

# Program Review & Planning (PRP)

## COMPREHENSIVE

### PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

<b>Date:</b>	October 14, 2019
<b>Unit Name:</b>	
<b>Department Name:</b>	EOPS/CARE/CalWORKs/FYRST
<b>Division Name:</b>	Student Services
<b>Name of person responsible for the Program/Unit:</b>	Steven Salter
<b>Website address for your unit:</b>	<a href="https://www.palomar.edu/eops">https://www.palomar.edu/eops</a>

Please list all participants in this Program Review:

Name	Position
Steven Salter	Director
Lorraine Lopez	Supervisor
Veronica Aguilera, Trong Nguyen, Christina McKinney	Full-time Faculty (Counselors)
Sandra Brown, Angela Stanley, Griselda Ramirez, Leslie Aguilar	Classified Staff
Ariana Solis, Mercedes Tiggs	Foster Youth Counselors

**SECTION 1: Program/Unit Mission Statement**

What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):

EOPS, with sensitivity and responsiveness to emergency needs, provides a variety of innovative and traditional support services to eligible EOPS students leading to positive and measurable educational outcomes.

EOPS students are generally characterized as full time, low income, and educationally disadvantaged who possess the potential of achieving a Palomar College certificate, Associate degree, and/or four year college transfer readiness despite one or more additional challenges inherent with EOPS populations. These additional risk factors include first generation college students, re-entry students, students with disabilities, students whose first language is other than English, ethnic minorities, and/or students who have not experienced significant success in their educational history.

**Describe how your mission aligns with and contributes to the College's Vision and Mission.**

The Mission of Extended Opportunity Programs and Services directly aligns to the vision and mission of Palomar College. Our program is designed and intended to address barriers to educational access and success with an eye toward the recruitment, retention, and progression of economically and educationally disadvantaged student populations. Programing and services are designed to promote student learning and success, and ultimately degree attainment, transfer, and/or employment.

**SECTION 2: Program/Unit Description****Staffing**

<b><u>Full-time Staff</u></b>		<b><u>Part-time Staff</u></b>	
<b>Total Number of Full-time Staff</b>	9.25	<b>Total Number of Permanent Part-time Staff</b>	0
<b>Number of Classified Staff</b>	4	<b>FTE of Part-time Staff (2X19 hr/wk = .95)</b>	
<b>Number of CAST Staff</b>	1	<b>FTEF of Part-time Faculty</b>	3.0
<b>Number of Administrators</b>	1		
<b>Number of Full-time Faculty</b>	3.25		

**Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)**

EOPS/CARE/CalWORKs/FYRST currently employs two short-term hourly employees and an FWS student worker. These employees conduct light clerical work, answering phones, scheduling student appointments, and pulling files for upcoming counseling appointments. These individuals serve as the primary initial touch-point for our office; as students inquire regarding available programs and services, our short-term hourly employees explain our supports and the process for applying for EOPS and related services.

**As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.**

**OR**

**If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)**

How will you submit your organizational chart?

☒ Upload document    ☐ Provide web link    ☐ Describe organizational structure

### Program/Unit Description

#### **Who utilizes your services?**

**EOPS:** EOPS students are generally characterized as full-time, low income, and educationally disadvantaged individuals who possess one or more additional risk factors, including first-generation college students, re-entry/non-traditional students, students with disabilities, students whose first language is other than English, racial and/or ethnic minorities, and/or students who have not experienced significant academic success in their educational history.

**CARE:** CARE services are utilized by current EOPS students, at least 18 years of age who are in good standing with the program, are receiving CalWORKs or TANF benefits (Cash Aid) and meet the CalWORKs definition of single head of household.

**CalWORKs:** CalWORKs participants must currently be receiving Cash aid for themselves (CalWORKs/TANF) and be in good standing with the Health and Human Services Agency (HHSA). CalWORKs students do not need to be enrolled full time or to participate in EOPS

**FYRST:** FYRST participants must identify as a current or former foster youth that was in foster care on or after their 13<sup>th</sup> birthday and must be under the age of 26.

#### **What services does your program/unit provide (Describe your program/unit)?**

**EOPS:** Extended Opportunity Programs and Services is a state funded program designed for the orientation, recruitment, and retention of California (and AB 540 eligible) residents who are economically, socially, and educationally disadvantaged. We provide programs and services intended to address barriers to academic and personal success, through counseling (academic, personal, career, and transfer), academic, and financial support. Services typically include: Priority Registration, Transportation Support (Parking Permit or Monthly Transit Pass), Tutoring, College Success Workshops, School Supplies, College Application Fee Waivers for four year universities (UC/CSU), Palomar College Activity Stickers, Textbook Services (Book Voucher), and more.

**CARE:** Cooperative Agencies Resources for Education is a state funded program with the combined efforts of Palomar Community College, the Welfare Department and the Employment Development Department. Its purpose is to provide educational opportunities and job experience for individuals currently receiving CalWORKs or TANF (Temporary Assistance for Needy Families) who have been denied access to post-secondary education; to provide necessary support for their academic success and retention; to assist them in their pursuit of career and vocational goals, and to assist in breaking the generational cycle of poverty. CARE has been ongoing at Palomar College since 1984. In addition to the services provided by EOPS, CARE provides Student Success Workshops designed specifically for the population of students served, CARE college survival kits, meal vouchers, and CARE educational grants, providing direct financial assistance to address unmet educational needs.

**CalWORKs:** CalWORKs is California's iteration of Welfare to Work and is intended to break the generational cycle of poverty by supporting the transition from welfare dependency to employment self-sufficiency. CalWORKs students access a variety of services and supports from County Health and Human Services, in addition to the supports provided by our office. Our CalWORKs participants receive assistance with paperwork necessary for the county to pay for books, child care, parking and

other educational needs. Students also receive Academic, career, and personal counseling, priority registration, work-study opportunities, and school supplies, including a backpack, notebook paper, flash-drive, and more. Additionally, CalWORKs participants have access to our laptop lending program, CARE/CalWORKs Student Support Circles, focused on developing self-confidence and positive self-care, and CalWORKs Break Activities to support compliance with students' welfare to work plans.

**FYRST:** Foster Youth Retention, Success, and Transition provides academic and financial support to current and former foster youth who were a part of the foster care system on or after their 13<sup>th</sup> birthday and are under the age of 26. Eligible students may receive priority registration, textbook support (book vouchers and scholarships), backpacks, school supplies, transportation support (transit pass or parking permits), student activity stickers, tutoring supports, Counseling support (academic, personal, financial, career, and transfer), Independent living and financial literacy workshops, and more. Additionally we provide assistance with FAFSA, Dream Act, and CCPG applications, scholarship applications and referrals to community housing and off-campus resources, along with related advocacy to overcome the barriers often faces for transition aged youth.

## COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes and Assessment

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

#### **Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:**

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

##### **Defining and Assessing SAOs:**

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

<b>Are all of your unit's SAOs and assessment plans entered in TracDat?</b>	<b>YES</b>	<b>NO</b>
If NO, describe why and identify a data by which they will be entered.		

**For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.**

1)

2)

3)

4)

## SECTION 2: Other Assessment Data

**List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:**

### **Quantitative Data**

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
Counseling Contacts	3673	4232	3769	3831	This measure represents the number of student counseling contacts in the academic year, demonstrating student utilization of services
EOPS/CARE MIS Unduplicated Student Count	957	1053	935	904	This measure represents the unduplicated total of students served by EOPS/CARE
EOPS Orientations	51	52	49	61	Number of orientations offered to serve new students entering the program
EOPS Orientation attendees	697	662	564	544	Number of new students entering the program within the academic year
EOPS Degree Awards	70	112	143	170	Total number of degrees (AA/AS/AA-T/AS-T) awarded to EOPS participants within the academic year

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

EOPS Certificate Awards	68	85	97	126	Total number of certificates awarded to EOPS participants within the academic year
CARE Orientations	8	6	6	7	Number of orientations offered to serve new CARE students entering the program
CARE Orientation attendees	26	16	21	22	Number of new students entering the CARE program within the academic year
CARE Degree Awards	2	5	1	10	Total number of degrees (AA/AS/AA-T/AS-T) awarded to CARE students within the academic year
CARE Certificate Awards	2	4	2	10	Total number of certificates awarded to CARE participants within the academic year
CalWORKs MIS Unduplicated Student Count	183	192	176	160	This measure represents the unduplicated total of students served by CalWORKs
CalWORKs Degree Awards	14	24	8	16	Total number of degrees (AA/AS/AA-T/AS-T) awarded to CalWORKs participants within the academic year
CalWORKs Certificate Awards	11	23	8	14	Total number of certificates awarded to CalWORKs participants within the academic year

**Reflect on your quantitative data and summarize your findings or interpretations.**

Upon reflecting on the data, it is clear that EOPS has contracted in size over the past four years, with a decline of close to 14% in total students served. At the same time, EOPS has witnessed a 114% increase in the number of degrees and certificates awarded to the students served by the program. This is indicative of the value and nature of supports provided by the program and our efforts to ensure that supports are above, beyond, and in addition to those available to the general student population. Similarly, while CARE has stayed relatively flat in terms of growth/contraction, CalWORKs has declined by approximately, 16% over the same period of time. The nature of our programs are such that the size of our population can be correlated to the employment market. Many of our students do not see themselves as “college material” or able to be successful in their pursuit of a degree and first seek employment. When unemployment begins to rise, individuals turn to schooling. Many of the individuals in the unskilled labor market come from educational and economically disadvantaged backgrounds and benefit from the supports provided through our programming – leading to growth during those times.

**Qualitative Data**

**Describe any qualitative measures you use and summarize the results.**

As a department, we regularly seek anecdotal feedback from our students regarding the nature of our program and the supports provided, both through informal and formal venues. All students exiting the program complete an exit survey and sub-populations engage in annual surveys to determine the effectiveness of support services. Overwhelmingly, student feedback is positive regarding the supports offered through EOPS, CARE, CalWORKs, and FYRST. With that said, some of the challenges/opportunities identified include:

- Lack of available appointments during peak times
- Requirement for three counseling contacts per semester (Required for participation)
- Desire for additional financial support for text/school materials beyond what is provided
- Concern with reduced access to resources during summer/intercession courses
- Desire for support beyond 70 degree applicable units
- Space constraints – perceived inaccessibility of waiting areas for wheelchair users

Student highlights, just to share a few are:

- Supportive Counselors, genuinely concerned with student success
- Textbook supports and school supplies are invaluable
- CARE Meal Vouchers allow students not to stress about food while here on campus
- CARE Grants come at “just the right time”

At the end of each semester and especially during our special events, students acknowledge their appreciation for EOPS/CARE/CalWORKs, and FYRST. I cannot tell you the countless times that students have shared that without our supports, they would have given up on school long ago, and that we make their success possible through our encouragement and the resources that we provide.

### **What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.**

One of the most pressing concerns for us as a department has been student engagement, retention, and program growth. Over the past 12 months, we've invested efforts in enhancing our outreach programming through the strategic targeting of eligible students for program participation. By partnering with Financial Aid, we have been able to conduct direct marketing and outreach to students enrolled fulltime that meet the financial eligibility requirements for our program. We've also identified strategies to meet students where they are at, while on campus – we will pilot new outreach activities in the spring in an effort to enhance program visibility, including service administration and outreach tabling outside of the campus bookstore, highlighting the availability of school supplies and textbook grants. Additionally, we plan to hire two student workers to support with program outreach, including an enhanced social media campaign and updated contact strategies to better align with the needs of our students.

While we are currently unable to change the physical space in which EOPS resides, we will continue to advocate for improvements in this area and any changes that do take place will need to improve the student experience. Additional square footage is one potential solution, but updated furniture and improved layout may be another potential solution to address these concerns. We will continue to engage with student services leadership to work to identify appropriate solutions to address these concerns.

Student Orientations were rarely full and we continue to experience student no-shows for both orientations as well as student appointments. We plan to review our model for orientations to ensure that we are operating in the most efficient way. We are considering the potential to reduce the group sizes for orientations to between 5 and 10 students, where students would complete the orientation and roll into their first student counseling contact with our area. Another consideration is to block the majority of our student appointments prior to the start of the semester for new students, to allow for an expedited on-boarding process and to ensure that students are able to receive their textbooks prior to the start of classes. We will continue to evaluate the feasibility of these changes and the potential impacts to other students accessing our program.

## **SECTION 3: Achievements and Other Relevant Information**

### **Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!**

- EOPS students earned a total of 296 degrees and certificates in the 2018/19 academic year, including more than 170 Associates degrees, demonstrating the impacts of structured, supportive counseling focused on personal, academic, and career success
- EOPS presented more than a dozen workshops in the spring semester alone, focused on personal and academic development.
  - Workshop topics included a five part series on the writing process, personal financial management, time management, scholarship applications, transferring and the application process, and more



- Students expressed the value and timeliness of the information provided
- Hosted several successful, student-centered events to build a community of support
  - Provided more than 200 30 dollar Albertson's gift cards to supplement the Thanksgiving holiday for EOPS, CARE, CalWORKs, and FYRST students
  - Held our Annual EOPS/CARE/CalWORKs/FYRST winter holiday celebration, where we provided dinner and entertainment to our parent students and their families. Each child in attendance received an age-appropriate holiday gift to ensure that no child had to go without during the holiday season
  - CARE and CalWORKs partnered with Mira Costa College to host our 9<sup>th</sup> annual Single Parent Conference
  - EOPS/CARE/CalWORKs/FYRST hosted our annual commencement recognition ceremony for our graduating students, where individuals shared their experience with our programs, the barriers they have overcome and how we've contributed to their success
  - Hosted our annual CalWORKs recognition ceremony, where we acknowledged student successes and the contributions of our community partners
  - Kicked off the 2019/20 school year with a welcome back summer picnic, where students were served BBQ style food and able to pick up their semester services and engage and connect with our faculty and staff
- Worked to reestablish our Foster Youth Programming
  - Hired new faculty/staff to reengage with our foster youth students on campus
  - Established expanded availability to meet the students' needs
  - Developed curriculum in support of our YESS ILP grant to ensure compliance with grant requirements and provide skill development for the youth with whom we work
  - Streamlined operations and adjusted staffing to better meet the program's needs
  - Grew program from 21 youth served in 2017/18 to 33 served in 18/19, and have already served 37 former foster youth in the 2019/20 academic year
- Revised student disqualification process an effort to remove barriers to access for students served by EOPS and CARE
  - Established a suspension of services for first violation of MRC to encourage students to engage in meaningful conversations about the barriers they face and strategies to overcome those barriers in pursuit of their education – Suspension of services is cleared through a counseling contact and does not require a student petition
  - Student Petition and Director's Appeal forms now contain guiding questions to support students in the petition/appeal process and encourage self-reflection
- Reviewed all department policies and procedures to ensure compliance with Title V and to assess effectiveness of supports provided
- Expanded services provided to students to promote access and success – services include increased access to transportation support (Daily transit in addition to monthly – Need based, increase access to gas cards – Need based, school supply survival packs for all EOPS/CARE students, and more
- Developed strong relationships with our campus partners, including Financial Aid, Admissions, and the Disability Resource Center to address barriers to access for the students whom we serve

**Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?**

The implementation of the Student Centered Funding Formula only enhances the value of EOPS and related services having a large footprint on campus. Our program provides services to address barriers to access for the most disproportionately impacted students on campus, students with very limited financial means who've struggle with educational disadvantage. Given that our program positively contributes to student retention, progression and completion, our student success is directly correlated to institutional success and increased funding.

AB 1645 requires California Community Colleges to designate a Dreamer Resource Liaison to assist undocumented students who qualify for AB 540. The bill requires that the Dreamer Resource Liaison is knowledgeable about specified issues, encourages the colleges to establish a Dream Resource Center and specifies that it does not require the construction of a new or separate space for a center. It establishes that it is the bills intent to have the Dreamer Resource Liaison places within a campuses EOPS or financial aid office and that the Liaison be housed within the Dream Resource Center. While our EOPS program currently serves a number of AB 540 eligible

students, we do not currently have a person specifically identified as our Dreamer Liaison, nor do we have a space specifically designated as a Dreamer Center – these are both aspirations for our program and may require additional investment. The bill does identify that the campus is able to accept gifts/bequests on behalf of the state to fund the development and implementation of a Dream Resource Center. We will work to ensure that we are in compliance with this mandate through continued partnership with our Financial Aid office to best serve our students.

The campus recently updated to PeopleSoft v.9.2. With the completion of the upgrade and transition to starfish degree planner, it is our hope that additional resources may be available to allow for upgrades to our PeopleSoft Modules supporting EOPS, CARE, CalWORKs, and FYRST. The current system, as it exists is heavily reliant on manual entry of data that exists in other modules within PeopleSoft. We will advocate for upgrades within PeopleSoft to enhance departmental efficiency and service delivery to our students.

**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

As we update institutional policies and experience the trickle-down within our areas, we will need to review and update the EOPS/CARE/CalWORKs/FYRST policy and procedure manual to ensure that all documented policies align with practice. This will entail updated articulated procedures for educational planning related to Starfish Degree Planner and will also require any changes in process related to upgrades within PeopleSoft. The ultimate goal is to have a handbook that can be used to support onboarding of new staff and succession, should the need arise.

**COMPREHENSIVE****PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

**Program Evaluation and Planning is completed in two steps.**

**Section 1: Overall Evaluation of Program**

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

**SECTION 1: Overall Evaluation of Program****1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.**

<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• EOPS has a strong core of faculty and classified staff, dedicated to serving our students and advancing the mission of the institution</li> <li>• We currently receive adequate funding to provide effective support services to address academic and financial barriers to educationally and financially disadvantaged students</li> <li>• We have strong fiscal controls in place to ensure that funding is utilized appropriately, toward allowable expenses to address student barriers to academic success</li> <li>• We have developed strong campus partnerships that contribute to both student and programmatic success</li> <li>• We provide faculty and staff with regular opportunities to engage in professional development to support their growth and development in their roles</li> <li>• CalWORKs program provides innovative opportunities for student engagement, community and belonging               <ul style="list-style-type: none"> <li>○ CARE Circles</li> <li>○ Break Activities aimed at personal development and strategies to practice self-care</li> <li>○ CalWORKs Bridge Program</li> <li>○ Annual Single Parent Conference</li> </ul> </li> <li>• </li> </ul>
<b>Opportunities:</b>	<ul style="list-style-type: none"> <li>• The EOPS Physical Space presents a number of challenges that result in less than optimal conditions for service provision               <ul style="list-style-type: none"> <li>○ EOPS Classified Staff reside in AA 141, while EOPS Counseling Faculty are located in ST 2</li> <li>○ AA 141 lacks adequate waiting space/clearance for wheelchair users during peak times</li> <li>○ AA 141 does not have an alternate exit (one point of entry/exit) for evacuation proceedings</li> <li>○ ST 2 lacks adequate waiting space/clearance for wheelchair users</li> </ul> </li> </ul>

# COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<ul style="list-style-type: none"> <li>○ ST 2 Office furniture is oversized for the space, creating challenging circumstances for student meetings and safety concerns, given that our backs are often oriented toward the door of our office</li> <li>○ ST 2 Offices are open to public and students may enter, unsolicited (there have been multiple occurrences in the past that have raised awareness to safety concerns)</li> <li>○ Lack of co-habitation creates staffing challenges, as we are required to staff multiple spaces</li> <li>• EOPS continues to work to build awareness of available support services to the campus community, including faculty, staff, and students <ul style="list-style-type: none"> <li>○ While communication may be viewed as a relative strength of our office, we continue to find struggles in identifying the best platform to utilize to meet our students where they are at. Email has proven to be ineffective for a portion of our student population</li> <li>○ Social media and non-traditional forms of communication may enhance our ability to connect with students</li> </ul> </li> <li>• Based on student demographics and the size of our institution, there is continued opportunity to grow our program in size and number of students served <ul style="list-style-type: none"> <li>○ Student Recruitment –enhance tracking of referral sources</li> </ul> </li> <li>• We would benefit from improved student data management within the system of record (PeopleSoft) <ul style="list-style-type: none"> <li>○ We rely on a highly manual process for student eligibility and data management</li> <li>○ There are opportunities for efficiency gain in process with technological enhancements</li> </ul> </li> <li>• We would benefit from increased access to data to inform practice <ul style="list-style-type: none"> <li>○ This includes student success data by course, program, subject, etc.</li> <li>○ More ready access to data pertaining to persistence, retention, graduation, transfer</li> </ul> </li> </ul>
<b>Aspirations:</b>	<ul style="list-style-type: none"> <li>• Grow our program to serve at least 1200 students <ul style="list-style-type: none"> <li>○ Growth above the current number of students served (Growth above cap) will result in access to an additional 5% of the state’s budget for EOPS</li> <li>○ On Average, close to 4% of all students access EOPS at California Community Colleges – growth to serve at least 1200 students would put us more in line with the state average</li> <li>○ Currently we are serving fewer than 1000 students per year</li> </ul> </li> <li>• Further develop partnerships and collaboration across campus to remove barriers to access and ensure seamless student experience <ul style="list-style-type: none"> <li>○ Hope to identify key touchpoints to integrate outreach efforts to inform current students of available support services</li> <li>○ Aspire to integrate EOPS and related programs</li> </ul> </li> <li>• Enhance student communication strategies to ensure we are able to meet students where they are at, in both messaging to current students as well as recruiting new/future students</li> <li>• Revamp/revise PeopleSoft to better meet our needs for student data management</li> <li>• Increase access to data related to student success in an effort inform practice and services provided to support students</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>• Evaluate year over year growth, student retention, and progression to determine effectiveness of changes in recruitment practices</li> <li>• Track recruitment efforts to identify the most fruitful recruitment sources to invest strategically</li> <li>• Conduct surveys to identify points of access to engage with our students – social media, preferred means of communication, etc.</li> <li>• Conduct focus groups to engage with students to seek student feedback on current experiences, opportunities, and successes</li> <li>• Track student performance metrics over time – including number of students served, retention, progression, completion, and transfer rates</li> </ul>

**SECTION 2: Progress on Prior Goals**

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
1. Build strategic partnerships with Financial Aid and Palomar Promise Program to focus on measured growth over the coming 12 to 18 months to reach target of serving unduplicated student count of 1,350 by end of academic year 19/20	X- partially completed		X
2. Ensure adequate resources are in place to continue meeting Title V requirement that 100% of students served by EOPS have a comprehensive educational plan on file by the end of their third contact	X	X	
3. Be responsive to AB 705 and Guided Pathways by enhancing student support services to meet graduation and transfer goals		X	
4. Increase EOPS Utilization of Priority Registration to address student needs		X	
5. Enhance student outreach services and foster stronger partnerships with feeder high schools, transfer institutions, and within the community to support program growth		X	

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

- Goal one has been marked no longer a goal – We've successfully established partnerships with Financial Aid and the Palomar Promise Program, however a goal of 1350 unduplicated students was very ambitious and the target has been updated in section 3
- Goal 2 is ongoing and requires strategic alignment of resources to ensure we are able to continue to meet this goal
- Throughout the 18/19 year, we revised advising practices and developed resources to promote student success. With the elimination of basic skills coursework, we partnered with the Writing Center to develop a series of student workshops aimed at developing fundamental skills in writing, taught by English faculty. We will look to continue to expand workshop offerings to address basic math readiness as well
- We will continue to advance awareness of the benefits of priority registration and are awaiting utilization data for Spring 20 utilization
- In the time since our last PRP, we've successfully hired and trained a new outreach specialist who has worked to establish connections across the campus and the greater community at large. She has established relationships with peer institutions and leveraged their existing contacts to build connections with community partners and has made strategic connections with feeder schools in an effort to build partnerships. There is still a lot of work to be done in order to further support program growth.

**SECTION 3: Establish Goals and Strategies for the Next Three Years**

1. New Goals: Please list all goals for this three-year planning cycle:

Goal #1	
Goal	Maintain strategic partnerships with Financial Aid and Palomar Promise Program to focus on measured growth over the coming three years to reach target of serving an unduplicated student count of 1,200 by end of academic year 21/22
Strategies for implementation	<ul style="list-style-type: none"> <li>Communicate openly and seek opportunities for partnership</li> <li>Staff appropriately to serve all eligible students</li> <li>Invest purposefully in activities aimed at creating student engagement to retain existing students</li> <li>Continue to provide high levels of student support</li> </ul>
Timeline for implementation	24-36 months
Outcome(s) expected (qualitative/quantitative)	Demonstrated trend of increase in unduplicated student count, student retention, progression, and success
How does this goal align with your unit's mission statement?	This goal directly aligns to addressing the needs of educationally and economically disadvantaged students to promote recruitment, progression, retention and completion
How does this goals align with the College's <a href="#">Strategic Plan 2022</a> ?	Our services promote student success and directly align to the college's 2022 strategic plan.
Goal #2	
Goal	Further develop partnership with Student Affairs to enhance programing for students experiencing food and housing insecurity
Strategies for implementation	<ul style="list-style-type: none"> <li>Communicate openly and seek opportunities for partnership</li> <li>Share resources that benefit students in need</li> <li>Invest purposefully in professional development and the identification of campus and community resources to support students in need</li> </ul>
Timeline for implementation	12 months
Outcome(s) expected (qualitative/quantitative)	Creation of a repository of resources (either physical or online) to support basic needs and advance personal wellbeing for individuals experiencing food or housing insecurity
How does this goal align with your unit's mission statement?	Access to programing for students experiencing food/housing insecurity will enhance our ability to address barriers to access for our economically and educationally disadvantaged students. Addressing basic needs will allow students to better focus on academic success
How does this goal align with the College's <a href="#">Strategic Plan 2022</a> ?	Resources such as this will promote student retention, progression, success and completion. When students basic needs are addressed, they are better able to focus on their academic pursuits
Goal #3	
Goal	Ensure consistent programing and supports that promote academic and personal success for participants in EOPS/CARE/CalWORKs/FYRST

<b>Strategies for implementation</b>	<ul style="list-style-type: none"> <li>• Ensure appropriate staffing to serve all students</li> <li>• Advocate for additional resources where needed</li> <li>• Pursue additional funding where possible, including grants such as NEXT Up</li> </ul>
<b>Timeline for implementation</b>	36 to 48 months
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increased student retention, persistence, and degree completion for students participating in EOPS, CARE, CalWORKs, and FYRST
<b>How does this goal align with your unit's mission statement?</b>	Maintaining consistent, high quality, student centered supports will ensure that students have access to the resources necessary to attain their educational goals
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	Providing high quality, student centered support services intended to address barriers to access, both academic and financial address the needs of our diverse student population and promote overall student success

**Goal #4**

<b>Goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	
<b>How does this goal align with your unit's mission statement?</b>	
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	

**How do your goals align with the College's value of equity and diversity?**

EOPS/CARE/CalWORKs/FYRST are programs intended to address barriers to educational access for socially, economically, and educationally disadvantaged students. Our mission is to promote retention, progression, and completion/transfer of some of the most disproportionately impacted students on our campus

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).**

VfS Goals focus on the following areas: Completion, Transfer, Unit Accumulation, Workforce and Equity. EOPS and related programs were founded out of the Civil Rights Movement and are intended to promote equity and achievement for disproportionately impacted student populations. As a program, we are a retention, progression, and completion program that focuses on student success. Not only do we work to ensure that students complete their educational goals of transfer or employment, but we also work to ensure that they do so in the most efficient way possible. Students accessing our services receive a comprehensive educational plan by no later than their third contact with our office and students must adhere to their educational plan in order to remain eligible for our services. We provide supports through the completion of 70 degree applicable units, with the understanding that most associates degrees require fewer. There are instances where we will support students beyond that threshold, when a major is deemed a high unit major, in which case students may access supports through the completion of their program. While our program is already committed to implementing programming to support the achievement of

our VfS goals, we will work to expand our programing and hope to serve close to 1200 students per year by the conclusion of this planning cycle.



## COMPREHENSIVE PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

### SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

N/A

### SECTION 2: Need for Additional Resources

#### STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1) EOPS/FYRST Counselor	Goal #3	SP goal 1, Objective 3	New	Currently, we serve our Foster Youth population with adjunct counselors, resulting in lack of continuity of service and lack of stability for one of our most disproportionately impacted student populations. The addition of a full-time counselor will provide for an enhanced student experience with greater availability
2)				
3)				

#### TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.
1)Update EOPS Peoplesoft	Goal #1, #3	SP Goal 1,		Currently, EOPS PeopleSoft processes are highly manual and redundant. We complete manual data	1

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

module to enhance departmental efficiency		Objective 1, 3, 5		entry for information that is housed in other areas, are required to enter information on multiple screens and conduct manual processes in situations where the system could work for us. Enhancing the EOPS (and related program) screens to create a more efficient process will benefit both staff and students alike, shortening processing times during peak periods of the year	
2) Increased access to program level data, including cohort retention and success data and more	Goal #1, #3	SP Goal 1, Objective 1, 3, 5; SP Goal 5, Objective 1		EOPS and related programs would benefit from access to program level student performance data and perhaps subsequent analysis of programmatic impacts over time, reviewing student retention, progression, completion, and success compared to other categorical programs and the general student population at large	2
3)					

**EQUIPMENT (Other than technology)**

**If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <b><u>ALL</u></b> of your Technology, Equipment, or Other Resource Requests
1)N/A					
2)					
3)					

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <b><u>ALL</u></b> of your Technology, Equipment, or Other Resource Requests
1)N/A					
2)					
3)					

## COMPREHENSIVE PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Division / Planning Council

<b>Person/Group/Council Who Reviewed PRP</b>	Aiden Ely, Acting VPSS Olga Diaz, Interim Dean of Counseling
<b>Date</b>	12/17/19, 12/19/19

### Feedback

#### 1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Solid program. Excellent use of data in planning.

#### 2. Areas of Concern, if any:

Personnel costs may put pressure on budget. Need to integrate outreach and onboarding with other SS programs.

#### 3. Recommendations for improvement:

## SERVICE AREA OUTCOMES TEMPLATE

<b>Date Identified or Last Reviewed</b>	<b>Description of SAO (What is your SAO?)</b>	<b>Assessment Method (How will/do you measure or assess it?)</b>	<b>Criterion (How will/do you know if you met the outcome?)</b>	<b>Date of Assessment</b>	<b>Date of Next Assessment</b>
1) 11/14/2019	EOPS/CARE/CalWORKS and FYRST students will receive a comprehensive Educational Plan aligned with student educational and career goals by the end of their first semester served by our program	Review of student files for accuracy and completeness	All student files are reviewed and tracked for completeness. Students accessing services must have a Comprehensive Educational Plan on file and adhere to said plan in order to remain eligible for services	Twice Annually, (Utilized in determination of continued eligibility for services)	January 2020
2) 11/14/2019	EOPS/CARE students will demonstrate an understanding of their commitments to the program and adhere to all requirements of their mutual responsibility contract, including maintaining a GPA of 2.0 or higher, completing three EOPS Counseling Contacts per semester and adhering to their comprehensive educational plan	Review of student records, student performance data	Student files are reviewed for continuing program eligibility	Twice Annually (Utilized in determination of continued eligibility for services)	January 2020
3) 11/14/2019	EOPS/CARE and FYRST will provide financial support in the form of book vouchers and school supplies to eligible students to promote academic success	Student surveys, eligibility review, budgetary analysis and student success data	Survey results indicating positive impact of supports provided, student outcomes	Annually	May 2020
4)					