Student Services Program Review Annual Update – Form
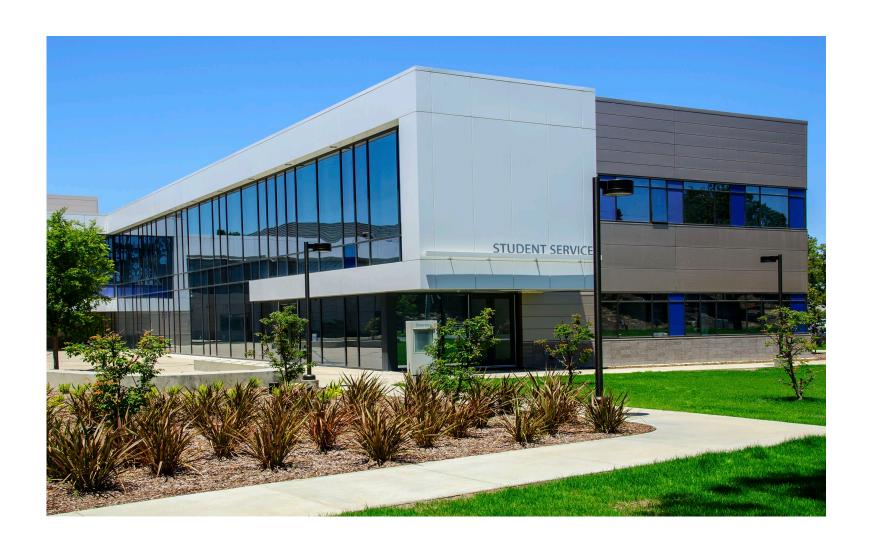
Allan Hancock College Program Review-Student Services Division
2020 –21 Annual Update

Date:	April 16, 2021
Program and Department:	Extended Opportunities Programs and Services (EOPS)
Additional programs included in this review:	EOPS, CARE, NextUp & CalWORKs
Date of last comprehensive review*:	2015-2016
Submitted By:	Vanessa Dominguez, EOPS Director (with input from Alexandra Spiess, CARE/NextUp Coordinator, Edwin Hodges, CalWORKs Coordinator, Veronica Reyes, EOPS Assistant, Juanita Tuan, EOPS Counselor, Kiri Villa, EOPS Counselor, Stacy Krelle, EOPS/CARE/NextUp/CalWORKs Specialist and Lilian Ojeda, EOPS Specialist)
Attachments:	1. Advisory Board Meeting Minutes/Recommendations can be found on the EOPS webpage: www.hancockcollege.edu/eops/advisory.php 2. 6-year assessment plan 3. Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the college mission.

The mission of the EOPS, CARE, NextUp, and CalWORKs Programs is to minimize barriers and 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 college resources. Additionally, in alignment with the institution's mission, the EOPS Department will be putting a secondary mission and vision statement together specifically addressing the celebration of diversity and inclusivity.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's strategic goals.

		2020-2021, unduplicated YTD**	2019-2020*	2018-2019 *	2017-2018 *
	EOPS	1082	1451	1184	1109
	CARE	73	99	97	113
	NextUp	46	64	55	54
	CalWORKs	99	145	156	184
	Non EOPS/CARE AHC student	data unavailable	18,306	18,071	19,944

SOURCE: *2017-18; 2018-19, 2019-20 data taken from California Community Colleges Chancellor's Office Datamart (https://datamart.cccco.edu/Services/EOPS_CARE_Status.aspx);
**2020-21 data taken from Banner, though has not been validated from MIS at the time of publishing.

EOPS Program Accomplishments:

In spite, of COVID-19, the EOPS team continued to offer over and above services to students during the 2020-2021 year as shown below:

- The EOPS team worked very closely with ITS to develop a new data management system using pre-established Banner/Argos/SuccessNet reports. In addition, we revamped our EOPS Student Report which pulls relevant data for each of our four programs. (IR3, SLS1, SLS2)
- The EOPS team offered virtual "Friendly Friday with EOPS" events throughout the 2020-21 year. These workshops provide students with support in a variety of areas including financial literacy, stress management, resource allocation and academic support services for students.
- The EOPS team organized a priority registration event in November 2020 and April 2021, partnering with Financial Aid to ensure students have access to 1:1 financial aid application assistance, FAFSA and CDAA completion for the 2021-2022 year. (SLS2, SLS3, SLS6)
- EOPS joined forces with CARE, NextUp/Foster Youth constituents and CalWORKs, to hold its annual EOPS/CARE/NextUp and CalWORKs Advisory Committee, November 19, 2020. (Goal E1). Program staff shared pertinent data for each of the four programs in relation to number of students served, success and persistence rates, degree attainment, program goals and accomplishments, etc. We also discussed important changes made at the State level and the impact to our local policies. A collaborative discussion occurred on how to better serve our students regarding technology, childcare, mental health and financial literacy.
- We hosted an EOPS 51st EOPS celebration, honoring and recognizing graduating and certificated students on May 20, 2021.
- To meet the remote needs of our potential students, we created a web-based fillable form in English and Spanish for our program application using Adobe Signs. Our new web-based fillable form is ADA compliant. In addition, we have also created the Health Fee Voucher Requests and EOPS Emergency Loan application to also be web-based fillable forms.
- The EOPS department webpages were updated to streamline the ease of access to program information, and methods in which students could connect with both faculty and staff during regular office hours which included:
  - Online, zoom, "meet with us live" feature
  - Chat feature utilizing Cranium Café
  - Online appointment scheduling using SuccessNet
  - Online appointments with Counselors using either Zoom or Cranium Café
  - Online Degree works (degree audit) using Starfish

- o Students may also utilize the ChatBot for general program questions by phone, by email; and in-person at either our Santa Maria Campus or at the Lompoc campus
- The EOPS department webpages were updated to also include workshops and resources which included providing laptops, hotspots, and calculators for EOPS, CARE, NextUp & CalWORKs students.
- Offered a tailored conference for student parents that focuses on stress management, mental health, and wellness on April 23, 2021.
- This year the annual Angel Tree event on December 14th in Santa Maria and December 15th 2020 at our Lompoc Valley Center was opened up to include students in LAP, Veterans, Beyond Barriers, CAN/TRIO and the AIM to Dream Center programs which increased the number of children receiving gifts (from 128-EOPS only) to 224. The EOPS Department staff looked forward to annually partnering with all AHC programs who also serve underrepresented populations as well as our AHC Foundation to increase total donations needed to support the needs of our students and their children.
- The EOPS team made a commitment to diversity and inclusion this year; individual team members formed a subgroup within the EOPS department to intentionally focus on all the things our department can do to break down barriers for our students. This commitment also extends into the wellness of our staff as a whole, ensuring we are respecting and celebrating all walks of life – from those we work with – to those we serve – and bringing an intentional focus to the way we show our commitment to respect and inclusivity. I.e. our website, our social media platforms, our physical office space, the events we put on for students, and topics included. Additionally, our department has made a conscious commitment to partner with other on-campus and community programs to improve the quality and depth of services we offer to students who are a part of, or eligible for our programs.

2020-2021 Student Aid Disbursements:

	Cash Aid	Food	Gas	Graduation Caps & Gowns	Books	Emergency Loans	Bus Passes	TOTAL BY PROGRAM
EOPS	$386,317	$665	$0	$13,000	$24,925	$1,500	$270	**$426,677**
CARE	$80,843	$3,000	$6,150	$350	N/A	None	$ 0	**$90,343**
NextUp	$154,983	$17,600	$5,200	$150	$19,814	None	$ 0	**$197,747**
CalWORKs	$56,111	$4,000	$5,000	N/A	$3,000	N/A	N/A	**$68,111**
TOTAL	**$678,254**	**$25,265**	**$16,350**	**$13,500**	**$47,739**	**$1,500**	**$ 270**	**$782,878**

2019-2020 Student Aid Disbursements:

	Cash Aid	Food	Gas (~~emergency~~)	Graduation Caps & Gowns	Books	Emergency grants (COVID-19)	Emergency loans	Bus Passes
EOPS	$115,903	$8,350	$0	$4,500	$191,793	$6,470	$4,600	$635
CARE	$73,900	$16,000	$14,000	$400	N/A	$22,855	N/A	N/A
NextUp	$100,548	$32,263	$10,000	$300	$31,286	$24,000	N/A	$310
CalWORKs	N/A	N/A	$750	N/A	N/A	$29,700	N/A	N/A
TOTAL	**$290,351**	**$56,613**	**$24,750**	**$5,200**	**$223,079**	**$83,025**	**$4,600**	**$945**

- EOPS distributed a total of **$426,677** in direct aid to students in 2020-21; a **22% increase** than the $332,251 in direct aid distributed in 2019-20. The closing of on-campus operations as a result of COVID-19, allowed for savings from travel, banquet/events, office supplies and professional development. We were able to reallocate this additional funding toward direct aid for our students in 2020-21.

CARE Program:
- Due to the Covid-19 pandemic, CARE students faced numerous challenges, ultimately impacting enrollment. CARE program participation rate decreased by 26 students (26%) from the previous year (99); (SLS 7)
- The CARE Program provided direct aid to students in the amount of **$89,993** between Summer 2020-Spring 2021. Types of direct aid are educational grants, ancillary grants for emergency needs, food and transportation grants/cards, etc. (SLS 2)
- We hosted the 12th Annual CARE Turkey Drive in November 2020, providing a traditional uncooked Thanksgiving meal to 55 participants of the CARE program. Fundraising efforts occur during the Fall semester and this year the event collected just over to $3,000 from the Hancock community. (SLS5 & E2)
- CARE students maintained a 90% or better compliance rate for every semester this academic year. This means that 90% or more of the CARE participants completed their required three visits per EOPS/CARE regulations. (SLS 3)

NextUp (formerly CAFYES) Program:
- Due to the Covid-19 pandemic, NextUp students faced numerous challenges, ultimately impacting enrollment. NextUp program participation rate decreased by 18 students (28%) from the previous year (64); (SLS 7)
- 17% of this year's NextUp population obtained a degree or certificate and/or are transferring to a four-year institution. The national average for foster youth to obtain a college degree of any level is roughly 3%. (SLS 2)
- The NextUp program provided direct aid to students in the amount of **$197,597** between Summer 2020-Spring 2021. Types of direct aid are educational grants, ancillary grants for emergency needs, food and transportation grants, etc. (SLS 2)
- Our NextUp students maintained an 85% or better compliance rate for every semester this academic year. This means that 85% or more of the NextUp participants completed their required four visits per EOPS/NextUp regulations, two counseling and two specialists' appointments. However, for Spring 2021 we saw an increase to 97% compliance. (SLS 3)

Foster Youth Success Initiative
- In partnership with the Financial Aid department, we developed an appeal process for students to retain or regain their CHAFEE checks. Increasing the number of students who continue to receive financial assistance while pursuing their education.

CalWORKs Program:
- The impact of the Covid-19 pandemic resulted in a decrease of enrollment and CalWORKs participation. The program participation rate decreased by 45 students (33%) from the previous year (145); (SLS 7)
- Though laptop computers have been a topic of discussion, this year with the pandemic, the CalWORKs program worked with the Counties (Santa Barbara and San Luis Obispo) to ensure that students were provided laptop computers for their educational needs.
- To further assist students through the person-to-person disconnect due to a virtual modality, CalWORKs implemented a mandatory counseling visit. This allows us to learn more of and to assist in the students' needs.
- Acknowledging the decrease in students' work hours or loss of jobs, food, gas and bookstore cards were issued to students throughout the semester.
- Project SPARC is a grant from the Blue Shield of California Foundation for a two-year project that will put CalWORKs students at the center of reimagining both the community college and welfare systems. The AHC CalWORKs program has selected a student to represent AHC for this newly implemented SPARC Grant.
- This is the second year that the CalWORKs program has been allowed to provide grants to program students. Students have received $56,111 in direct aid grants this year.

III. Program Challenges

Please summarize your program challenges for the year.

EOPS's response to the COVID-19 pandemic included the transition to fully remote/virtual services. Working remotely created associated personnel challenges: non-ergonomic home workstations, smaller, singular screens and remote access to desktop all posed barriers to an efficient workplace. Some staff report they are having a harder time making contact with students due to lack of student follow-through, while our Counselors report that the virtual appointment options have resulted in less no-shows as the phone/zoom options appear to work better for those with full schedules (working, children at home, lack of child care, etc.)

EOPS Program Challenges:
- The CARE/NextUp Specialist position was vacated in September 2020 and the position currently remains unfilled.

- A few staff members were granted out of class placements to ensure the department met timely deadlines. and commitments; four of these out of class placements ended in September 2020; two continued into Spring 2021 in pursuit of a reclassification.
- COVID-19 introduced a host of new software programs (Cranium Café, Zoom, SuccessNet) wherein staff were expected to learn and begin implementing immediately.
- COVID-19 introduced a new and unfamiliar virtual working world, which took a toll on the program's overall ability to connect and effectively assist students as promptly as prior practice.
- Due to the reduction in counseling hours/personnel, EOPS counselors have not been able to expand services or develop new/innovative opportunities for students.

CARE Program Challenges:
- Participants of the CARE program are typically single parents/head of households who participate in the county's CalWORKs program. These students continually face challenges with childcare for younger children and after-school care. Unfortunately, many have been unable to utilize AHC's onsite Children's Center because of long waitlists or their child is not of age. These challenges impact a student's ability to attend courses on campus during certain times of the day. With the COVID-19 pandemic many of our students continue to be unable to work because childcare/school are limited. This became a struggle for many of our students during the 2020-21 year.
- CARE participant number are lower this year due to external factors such as no childcare and homeschooling for children. The CARE program is also heavily reliant on San Luis Obispo and Santa Barbara County's Department of Social Services in making referrals to our programs.

NextUp Program Challenges:
- Participants of the NextUp program tend to face a plethora of challenges while attending college. Often the biggest challenge is finding and maintaining reliable housing. The most requested assistance that we receive is for financial assistance for housing, followed closely by transportation and food. During this year, the Housing Authority began offering slots to former foster youth through Section 8 in Santa Barbara County. We have placed five or more students into housing through the Section 8 program. Ultimately housing instability causes fluctuations in the student's ability to remain in their classes for the entire semester, increasing their drop/withdrawal rates and resulting in being dismissed from the college or losing their financial aid.
- Success rates and persistence continue to be a struggle for students who participate in NextUp. A large percentage of NextUp students have lost access to their Pell grant monies because of their low completion

rates and/or GPA. While the overall percentages of success and retention at Allan Hancock College are higher than the national average for foster youth, they continue to play a large role in students not persisting semester to semester, mainly because students no longer have access to financial aid and thus choose to work instead of continuing with school.

- NextUp students were disproportionately affected by the COVID-19 pandemic with housing and employment challenges, along with losing the ability to access the NextUp center for much of the school year. Additionally, the remote learning became a challenge for many students who thrive with in-person classes.

CalWORKs Program Challenges:

- All CalWORKs students are referred by the Department of Social Services of San Luis Obispo or Santa Barbara County. We work to maintain a collaborative relationship with the County as all CalWORKs students are referrals. We are *dependent on referrals for our CalWORKs numbers.*
- CalWORKs students must develop a welfare to work plan through the county. The old "work first" philosophy has become obsolete. Students are now able to pursue education for the duration of their time on aid.

LVC Challenges:

- Low student enrollment and decreased numbers in EOPS, CARE, NextUp and CalWORKS programs were reflected in the limited days/hours and staffing offered at the Lompoc Valley Center.
- Often, students would come to LVC to pick up book cards, then head directly to the bookstore to purchase their books, or to the library to study, only to find both departments closed.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

Due to COVID-19, the AHC campus closed to students from March 23, 2020 thru July 31st 2020. In person services reopened on a limited basis on August 1, 2020. All EOPS/CARE/NextUp & CalWORKs services continued to be offered remotely through online modalities (listed below) or phone contacts:

- o SuccessNet/Starfish – Scheduled student appointments and drop-in appointments.
- o Peer Advisor and Tutoring drop-ins were offered through Cranium Café technology.

o Continued to offer Online Orientations and workshops (Financial Aid, Transfer Application review) offered through Zoom technology.
o High School Outreach via Launch to College/Promise Program continued.
o Special events such as in-reach to AHC classes, Friendly Fridays with EOPS, Town Hall meetings, Student Service Showcases, Hancock Promise Signing Day, and Hancock Hello continued via Zoom technology.
o EOPS Social Media presence on Facebook, You Tube channel, and Instagram.
o EOPS Zoom with Us Now feature on our website.
o Consistent access to staff via email, phone, Zoom, and Cranium Café.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

Prior to COVID-19, students had access to schedule appointments, utilize the CARE children's nook and card/school supply/non-perishable food resources at both campuses. Students attended in-person orientations, in-person Counseling appointments, and in-person tutor and peer advising visits.

At the time of COVID-19, Students with access to the internet and phone services were able to access EOPS/CARE/NextUp & CalWORKs programs, services and support. For some students the flexibility of phone/zoom appointments have increased access to our counselors, specialists, and services. EOPS staff will continue to explore innovative approaches to connect and engage students and other community stakeholders.

Students who live in rural areas, those with unstable or no access to internet have resorted to phone or zoom appointments. EOPS/CARE/NextUp & CalWORKs programs have seen a downtick in student's ability to meet their compliance requirements (attend online orientation and attend three Counselor visits/four for NextUp). Students were unable to use physical resources (computers, internet, resource cards/supplies and children's nook) at either campus location. However, the department has provided cash aid and book voucher options as an equitable alternative. CalWORKs checked out calculators and was able to secure laptops for students; NextUp partnered with the Foundation for California Community Colleges to provide hotspots for students; and EOPS loaned laptops to students.

The EOPS department has created online orientations, and a video alternative for students which will continue beyond the course of COVID-19. These resources create an increasingly accessible option for students to complete their

orientation requirement from wherever they are at, without requiring them to physically come to campus. The department has created and posted a fillable, ADA compliant application, creating a more streamlined approach to access EOPS/CARE/NextUp and CalWORKs services.

V. Learning Outcomes

A. Program Outcomes

☐ Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

No change.

B. Student/Service Learning Outcomes

☐ Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2020.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

No change.

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

Spring 2020 Student Learning Outcomes

EOPS/CARE/NextUp & CalWORKs

SLO 1: Students Will Develop a Student Education Plan

This SLO was assessed utilizing the EOPS Argos report.

- There was an increase in students completing Student Education Plans (SEP).
- Since SLO 1 was last measured, there has been the impact of COVID-19 Pandemic. Though SEP's were up from 2019-20 they were not at 100% as EOPS students experienced an increase in technological needs, were impacted by other responsibilities outside of academics, i.e. childcare, employment concerns, and withdrawing from school as a result.
- Students are completing their SEP and recognize the importance of the SEP as both an EOPS program requirement and tool to achieving their educational goals.
- Targeted outreach for students who haven't completed their SEP has been effective.
- EOPS needs to maintain and increase counseling services to ensure SEPs are completed in a timely manner.
- EOPS requires an increase in counseling hours to fill gaps.

SLO 6: Students will complete the financial aid process.

This SLO was assessed utilizing the EOPS Argos report.

- There was an increase in the number of students that both completed the FAFSA/CDAA application and financial aid requirements. However, CalWORKs students indicated a drastic decrease in FAFSA/CDAA completion.
- EOPS implemented "Financial Aid Fridays" with dedicated times for students to get support in completing the FAFSA/CDAA.

- EOPS increased social media presence with targeted financial aid information.
- EOPS collaborated with AHC financial aid department for additional office hours on the weekend (Saturday).
- Targeted outreach from EOPS program specialists helped students complete the FAFSA/CDAA, and assisted with completion of unsatisfied requirements.
- AHC institutional increase of outreach efforts through different modalities (text, social media, COVID informational page, etc.) assisted in financial aid completion process.
- EOPS will continue outreach to students who need to complete the FAFSA/CDAA application and/or additional financial aid requirements.
- EOPS will continue our collaboration with financial aid department.
- Return to offering weeknight/weekend office hours, post COVID.

Fall 2020 Student Learning Outcomes

EOPS/CARE/NextUp & CalWORKs
SLO 1: Students Will Develop a Student Education Plan
This SLO was assessed utilizing the EOPS Argos report.
- EOPS had an increase in students completing the Comprehensive Student Education Plan (CSEPS) at 96% with a simultaneous increase in students participating in the program. CARE/NextUp disaggregated numbers indicate that 100% of CARE students completed their CSEP, and 75% of NextUp students completed their CSEP. CalWORKs disaggregated numbers indicate that 96% of students completed their SEP.
- Communication with students has been effective and caseload assignments have assisted with targeted outreach to complete CSEPs. Additionally, our counseling assistant did targeted outreach for CSEP completion during fall 2020. Access to students who are incarcerated was also increased. Peer advisors and specialists were able to reach and connect with our students to get them scheduled for appointments.
- Student participation in completing their educational plans is above average, and we continue communicating via peer/specialist contacts, email, phone calls, and social media. It is recommended that the programs determine which students are still undecided in their goals and outreach to them for additional academic counseling.
- It was determined that technological resources to create professional video short clips, educating students on why it is important to have their CSEP and/or highlighting different career/areas of interest would be beneficial. Additional counseling hours may allow the program to scale up career exploration interventions and practices.

SLO 4: Students will be able to complete priority registration.
This SLO was assessed utilizing the EOPS Argos report.

- Priority registration for EOPS remains consistent around 50% each term. Multiple interventions have been utilized.
  Specifically: 46.5% students completed day 1 priority registration for EOPS. Disaggregated data indicates that 39% of CARE students and 40% of NextUp students completed priority registration on day one, and 18% of CalWORKs students.
- EOPS/CARE/NextUp & CalWORKs would like to implement longer priority registration periods in alignment with other programs statewide.
- The programs will continue to utilize multiple modalities to outreach to students regarding priority registration.

SLO 5: Students will be able to meet deadlines and requirements as contracted in EOPS.
This SLO was assessed utilizing the EOPS Access database.

- While we have seen a slight decrease in student compliance, we may contribute it to the switch to on-line/remote services due to the pandemic. Additionally, EOPS/CARE/NextUp and CalWORKs had a decrease in counseling, specialist, and peer availability. (However, this SLO is not applicable for CalWORKs Fall 2020).
- EOPS needs to increase student program participation.
- EOPS needs an increase in availability of laptops and hotpots w/data plans.
- EOPS will explore continued, and potential, increased use of remote modalities for early morning and evening appointments.
- EOPS would like to increase availability of counseling appointments and technological resources.

SLO 6: Students will complete the financial aid process.
This SLO was assessed utilizing the EOPS Argos report.

- EOPS/CARE/NextUp saw an improvement in student's completing the financial aid process. However, CalWORKs data indicated a drastic decrease in students completing their financial aid process.
- EOPS/CARE/NextUp students are completing the FAFSA and Dream Act applications.
- The programs will continue to work with students who are not completing FAFSA/Dream Act and increase completion of submitting required documents.
- The programs will collaborate with Financial Aid for current updates pertinent to student completion of FAFSA/Dream Act.

- The programs would like to improve data collection for those students who do not apply for FAFSA/Dream Act via survey to identify "why" they did not apply for FAFSA/DA (or why not at AHC) and utilize peer advisors to assist.

*For further detail and data results, please see attached Context Improvement Plans.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

SLOs are assessed via enrollment data (EOPS SLO4); compliance data (EOPS SLO5); and intake data (CW SLO1). EOPS/CARE/NextUp & CalWORKs meet as a division in August, December, February, and May to review findings from the SLOs. The team analyzes the data produced and implements a plan for next steps over the course of the next fiscal year. Data, progress achieved, and goals are also presented at each Advisory Committee.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

1. A local change to CalWORKs compliance requirements (# of student counseling visits) and NextUp requirements (4 counseling visits) reflect an increased need for student appointments. As such, Specialists, Counselors and Peer Advisors were made available for student drop-ins, both in-person and virtually.
2. All Counselors were made available for Launch to College, though some students no-showed to appointments, and some came to their appointments with recently having an abbreviated SEP already put in place by General Counseling.
3. The drop in % of students from last year who enrolled in classes on the first day of priority registration (PR) suggests AHC may want to consider extending the priority registration date for underrepresented populations of students (EOPS, LAP, Veterans, etc.)
4. To be a participant in EOPS each semester, students must maintain compliance. EOPS staff used COVID-19 as an opportunity to outreach more than in prior years, (i.e. sending each student three phone calls, two emails, and utilizing Rave texting and emails as an outreach technique in 2020-21.

Six-Year Plan (brief update of your current 6-year plan progress):

- We plan to revisit student surveys and the EOPS exit interview in 2021-22 to evaluate purpose, program goals, and student achievement (SLOs) we wish to capture, in addition to student feedback for program improvements.
- In 2020-21 the department shifted from using an Access (EOPS) database to use of Banner/SuccessNet and Argos Student data Reports to more accurately and efficiently report student data.
- EOPS teamed with Dynamic Forms to finalize an online application which is now a fillable, ADA-compliant document that can be electronically signed and submitted with a click of a button.
- EOPS has partnered with ITS to improve website and internal/external web forms (using Dynamic Forms) to create additional user friendly, ADA-compliant, fillable forms in an effort to reduce barriers to entry for prospective EOPS students.
- The EOPS, CARE, NextUp and CalWORKs Programs have bolstered their in-reach, outreach, recruitment, and retention efforts, expanding programmatic services to students, including all foster youth, justice served students, and looking into additional donor options that will support continual cash aid, book voucher, and basic need provisions.
- CalWORKs will partner in a food share opportunity with AHC Culinary Arts program in 2021-22.
- All four programs invested in laptop, hotspot, and book voucher opportunities for students.
- EOPS/CARE/NextUp & CalWORKs programs will continue to outreach to students who have not completed their FAFSA, CADAA, or CCPG and support them in filling out the requisite documentation to apply for Financial Aid.
- We are currently in the planning stages of increasing support services to students who experienced the foster care system and who do not qualify for the EOPS and NextUp programs.

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

The EOPS Department experienced a sharp decline in enrollment in Fall 2020. In an effort to increase enrollment back to "baseline" it is imperative the department places intentional focus on recruitment and retention strategies, including but not limited to:
- Use of social media and captioned videos and a more robust website to provide readily accessible information and simplify the application process.

- Consistent outreach to new, potentially eligible students and Promise students, in addition to Launch to College, Hancock Hello, and various Student Services Showcase events, providing application support for EOPS and Financial Aid/FAFSA/CADAA.
- Provide ongoing Financial Aid workshops.
- Provide ongoing Academic Success Workshops as needed.
- Provide streamlined Orientations that are well advertised.
- Bolstering our outreach to the High Schools and community partners.
- Increasing partnerships with the community, for example, strategic planning to support homeless and foster youth; strategic partnership with the AHC community, including outreach to faculty to present our programs to classrooms, and collaboration with the Culinary Arts program to plan creative ways to provide meals to a large number of students.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

The fallout from the COVID – 19 pandemic this past year has been noticeable in the decrease in all student's enrollment. We have had to learn how to operate in a remote fashion, for safety reasons, while this pandemic has highlighted the importance and necessity of human contact. The need to transition to remote/virtual services was a significant influence on the EOPS and CalWORKs programs this past year. COVID-19 impacted our students by pausing or ceasing employment; decreased wages increased basic needs support.

The department lost a CARE/NextUp Specialist and had to re-distribute job duties (within current and out of class) job descriptions. The position was not filled, and all staff worked very hard to keep the four programs running and serve students at the same level as before. In June 2020, only four staff were able return to work on campus. This caused a necessity to only keep our LVC EOPS office physically open two days a week and meant the four staff who were able to work had to cover for each other on a consistent and rotating basis at both campuses. Working remotely meant learning new tools for communication and team-building, such as using Microsoft Teams, SuccessNet, Zoom meetings, Outlook email, and remoting into our computers at the office and Banner. Frequent meetings were necessary to ensure all parties were informed as to what was happening.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Increase on-campus student in-reach and intensify high school and community outreach efforts in order to increase student participation in EOPS/CARE, and Cal Works programs [by 20% over the next 2 years].	An in-reach report was created to identify potential EOPS students, and Angel Tree and Friendsgiving events were hosted for current students. In-reach to current AHC students have been done by virtual classroom presentations and prerecorded videos.
Track and follow up with students that don't return persist from semester to semester to find out the reasons in order to improve our service to help those at risk.	This POA will be addressed in 2021-22 as the department has plans to revise the questions within the EOPS student exit survey.
We 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.	In 2021-22, the EOPS Department will be welcoming Rising Scholars under its umbrella. As such, we will be using SEAP funding to purchase an additional 30 computer monitors and stations. COVID-19 funding will be used to replace the outdated computer stations and new equipment needs (i.e. cameras, headsets) needed for staff upon return to campus.

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale

MODIFIED Recommendations to Plan of Action	Rationale

IX. Request for Resources

Type	Item and Need	Justification	[Strategic Goal](#) and [Educational Master](#) Plan Alignment	Est. Cost	Requested Previously
Facility Needs	Construction: Removal of 2- dry walls and one glass wall; adding one hallway door; adding a 2nd office door	Redesign current EOPS office layout to support addition of Rising Scholars and Guardian Scholars Programs, creating additional space for these programs, and redesigning the Department space to serve 3-4x more students.	IE1; SLS2	Approx. $100,000	☐Yes No ☒
Technology Needs	Computer stations (30)	Increasing Student Computer Stations: Redesign current EOPS office layout to support addition of Basic Needs Office (I.e. students requiring basic needs support from EOPS Department staff,) the Guardian Scholars Program (supporting foster youth who are not eligible for NextUp,) and the July 1st 2021 addition of the Rising Scholars program into the EOPS Department. Increase current number of computer stations for students in the EOPS Department computer Lab by 3-4x.	SLS2	Approx. $30,000	☐Yes No ☒

Staffing Needs	CARE/NextUp Specialist	This position serves students with intensive service needs. (Fill the vacancy)	IE1; SLS2; IR1	Approx. $40,000	☐Yes No ☒
	Part-time Counseling Faculty	Counseling is the core of EOPS programs in providing students with the four pillars of guided pathways. With the addition of Rising Scholars and Guardian Scholars, EOPS Counselors will be in more demand to complete SEP's and mandatory Counseling visits.		Approx. $50,000	
Equipment (non-technology)	Furniture for expanded computer lab: Tables, chairs	Increase Student Study Spaces: Redesign current EOPS office layout to support addition of Basic Needs Office (I.e. students requiring basic needs support from EOPS Department staff,) the Guardian Scholars Program (supporting foster youth who are not eligible for NextUp,) and the July 1st 2021 addition of the Rising Scholars program into the EOPS Department. Increase current number of study spaces for students in the EOPS Department computer Lab by 3-4x.	IE1; SLS2	Approx. $20,000	☐Yes No ☒

Other Resources New Program Need	Requesting support to fund a Guardian Scholars program	To provide support and resources to the 250 AHC Foster Youth who are not eligible for NextUp/ CAFYES. ($5,000 will be specifically requested through the Burton Book fund (grant).	IE1; SLS2	Approx. $50,000	☐Yes No ☒
Other Resources New Program Need	Requesting support to fund a Rising Scholars program	To provide support and resources to the formerly incarcerated students in the way of supplies, travel, etc.	IE1; SLS2	Approx. $50,000	☐Yes No ☒