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2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON- INSTRUCTIONAL PROGRAMS

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.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

- 1) Updates to Service Area Outcomes assessment cycle or unit data;
- 2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
- 3) a review of progress on your three-year plan's goals.

BASIC UNIT INFORMATION

Program/Unit Name

EOPS/CARE/CalWORKs/FYRST

Department Name

Extended Opportunity Programs and Services

Division Name

Student Services

Name of Person responsible for the Program/Unit

Steven Salter

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**

www.palomar.edu/eops

Webpage URL 2**Unit webpage**

www.palomar.edu/eops/care

Webpage URL 3**Unit webpage**

www.palomar.edu/calworks

Webpage URL 4**Unit webpage**

www.palomar.edu/fosteryouth

Please list all participants and their respective titles in this Program Review

Participant	Title
Steven Salter	Director
Lorraine Lopez	Supervisor
Griselda Ramirez	Administrative Specialist II
Sandra Brown	Administrative Specialist II
Angela Stanley	Student Support Specialist II
Leslie Aguilar	EOPS Outreach Specialist
Veronica Aguilera	EOPS/CARE Counselor
Trong Nguyen	EOPS Counselor
Lori Meyers	EOPS/DRC Counselor
Christina Dawber	CalWORKs Counselor

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Total Number of Full-time Staff

9.25

Number of Classified Staff

4.00

Number of CAST Staff

1.00

Number of Administrators

1.00

Number of Full-time Faculty

3.25

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.00

FTEF of Part-time Faculty

2.00

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

Under normal circumstances, our office employs a Federal Work Study student and two part-time hourly employees to support with answering phones, scheduling student contacts, filing, and front-desk support. Due to the impacts of COVID 19 and virtual work, we currently do not employ any hourly support or Federal Work Study students.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

In the past year, we have not experienced any major changes in staffing. As referenced in the previous section, we are not currently employing any part-time hourly employees or FWS students. One adjunct counselor did leave the district, as she received a full-time contracted position with another community college. These hours were addressed by other adjuncts and full-time faculty overload.

Program/Unit Description

Have the services your unit performs change in any way over the past year?

While we did shift from in-person service delivery to virtual, due to the impacts of COVID 19, overall services performed have not changed.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOMES UPDATE

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 Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: <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. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/ do you measure or assess it?)	Criterion (How will/ do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?

SAOs Summaries / Reflection

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title

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 the program.

Assessment Status

Assessed

SAO Summary and Reflection

A review of EOPS/CARE/CalWORKs and FYRST student files demonstrates that all students served by our programs have received a comprehensive educational plan by the conclusion of their first semester served with few exceptions. At times, some students have been uncertain of their educational goals, which results in career exploration and a recommendation to take Counseling 165. These students receive a comprehensive educational plan as their goals are more clearly defined, no later than the conclusion of their fourth EOPS appointment. There are also a few instances where students working with the DRC, taking a reduced course load receive a multi-semester plan reflecting fewer units (an incomplete plan). This is an area that we will continue to evaluate to ensure that student needs are met. One additional finding is that some of our counselors are not updating student educational plans to reflect required changes when students receive an unsuccessful grade, drop, or withdraw from classes. This issue was addressed in our Fall 2020 Counselor training and reminders have been communicated regularly throughout the semester.

SAO 2

SAO Title

EOPS/CARE students will demonstrate an understanding of their commitments to the program and adhere to all requirements of their mutual responsibility contract (MRC), including maintaining a GPA 2.0 or higher, completing three EOPS Counseling Contacts per semester, and adhering to their comprehensive educational plan.

Assessment Status

Assessed

SAO Summary and Reflection

A review of student records indicates that 74 % of students served by our program in the Spring of 2020 demonstrated an understanding of their responsibilities outlined in their MRC. Of those who violated their MRC, 33% completed 0 units and showed no enrollment at the end of the semester. These students likely utilized the excused withdrawal process. Another 30% (47 students) who violated their MRC had a semester GPA below a 2.0. These students likely could have utilized the excused withdrawal process to address their non-passing grades. It is also important to note that 50% of those students who violated their MRC did not complete three counseling contacts and 50% of students completed fewer than 9 units. Within any given semester, we typically see about 86% of students adhering to their MRC, it is reasonable to assume that the onset of the Pandemic played a role in our numbers. Noting the impacts of COVID 19, the Chancellor's office recommended that programs provide flexibility to ensure adequate student support. In evaluating our program, we hypothesized that the rapid shift to virtual instruction and personal and educational impacts related to COVID 19 resulted in many students withdrawing unexpectedly from coursework or other adverse impacts to program participation. Based on this information, we determined it to be in the best interest of the students that we serve to temporarily suspend the evaluation of this outcome. Instead, each student who experienced impacts received communication of support and a reminder of their responsibilities on the move forward.

SAO 3

SAO Title

EOPS/CARE and FYRST will provide financial support in the form of book vouchers and school supplies to eligible students to promote academic success.

Assessment Status

Not assessed

Next planned assessment

This SAO was not evaluated due to the impacts of COVID 19, including the rapid shift to virtual service delivery and related academic and personal impacts associated with the pandemic. Our goal is to assess this SAO in May of 2021 with the administration of a student survey.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.

While updated quantitative data does exist, the data is consistent with recent trends in terms of degrees and certificates earned, number of students served by our programs, and student contacts.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

In 2019/2020, EOPS served a total of 897 unduplicated students and our counselors conducted more than 4000 individual counseling appointments. EOPS students earned 160 Associate Degrees and more than 100 certificates in the 2019/2020 academic year, demonstrating the positive impact of structured, supportive counseling focused on personal, academic, and career success. As a program, we continued to offer student success workshops throughout the 2019/2020 academic year, covering topics focused on personal and academic success. We once again partnered with the writing center to offer a four-part series focused on the writing process, offered transfer workshops, scholarship, and financial aid workshops, partnered with CSUSM and SDSU to highlight their EOP programs, and more. In total, we offered more than 30 student workshops throughout the year.

We served 115 CalWORKs students in the 2019/2020 academic year. Of those 115 students served, 16 students earned associate degrees and another 15 certificates were awarded. Our CalWORKs program conducted more than 40 break activity workshops to support student employability and job skill development, as well as regular CARE circles, focused on building a community of support and developing healthy coping skills. In March of 2020, in recognition of Women's History Month, our CalWORKs program sponsored a Women in Leadership panel discussion, where four women of differing backgrounds shared their stories in front of an audience of more than 70 attendees from Palomar and MiraCosta College.

Across our programs (EOPS/CARE/CalWORKs and FYRST), we are focused on creating a sense of community and support. In an effort to foster student engagement and peer to peer/student to staff connection, we hosted several student events. We kicked off the 2019/2020 academic year with a welcome back summer picnic, where students were served BBQ style food and were able to pick up their semester services (parking permit, transit passes, pic cards, textbooks, etc.) while engaging and connecting with others, including faculty and staff. We followed up the Kick-Off event with a Halloween themed event, focused on our students with young children. The event was kid-focused and featured a movie and arts and crafts for our students and their children. In November, we hosted our annual Thanksgiving event, where we partnered with the Palomar College Foundation to provide more than 200 students with a 30 dollar gift card to Albertsons, to supplement their Thanksgiving meals. Additionally, we hosted a drop-in brunch and conducted a reflection activity, where students were able to share their gratitude. It was a wonderful opportunity to connect with our students. In December, we partnered with Toys for Tots and our campus police to collect toys for our Winter Holiday event. We hosted an evening event, focused on our students with children from across our programs (EOPS/CARE/CalWORKs /FYRST), where we were able to provide a catered holiday meal and each child received an age-appropriate gift. We had a Jazz Trio perform, featuring two Palomar Students and a Faculty member and conducted opportunity drawings to supplement the holidays. We also had arts and crafts, a balloon artist, and a special visit from Santa. We hired a photography student to take pictures and provide photos with Santa for those that were interested.

We continued to focus on revamping our Foster Youth program (Foster Youth Retention Success and Transition), by hiring an additional adjunct counselor, who is also a Licensed Clinical Social Worker with extensive experience with transition-aged youth. The program has shown steady growth over the past two years and we served a total of 42 unduplicated students in the 2019/2020 academic year. Our efforts to establish strong relationships with feeder high schools are starting to come together which has lead to a consistent stream of new students.

In addition to our current programs, we began pursuing the Fresh Success program through the Foundation for California Community Colleges. This program provides supplemental funding to support programming for EOPS students who are also CalFresh participants pursuing classes or programs in career and technical education. The target launch of this program is January of 2021.

Provide an update on 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?

AB1645 went into effect on January 1, 2020 and requires that colleges identify a Dreamer Liaison and identify a space to serve undocumented students. While AB1645 recommends that the Dreamer Liaison be housed within EOPS or Financial Aid, it is not required to live in one of those two areas. Conversations are currently underway to ensure that our institutional supports meet the needs of our undocumented students. While EOPS has played a role in doing so in the past, we anticipate that we will play a more prominent role as supports are formalized.

While not unique to our programs, the impacts of COVID 19 and the shift to remote work, has changed the way that we engage with our students. Counseling appointments are conducted over the phone and by Zoom, we've transitioned to a paperless program for the majority of our office functions and student supports, and we've adapted to the "new normal". There are opportunities for increased efficiency with some departmental functions and recruitment of new students in the virtual setting has been a challenge, especially with the decrease in enrollment campus-wide.

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

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal

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

Choice

In progress

Describe Progress

This goal is ongoing and will continue to be tracked, as it is a programmatic requirement. We track progress on this goal throughout the year and adjust resources to ensure that we are capable of continuing to meet it as a primary function of our area.

Describe Challenges

EOPS funding is based on prior prior year's unduplicated student count. While we did not experience direct impacts in Academic Year 2019/2020, we need to continue to maintain awareness to potential future impacts that may result in a reduction in available services to students in order to continue to maintain Title V compliance. Current enrollment trends indicate a potential challenge ahead in Academic Year 2022/2023.

Describe Outcomes (if any)

As a requirement of program participation, students must have a comprehensive educational plan on file. Goal was met and will continue to be tracked on the move forward.

Goal 2

Goal

Be responsive to AB 705 and Guided Pathways by enhancing student support services to meet graduation and transfer goals.

Choice

In progress

Describe Progress

Over the past two years, we've continued to revise advising practices and develop resources to promote student success. We've expanded our student success workshop offerings, including continued partnerships with the Writing Center and STAR tutoring, focused on addressing barriers to academic success. Writing Center workshops have focused on developing foundational writing skills and are taught by English faculty. Our partnership with STAR tutoring includes ongoing availability of tutoring supports for program participants, as well as study skills workshops to support mid-term and final success. Our focus for 2020/2021 will be to focus on foundational math skill workshops to promote increased student success.

Describe Challenges

The impacts of COVID 19, resulted in the need to quickly shift the focus of Spring workshops and resulted in the cancellation of several key workshops, including two focused on writing skill development. New workshops, such as time management in the online environment and others revolving around mental health and wellbeing were added to address student needs. COVID 19 also resulted in the Tutoring Center shifting their supports to utilize online tutoring platforms. All hourly employees, including the EOPS supported tutors were laid off, due to the shift. Throughout the summer, we worked to address this and supports are back in place for Fall 2020.

Less of a challenge and more of an opportunity, the Palomar College campus community would benefit from enhanced services and programming for our undocumented student population. EOPS is a potential place for these supports to be housed; however, in our current location and with limited funding, we would require additional financial resources to expand supports.

Describe Outcomes (if any)

EOPS/CARE/CalWORKs and FYRST students earned a combined 180 degrees and 118 certificates in the 2019/2020 academic year.

Goal 3**Goal**

Increase EOPS Utilization of Priority Registration to address student needs.

Choice

In progress

Describe Progress

This is an ongoing goal for our program. While we have historically promoted the utilization of priority registration and emphasized the benefits to our students, anecdotally, we know that priority registration continues to be underutilized. As a result, we've have implemented outreach strategies to encourage students to leverage priority registration - it is discussed during student contacts and email marketing begins two weeks prior to the date of registration with frequent follow-ups to help students navigate the process.

Describe Challenges

As a department, we need increased access to data on-demand for improved departmental reporting capability.

Describe Outcomes (if any)

Goal 4

Goal

Enhance student outreach services and foster stronger partnerships with feeder high schools, transfer institutions, and within the community to support program growth.

Choice

In progress

Describe Progress

Our team was able to hire an outreach specialist in November of 2018. In the time since she was brought on board, we've worked to enhance relationships both with our feeder high schools as well as with our campus and community partners. EOPS, CARE, CalWORKs and FYRST need to further integrate into campus outreach efforts as a whole, to leverage the massive reach of our existing teams.

Describe Challenges

With a single person assigned to outreach duties, it is difficult to reach the network of 70+ feeder high schools in an effective way. We will focus on developing an enhanced outreach strategy to better integrate with the college's existing efforts.

Describe Outcomes (if any)

Following several years of declining enrollment in EOPS, 2019/2020 program enrollment remained flat, despite more than 170 degrees awarded the previous year. We've taken initial steps to integrate with the larger campus outreach efforts, conducting annual update training for the Outreach team and others.

Goal 5

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 the end of academic year 21/22.

Choice

In progress

Describe Progress

We've invested heavily to establish a good working relationship with our colleagues in Financial Aid as well as the Promise team. We receive regular reports of potentially eligible students and conduct outreach to both those students as well as incoming and continuing Promise Students.

Describe Challenges

Student population has remained relatively flat year over year. Currently EOPS students comprise just 2.4% of the total student population, where as the state average is closer to 4%. We need to continue to get creative in recruitment of additional students to support achieving this goal.

Describe Outcomes (if any)

2019/2020 student populations remained relatively flat. EOPS served 897 unduplicated students compared to 904 in 2018/2019.

Goal 6

Goal

Further develop partnership with Student Affairs to enhance programing for students experiencing food and housing insecurity.

Choice

In progress

Describe Progress

Regularly communicate with Student Life and Leadership team and leverage partnership to ensure that students in need are connected with appropriate resources, including the Anita and Stan Maag Food bank, and housing resources. As the district's foster youth liaison, county and state resources regularly focus on food and housing insecurity. When we receive information that might benefit our colleagues in Student Life and Leadership, we share those resources with them. Recently when our Director of Financial Aid departed the institution, a team of Student Services professionals worked to identify our new Homeless Liaison as a representative from Student Life and Leadership (Pippa Pierce).

Describe Challenges

Recent guidance from the Chancellor's Office has clearly defined food and housing insecurities as elements of Student Equity and Achievement. This will undoubtedly shift the funding source for these resources and may impact our current model of service delivery.

Describe Outcomes (if any)**Goal 7****Goal**

Ensure consistent programing and supports that promote academic and personal success for participants in EOPS/CARE/CalWORKs and FYRST.

Choice

Not Started

Describe Progress

EOPS/CARE/CalWORKs and FYRST have been able to maintain consistent staffing and support services over the past 12 months. We've identified an additional funding source in the Fresh Success Program, offered in partnership with the Foundation for California Community Colleges. This will provide supplemental funding to allow our program to enhance support services for students enrolled in CTE programs. We will continue to monitor additional grant opportunities, including the availability of NextUP and others to ensure that we are responsive to our student needs.

Describe Challenges

COVID 19 has impacted our program's year over year retention rates. A decrease in student population size resulting from COVID impacts could have potential future impacts to program funding, which may result in impacts to services.

Describe Outcomes (if any)

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.

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 programing to support the achievement of our VfS goals, we will work to expand our programing and hope to serve close to 1200 students prior to the conclusion of this planning cycle.

Describe any changes to your goals or three-year plan as a result of this annual update.

While we do not currently have any changes to make to our three year plan as a result of this update, we will need to continue to monitor the impacts of COVID 19 on student enrollment and retention, as it could derail efforts to grow our program to support additional students.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

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) that will impact your unit. 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](#).

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

No

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

Technology Request

Technology Request 1

What are you requesting?

Redesign of EOPS/CARE/CalWORKs and Foster Youth PeopleSoft pages

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

We would like access to a BSA to support the redesign of EOPS/CARE/CalWORKs and Foster Youth PeopleSoft student information pages to leverage existing system data to streamline departmental functions and increase efficiency. Currently EOPS PeopleSoft processes are highly manual and redundant. We complete manual data entry for information that is housed in other areas of the system, are required to enter information on multiple screens and conduct manual processes in situations where the system could work for us (automation). Enhancing the EOPS and related program screens to create more efficient operational processes will benefit both staff and students alike, shorten processing times during peak periods of the year and streamline service delivery and access to data.

Estimated Amount of Request.

Will you fund the request through your budget or other sources?

Existing Budget

What PRP plan goal/objective does this request align with?

This aligns to the following PRP goals: 1, 2, 3, and 6

What Strategic Plan 2022 Goal/Objective does this request align with?

1:2

1:3

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Redesigned Space for EOPS/CARE/CalWORKs and FYRST

What discipline PRP plan goal/objective does this request align with?

EOPS - goals:4, 7

What Strategic Plan 2022 Goal/Objective does this request align with?

1:2

1:3

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Currently, the physical space for EOPS/CARE/CalWORKs and FYRST is not adequate to serve our students. We are located in the AA/ST building, where our main office/reception is on the second floor and counseling supports are on the first floor, across a courtyard. The building does not have an elevator and the ramp is on the back side of the building. Students who need to travel from one location to the other utilizing the ramp need to travel around the entire building to do so, presenting an undue burden for those with ambulatory needs, or those with small children requiring the use of a stroller. Reception areas in both locations are inadequate to accommodate students in wheelchairs without impacting others. At times when others are present in our reception area in ST, students in wheelchairs are often forced to wait outside the building due to a lack of space. Being located in two separate buildings creates team disconnect and student confusion. There is a lack of adequate signage making it difficult for students to locate both areas where our team is situated. It also requires our department to have duplicate resources, like two copy machines, two shredders, etc. In addition to these issues, given the unique nature of our student programs, we would benefit from having a program specific computer lab/classroom given the number of student orientations and workshops that are conducted and the financial need that many of our students experience. Lastly, our Foster Youth program would benefit from having program specific space, including student meeting areas and a lounge. CSUSM Aces Scholars program has a fine example of what this might look like. -An enhanced physical space for our programs will support the department's recruitment efforts and the institution's retention efforts and will provide a venue for our programs to grow for years to come.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Prop M?

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

A revised space will provide improved ADA compliance and will ensure that we have a safe, clean, and welcoming space for our students.

PART 4: ONE TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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

Person/Group/Council who reviewed PRP:

Leslie Salas

Date Reviewed

11/6/2020

FEEDBACK

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

EOPS/CARE/CalWORKS/FIRST programs are doing well given the climate and decrease in student enrollment. Continue to develop

Areas of Concern, if any:

Recommendations for improvement:

Continue to develop your online environment to support students. Consider a canvas shell where you can provide orientation and information to your students and in doing so support students to continue to utilize canvas.

Enter your email address to receive a copy of the PRP to keep for your records.

ssalter@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.

Yes

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:

Assessment methods are sound

Areas of concern, if any:

Recommendations for improvement:

Lots of goals "in progress" may need to prioritize and focus on a few to move to completion. I understand the current environment may make it challenging.

VP Name:

Vikash Lakhani

Signature Date:

12/15/2020