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| To: Board of Trustees | | Date: August 15, 2012 |
| From: Interim Superintendent/President | | |
| Subject: Progress Report of District Accomplishments for 2011-2012 | | |
| Reason for Board Consideration: INFORMATION | Item Number: 3.A. | Enclosures: Page 1 of 8 |

BACKGROUND:

Staff has prepared a report of accomplishments for the 2011-2012 academic year. The report is attached for your review.

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| Administrator Initiating Item: Elizabeth A. Miller | Final Disposition: |
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District Goals 2011-2012 PROGRESS REPORT

Office of the Superintendent/President

1. To respond to the ACCJC recommendations.

During 2011-12 the district continued to focus on responding to the Accreditation Commission's recommendations. Progress on the seven recommendations is being monitored by the district's accreditation liaison officer in anticipation of completion of our midterm report scheduled for March 2013. Progress has been made particularly in the area of Student Learning Outcomes (SLOs).

2. To foster a coherent administrative team.

During 2011-12 the administrative team held two retreats to address several topics of interest and/or concern to the team. The retreats were well attended and helped to better open lines of communication.

District Communication and Decision-Making (Implementation of CCPD Handbook)

In May 2011, the Institutional Effectiveness Council (IEC) compiled survey results related to evaluation of the new structure *Councils and Committees: Pathway to Decisions (CCPD)*. The new process had been implemented in 2010-2011 and the information received through the survey was to be used to help improve the system in the future. At the same time, district councils and committees were requested to provide feedback on communications and decision making and to evaluate the effectiveness of their work. In September 2011, the IEC shared a report entitled "Challenges/Changes to Consider". The report summarized information from the survey and comments from the various councils. This information was then formulated into the five most common themes to be used for future process improvement.

On December 1, 2011, the IEC provided a response to the CCPD survey to College Council. The memo outlined the process used to solicit feedback on the manual and the planning structure. Detailed results were posted on the MyHancock site. The IEC considered the five most common concerns expressed in the survey and by the councils and provided a response to those concerns with the note that further clarification on the types of decisions made, how the consultation process works and other aspects of the CCPD would need to be made to a broader audience.

Following the annual planning retreat in December 2011, an assessment was done by IEC to identify gaps in the district planning process and IEC priorities for 2012-2013.

3. Budget Development

The district developed a balanced budget for fiscal year 2011-12, anticipated mid-year reductions in that budget, and projected maintaining a prudent reserve. The reductions

occurred as anticipated and the district was not put in the position of having to make additional, mid-year reductions. Current projections indicate that the district will maintain the originally projected unrestricted reserve of approximately \$3.5 million.

Cash Flow Management

The district updated its ongoing cash management plan at the beginning of the fiscal year. This plan included managing the timing of payments and receipts, actively monitoring cash balances, confirming cash availability from both internal and external sources, and ensuring that the district would have access to those resources should the need arise. The impact of these actions resulted in the district being able to meet all payroll and vendor cash obligations in 2011-12 without the need for external borrowing. This was done at a time when \$9.6 million was deferred by the state from 2011-12 to be repaid in 2012-13. As of July 30, 2012, the district has received \$8.3 million of the total deferral.

Academic Affairs

1. Enrollment Management: Maintain course/section offerings to achieve FTES for 2011-12.

The AHC budget was built on 9,100 FTES cap for 2011-2012. At P2 (June 2012), our state funding cap was reduced to 9,017 FTES. The state reduced the mid-size college funding point to 9,236 FTES for 2011-2012, and the district submitted 9,258.25 FTES at P3 which will continue our funding at the mid-size college level. Additionally, 1,044.48 FTES at the Lompoc Center will continue qualify us for center funding of \$1.1 million.

2. Achieve proficiency in assessment of student learning outcomes.

- The Institutional Assessment Plan was completed and accepted by all constituency groups.
- 100% course outcomes were identified and entered into eLumen.
- ILO assessment took place in *Critical Thinking and Problem Solving, Information and Technology Literacy, Personal Responsibility and Development, Quantitative Literacy* and *Scientific Literacy* using evidence teams and eLumen
- Assessment information was added to the catalog to clarify assessment for students.
- Significant training and implantation of eLumen was conducted (186 faculty, staff and administrators participated in one or more training sessions)
- Ongoing assessment training was offered in fall 2011 and spring 2012.
- Established guidelines for assessment record retention.

The following is an update on AHC's assessment status:

- 46% - Courses with Improvement Plans
- 68% - Courses with Assessment Data Collected
- 40% - Courses with Identified Assessments
- 75% - Courses Mapped to ILOs
- 68% - Courses Mapped to PSLOs
- 98% - Courses with Defined SLOs
- 918 - Total Active Courses

3. Basic Skills Initiative

The Basic Skills Committee is the resource for centralized discussion of basic skills at AHC and oversight of the Basic Skills Initiative fund. Starting in 2011-2012, outcomes were expected for all projects as part of reporting to the state.

A sample of outcomes funded by basic skills for spring and summer 2012 include:

- Substantial research and recommendations by two English instructors on how to accelerate basic skills students from the 500 to 100 level. A key finding is that students who place no worse than 10% lower than the cut score for 101 can generally succeed in it, if they have one hour per week of tutoring or supplementary instruction. This could benefit students in a number of ways, including academically and financially.
- 224 hours of writing center access for summer 2012. A study by the IRP (Institutional Research and Planning) several years ago validated grade improvement for English students using the writing center.
- One hour additional tutoring for LAP (Learning Assistance Program) students in spring, contributing to a 71% success rate for LAP basic skills students. In comparison, overall basic skills success rates are 64.3% for English and 58.1% for math.

Peer facilitator hours for the math department and center allowed 6911 math students to be served in spring 2012, compared to 6388 in fall 2011.

4. Grants

Received a \$4.5 million STEM (science, technology, engineering and mathematics) grant. The grant enhances the college's ability to provide state-of-the-art science and math education and support services. Further, the STEM grant will create a model pathway from local high schools to Hancock College and on to a university of higher education, including a special arrangement with Cal Poly, San Luis Obispo.

Administrative Services

1. Higher One Refund Management System

This past year, the Business Services Department implemented a program of refund management with both staff and students in mind. The program is designed to reduce postage, staff time, and to expedite payments to students. This program has been received with some confusion and concerns in the part of the students. Many of these concerns have been a result of not understanding how the program works.

Staff: In the course of a year approximately 15,000 refund checks are processed. These checks were hand folded, placed in envelopes, and mailed. Approximately 10% to 15% were returned to the college for a bad address requiring staff to call the student for the correct address and either have the student pick up the check or re-mail it. Staff also had to reconcile the bank account from which these funds are disbursed. This account had a high frequency of outstanding checks that the student either lost or failed to cash. The

reconciliation was both difficult and time consuming. The newly implemented refund management program disperses the refunds to the students in one of three methods; a master charge debit card, direct deposit to the students personal checking or saving account, or by a traditional check. The processing of checks and the reconciliation of the account has been eliminated from district staff functions. Funds are transferred to the refund management company for distribution.

Students: With the selection of a preference of how to receive their funds, students control the timeline to receive the funds. If they select to have a One Account master charge debit card, they will receive the funds within 1 to 2 hours after the company receives them from AHC. If they choose to have the funds deposited directly into an account of their choice, they will receive the funds in 1 to 2 business days after the company has received the funds from AHC. Finally, if they choose a traditional check, they will receive the funds in 5 to 7 days. The normal time of receiving refund checks before implementing this system in the past was 3 to 5 business days after they were mailed to the student.

2. Online Student Parking Permits

In the past year, the district has implemented a process of purchasing student parking permits online. In the past, students would have to stand in a cashier line to purchase a parking permit. This resulted in long lines and long waits. The online parking permit system allows students to buy their permits and pay for them online at the same time they are registering for classes. This system has significantly reduced the line to buy permits at the beginning of each term.

This implementation was conducted in conjunction with both the Campus Police Department and the Information Technology Department.

3. Campus Police

- Added audible component to emergency blue lights to enhance communication during campus emergencies
- Burglary alarm system updated with approved personnel being assigned unique arming/disarming codes. This new system allows for automatic arming/disarming of buildings and provides an audit trail of individual codes used.
- Began updating campus emergency plan to meet current standards and became part of a regional disaster response plan (Santa Maria, Guadalupe and Allan Hancock College).

4. Bookstore

- Rental expansion: This was part of a continuous expansion of stock as well as refinement of procedures. Specifically we went from \$96,042 in rental revenue, 2342 total units, and \$93,110 in student savings in fiscal 10/11 to \$192,011 rental revenue, 4542 units, and a total of \$224,465 in savings (141% increase).
- Streamlined EOPS (Education Opportunity Programs and Services) Financial Aid Charging: The bookstore has implemented a faster, more efficient way of handling

EOPS charges as well as voluntary EOPS student Pell charges. The new system (a charge account rather than out dated voucher system) is not only an easier labor process but more importantly, much more popular with the students. The new process is much more discrete and does not highlight the fact that the customer is utilizing financial aid.

- Introduced Campus Partnership program: Children’s Center Library Book Drive raised over \$500 in proceeds for our Children’s Center library and the Klaus Fischer book signing also raised funds for other campus programs. This introduction allowed us to develop procedures to continue this college service in the future.

5. Auxiliary Accounting

- Partnered with the AHC Foundation in the Banner Advancement implementation-processing cash receipts
- Worked with Business Services and IT Services in creating posting strategies for the Banner Finance payment of scholarships, both Club and Foundation scholarships.
- Decreased Auxiliary Accounting expenses, specifically in the areas of student worker payroll and supplies. Developed and implemented a new process, which was approved by the auditors, to simplify the accounting for rental texts.
- Implemented steps to assist with timely processing of Bookstore cash receipts.

6. PCPA

- Despite a tough economic climate, PCPA completed FY 12 with a positive fund balance.
- Continued the joint planning process with the PCPA Foundation Executive Committee and Board. It is recognized that the PCPA Foundation not only needs to raise money for the Endowment, but must also aggressively target operating capital for PCPA. Additionally, the PCPA Foundation Board agreed to provide funding from the Endowment, if necessary, to maintain PCPA’s fiscal viability during Marian Theater remodel in fiscal year 2013.
- Completed the first PCPA Program review update.
- Negotiated a very reasonable agreement with the Clark Center to allow for the spring musical *Fiddler on the Roof*, which should be a strong Box Office production and help to bolster our revenue during the Marian Theater remodel.

Facilities and Operations

1. Bond Measure I, Capital Construction Projects

The Bond Measure I capital construction program is at the height of implementation, representing the most square footage Allan Hancock College has constructed during a period of time since the initial facilities were developed in the 1960’s. The One Stop Student Services Center (65,841 sq. ft.), Public Safety Complex (99,938), and Childcare Center Addition (11,666) projects are under construction and the Industrial Technology building (35,305 sq. ft.) is anticipated to commence construction in August 2012. The design build entity received Division of State Architect (DSA) approval of working drawings for the field’s

portion, Increment No. 1, of the Industrial Technology and Physical Education/Athletic Fields project in June 2012 and construction started July 9, 2012.

The Fine Arts Complex and Theatre Arts Complex are at DSA pending approval, anticipated for early fall 2012. In July 2011, the district reported to the board of trustees regarding a bond issuance constraint that may cause this project to bid in the fall of 2014, instead of the spring of 2012, as originally anticipated.

2. Bond Measure I, Scheduled Maintenance Projects

Development of working drawings for three critical scheduled maintenance projects continue in an effort to get them “shovel ready.” Project documents for the Fire Alarm Upgrades project were approved by DSA and administration is seeking strategies to fund the construction phase of the project. The district is awaiting DSA approval for the working drawings, Lompoc Valley Center Repairs and Upgrades project.

At the March 20, 2012 meeting, the board authorized the district to reallocate \$1.5 million from the Public Safety Complex project and \$1.7 million from the Physical Education/Athletics, Remodel Building N project, approximately \$3.2 million of available funding, to the Building D, Repairs and Upgrades project and authorized solicitation of bids. The district anticipates DSA approval for the working drawings shortly and is making preparations to solicit bids; construction is anticipated to commence in January 2013.

3. Development of Partnerships

The board authorized negotiations to expand partnerships with Allan Hancock College regarding two capital construction projects, Public Safety Complex and the Industrial Technology and Physical Education/Athletics Fields.

The Santa Barbara County Fire Department is interested in enhancing their partnership with the district. In concept, the county is seeking a long-term ground lease agreement with the district to construct and operate a redundant 9-1-1 dispatch center with instruction training offices and a classroom. This joint-use facility, funded by the county, is proposed adjacent to Public Safety Complex, Lompoc Valley Center. The board authorized the vice president, facilities and operations, to investigate and identify the potential terms of a long-term lease agreement with the county. Discussions with the Santa Barbara County Fire Department have yielded a draft lease agreement. Administration anticipates providing a copy of the draft agreement to the board and presenting the potential terms at an upcoming board meeting for consideration.

The City of Santa Maria Parks and Recreation Department has expressed an interest in the pursuit of a formal agreement with Allan Hancock College to provide the city’s financial participation in the construction of the Industrial Technology and Physical Education/Athletic Fields project. In exchange, the city seeks a joint-use agreement that would make Allan Hancock College’s proposed track and football/soccer fields a benefit for not only the college, but also for the community at large. Vice president, facilities and operations has

met with the city and anticipates presenting the potential agreement terms at an upcoming board meeting for consideration.

4. Public Safety Training Center Sustainability Plan

Mr. Mark Graham, public safety design consultant with the assistance of Mr. Tim Hahn, public safety consultant, continues to work with stakeholders and administration to develop a "Public Safety Training Center Sustainability Plan." The plan is an approach to identify and recommend strategies and opportunities for the district to fund the short-term and long-term operational and maintenance costs of the new facilities.

With the collaborative efforts of the associate superintendent/vice president, academic affairs and vice president, facilities and operations, several meetings have been held with the fire technology and law enforcement program stakeholders since the August 11, 2011 update. A schedule of staffing and equipment needs has been developed as part of the Public Safety Training Center Sustainability Plan, which is approximately 70% complete. The primary information still under review is the projection of revenues based upon new income opportunities from the use of the complex.

A dean, academic affairs, public safety is seen as the essential new position to effectively assist in providing this missing information in a timely manner. Continued reductions in state apportionment levels to the district because of the economic recession are delaying the hiring of this dean. Yet there is great interest on the part of faculty and staff, as well as from the public safety agencies in the area, to expand our public safety training programs and complete this plan.

It is anticipated the draft Public Safety Complex Sustainability Plan will still be under development through the course of the 2012/13 academic year.

5. District Sustainability and Energy Plan

The development of a District Sustainability and Energy Plan remains on the priority list for the Facilities Council. The Sustainability and Energy Plan is an approach to establish institutional sustainability goals in all areas of the institution including instruction, operations, construction, facilities, energy conservation, energy production, and environmental integrity. In addition, an opportunity to develop strategic paths for implementation of goals and identify alternative funding sources.

To assist in the development of this plan, the council established a Sustainability Task Force. The Sustainability Task Force completed its work during the spring of 2012, submitting a draft District Sustainability and Energy Plan to the Facilities Council for consideration. The Facilities Council anticipates further developing this plan through the shared governance process. Administration anticipates presenting the draft District Sustainability and Energy Plan to the board in the spring of 2013.

Human Resources

1. To assess all staff training needs, develop a calendar of ongoing training and professional development opportunities, and effectively manage and implement this program.

Developed a comprehensive schedule of regular management training workshops and arranged for legal advisors to deliver these trainings on the first Fridays of each month regarding California Education Code and employee collective bargaining agreement requirements defining management responsibilities with regard to the supervision and evaluation of employees at all levels; the legal requirements involved in hiring adjunct (part-time) faculty and temporary classified employees; the prevention and control of employee absenteeism and disciplinary options regarding an abuse of leave; the “Interactive Accommodation” process with regard to the legal requirements governing the hiring and retention of employees with disabilities as regulated by the Fair Employment and Housing Act (FEHA) and the Americans with Disabilities Act (ADA); the Community College League (CCLC) board policy and administrative procedure development processes with regard to the ongoing maintenance and implementation of current legally required board policies. A Human Resources/Labor Relations Roundtable was also held to provide training to management personnel in the interpretation and implementation of new and revised collective bargaining agreement guidelines as a result of annual collective bargaining agreement unit negotiations.

Developed and implemented a comprehensive calendar of regular Professional Development activities for management, faculty, and classified personnel. Designed and implemented a software program to manage staff registration and evaluation of these training opportunities. Created and co-chaired a Professional Development Committee representing all constituents which met monthly to develop and monitor the Professional Development Calendar.

2. Review Management Evaluation policy and process in line with accreditation recommendation.

- Administered and monitored management evaluation process in line with newly-revised Board Policy Pilot Program which involved a revision of the timeline for completing these evaluations to insure that they are conducted in a timely and consistent manner.
- Implemented new “Class Climate” software technology enhancements to improve all employee evaluation procedures/processes, specifically with regard to the collection and distribution of the evaluation forms for all employees across the district.
- Met regularly with Human Resources Council representatives to gather feedback on how the “pilot program” was working for management evaluations.

3. Continue work force analysis and institute training with Educational Management Solutions for Job Analysis Certification training for HR staff.

Expanded training activities for Human Resources staff members and CSEA Reclassification Taskforce members and supervisors through Educational Management Solutions (EMS) so that they could acquire certification as Job Analysts. This training involved a thorough

review of several classified employee job descriptions and an internal equity ranking analysis of all classified positions. This specific training also included the development and implementation of an “Interactive Accommodation” process and an “Early Return To Work” program to comply with the American with Disabilities Act (ADA) and the Equal Employment Opportunity Commission (EEOC) regulations with regard to employees with disabilities. In conjunction with this training, designated classified position “restructuring” efforts were completed in the Academic Affairs office, Plant Services, and the campus bookstore. HR staff members will serve as internal resources to all managers and supervisors to continually assess and develop effective and efficient workforce delivery.

4. Continue ongoing development of IFAS HR/PY software implementation

Completed data input to establish data profiles for all college employees to feed the database for the new IFAS software HR/PY fully-integrated personnel-payroll system. Conducted ongoing training for all HR staff members on all aspects of new IFAS monitoring system and chaired IFAS HR/PY meetings bi-monthly.

Informational Technology

1. Complete the IFAS project.

The migration of the last key program, Human Resources, from the legacy mainframe was completed in fall 2011. The mainframe will not be decommissioned until summer 2013 to comply with the retention of records board policy.

Now that the new IFAS HR program is fully operational, additional technology improvements have been implemented. IFAS is the Integrated Financial and Administrative Solution product licensed from SunGard Public Sector. An online replacement of the Position Approval Request & Notice of Employment (PAR/NE) was completed. It will be rolled out in phases in August 2012 with the first employee group to be hourly employees.

Forms, reports, and data elements were created for the IFAS system to provide the information requested for the part-faculty association agreement concerning hiring pools and evaluations.

IFAS workflows were created to notify payroll and IT Services of employment status changes. This was done to keep all systems in sync.

The IFAS payroll portion of the project is still in progress. Although the processing of the college payroll will reside at the Santa Barbara County Education Office, the goal is for the IFAS system to electronically send the data needed for payroll. This has been delayed another year due to the unavailability of a SunGard Public Sector (SGPS) consultant to create the data extraction tables. The district’s legal counsel has been contacted to draw up a new SGPS agreement with consequences, if further delays are incurred. Payroll input data is currently entered directly into the County system by AHC employees.

2. Implement Banner phase 2 products

DegreeWorks was completed and put in production with the current catalog. Additional catalogs will be created in the coming year. DegreeWorks is a product for student education planning, degree audit, advising, and articulation

With the assistance of Title V funding, the Banner Operational Data Store (ODS) project was started. ODS is a copy of the Banner real-time production database, reorganized specifically for efficient report and ad-hoc query access. Unlike real-time Banner data that is constantly changing, the ODS takes a snapshot of Banner data, thereby providing a static view that is useful for consistent point-in-time reporting. The Institutional Research and Planning department will move to ODS for their reports when it is fully operational in 2012/2013. The ODS project includes the training of staff in key offices on how to write their own reports. Also part of this project is the movement of some existing reports from the real-time Banner database to ODS to reduce potential performance impacts.

The ability for students to purchase parking permits online in myHancock was completed in January 2012 for spring classes.

The ability for faculty to complete their census rosters online within Banner was soft launched for summer 2012 classes. This feature became available with a recent Banner upgrade.

3. VOIP Phone System

The Voice over Internet Protocol (VoIP) equipment project is progressing on schedule. The VoIP Equipment and Related Services contract was awarded to Packet Fusion Inc. (PFI) on September 13, 2011. The contract with PFI was signed on December 8, 2011. The Santa Maria Campus Data Center was powered off January 3, 2012 to connect the Uninterrupted Power Supply (UPS) to support the ShoreTel equipment. The planning and implementation of the ShoreTel equipment started in February 2012. The first location to move to the new phone system was Lompoc Valley Center on April 5, 2012. All locations and buildings (except VAFB) will be using the new phones by mid-August. After the final building cutover, the remaining features such as Speech Recognition, Fax Server, Paging, and E911, will be implemented.

The Copper Cabling portion of the VoIP project has just started. The contract was awarded on July 17, 2012 to Quintron Systems Inc. This project will install new copper wire in existing and new conduit to support required analog lines.

4. Hancock Website

The completely redesigned Hancock public website will be launched in August 2012. The design was completed in 2010, but resources were not available to use the content management system, OmniUpdate, to create the site. With the hire in August 2011 of the IT Services Web Content Coordinator position, the development of the new site was started.

Public Affairs and Publications/Campus Graphics

1. College Communications Through Social Media Channels

The Public Affairs team made great progress expanding college communications via digital media.

- Launched an official college YouTube channel and to date we have posted 163 videos with nearly 16,000 views
- Streamed live on our website the 2012 commencement ceremony, which has garnered over 300 views since it originally aired
- Surpassed 5,000 fans on the official college Facebook page with 3,000 posted photos and an average weekly reach of 15,000 people. The page continues to be a successful vehicle to reach students, parents and alumni. The Twitter page is also operational.
- Stepped up online advertising as a key marketing vehicle with ads placed via Google Ads and Facebook. The focus was on financial aid availability. The campaign had a click through rate of eight percent, an excellent result in a market where a one to three percent click through rate is considered average.
- Looking forward, we will institute QR codes in publications and advertising as a means of providing more in-depth information.

2. Measure I

- Successfully planned and executed two public ground breakings
 - Children's Center Addition & Public Safety Training Complex
- Published two Measure I editorials in numerous Lee Central Coast Newspapers
- Wrote and facilitated recording a new Measure I public service radio announcement
- Facilitated several Measure I news stories, both print and electronic

3. New Postal Savings

Initiated a new postal status at a periodical rate that when confirmed will save the college thousands of dollars in bulk rate postal costs. This effort required detailed and coordinated communication with the US postal service office in New York.

4. Special Public Information/Student Information Campaigns

Several high profile communication efforts were completed including:

- Higher One refund card
- Online student parking permit purchase
- Student text messaging options
- Lompoc Valley Center Degree programs
- Career Technical Education programs
- Friday Night Science
- Aspen Award

5. Statewide Recognition and Awards

Public Affairs and Publications/Campus Graphics won six awards at the Community College Public Relations Organization's 2012 conference. The "Pro Awards" recognize excellence in the areas of print advertising, promotional campaigns, catalogs and general public relations at the 112 California community colleges.

The college took two first place awards, three second place awards, and a third place finish. Categories ranged from "Print Advertising" to "Media Success Story."

6. Campus Graphics Advancements

- Installed new photocopiers in Campus Graphics, increasing production and efficiency by over 20 percent.
- With the help of Measure I technology funds, installed an engraver for primary use by Institutional Technology for security purposes. However, its secondary use will be as a revenue generator for Campus Graphics insourcing.

STUDENT SERVICES

1. DegreeWorks Implementation

Student Services is in the final stages of preparing DegreeWorks, a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools. This is an exciting instrument that replaces the old paper Student Education Plans (SEPs) with a much more comprehensive tool that will assist counselors and students in effectively negotiating Allan Hancock College's academic/curriculum requirements and empowering students in the matriculation process.

The increased state emphasis on student retention, academic progress, time-to-degree and increased transfer will be greatly supported by this academic support technology.

Some DegreeWorks features:

- Interactive "what if" scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification

2. Financial Aid

The Financial Aid/Veterans and Scholarship Office experienced another 15% increase in the number of students applying for financial aid. The Financial Aid Office disbursed \$12.3 million in student financial aid in the 2011-12 year. The demand for Veterans educational certification has also increased. In response to the overall increased demand for services the office in 2011 -12, piloted the "Financial Aid Peer Educators." These peers provide financial aid awareness and effective financial aid application completion services. The peer educator

program has been very well received and appreciated by students, veterans and parents. The program will continue in the 2012-2013 year.

3. Educational Opportunity Programs and Services (EOPS)

In the summer of 2011, the EOPS program piloted a "Bookstore Pell Grant Advance Charge Account," coordinated with the AHC Bookstore and Financial Aid. The program allowed students to obtain their books in advance of receiving Pell Grant funding, so that they could be ready for classes. It has been a great success for EOPS students who were not able to purchase their academic books at the beginning of the summer sessions. Due to the success of the pilot program, it has now become an established EOPS Services.

4. Academic Advising Workshops/Counseling Syllabus

As a result of reduced counseling contact hours, the department implemented a series of more than 20 workshops and group advising opportunities for students. This method of teaching and supporting students has been received favorably by students and has helped them to be more prepared for academic success. Additionally, the counseling team (General Counseling, EOPS, LAP and Noncredit) piloted a counseling syllabus this year. The syllabus provides students a road map to what should be accomplished each year in order to get the most out of the collegiate experience. Students have appreciated the formalized road map that offers a clear understanding of steps and expectations.

5. Student Services Semesterly In-service

The Student Services administrators implemented a semesterly staff development opportunity for all student services programs and employees to bring the division together to share updates and information, department successes, and to focus on student success and providing quality customer services. These in-services have been extremely successful and have exceeded expectations.

6. Other Student Services Accomplishments:

- College Achievement Now (CAN) produced 40 graduates this year. The program serves a maximum of 140 students each year.
- The New Student Orientation (NSO) program recorded a third year of record student participation and success. As a direct result of NSO, counselors are experiencing students that are increasingly prepared to take full advantage of counseling sessions.
- Priority registration policy and procedures were considerably redesigned and restructured to allow for greater student access to classes needed for educational goal completion and to align with the Student Success Taskforce recommendations and pending legislation.