much more
- Eops made it easy for me to understand the financial aid process.  It provides support that I could not find else where
- Eops provides counslers that help you keep on trak for the whole semester with their 2 one on one meetings. Also they help students with economically and disadvantage students to continue with their education.And help with purchising books, free waiver for the health fee and extra hours of tuturing.
- GRANT, BOOK VOUCHERS, AND PRIORITY REGISTRATION
- Gas cards, food cards, school supplies, computer access, open door to students...
- Grant Money, health service paid for, book loan, counseling, peer advisors
- Have great counselor to advice you what step is next to take and great help to those who can not at the moment buy a book. All in all, EOPS is a great help because they work as a tram to help a student to success in the future.
- None
- One of best and most important benefit is the proirity registration.
- One-on-One peer counseling.  Also reguler counseling. Book Vochuers. Extra hour tutoring. Progress Reports. and just a sense of easy with school. My peer advisor in Lompoc was always there to answering any questions I had and she made sure i was happy with the answer.
- PAY FOR CLASSES,BOOK BOUCHERS,FREE SCHOOL SUPLIES,SUPPORT TO ACHIEVE, PRORITY REGRISTATION, COUNSELING,PLANNER TO GRADUATE,CASH GRANTS,TOTURING,WORKSHOPS,ENCOURAGMENT,AND PEER ADVAISING. THIS ARE AFEW THINGS THAT I CAN THINK OF ON WHAT EOPS PROVIDES TO US THE STUDENTS.
- Planning of SEP, Academic Counseling, Encouragement and Support, Grants and Book Vouchers, Priority Registration
- Priority registration to classes I need,and Great Counseling
- Priority registration, book voucher, counseling and student's academic plans.
- Priority registration, waived health fee, counseling, workshops.
- Priority registration.! and counselors
- Priotory registration, one extra hour of tutoring, book vouchers,and counseling.
- Prioty Registration for every semester, Book rental, Extra hour for tutoring, money for any items you need for school,counselors and peer helpers, workshops to know what's going around school and to know the benefits and services are available at AHC
- Provides helpful counseling and workshops that help students in their goals... and helps financially with books and fees

- REALLY HAPPY WITH SERVICES.  PROVIDED ONE ON ONE HELP FOR CLASSES, PROVIDED HELP WITH SEP.
- Registering for classes early is a huge advantage since we have guaranteed space in the classes. Also, being able to talk to great counselors that are there to help you and support you.
- THE PRIORITY REGISTRATION IS GREAT AND THE AVAILABILITY OF THE COUNSELORS IS VERY HELPFUL!
- They Provide Help With Registration and School Supplies And With Counseling And Textbooks And Financial Aide Applicatoin Assistance.
- They give you a bit more like if you need a tutor they give you an extra hour and its nice to have priority registration.
- They represent a pivotal key on my developemnt as a professional by providing counsuling, financial aid, and important information to perform better as a parson
- This was my last semester receiving EOPS. I feel that it has helped me in my years at AHC tremendously. All the resources that are made available for us as EOPS students, (which we face more hardships) has proven that with me. Good job!
- Tons. I've gotten help with books, supplies, and help with planning, staying on the plan and finishing my classes here at Hancock.
- book availabilty and guiding services for school and how to get free money for college
- book voucher (2 Counts)
- book vouchers, cash grants, counselors, workshops, university fieldtrips
- book vouchers, early registration and counseling
- book vouchers, health fee waiver, priority registration, and cash grant
- counseling
- counseling<br>book vouchers<br>finacial aid<br>priority registration<br>work shops<br>book rentals (2 Counts)
- counseling, SEP, priority registration
- counseling,and priority registration.
- early registration,tutoring,money for books, counseling
- eops provides book vouchers! priority registration.
- for me it provided counsling and a second chance at school
- gas and food cards,and cansoling
- gas cards. career counseling,  Food court cards, priority registration
- help with classes,generally help with anything, they are all really nice and help you get to where you need to go. whetheer its finding a buliding or help with fincanical aid issues.
- helped me with obtaining resources and funding to help with attending school.
- information about scholarships,grants,book vochures,counseling,help filling out fafsa,transfer help, etc.
- it provides counseling to the students who need it and they help us figure out what classes we need to graduate, they guide us throughout our time at the school, they also provide any assistance we need, like financial aid and book vouchers and also provide workshops for us
- it provides many tools to succeed in college from early learning of the college and helps out every student that may have questions or problems while attending college.
- open line for talking with counselor, priority registration, and help with fafsa
- priority REGISTRATION, MONEY FOR BOOKS OR LETS STUDENTS BORROW BOOKS
- priority registration<br>counseling visits<br>book voucheres

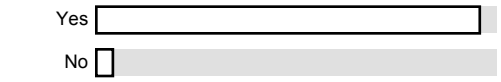
- prioriy registration, one on one couseling appointments. peer advidsors. other financial help, field trips, other great services
- provide excellent mentorship/guidance on education plans/help w/expenses of books/keep contact woth students on progress/make sure students have support that is needed or guide them to the correct dept. Great program!!!!
- recommendation to tutoring helping students who meet certain requrements extra help with things
- the eops help the students by providing counselor and adviser for the students. also the program can help you with your books.
- tutoring hours, consuling asistant, and others

# EOPS

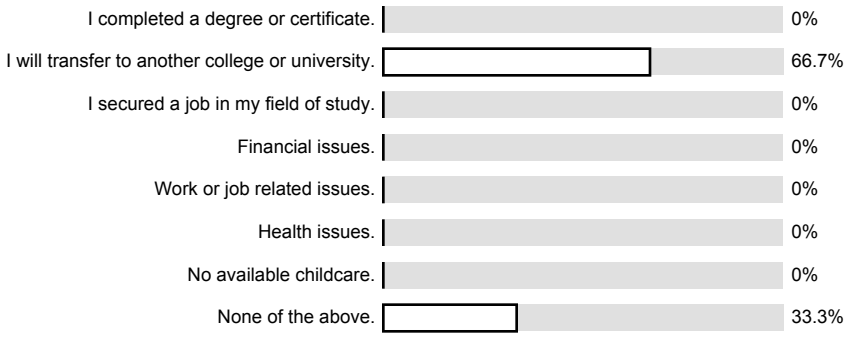
EOPS FA SLO Survey 2012 ()
No. of responses = 145
For the Period:

## Survey Results

1. Are you planning to enroll at AHC next semester (Fall 2012)?

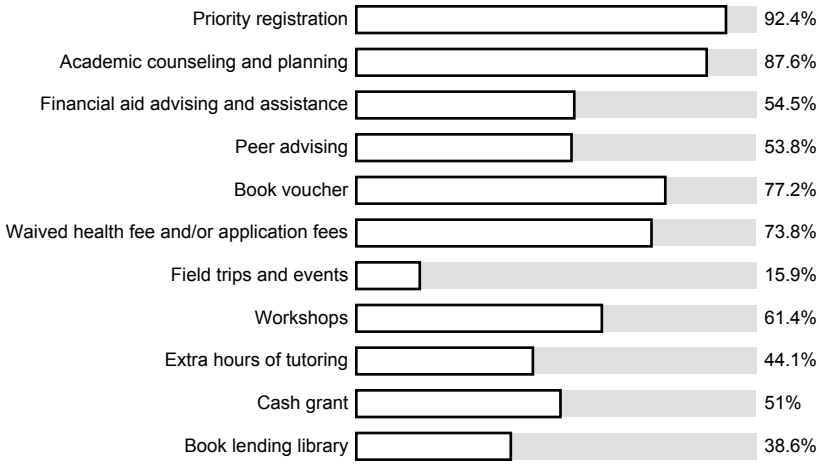



2. What are your reasons for not returning to AHC in Fall 2012?

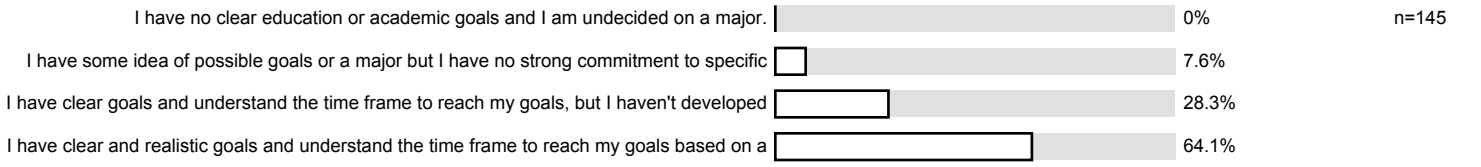



3. Did you complete any of the following this year? *(Mark all that apply)*

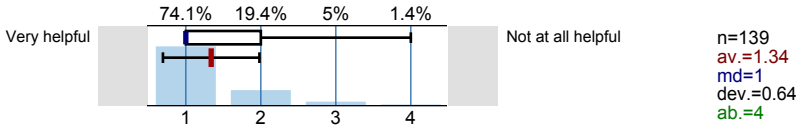
5. Which EOPS services/benefits have you used that have been important to your success and experience at AHC? *(Mark all that apply)*



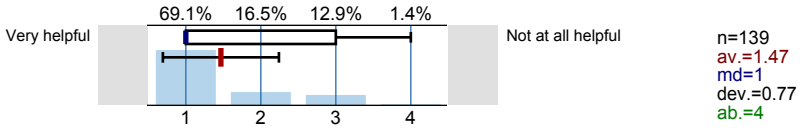
6. Which of the following statements is most true for you?



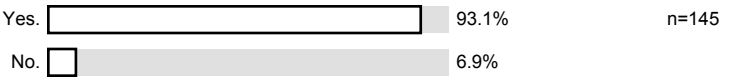

7. How helpful was your EOPS counselor in helping you develop or clarify your educational goals?



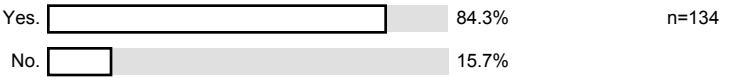

8. How helpful was your EOPS counselor in helping you develop a specific plan to reach your educational goals?



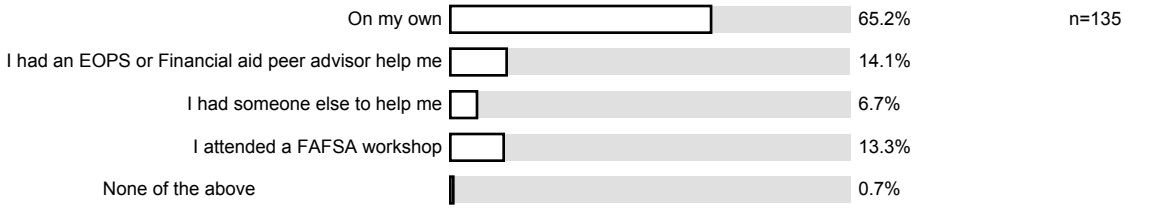

9. Have you completed the 2012-2013 FAFSA application yet?



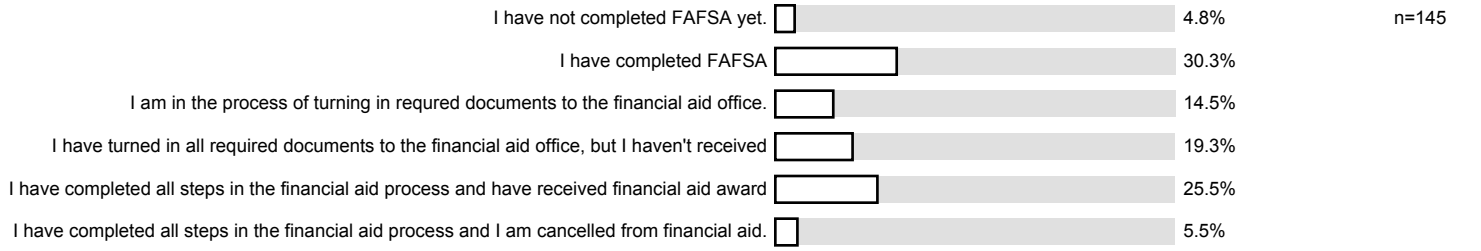

10. Did you complete the FAFSA before March 2nd?




11. How did you complete the FAFSA application?

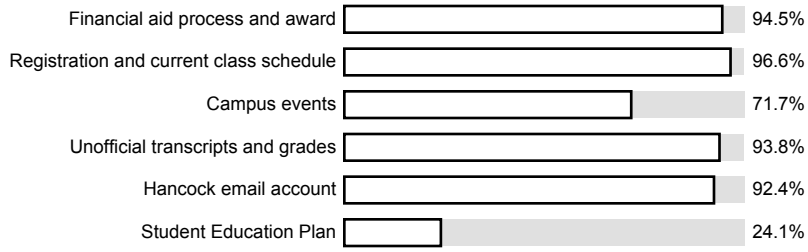



12. Where are you in the 2012-2013 Financial Aid process?



13. How many times a week do you check your myHancock email?

14. What information can you access in the myHancock portal? *(Mark all that apply)*



# Profile

| | |
|---|---|
| Subunit: | IR General Surveys |
| Name of the instructor: | EOPS |
| Name of the course: (Name of the survey) | EOPS FA SLO Survey 2012 |

7. How helpful was your EOPS counselor in helping you develop or clarify your educational goals?

Very helpful — Not at all helpful

n=139
av.=1.34

8. How helpful was your EOPS counselor in helping you develop a specific plan to reach your educational goals?

Very helpful — Not at all helpful

n=139
av.=1.47

Comments Report

4. Could you briefly state what services and benefits EOPS provides to students?

- They provided me a book voucher, a calendar and school supplies. I also take advantage of the greate counslers thy offer. My favorite part is the priority registration. I also was givin a waived health fee and application fees. I enjoyed the workshops that I found very educational to the subject
- Academic counseling, book grants and loans, priority registration, and health fee wavier.
- Awesome counseling and the added piece of mind of priority registration, which is invaluable for people like me who are eager to get our degrees and get out into the workforce as soon as possible.
- Book Vochers, Cash Grants , Priority registeration, lending library, Counseling services,Peer Advisors, Tutoring, Wavied Health Fee,And Workshop
- Book Voucher/cash grant, counselor and peer advisor meetings, priority registration, waived health fee and student representatiive fee, along many others
- Book Vouchers, Priority registration, Tutoring
- Book grants, peer advising, registration assistance, workshops, career and academic counseling, social activities, financial aid application assistance.
- Book grants/ or cash grants . Priority Registration,Extra hour of tutoring. Health fee waiver. academic counseling,Financial aid paper work help, workshops, limited textbook loans
- Book valture really helped and the Counselors are very knowledgable.
- Book voucher and health fee, counseling
- Book voucher and math tutoring were two of the services I used during the spring semester
- Book vouchers, Counseling, Student Ed plan, Priority registration
- Childcare, tutoring, early registration, gas cards, food cards, book vouchers
- Consler and money help for books
- Counciling, book voucher/grant, SEP, priority registration, workshops, health fee waiver
- Counseling
  Priority registration
  Semester study planner
  Student in class progress
  book voucher
- Counseling visits book vouchers
- Counseling, Book voucher, Tutoring, Registration Priority, Health Fee Waive, Worshops,and Student Support.
- Counseling, book lending program, grants, early class registration, and most important of all the genuine interest EOPS shows for students I wouldn't be in the LVN program without the support I got from Carissa, Kiri, and Bruce. I love u guys!
- Counseling, early registration, and financial help.
- Counseling, financial assistance, book vouchers, priority registration, additional hours of tutoring,
- Counseling, help with classes to get tutors, and basically any help needed for students
- Counseling/guidence, assistance with FASFA, help with books,
- Counserlers
- Counsling visits
  book voucher
  Early registration
  Tutoring
  Planner

- EOPS givesthe student the help needed to improve their grades. It has the privlage to give an extra hour in tutoring, so you can improve your grade. Also, EOPS have great cousalers who give you great avdive.
- EOPS has great services such as orientations, workshops that may apply to students, materials, vouchers, and the time to see each student around their schedules.
- EOPS helps disadvantaged students finish college by giving students book vouchers to pay for books for class.
- EOPS helps the students who are going to transfer a priority registration, Book vouchlor or the check for our needs at school. It also helps us get in activities so we can know more about what Hancock has to provide for the students.
- EOPS helps the students with counceling. Also we get priory registration this is great becasue the clases get pack so fast. EOPS also, helps the students with tutors and with the book vauchehere, and peermentors. there ase many other services that EOPS offers
- EOPS helps you with your books also it helps you see were u want to transfer.
- EOPS is a good help for students, they benefit us with school suplies, lending library, and more
- EOPS is an awesome program. I have had the opportunity to meet with two wonderful counselors. The services I have personally received are book voucher, cash grant, school supplies (binder, flash drive,paper)and priority registration.
- EOPS offers us the students assistance through grants, book bouchers, FAFSA application completion,counseling, pays for our health fee, priority registration, and financial aid assistance and advising. I'm very grateful that this program (EOPS) is there for us the students :)
- EOPS provided a counselors to aid us on planning classes and give us advice. It also provided workshops to inform us about issues such as financial aid and essential skills that help us to be successful in school. They also offer financial aid to purchase books.
- EOPS provides a variety of services to eligible students like, academic workshops,a book voucher program, as well as peer to peer counseling.
- EOPS provides assitance to finacially disadvantaged students with peer counseling, counselors to help map out and education plan, some finacial assitance and various workshops to help those students.
- EOPS provides counseling, book vouchers, and orientation for support that we can find in college.
- EOPS provides many useful benefits such as book vouchers, early registration priority, free things like backbacks and other resources as well.
- EOPS provides students with Workshops, book vouchers, materials for school, health fee, counseling, field trips, and orientations to new students.
- EOPS provides students with the tools they need to succeed in college including book vouchers,flash drives, backpacks, and councleing.
- EOPS provides support to all the EOPS members for example, counseling, tutoring, workshop, and money for school materials.
- EPOS provides help with money to buy your book. book voucher, and it hepls students with sonsuling, and peer adviser.
- Early enrollment in classes, book vouchers, councillors and information (3 Counts)
- Early registration. help me get tutoring for my classes. Help with books. Advice with my classes.
- Eops provides priority registration and helps guide you along the right path for your career choice. They also help with counseling visits and after school tutoring. If you can't afford something like for example your books eops can help out by getting them for you.
- Eops provides prioty registration,cash grants, workshops, etc.
- Grants, Academic Counseling, workshops, tutoring, priority registration,
- Great counselors available to help with any questions. Book voucher, workshops with very important information. Priority registration is a very helpful thing.
- Guidance...Workshops....Vouchers...EOPS has been an excellent resource for students to go when help is needed.
- Guidence not only as peer advisors but also in helping out in counceling and they give tutoring too.
- HELP WITH COUNSELING AND VOUCHERS
- Help us to get skills needed to succeed in college such as reading skills, time managment, use of our financial aide, etc.
- Help with book cost ,couseling and priority registration.
- Help with books, counseling sessions, student education plan, free useful tools and help, PRIORITY REGISTRATION, etc.

- Help with books, health fees, and supplies. Also help provides students with extra tutor times.
- Help with developing an educational plan, arranging a n academic schedule per semester, information regarding scholarships and colleges.
- Helps guide students through their education and offers financial aid.
- Helps students with what classes to chose and Really benefits student in a positive way. Priority registration is great
- I liked the EOPS it helped me in bettering myself and my school education. ANd I am very grateful for there support in my education.
- I myself have recived financial assistance with my Health fee at enrollment and a $100 cash grant during the 2011-2012 school year.
- It helps with getting counseling visits for any questions or concerns. Helps keep you in track of school things.Also keeps you organize and prepared for the future.
- It pays for the expensive books, it provides me with school supplies, extremely useful counseling advice, fast helping services, and the most important Priority Registration.
- Lending library, book vouchers, referrals to children's center, extra tutor time
- One hour free tutorin.
  Book voucher
- Outstanding Counseling availability and help. Outstanding monetary help when desperately in need i.e. book vouchers. The first place I go for support, which is always given by many, but so impressive. The best help and advice on campus.
- PROVIDES TUTORING IF NEEDED, FINANCIAL ASSISTANCE, GUIDANCE AND COUNSELING
- Peer advisement, counseling, book lending, financial aid loan, financial support, Early registration, waived fees, campus events.
- Peer advisor, money to help pay for book and supplies
- Priority Registration, Counseling, waived health fees,extra hour of tutoring and book vouchers
- Priority registration financial aid counseling
- Priority registration and waived health fee.
- Priority registration one on one counseling book voucher work shops and much more thats very helpful .
- Priority registration was by far the most helpful in completing my stay at AHC in just 2 years. The counselors were phenomenal in helping prepare my SEP.
- Priority registration, Book voucher, academic counseling, waived health fee
- Priority registration, assistance with books, a study area, financial aid advising, and couseling to establish a major.
- Priority registration, book vouchers/grants,extra hours for tutoring and counseling
- Priority registration, counseling, fafsa help, awnsers to any questions
- Priority registration, help with books or other supplies via bookstore credit or cash, counseling, tutoring, peer advisers.
- Priority registration, tutoring, book vouchers,counciling,health services, bog to pay all classes and the like
- STUDENT HEALTH FEE PRIORITY REGISTRATION FINANCIAL AID THEY EVEN GAVE ME A LOAN WHEN I NEEDED TO PAY A LIBRARY FEE THAT CAUSED MY STUDENT ACCOUNT TO HAVE A HOLD ON IT
- Semester planning, book vouchers, cash vouchers
- Support, counseling, books, encouragement, direction, motivation, hope, friendly smiles, hugs and lots of love.
- The eops has helped me in many ways in which i needed during my semester at ahc.
- The last year has been great with all your help and support my first year was not so great. everyone is truly kind and caring and the services you provide make it so much easier to reach your goals. The counseling, the support of all the people besides the extra perks to help get by financially!
- The priority registration was great instrument in achieving my academic goals in timely fashion. Another service I found very helpful was the book voucher because during time one is still waiting the financial aid to come in especially when other source of income was available.

- They give us specialized counseling and a lot of special workshops to help us throughout the year.
- They help with scheduling for semesters, if I have any problems they help and if they can't help they direct me to where I can get help, they counsel me in any needs I mght have. They have helped me to have great success at Allan Hancock.
- They offer help in figuring out what classes to take and guide you they also provide some financial help for those who need it and they can set you up with academic assistance like tutoring.
- They provide tutoring, gas vouchers, book grants, help with child care, priority registration, fee waivers,workshops etc
- They provided great counseling services financial help for materials like books, peer advising, waived health fee, and especially priority registration.
- This is a really good benefit to all student because we get priority registration, and helps pay for book.
- Tutoring, grants, couseling, assistance with general concerns without appointments.
- Very halful and informative workshops as well as Priority registration and book vouchers and trips that are for free
- Vouchers for students to purchase books. Counseling for student, priority registration before other students.
- You get extra tutoring first priorty to register ... You also get book boucher etc. and then counculors help you out alot. Peer Advice
- anything and everything they are helpful and more better at there job then the usual counslers i see.
- book Voucher, Cash grant, tutoring, couseling services
- book Vouchers Counseling
- book lending program,priority registration, waviered health fee, peer advising, counseling, finacial aid adivsing, and workshops
- book viouchers, peer advisors, counselors, priority registration
- book vouchers great counsulars. enrollment priorty, help with almost everything. love it
- book vouchers, academic counseling, priority registration
- book vouchers, cash aid, priority registration, tutoring, health fee waiver
- book vouchers,waived health fee
- cash grants
  counseling
  book voucher
  1 more hour of tutoring
  helpfull information
  information about scholarships
- counseling  help wiith books priority registration workshops
- counselors to talk to, book boulcher, they provide small supplies needed and the main one is priority registration.
- couselling , lending library, early enrollment, information, book voucher
- couselors. peer visits, priority registration, health fee
- early enrollment, extra counseling and advising, workshops, peer advising, extra money for books, extra hour of tutoring
- early registeration, guidance to the correct classes to take with counselors and peers, book vouchers.
- emergancy loan and free book voucher.
- eops helps with anything that we need as students of the college
- eops provies tutoring and helps pay for your books which is very helpful
- facebook
- health fee waver, book voucher, counseling, priority registration, workshops, and an hour extra of tutoring
- help me with books, any time i have questions and finiancial aid,

- it helps to buy your books and also EOPS helps to organize your classes that you are going to take o need it.
- it provides counselors and helps with career and transfer opportunities.
- money
- money for books supply for classes and help with tutors as well help choicing your classes
- priority registration, academic counseling and planning and many more services.
- priority registration, counseling, book voucher, extra hours of tutoring, waived health fee, peer advising and also cash grants.
- provide books,counseling,advising, assistance,field trips,money grants and more.
- provides help with counselors to help us with our classes and trasnfer to a university. also provide priotity registration which i believe is really good becuase the classes get full really easy. also they provide book lending for students
- register first, great counseling,bo great way to stay informed about everything.
- with materials for school as well as a solid foundation for success. As well as a book voucher and plenty of one on one counseling.
- wonderful meetings that help me with my education path and they provide good activities to attend.
- yes

SurveyMonkey

# AHC/EOPS Student Experience Survey 13/14

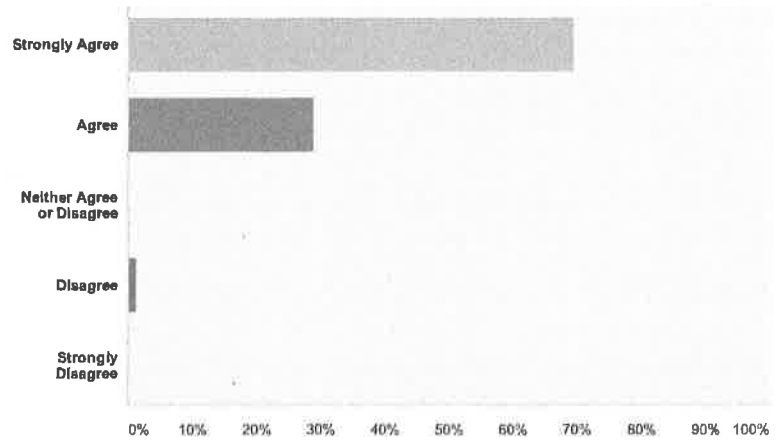
**79** responses

**740** days (5/9/2014 - now)

Q1

## EOPS was effective in helping me to understand its program requirements.

Answered: 79 Skipped: 0

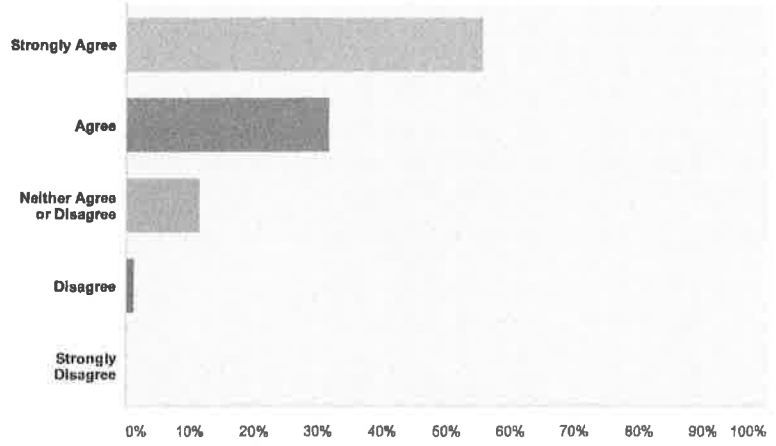



| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 69.62% | 55 |
| Agree | 29.11% | 23 |
| Neither Agree or Disagree | 0.00% | 0 |
| Disagree | 1.27% | 1 |
| Strongly Disagree | 0.00% | 0 |
| Total | | 79 |

Q2

## EOPS helped me to understand the importance of deadlines and requirements pertaining to my educational goals.

Answered: 79 Skipped: 0

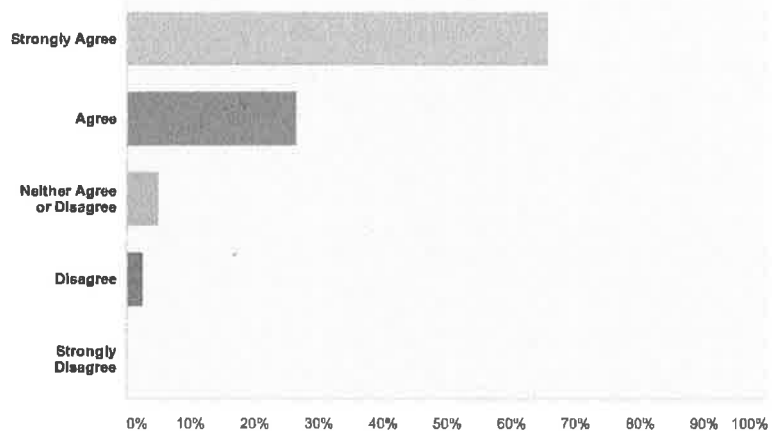


| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 55.70% | 44 |
| Agree | 31.65% | 25 |
| Neither Agree or Disagree | 11.39% | 9 |
| Disagree | 1.27% | 1 |
| Strongly Disagree | 0.00% | 0 |
| Total | | 79 |

Q3

## EOPS helped me to both plan and prepare for priority registration.

Answered: 79 Skipped: 0

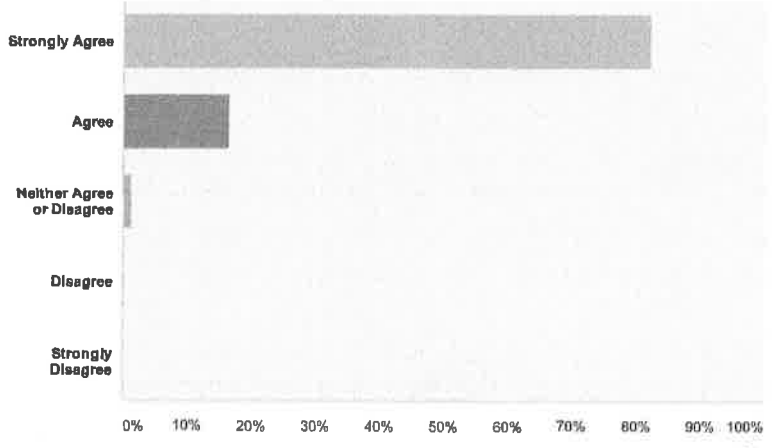



| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 65.82% | 52 |
| Agree | 26.58% | 21 |
| Neither Agree or Disagree | 5.06% | 4 |
| Disagree | 2.53% | 2 |
| Strongly Disagree | 0.00% | 0 |
| Total | | 79 |

Q4

## I recognize the importance of using priority registration.

Answered: 79 Skipped: 0

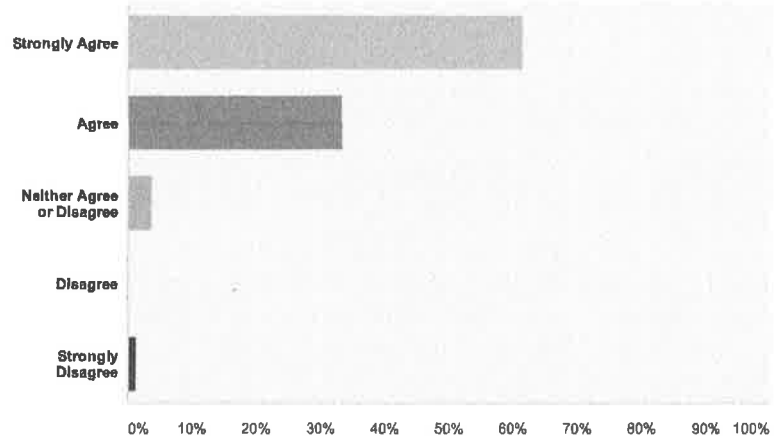


| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **82.28%** | 65 |
| **Agree** | **16.46%** | 13 |
| **Neither Agree or Disagree** | **1.27%** | 1 |
| **Disagree** | **0.00%** | 0 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 79 |

Q5

## EOPS staff and faculty helped me to understand the benefits and services of the program.

**Answered: 78 Skipped: 1**

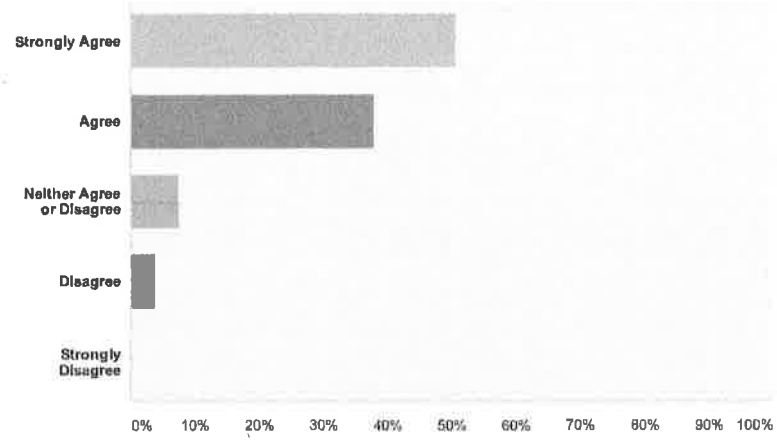



| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **61.54%** | 48 |
| **Agree** | **33.33%** | 26 |
| **Neither Agree or Disagree** | **3.85%** | 3 |
| **Disagree** | **0.00%** | 0 |
| **Strongly Disagree** | **1.28%** | 1 |
| Total | | 78 |

Q6

## EOPS helped me to understand the process to complete my Free Application for Federal Student Aid (FAFSA).

**Answered: 79 Skipped: 0**

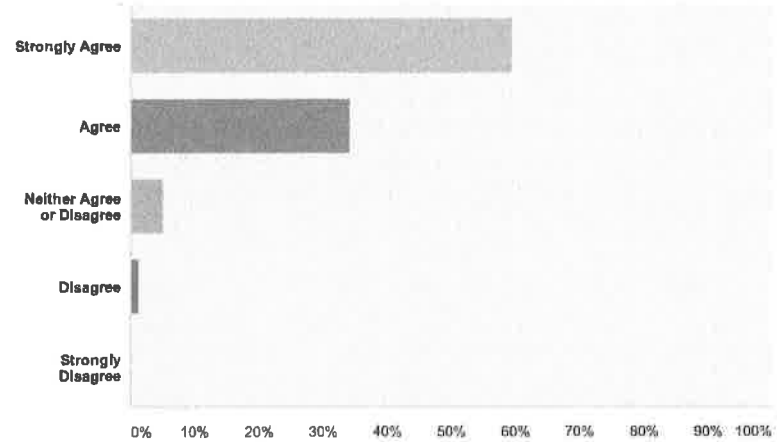



| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **50.63%** | 40 |
| **Agree** | **37.97%** | 30 |
| **Neither Agree or Disagree** | **7.59%** | 6 |
| **Disagree** | **3.80%** | 3 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 79 |

Q7

## I feel confident in my ability to apply for the Free Application for Federal Student Aid (FAFSA).

**Answered: 79 Skipped: 0**



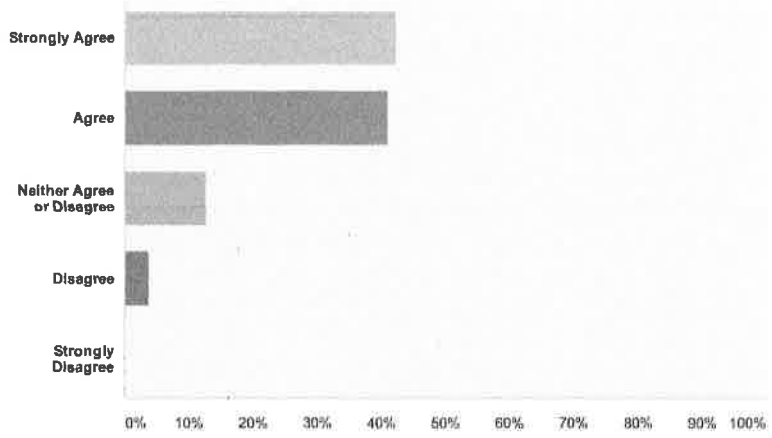

| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **59.49%** | 47 |
| **Agree** | **34.18%** | 27 |
| **Neither Agree or Disagree** | **5.06%** | 4 |
| **Disagree** | **1.27%** | 1 |
| **Strongly Disagree** | **0.00%** | 0 |

| | |
|---|---|
| Total | 79 |

Q8

## EOPS assisted me in understanding the myHancock portal to access my academic information, register for classes, and utilize my e-mail account.

Answered: 78 Skipped: 1

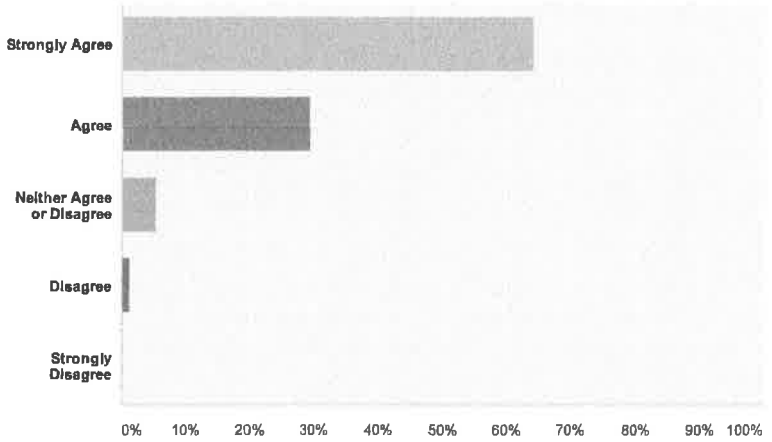



| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 42.31% | 33 |
| Agree | 41.03% | 32 |
| Neither Agree or Disagree | 12.82% | 10 |
| Disagree | 3.85% | 3 |
| Strongly Disagree | 0.00% | 0 |
| Total | | 78 |

Q9

## EOPS helped me to develop my Student Education Plan (SEP) for one of the following: associate's degree, certificate, or transfer goal.

Answered: 78 Skipped: 1

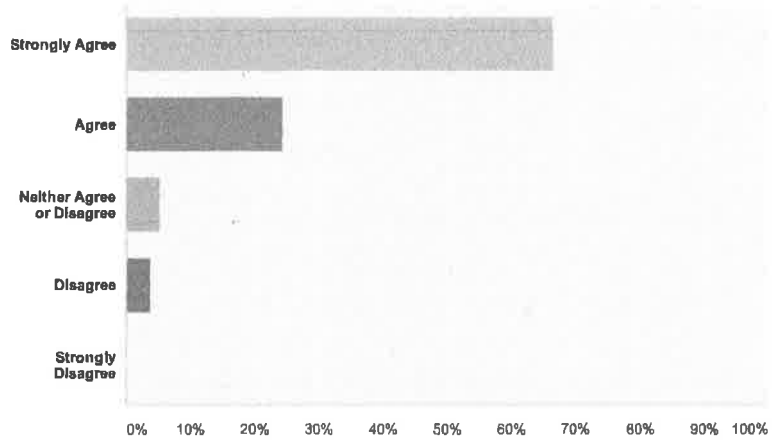


| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **64.10%** | 50 |
| **Agree** | **29.49%** | 23 |
| **Neither Agree or Disagree** | **5.13%** | 4 |
| **Disagree** | **1.28%** | 1 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 78 |

**Q10**

## EOPS helped me to plan my classes for each semester by developing a semester by semester plan.

**Answered: 78 Skipped: 1**

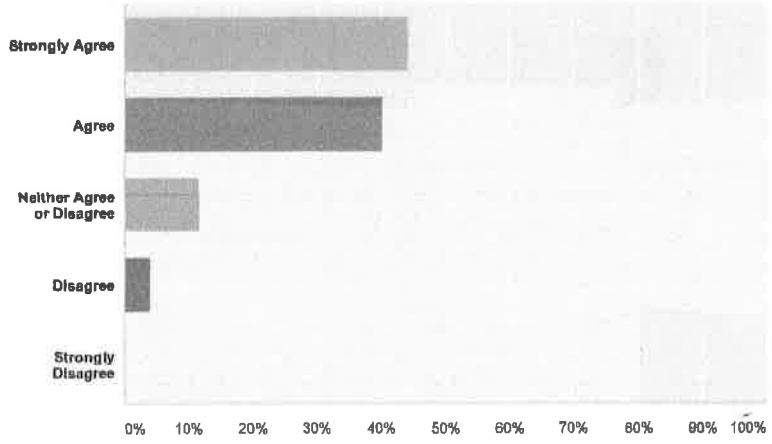



| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **66.67%** | 52 |
| **Agree** | **24.36%** | 19 |
| **Neither Agree or Disagree** | **5.13%** | 4 |
| **Disagree** | **3.85%** | 3 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 78 |

**Q11**

## EOPS helped me to identify my academic, career, and life goals.

**Answered: 77 Skipped: 2**

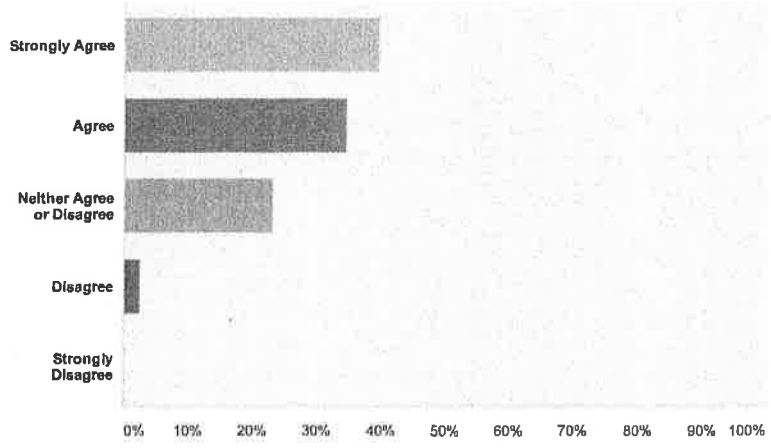


| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **44.16%** | 34 |
| **Agree** | **40.26%** | 31 |
| **Neither Agree or Disagree** | **11.69%** | 9 |
| **Disagree** | **3.90%** | 3 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 77 |

Q12

## EOPS helped me to identify both on and off campus resources specific to my needs.

**Answered: 78 Skipped: 1**

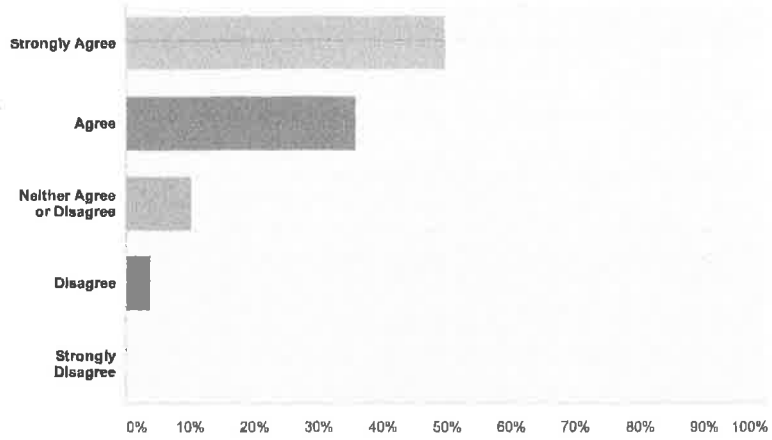



| Answer Choices | Responses | |
|---|---|---|
| **Strongly Agree** | **39.74%** | 31 |
| **Agree** | **34.62%** | 27 |
| **Neither Agree or Disagree** | **23.08%** | 18 |
| **Disagree** | **2.56%** | 2 |
| **Strongly Disagree** | **0.00%** | 0 |
| Total | | 78 |

Q13

## EOPS helped me to recognize the importance of seeking out help from college faculty and staff, in order to achieve my educational goals.

Answered: 78 Skipped: 1

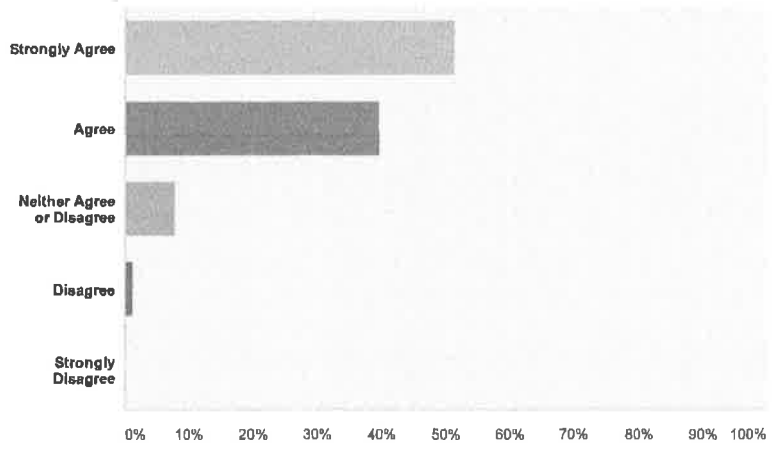



| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 50.00% | 39 |
| Agree | 35.90% | 28 |
| Neither Agree or Disagree | 10.26% | 8 |
| Disagree | 3.85% | 3 |
| Strongly Disagree | 0.00% | 0 |
| Total | | 78 |

Q14

## EOPS helped me to become fully engaged in my educational goals and I have shared responsibility in making my experience a successful one.

Answered: 78 Skipped: 1




| Answer Choices | Responses | |
|---|---|---|
| Strongly Agree | 51.28% | 40 |
| Agree | 39.74% | 31 |
| Neither Agree or Disagree | 7.69% | 6 |
| Disagree | 1.28% | 1 |
| Strongly Disagree | 0.00% | 0 |

Allan Hancock College

# PSLO Summary Map by Context

Selected SLOs: PSLOs for EOPS/CARE

Context Group: Contexts for EOPS/CARE

| Courses | EOPS/CARE Program Outcomes | | |
|---|---|---|---|
| | EOPS PSLO1 - Students will take responsibility in understanding EOPS program requirements and services to enhance their educational success. | EOPS PSLO2 - Students will communicate effectively and utilize technology to achieve success in their academic pursuits. | EOPS PSLO3 - Students will formulate a plan for achieving their educational goal(s). |
| EOPS/CARE | | | |
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | | | X |
| EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources. | | | X |
| EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress. | X | | |
| EOPS/CARE SLO4 - Students will apply time management skills in priority registration. | X | | |
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | X | | |
| EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process. | | X | |
| | 3 | 1 | 2 |

# ILO/PSLO Summary Map by Course/Context

Selected SLOs: All ISLOs

Context Group: Contexts for EOPS/CARE

| Courses / SLOs | ILO 1 - Communication | ILO 2 - Critical Thinking & Problem Solving | ILO 3 - Global Awareness & Cultural Competence | ILO 4 - Information & Technology Literacy | |
|---|---|---|---|---|---|
| | ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. | ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. | ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. |
| **EOPS/CARE** | | | | | |
| **EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan.** | | | | | |
| **EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources.** | | | | | |
| **EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress.** | | | | | |
| **EOPS/CARE SLO4 - Students will apply time management skills in priority registration.** | | | | | |
| **EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS.** | | | | | |
| **EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process.** | | | | X | |
| | | | | | |

| SLOs / Courses | ILO 5 - Quantitative Literacy | ILO 6 - Scientific Literacy | ILO 7 - Personal Responsibility & Development |
|---|---|---|---|
| | ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. | ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. | ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. |
| **EOPS/CARE** | | | |
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | | | X |
| EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources. | | | X |
| EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress. | | | X |
| EOPS/CARE SLO4 - Students will apply time management skills in priority registration. | | | X |
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | | | X |
| EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process. | | | |
| | | | |

Assessment Levels:

Allan Hancock College

# SLO Performance - PSLO Overall

Program: EOPS/CARE Date: 10/12/2015

## PSLO: EOPS PSLO1 - Students will take responsibility in understanding EOPS program requirements and services to enhance their educational success.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 281 | 57.00% | 107 | 21.70% | 81 | 16.43% | 24 | 4.87% | 493 | 100.00% |
| Fall 2014 | 269 | 47.78% | 155 | 27.53% | 139 | 24.69% | 0 | 0.00% | 563 | 100.00% |
| Spring 2014 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2013 | 238 | 40.55% | 166 | 28.28% | 183 | 31.18% | 0 | 0.00% | 587 | 100.00% |
| Spring 2013 | 736 | 61.03% | 245 | 20.32% | 225 | 18.66% | 0 | 0.00% | 1206 | 100.00% |
| Fall 2012 | 312 | 44.01% | 183 | 25.81% | 214 | 30.18% | 0 | 0.00% | 709 | 100.00% |
| Spring 2012 | 309 | 54.21% | 82 | 14.39% | 179 | 31.40% | 0 | 0.00% | 570 | 100.00% |
| Fall 2011 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| **Total** | 2145 | 51.96% | 938 | 22.72% | 1021 | 24.73% | 24 | 0.58% | 4128 | 100.00% |

## PSLO: EOPS PSLO2 - Students will communicate effectively and utilize technology to achieve success in their academic pursuits.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2014 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2014 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2013 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2013 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2012 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2012 | 100 | 29.59% | 179 | 52.96% | 59 | 17.46% | 0 | 0.00% | 338 | 100.00% |
| Fall 2011 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 100 | 29.59% | 179 | 52.96% | 59 | 17.46% | 0 | 0.00% | 338 | 100.00% |

## PSLO: EOPS PSLO3 - Students will formulate a plan for achieving their educational goal(s).

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 153 | 42.98% | 128 | 35.96% | 34 | 9.55% | 41 | 11.52% | 356 | 100.00% |
| Fall 2014 | 80 | 38.65% | 79 | 38.16% | 48 | 23.19% | 0 | 0.00% | 207 | 100.00% |
| Spring 2014 | 108 | 35.88% | 123 | 40.86% | 70 | 23.26% | 0 | 0.00% | 301 | 100.00% |
| Fall 2013 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2013 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2012 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2012 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Fall 2011 | 10 | 13.89% | 49 | 68.06% | 13 | 18.06% | 0 | 0.00% | 72 | 100.00% |
| **Total** | 351 | 37.50% | 379 | 40.49% | 165 | 17.63% | 41 | 4.38% | 936 | 100.00% |

Report Totals by Term:

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 434 | 51.12% | 235 | 27.68% | 115 | 13.55% | 65 | 7.66% | 849 | 100.00% |
| Fall 2014 | 349 | 45.32% | 234 | 30.39% | 187 | 24.29% | 0 | 0.00% | 770 | 100.00% |
| Spring 2014 | 108 | 35.88% | 123 | 40.86% | 70 | 23.26% | 0 | 0.00% | 301 | 100.00% |
| Fall 2013 | 238 | 40.55% | 166 | 28.28% | 183 | 31.18% | 0 | 0.00% | 587 | 100.00% |
| Spring 2013 | 736 | 61.03% | 245 | 20.32% | 225 | 18.66% | 0 | 0.00% | 1206 | 100.00% |
| Fall 2012 | 312 | 44.01% | 183 | 25.81% | 214 | 30.18% | 0 | 0.00% | 709 | 100.00% |
| Spring 2012 | 409 | 45.04% | 261 | 28.74% | 238 | 26.21% | 0 | 0.00% | 908 | 100.00% |
| Fall 2011 | 10 | 13.89% | 49 | 68.06% | 13 | 18.06% | 0 | 0.00% | 72 | 100.00% |
| **Total** | 2596 | 48.06% | 1496 | 27.69% | 1245 | 23.05% | 65 | 1.20% | 5402 | 100.00% |

Allan Hancock College

# SLO Performance - By Department, Context, CSLO

Program: EOPS/CARE Date: 10/13/2015

Terms Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2011, Fall 2010

## EOPS/CARE: Extended Opportunity Programs and Services

EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 153 | 48.57% | 128 | 40.63% | 34 | 10.79% | 315 | 100.00% |
| Fall 2014 | 80 | 38.65% | 79 | 38.16% | 48 | 23.19% | 207 | 100.00% |
| Spring 2014 | 108 | 35.88% | 123 | 40.86% | 70 | 23.26% | 301 | 100.00% |
| Fall 2011 | 10 | 30.30% | 20 | 60.61% | 3 | 9.09% | 33 | 100.00% |
| Totals | 351 | 41.00% | 350 | 40.89% | 155 | 18.11% | 856 | 100.00% |

EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Fall 2011 | 0 | 0.00% | 29 | 74.36% | 10 | 25.64% | 39 | 100.00% |
| Totals | 0 | 0.00% | 29 | 74.36% | 10 | 25.64% | 39 | 100.00% |

EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Fall 2014 | 17 | 30.91% | 33 | 60.00% | 5 | 9.09% | 55 | 100.00% |
| Totals | 17 | 30.91% | 33 | 60.00% | 5 | 9.09% | 55 | 100.00% |

EOPS/CARE SLO4 - Students will apply time management skills in priority registration.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2013 | 437 | 73.45% | 100 | 16.81% | 58 | 9.75% | 595 | 100.00% |
| Totals | 437 | 73.45% | 100 | 16.81% | 58 | 9.75% | 595 | 100.00% |

EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 281 | 59.91% | 107 | 22.81% | 81 | 17.27% | 469 | 100.00% |
| Fall 2014 | 252 | 49.61% | 122 | 24.02% | 134 | 26.38% | 508 | 100.00% |
| Fall 2013 | 238 | 40.55% | 166 | 28.28% | 183 | 31.18% | 587 | 100.00% |
| Spring 2013 | 299 | 48.94% | 145 | 23.73% | 167 | 27.33% | 611 | 100.00% |
| Fall 2012 | 312 | 44.01% | 183 | 25.81% | 214 | 30.18% | 709 | 100.00% |
| Spring 2012 | 309 | 54.21% | 82 | 14.39% | 179 | 31.40% | 570 | 100.00% |
| Totals | 1691 | 48.96% | 805 | 23.31% | 958 | 27.74% | 3454 | 100.00% |

EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2012 | 25 | 52.08% | 11 | 22.92% | 12 | 25.00% | 48 | 100.00% |
| Totals | 25 | 52.08% | 11 | 22.92% | 12 | 25.00% | 48 | 100.00% |

EOPS SLO7 - Students will utilize student portal to access academic information. (INACTIVATED)

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2012 | 0 | 0.00% | 110 | 75.86% | 35 | 24.14% | 145 | 100.00% |
| Totals | 0 | 0.00% | 110 | 75.86% | 35 | 24.14% | 145 | 100.00% |

EOPS SLO8 - Students will utilize email accounts and use as communication tool. (INACTIVATED)

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2012 | 75 | 51.72% | 58 | 40.00% | 12 | 8.28% | 145 | 100.00% |
| Totals | 75 | 51.72% | 58 | 40.00% | 12 | 8.28% | 145 | 100.00% |

Totals for Cslos

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 434 | 55.36% | 235 | 29.97% | 115 | 14.67% | 784 | 100.00% |
| Fall 2014 | 349 | 45.32% | 234 | 30.39% | 187 | 24.29% | 770 | 100.00% |
| Spring 2014 | 108 | 35.88% | 123 | 40.86% | 70 | 23.26% | 301 | 100.00% |
| Fall 2013 | 238 | 40.55% | 166 | 28.28% | 183 | 31.18% | 587 | 100.00% |
| Spring 2013 | 736 | 61.03% | 245 | 20.32% | 225 | 18.66% | 1206 | 100.00% |
| Fall 2012 | 312 | 44.01% | 183 | 25.81% | 214 | 30.18% | 709 | 100.00% |
| Spring 2012 | 409 | 45.04% | 261 | 28.74% | 238 | 26.21% | 908 | 100.00% |
| Fall 2011 | 10 | 13.89% | 49 | 68.06% | 13 | 18.06% | 72 | 100.00% |
| Totals | 2596 | 48.64% | 1496 | 28.03% | 1245 | 23.33% | 5337 | 100.00% |

**Report Totals:**

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 434 | 55.36% | 235 | 29.97% | 115 | 14.67% | 784 | 100.00% |
| Fall 2014 | 349 | 45.32% | 234 | 30.39% | 187 | 24.29% | 770 | 100.00% |
| Spring 2014 | 108 | 35.88% | 123 | 40.86% | 70 | 23.26% | 301 | 100.00% |
| Fall 2013 | 238 | 40.55% | 166 | 28.28% | 183 | 31.18% | 587 | 100.00% |
| Spring 2013 | 736 | 61.03% | 245 | 20.32% | 225 | 18.66% | 1206 | 100.00% |
| Fall 2012 | 312 | 44.01% | 183 | 25.81% | 214 | 30.18% | 709 | 100.00% |
| Spring 2012 | 409 | 45.04% | 261 | 28.74% | 238 | 26.21% | 908 | 100.00% |
| Fall 2011 | 10 | 13.89% | 49 | 68.06% | 13 | 18.06% | 72 | 100.00% |
| Totals | 2596 | 48.64% | 1496 | 28.03% | 1245 | 23.33% | 5337 | 100.00% |

# Context Statistics And Evidence

EOPS/CARE

**Date:** 09/23/2015

**Terms:** Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2011, Fall 2010

## Summary

| Statistic | Count | Contexts/Contexts |
|---|---|---|
| Contexts | 1 | Extended Opportunity Programs and Services |
| Contexts with CSLOs | 1 | Extended Opportunity Programs and Services |
| Contexts without CSLOs | 0 | |
| Contexts with CSLOs mapped to PSLOs | 1 | Extended Opportunity Programs and Services |
| Contexts without CSLOs mapped to PSLOs | 0 | |
| Contexts with directly assessed PSLOs | 0 | |
| Contexts with CSLOs mapped to ISLOs | 1 | Extended Opportunity Programs and Services |
| Contexts without CSLOs mapped to ISLOs | 0 | |
| Contexts with directly assessed ISLOs | 0 | |
| Contexts with Assessments | 1 | Extended Opportunity Programs and Services |
| Contexts with all Assessments scored | 0 | |
| Contexts with some Assessments scored | 1 | EOPS/CARE |
| Contexts without any Assessment scored | 0 | |
| Contexts without Assessments | 0 | |
| Contexts with Action Plans | 1 | Extended Opportunity Programs and Services |
| Contexts with all Action Plans answered | 1 | EOPS/CARE |
| Contexts with some Action Plans answered | 0 | |
| Contexts without any Action Plan answered | 0 | |
| Contexts without Action Plans | 0 | |

EOPS/CARE - Extended Opportunity Programs and Services

### SLOs

| | |
|---|---|
| CSLOs | » EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan.<br>» EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources.<br>» EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress.<br>» EOPS/CARE SLO4 - Students will apply time management skills in priority registration.<br>» EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS.<br>» EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process. |
| Mapped PSLOs | » EOPS PSLO1 - Students will take responsibility in understanding EOPS program requirements and services to enhance their educational success.<br>» EOPS PSLO2 - Students will communicate effectively and utilize technology to achieve success in their academic pursuits.<br>» EOPS PSLO3 - Students will formulate a plan for achieving their educational goal(s). |

| | |
|---|---|
| Mapped ISLOs | » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.<br>» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. |

## Assessments

*Fall 2011*

Survey-Goals

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | 33 | 30.3% | 60.61% | 9.09% | 0 |

Survey-Probation

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO2 - Students will assess barriers to their success and identify strategies and necessary resources. | 39 | 0% | 74.36% | 25.64% | 0 |

*Spring 2012*

Survey

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS SLO7 - Students will utilize student portal to access academic information. | 145 | 0% | 75.86% | 24.14% | 0 |
| EOPS SLO8 - Students will utilize email accounts and use as communication tool. | 145 | 51.72% | 40% | 8.28% | 0 |

FA Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO6 - Students will demonstrate the ability to complete FAFSA online and financial aid process. | 48 | 52.08% | 22.92% | 25% | 0 |

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 570 | 54.21% | 14.39% | 31.4% | 0 |

*Fall 2012*

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 709 | 44.01% | 25.81% | 30.18% | 0 |

*Spring 2013*

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 611 | 48.94% | 23.73% | 27.33% | 0 |

Registration Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO4 - Students will apply time management skills in priority registration. | 595 | 73.45% | 16.81% | 9.75% | 0 |

*Fall 2013*

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 587 | 40.55% | 28.28% | 31.18% | 0 |

*Spring 2014*

Goals Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | 301 | 35.88% | 40.86% | 23.26% | 0 |

*Fall 2014*

Goals Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | 207 | 38.65% | 38.16% | 23.19% | 0 |

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 508 | 49.61% | 24.02% | 26.38% | 0 |

EOPS NSO Quiz

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress. | 55 | 30.91% | 60% | 9.09% | 0 |

*Spring 2015*

Goals & Plan

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO1 - Student will articulate short term and/or long term goal(s) and develop a semester by semester plan. | 315 | 48.57% | 40.63% | 10.79% | 41 |

Program Data

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO5 - Students will follow through with deadlines and requirements as contracted in EOPS. | 469 | 59.91% | 22.81% | 17.27% | 24 |

Orientation Quiz

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| EOPS/CARE SLO3 - Students will identify EOPS/CARE services to strengthen their academic progress. | 0 | 0% | 0% | 0% | 0 |

## Action Plans

*Spring 2012*

Context Improvement Plan EOPS/CARE Spring 2012

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Spring 2012 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | Based on our 2011-2012 assessment data it appears that the emphasis on technology usage and literacy is a program strength, financial aid completion among our students, and focus on students developing goals and education plan are also strengths of EOPS. | 2012-04-02 | |
| What did the assessment data indicate about the weaknesses of your program? | | | The data indicated a slight decline on the number of students following through with EOPS requirement. This might be due to lack of fuding, staffing and counseling hours. We will continue to work in improving student learning in this area and continue to reassess. We will also reassess student learning in determining goals and developing education plans by using a broader sample size. | 2012-04-02 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | We plan to fous on student responsibilities and student follow through by process applications earlier therefore giving ample time for students to understand and follow through with EOPS requirements and limit orientations to eligible processed EOPS students. Also, due to limited staffing and resources we will reduce number of SLO assessments.<br>Resources that we would need is a part-time counselor in Santa Maria campus that focuses on financial aid issues and students with low gpa, to fill vacant front office tech to handle office procedure, track and manage student progress and assist SLO Liaisons, scanner to archive and organize all student documents, track and manage student progress and assist SLO Liaisons, funding to offer tutoring for students with low gpa, funding for peer advisors to assist with student mentoring, and increase training opportunities for faculty and staff in areas of financial aid and student success. | 2012-04-02 | |

*Summer 2012*

Context Improvement Plan EOPS/CARE Summer 2012

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Summer 2012 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | No Action Taken | | |
| What did the assessment data indicate about the weaknesses of your program? | | | No Action Taken | | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | No Action Taken | | |

*Fall 2012*

Context Improvement Plan EOPS/CARE Fall 2012

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Fall 2012 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | The data indicate that there is a trend of improvment in students that are meeting all EOPS requirments, which is over and above requirements in title 5 regulation. | 2012-09-12 | |
| What did the assessment data indicate about the weaknesses of your program? | | | There is a questionable number of students that are not participating in the EOPS program after they've applied and been accepted. These students are not taking the responsibility to complete the EOPS counseling visits or some are only completing one counseling visit. Currently there is no data on why this occurs. A possible explanation is that these students drop out half way through the semester or procrastination. | 2012-09-12 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | In Spring 2013 we will pilot group counseling for first time EOPS students. The hope is that this will allow our counselor to serve more new EOPS students in fulfilling their first counseling visit. We have also revised our orientation to be more clear and concise about student responsibilities and program requirements. | 2012-09-12 | |

*Spring 2013*

Context Improvement Plan EOPS/CARE Spring 2013

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Spring 2013 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | The data indicate that most EOPS students are aware of the importance of registering early and demonstration time management to secure the classes they need. | 2013-03-12 | |
| What did the assessment data indicate about the weaknesses of your program? | | | There were 81 students that did not register/return for spring semester. We don't have data on the reasons for drop out. | 2013-03-12 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | Based on the data we would like to track and follow up with students that don't return the following semester/drop out and find out the reasons so that we can improve our services to help those at risk. To preform such a task we would need additional support staff to contact students, track, and help students to get back on track and complete their education goal. In additions, having a consistent front office person that can effectively communication with students will improve student awareness. | 2013-03-12 | |

*Fall 2013*

Context Improvement Plan EOPS/CARE Fall 2013

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Fall 2013 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | The past few years the data has been consistent. About half of the students complete all the requirements, a quarter meets most of the requirements, and a quarter falls below expectation. | 2014-01-16 | |
| What did the assessment data indicate about the weaknesses of your program? | | | There is a questionable number of students that are not participating in the EOPS program after they've applied and been accepted. These students are not taking the responsibility to complete the EOPS counseling visits or some are only completing one counseling visit. Currently there is no data on why this occurs. A possible explanation is that these students drop out half way through the semester or procrastination. | 2014-01-16 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | We plan to send a survey to EOPS students to get feedback on how we are doing and what students are learning from our program. We need technology to implement the survey which we will ask IRP for assistance. We also need staff to develop the survey, administer, and analyze the results. Additional counseling hours is needed to serve, track, and outreach to our students that are not fully participating in the program. We also need a full time retention and outreach specialist to coordinate, design, and execute projects and tasks in relates to our student retention and outreach. For the next academic year we plan to coordinate more social activities in the beginning of the semester to build a connection. We also like to offer excellent awards )if budget permit) for good GPA and full participation in EOPS as an incentive and motivator. | 2014-01-16 | |

*Spring 2014*

Context Improvement Plan EOPS/CARE Spring 2014

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Spring 2014 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | Data suggest that EOPS/CARE program:<br>1. counselors are knowledgeable, accessible and approachable in assisting students with goal setting and SEPs.<br>2. student have a positive relationship with peer advisors.<br>3. good tracking and follow up with continuing students and students that come in for counseling visits. | 2014-02-24 | |
| What did the assessment data indicate about the weaknesses of your program? | | | Some possible weakness of the program are:<br>1. lack of tracking and follow up of the 13% of students that we could not measure because they had not made any contact with EOPS.<br>2. 20% of students did not have an SEP due to various reasons such as not made decision on goal, late acceptance into the EOPS program, etc. | 2014-02-24 | |

| | | | | | |
|---|---|---|---|---|---|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | Based on the data EOPS would like to make additional efforts to reach out to those students that do not make any contact with the program and those students that are undecided on a major/goal. In doing so we would need additional counseling and outreach/retention specialist. We have identified a need in Lompoc campus since currently there is no full-time counselor or EOPS outreach/retention specialist. Next cycle we will disaggregate the data by campus location. | 2014-02-24 | |

*Fall 2014*

Context Improvement Plan EOPS/CARE Fall 2014

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Fall 2014 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | Data suggest that EOPS/CARE program:<br>1. counselors are knowledgeable, accessible and approachable in assisting students with goal setting and SEPs.<br>2. student have a positive relationship with peer advisors.<br>3. good tracking and follow up with continuing students and students that come in for counseling visits.<br>4. The content and delivery of our NSO are very effective in student learning. | 2014-10-17 | |
| What did the assessment data indicate about the weaknesses of your program? | | | Some possible weakness of the program are:<br>1. lack of tracking and follow up of the students that we could not measure because they had not made any contact with EOPS.<br>2.Some students did not have an SEP due to various reasons such as not made decision on goal, late acceptance into the EOPS program, etc. | 2014-10-17 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | Based on the data EOPS would like to make additional efforts to reach out to those students that do not make any contact with the program and those students that are undecided on a major/goal. In doing so we would need additional counseling and outreach/retention specialist. We have identified a need in Lompoc campus since currently there is no full-time counselor or EOPS outreach/retention specialist. Next cycle we would like to disaggregate the data by campus location. | 2014-10-17 | |

*Spring 2015*

Context Improvement Plan

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> EOPS/CARE >> EOPS/CARE - Spring 2015 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | We assessed three SLOs in 2014-2015. The strength of EOPS/CARE is demonstrated by the increase numbers of students identifying goals and developing a plan for completion, increase number of student meeting program requirements, and high number of students able to identify EOPS services after the orientation. | 2015-09-15 | |
| What did the assessment data indicate about the weaknesses of your program? | | | There is still a gap in students not meeting expectations in identifying their goals and plan. About 21% of students did not meet expectation, but most of these students came into the program late in the year and did not have a chance to complete a SEP. However 12% of those we could not measure because these students never made contact with the program. They applied, but never followed through with orientation or counseling visit.<br><br>Although there's been a steady increase in students meeting program requirements, 83% met or exceeded expectation in spring 2015 compared to 73% in Spring 2013, there is still a percentage of students that are not meeting program requirements which means they are not utilizing the service available to them. | 2015-09-15 | |

| | | | | | |
|---|---|---|---|---|---|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | Overall the data is encouraging, especially compared to the previous data, EOPS/CARE students are meeting benchmark in the student learning outcomes we have established.<br>We like to grow the program to allow more students to benefit from the services, increase our follow up efforts and increase the number of students with an semester plan. To do so, we would need to increase counseling hours, secure a permanent from office person to welcome and screen incoming questions, maintain peer advisor program and increase training for peers, increase outreach at the high school and outreach at LVC. | 2015-09-15 | Name: Front office Technician<br>Detail: Description<br>Status: Pending<br><br>Name: Peer Advisors<br>Detail: Description<br>Status: Pending<br><br>Name: Full-time Counselor<br>Detail: Description<br>Status: Pending |

Allan Hancock College

# PSLO Summary Map by Context

Selected SLOs: PSLOs for CalWORKS

Context Group: Contexts for CalWORKS

| Courses | CalWORKs Program Outcomes | | |
|---|---|---|---|
| | CW PSLO1 - Students will be able to comply with the requirements of the CalWORKs program. | CW PSLO2 - Students will be able to navigate the educational system to reach their goal. | CW PSLO3 - Students will be able to transition into career goal. |
| CW | | | |
| CW SLO1 - Students will be able to identify major CalWORKs program requirements and services. | X | | |
| CW SLO2 - Students will be able to identify individual needs. | | X | |
| CW SLO3 - Students will identify solutions to the identified individual needs. | | X | |
| CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process. | | X | |
| CW SLO5 - Students will utilize myHancock email account as a communication tool. | | X | |
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | | | X |
| | 1 | 4 | 1 |

Allan Hancock College

# ILO Summary Map by Context

Selected SLOs: All ILOs

**Context Group: Contexts for CalWORKS**

| Courses | ILO 1 - Communication | ILO 2 - Critical Thinking & Problem Solving | ILO 3 - Global Awareness & Cultural Competence | ILO 4 - Information & Technology Literacy | |
|---|---|---|---|---|---|
| | ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. | ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. | ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools. |
| CW | | | | | |
| CW SLO1 - Students will be able to identify major CalWORKs program requirements and services. | | | | | |
| CW SLO2 - Students will be able to identify individual needs. | | X | | | |
| CW SLO3 - Students will identify solutions to the identified individual needs. | | X | | | |
| CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process. | | | | X | |
| CW SLO5 - Students will utilize myHancock email account as a communication tool. | | | | X | |
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | | | | | |
| | 0 | 2 | 0 | 2 | 0 |

| | ILO 5 - Quantitative Literacy | ILO 6 - Scientific Literacy | ILO 7 - Personal Responsibility & Development |
|---|---|---|---|
| | ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. | ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. | ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. |
| CW | | | |
| CW SLO1 - Students will be able to identify major CalWORKs program requirements and services. | | | X |
| CW SLO2 - Students will be able to identify individual needs. | | | |
| CW SLO3 - Students will identify solutions to the identified individual needs. | | | |
| CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process. | | | |
| CW SLO5 - Students will utilize myHancock email account as a communication tool. | | | |
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | | | X |
| | 0 | 0 | 2 |

Allan Hancock College

# SLO Performance - ILO/PSLO Overall

**Program: CalWORKS** Date: 10/14/2015

## PSLO: CW PSLO1 - Students will be able to comply with the requirements of the CalWORKs program.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

## PSLO: CW PSLO2 - Students will be able to navigate the educational system to reach their goal.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2013 | 58 | 78.38% | 16 | 21.62% | 0 | 0.00% | 0 | 0.00% | 74 | 100.00% |
| Spring 2012 | 55 | 61.80% | 20 | 22.47% | 14 | 15.73% | 0 | 0.00% | 89 | 100.00% |
| **Total** | 113 | 36.10% | 186 | 59.42% | 14 | 4.47% | 0 | 0.00% | 313 | 100.00% |

## PSLO: CW PSLO3 - Students will be able to transition into career goal.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 67 | 65.05% | 30 | 29.13% | 6 | 5.83% | 0 | 0.00% | 103 | 100.00% |
| Fall 2014 | 62 | 50.82% | 57 | 46.72% | 3 | 2.46% | 0 | 0.00% | 122 | 100.00% |
| Fall 2012 | 19 | 57.58% | 7 | 21.21% | 7 | 21.21% | 0 | 0.00% | 33 | 100.00% |
| Fall 2011 | 20 | 54.05% | 15 | 40.54% | 2 | 5.41% | 0 | 0.00% | 37 | 100.00% |
| **Total** | 168 | 56.95% | 109 | 36.95% | 18 | 6.10% | 0 | 0.00% | 295 | 100.00% |

Report Totals by Term:

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 67 | 65.05% | 30 | 29.13% | 6 | 5.83% | 0 | 0.00% | 103 | 100.00% |
| Fall 2014 | 62 | 50.82% | 57 | 46.72% | 3 | 2.46% | 0 | 0.00% | 122 | 100.00% |
| Spring 2013 | 58 | 78.38% | 16 | 21.62% | 0 | 0.00% | 0 | 0.00% | 74 | 100.00% |
| Fall 2012 | 19 | 57.58% | 7 | 21.21% | 7 | 21.21% | 0 | 0.00% | 33 | 100.00% |
| Spring 2012 | 55 | 61.80% | 20 | 22.47% | 14 | 15.73% | 0 | 0.00% | 89 | 100.00% |
| Fall 2011 | 20 | 54.05% | 15 | 40.54% | 2 | 5.41% | 0 | 0.00% | 37 | 100.00% |
| **Total** | 281 | 46.22% | 295 | 48.52% | 32 | 5.26% | 0 | 0.00% | 608 | 100.00% |

Grand Totals:

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | 281 | 46.22% | 295 | 48.52% | 32 | 5.26% | 0 | 0.00% | 608 | 100.00% |

Allan Hancock College

# SLO Performance - By Department, Context, CSLO

**Program: CalWORKS** Date: 10/13/2015

Terms Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2011, Fall 2010

## CW: CalWORKS

### CW SLO1 - Students will be able to identify major CalWORKs program requirements and services.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Totals | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

### CW SLO2 - Students will be able to identify individual needs.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Fall 2010 | 0 | 0.00% | 75 | 100.00% | 0 | 0.00% | 75 | 100.00% |
| Totals | 0 | 0.00% | 75 | 100.00% | 0 | 0.00% | 75 | 100.00% |

### CW SLO3 - Students will identify solutions to the identified individual needs.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Fall 2010 | 0 | 0.00% | 75 | 100.00% | 0 | 0.00% | 75 | 100.00% |
| Totals | 0 | 0.00% | 75 | 100.00% | 0 | 0.00% | 75 | 100.00% |

### CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2013 | 58 | 78.38% | 16 | 21.62% | 0 | 0.00% | 74 | 100.00% |
| Spring 2012 | 55 | 61.80% | 20 | 22.47% | 14 | 15.73% | 89 | 100.00% |
| Totals | 113 | 69.33% | 36 | 22.09% | 14 | 8.59% | 163 | 100.00% |

### CW SLO5 - Students will utilize myHancock email account as a communication tool.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Totals | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

### CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan.

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 67 | 65.05% | 30 | 29.13% | 6 | 5.83% | 103 | 100.00% |
| Fall 2014 | 62 | 50.82% | 57 | 46.72% | 3 | 2.46% | 122 | 100.00% |
| Fall 2012 | 19 | 57.58% | 7 | 21.21% | 7 | 21.21% | 33 | 100.00% |
| Fall 2011 | 20 | 54.05% | 15 | 40.54% | 2 | 5.41% | 37 | 100.00% |
| Totals | 168 | 56.95% | 109 | 36.95% | 18 | 6.10% | 295 | 100.00% |

### Totals for Cslos

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 67 | 65.05% | 30 | 29.13% | 6 | 5.83% | 103 | 100.00% |
| Fall 2014 | 62 | 50.82% | 57 | 46.72% | 3 | 2.46% | 122 | 100.00% |
| Spring 2013 | 58 | 78.38% | 16 | 21.62% | 0 | 0.00% | 74 | 100.00% |
| Fall 2012 | 19 | 57.58% | 7 | 21.21% | 7 | 21.21% | 33 | 100.00% |
| Spring 2012 | 55 | 61.80% | 20 | 22.47% | 14 | 15.73% | 89 | 100.00% |
| Fall 2011 | 20 | 54.05% | 15 | 40.54% | 2 | 5.41% | 37 | 100.00% |
| Fall 2010 | 0 | 0.00% | 150 | 100.00% | 0 | 0.00% | 150 | 100.00% |
| Totals | 281 | 46.22% | 295 | 48.52% | 32 | 5.26% | 608 | 100.00% |

## Report Totals:

| | Institutional Exceeds Standards | | Institutional Meets Standards | | Institutional Below Standards | | Total | |
|---|---|---|---|---|---|---|---|---|
| Spring 2015 | 67 | 65.05% | 30 | 29.13% | 6 | 5.83% | 103 | 100.00% |
| Fall 2014 | 62 | 50.82% | 57 | 46.72% | 3 | 2.46% | 122 | 100.00% |
| Spring 2013 | 58 | 78.38% | 16 | 21.62% | 0 | 0.00% | 74 | 100.00% |
| Fall 2012 | 19 | 57.58% | 7 | 21.21% | 7 | 21.21% | 33 | 100.00% |
| Spring 2012 | 55 | 61.80% | 20 | 22.47% | 14 | 15.73% | 89 | 100.00% |
| Fall 2011 | 20 | 54.05% | 15 | 40.54% | 2 | 5.41% | 37 | 100.00% |
| Fall 2010 | 0 | 0.00% | 150 | 100.00% | 0 | 0.00% | 150 | 100.00% |
| Totals | 281 | 46.22% | 295 | 48.52% | 32 | 5.26% | 608 | 100.00% |

Allan Hancock College

# Context Statistics And Evidence

CalWORKS

**Date:** 10/13/2015

**Terms:** Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2011, Fall 2010

## Summary

| Statistic | Count | Contexts/Contexts |
|---|---|---|
| Contexts | 1 | CalWORKS |
| Contexts with CSLOs | 1 | CalWORKS |
| Contexts without CSLOs | 0 | |
| Contexts with CSLOs mapped to PSLOs | 1 | CalWORKS |
| Contexts without CSLOs mapped to PSLOs | 0 | |
| Contexts with directly assessed PSLOs | 0 | |
| Contexts with CSLOs mapped to ILOs | 1 | CalWORKS |
| Contexts without CSLOs mapped to ILOs | 0 | |
| Contexts with directly assessed ILOs | 0 | |
| Contexts with Assessments | 1 | CalWORKS |
| Contexts with all Assessments scored | 1 | CW |
| Contexts with some Assessments scored | 0 | |
| Contexts without any Assessment scored | 0 | |
| Contexts without Assessments | 0 | |
| Contexts with Action Plans | 1 | CalWORKS |
| Contexts with all Action Plans answered | 0 | |
| Contexts with some Action Plans answered | 1 | CW |
| Contexts without any Action Plan answered | 0 | |
| Contexts without Action Plans | 0 | |

CW - CalWORKS

### SLOs

| | |
|---|---|
| CSLOs | » CW SLO1 - Students will be able to identify major CalWORKs program requirements and services.<br>» CW SLO2 - Students will be able to identify individual needs.<br>» CW SLO3 - Students will identify solutions to the identified individual needs.<br>» CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process.<br>» CW SLO5 - Students will utilize myHancock email account as a communication tool.<br>» CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. |
| Mapped PSLOs | » CW PSLO1 - Students will be able to comply with the requirements of the CalWORKs program.<br>» CW PSLO2 - Students will be able to navigate the educational system to reach their goal.<br>» CW PSLO3 - Students will be able to transition into career goal. |
| Mapped ILOs | » ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.<br>» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. |

» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

## Assessments

*Fall 2010*

Self Assessment Checklist

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO2 - Students will be able to identify individual needs. | 75 | 0% | 100% | 0% | 0 |
| CW SLO3 - Students will identify solutions to the identified individual needs. | 75 | 0% | 100% | 0% | 0 |

*Fall 2011*

Survey

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | 37 | 54.05% | 40.54% | 5.41% | 0 |

*Spring 2012*

FAFSA

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process. | 89 | 61.8% | 22.47% | 15.73% | 0 |

*Fall 2012*

Survey

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | 33 | 57.58% | 21.21% | 21.21% | 0 |

*Spring 2013*

FAFSA

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO4 - Students will demonstrate the ability to complete the entire financial aid process. | 74 | 78.38% | 21.62% | 0% | 0 |

*Fall 2014*

SEP & Goal articulation

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | 122 | 50.82% | 46.72% | 2.46% | 0 |

*Spring 2015*

SEP & Semester Planner

| SLO | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|---|---|---|---|---|---|
| CW SLO6 - Students will be able to articulate short and/or long term goal(s) to develop their Student Educational Plan. | 103 | 65.05% | 29.13% | 5.83% | 0 |

## Action Plans

*Spring 2012*

Context Improvement Plan CalWORKS Spring 2012

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> CalWORKS >> CW - Spring 2012 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | 62% completed the entire FA process. Students are aware of technology use and of the workshops offered by the CalWORKs office. Students are checking the myHancock FA tab. Students are starting their FAFSA application early in the year. | 2012-02-09 | |
| What did the assessment data indicate about the weaknesses of your program? | | | Need to increase the number of students applying for FAFSA.<br>Lack of staffing to provide follow-up with those that did not complete the entire process. | 2012-02-09 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | We plan to increase the number of FAFSA workhops.<br>Need money to hire peers and an hourly worker to help with workshops and tracking of students in both the Santa Maria and Lompoc campuses. | 2012-02-09 | |

*Fall 2012*

Context Improvement Plan CalWORKS Fall 2012

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> CalWORKS >> CW - Fall 2012 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | SLO 2.1- 78% of student met or exceeded expectations.<br>SLO 2.2- Not enough data to conduct results. | 2012-11-14 | |
| What did the assessment data indicate about the weaknesses of your program? | | | Lack of staff for follow-up calls and e-mails.<br>Lack of staff to help students who have identified needs to come up with solutions. | 2012-11-14 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | For SLOs 2.1 & 2.2 we will only target probation students. Probation students will have to attend a mandatory workshop and/or meet individually with a counselor to discuss strategies to get off probation and maintain good standing.<br>Need counselors to meet with students to help with follow-through. | 2012-11-14 | |

*Spring 2013*

Context Improvement Plan CalWORKS Spring 2013

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> CalWORKS >> CW - Spring 2013 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | Our communication with students through myHancock is excellent.<br>Offering workshops in the spring is vital for students' completion of FAFSA.<br>Must continue educating students one on one through the process.<br>Students become aware of EOPS and other resources the sooner they apply. | 2013-03-28 | |
| What did the assessment data indicate about the weaknesses of your program? | | | A significant number of students not applying or not completing the process is unknown.<br>There is still a need to increase the number of students applying. | 2013-03-28 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | Need to hire a specialist to outreach and track students' progress.<br>Need more presence of F.A. staff at the workshops.<br>Need counseling staff to offer workshops earlier in the semester and to guide through the appeal process. | 2013-03-28 | |

*Fall 2013*

Context Improvement Plan CalWORKS Fall 2013

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> CalWORKS >> CW - Fall 2013 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | SLO 3.1 "Students will be able to articulate short term and/or long term goal(s) to develop their Student Educational Plan" is a year long SLO. Data will be available at the end of spring 2014. | 2013-09-09 | |
| What did the assessment data indicate about the weaknesses of your program? | | | SLO 3.1 "Students will be able to articulate short term and/or long term goal(s) to develop their Student Educational Plan" is a year long SLO. Data will be available at the end of spring 2014. | 2013-09-09 | |

| | | | | | |
|---|---|---|---|---|---|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | SLO 3.1 "Students will be able to articulate short term and/or long term goal(s) to develop their Student Educational Plan" is a year long SLO. Data will be available at the end of spring 2014. | 2013-09-09 | |

*Spring 2014*

Context Improvement Plan CalWORKS Spring 2014

| Expected Action | Action Type | Respondent | Action Taken | Date | Resource Request |
|---|---|---|---|---|---|
| Allan Hancock College >> CalWORKS >> CW - Spring 2014 | | | | | |
| What did the assessment data indicate about the strengths of your program? | | | This assessment demonstrated that the strengths of the program include accessible, knowledgeable and proactive faculty. The program also employs good tracking and follow up as well as positive peer relationships. | 2014-02-25 | |
| What did the assessment data indicate about the weaknesses of your program? | | | The assessment data indicated that there is a need for an administrative assistant. It also demonstrated that methods of communication are outdated. | 2014-02-25 | |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | | | The changes that are planned in order to improve are the hiring of an administrative assistant, an additional academic counselor, additional peer advisors and the utilization of more efficient communication methods. Among these methods is the use of text messaging. | 2014-02-25 | |

ALLAN HANCOCK COLLEGE
EOPS/CARE/CalWORKs

Extended Opportunity Programs and Services Exit Questionnaire

Date 5/18/16

Name _____ H# _____ _____

1. By the end of this semester will you have completed any of the following educational goals (circle all that apply):
   Certificate of Completion
   AA/AS Degree
   CSU or IGETC Certification

2. If you have not completed your educational goal, have outside personal issues interfered with the completion of those goals?
   Yes No

3. Have you applied for transfer to a four-year university?
   Yes No
   If you answered yes, were you accepted?
   Yes No Don't know yet
   If yes, where were you accepted? Cal Poly SLO

4. Have you secured a job in your field of study?
   Yes No

5. Did EOPS assist you in reaching your educational goals?
   Yes No

6. What services/benefits did you like the best about EOPS?
   Counseling Nbits

7. What would you change about the program and services?
   Nothing

8. Any comments you would like to add _____

ALLAN HANCOCK COLLEGE
EOPS/CARE/CalWORKs

Extended Opportunity Programs and Services Exit Questionnaire

Date 5-17-16

Name _____ H# _____

1. By the end of this semester will you have completed any of the following educational goals (circle all that apply):
   (Certificate of Completion)
   AA/AS Degree
   CSU or IGETC Certification

2. If you have not completed your educational goal, have outside personal issues interfered with the completion of those goals?
   Yes (No)

3. Have you applied for transfer to a four-year university?
   Yes (No)
   If you answered yes, were you accepted?
   Yes No Don't know yet
   If yes, where were you accepted? _____

4. Have you secured a job in your field of study?
   Yes (No)

5. Did EOPS assist you in reaching your educational goals?
   (Yes) No

6. What services/benefits did you like the best about EOPS?
   Counselers, financial Aid, Thanksgiving help.

7. What would you change about the program and services?
   60 unit maximum, then out of program.

8. Any comments you would like to add I would personaly like to thank everyone in the EOPS office for 4 years of support and guidence. I would not have come this far without them.

ALLAN HANCOCK COLLEGE
EOPS/CARE/CalWORKs

# Extended Opportunity Programs and Services Exit Questionnaire

Date 4-28-16

Name _____ H# _____

1. By the end of this semester will you have completed any of the following educational goals (circle all that apply):
   Certificate of Completion
   AA/AS Degree
   CSU or IGETC Certification

2. If you have not completed your educational goal, have outside personal issues interfered with the completion of those goals?
   Yes (No)

3. Have you applied for transfer to a four-year university?
   (Yes) No
   If you answered yes, were you accepted?
   (Yes) No Don't know yet
   If yes, where were you accepted? Channel Islands

4. Have you secured a job in your field of study?
   Yes (No)

5. Did EOPS assist you in reaching your educational goals?
   (Yes) No

6. What services/benefits did you like the best about EOPS?
   ~~Having a go~~ Having good consuling visits each semester

7. What would you change about the program and services?
   Nothing really

8. Any comments you would like to add _____

SCANNED
MAY 24 2016
BY: _____

SCANNED
MAY 13 2016

**PROGRAM REVIEW -- VALIDATION TEAM MEMBERS**

TO: Vice President of Student Services Date: 5-23-16

From: Will Bruce, EOPS/CARE/CAFYES & CalWORKs Director & Petra Gomez, CAN/TRIO Director

We recommend the following persons for consideration for the validation team:

DEPARTMENT EOPS/CARE & CalWORKs PROGRAM Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) & California Work Opportunity and Responsibility to Kids (CalWORKs)

Board Policy requires that in addition to the chair appointed by the VPSS, the validation team be comprised of one faculty member (from outside of student services) and one other student services representative. Optional member may also be included as listed in AP 3255.

| | |
|---|---|
| Petra Gomez | CAN/TRIO Director |
| (Name) | (Chair) |
| Rob Parisi | Dean, Student Services |
| (Name) | (Student Services Representative) |
| Christine Reed | MESA Coordinator/Counselor |
| (Name) | (Non Student Services Faculty Member) |

At the option of the self-study team, the validation team may also include one or more of the following: someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

APPROVED:
Vice President of Student Services Date

# VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

## Duties of a Team Member

Pre-visit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Post visit Responsibilities

1. Develop an executive summary of team findings and recommendations.

## The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

## EXECUTIVE SUMMARY
## (Validation Team Report)

### 1. MAJOR FINDINGS:

The EOPS/CARE & CalWORKs program self-study was found to be thoroughly written. The program services and outcomes were described in detail and align with the college's mission and Strategic Plan, Educational Master Plan, Student Success and Support Plan, and Student Equity Plan. All questions were answered throughout the review and examples were provided, along with significant amounts of data.

**Strengths of the program/discipline:**

1. The EOPS/CARE & CalWORKs programs offer required services in innovative ways, demonstrating an excellent use and integration of technology.

2. The CalWORKs program is unique in that it assists students who participate in both credit and non-credit programs, such as ESL and GED preparation.

3. The EOPS/CARE & CalWORKs programs connect to the college mission by expanding educational access and providing direct support and specialized "over and above" services to diverse student populations.

4. The EOPS/CARE & CalWORKs programs provide a welcoming and nurturing environment.

5. The EOPS/CARE & CalWORKs programs value and support diversity of all capacities.

6. The EOPS/CARE & CalWORKs programs self-study is impressively comprehensive and effectively integrates all three programs.

7. The EOPS/CARE & CalWORKs programs meets Education Code objectives thoroughly.

8. The EOPS/CARE & CalWORKs programs regularly collaborate with student services and instruction. They are dedicated partners in student development and learning.

9. The EOPS/CARE & CalWORKs programs are consistent and systematic about developing and assessing Student Learning Outcomes.

10. The EOPS/CARE & CalWORKs programs are effective in setting goals to support identified student needs in achieving their goals.

11. The EOPS/CARE & CalWORKs programs have a strong process in place to engage students in the programs, and enforce accountability measures.

12. The AHC EOPS program is a model program throughout the state.

13. The EOPS/CARE & CalWORKs programs have strong retention/success rates.

14. The EOPS/CARE & CalWORKs program Director is engaged at a statewide level and is a strong advocate for student success.

15. The EOPS/CARE & CalWORKs programs strongly support professional development.

**Concerns regarding the program/discipline:**

1. The EOPS/CARE & CalWORKs programs need support from upper management to ensure that hiring occurs, and adequate staffing levels are provided.

2. The EOPS/CARE & CalWORKs programs have had a noticeable decrease in number of students served – a result of staffing and funding.

3. The EOPS/CARE & CalWORKs programs have had a notable need to increase services to male students. Page 23 of the self-study shows AHC credit seeking male students to be 48% of the population but only 35% of EOPS students.

4. Based on the data provided (page 27 of self-study), one of the top three services students felt were most helpful included the health fee waiver. This is being phased out which is contradictory to student demand.

## 2. RECOMMENDATIONS

The team recommends that the district support the following needed actions.

1. Address the steady decline in the number of students served by EOPS/CARE & CalWORKs over the past five years.

2. Continued collaboration amongst EOPS/CARE & CalWORKs programs and student services programs (ie. EOP workshops, financial lit, transfer workshops, fieldtrips, scholarship workshops) to ensure non-duplication of services.

3. The method by which the data is collected and measured for EOPS SLO 4 should be consistent each time it's assessed.

4. AHC's IT department to create a field within the EOPS Banner screen for CAFYES MIS data tracking.

5. The District needs to find a way to provide resources for students to have the health fee waived.

6. Increase timely services to students from new and continuing staff with the increase of counseling hours, now that budgets have been restored.

7. Hire additional peer advisors to support program growth.

8. Tracking and Monitoring Students- hire a part-time staff member to track and monitor electronic data, given that all files are digital.

9. Hire a permanent CalWORKs coordinator.

10. Hire one full-time counselor at LVC.

11. Faculty and staff need to be hired to support the new CAFYES program – a CAFYES counselor, CARE/CAFYES specialist, and office services technician to work in the CARE/CAFYES Center.

12. A Plan of Action item to evaluate use of office space and equipment for the programs - LVC Center to provide private offices for all programs.

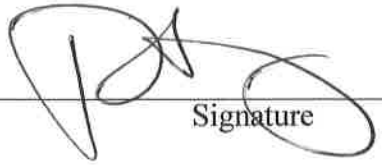
13. Make the progress report process completely electronic in order to simplify the process and better identify at-risk students.

14. Creation of an online version of the EOPS New Student Orientation (NSO) to allow students access from any location.

15. Provide student internet access, along with the computer lending program.

16. The Director has had an increase in workload over the last 13 years, doubling the number of programs and staff overseen, with no change in status of the administrative position to reflect these increases. The District needs to evaluate equivalent administrative positions within the District and state to re-classify the position to more accurately reflect the current workload that has evolved.

VALIDATION TEAM SIGNATURE PAGE

| Print Name | Signature | Date |
|---|---|---|
| Petra Gomez |  | 7.14.16 |
| Christine Reed | | 7/14/16 |
| Robert Parisi | | 7.14.16 |