2022-23 Non-Instructional Program Review and Planning

2022-2023 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 and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Comprehensive

Division Name

Student Services

Department Name

SS Student Success, Equity, and Counseling

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

CARE/EOPS/Foster Youth

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Steven Salter

Website address(es) for your program(s)/unit(s)

Units need not include each webpages within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

www.palomar.edu/eops

Webpage URL 2

Unit webpage

www.palomar.edu/eops/about-care/

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Steven Salter	Director, EOPS/CARE/CalWORKs/Foster Youth
Trong Nguyen	EOPS Counselor
Veronica Aguilera	EOPS Counselor/CARE Counselor/Coordinator
Angela Stanley	Student Support Specialist II (EOPS)
Griselda Ramirez	Administrative Specialist II (CARE/CalWORKs)
Sandra Brown	Administrative Specialist II (EOPS)
Lori Meyers	EOPS/DRC Counselor
Leslie Aguilar	EOPS Outreach Specialist/EOPS Counselor (Part-time)
Andrew Anderson	EOPS Counselor (Part-time)
Charles Alexander	EOPS Counselor (Part-time/Overload)
Elizabeth Salinas	EOPS Counselor (Part-time)
Luz Fernandez-Marquez	EOPS Counselor (Part-time)

| Jaymie Gonzaga | EOPS Counselor (Part-time) |

PROGRAM/UNIT MISSION STATEMENT

What is your Program's/Unit's 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.

Click here for How to Create a Mission Statement.

Describe how your Mission Statement 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 programs are designed and intended to address barriers to educational access and success with an eye toward the recruitment, retention, and progression of economically and and educationally disadvantaged student populations. Programing and services are designed to promote student learning and success, and ultimately degree attainment, transfer, and/or employment.

Link: Vision, Mission, and Values

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

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Faculty and Staff Count

Full-Time Staff

Part-Time Staff

Total Number of Full-time Staff

8.25

Total Number of Permanent Part-time Staff

0.00

Number of Classified Staff

4.00

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

Number of CAST Staff

FTEF of Part-time Faculty

2.30

Number of Administrators

1.00

Number of Full-time Faculty

3.25

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

EOPS currently employs to short-term hourly employees and are in the process of onboarding a DSIG grant recipient who will work approximately 200 hours per semester. Short-term hourly employees conduct light clerical work, answering phones and scheduling student appointments. Additionally, they may participate in on-campus and community based outreach events and activities, providing an overview of available support services and the process for applying to our program. Our DSIG grant recipient will serve as an EOPS ambassador and peer mentor, leveraging his experience as an EOPS student to support newer program participants.

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

As of July 30th, our EOPS Supervisor, Lorraine Lopez retired after 28 years of service to the district. With Lorraine's transition, we've needed to temporarily shift duties and responsibilities to ensure continuity of operations.

As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.

- **Finance and Administrative Services**
- **Human Resource Services**
- **Instructional Services**
- **President's Office**
- **Student Services**

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and College?

In reviewing our current structure, the folks that are currently in place provide a strong foundation of student support and consistent high-level service.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the College, needs, etc.)?

We currently have a vacant EOPS Supervisor position and there is an opportunity to revise our organizational structure to better align with the changing needs of the college. Our office supports four separate programs and with the recent institutional challenges related to enrollment, our programs have experienced similar challenges. A better alignment of resources would allow for greater focus on student outreach and retention support. Additionally, our physical location is split between two locations, which creates challenges in communication and student experience. It would be beneficial to co-locate as a team to ensure there are not gaps in service or communication.

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.

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.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME 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 uses Nuventive Improve 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 doing the following:

1) Login to Nuventive Improve through the Palomar College Single Sign-on.

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 method and/or assessment results, if appropriate.

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

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
⊙ Yes ○ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. For each SAO in Nuventive Improve/ summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

EOPS/CARE students will receive a comprehensive educational plan aligned with their educational and career goals by the end of their first semester served by the program.

Assessment Status
⊙ Assessed ○ Not assessed

SAO Summary and Reflection

A review of 2021/22 EOPS/CARE student files revealed that 100% of students served by EOPS/CARE have received a comprehensive educational plan by the conclusion of their first semester served by our programs. We will continue to monitor and assess whether we are able to consistently meet this goal moving forward, as it is a fundamental element of our programs. One area for improvement should be noted: there were several instances identified over the past year, where counselors neglected to update student educational plans despite program changes or unsuccessful grades. This concern has been communicated to counseling faculty and follow-up training has been provided to address this issue. Additionally, we are in the process of embedding additional accountability checkpoints for our counselors to ensure our departmental processes are consistently followed.

SAO 2

SAO Title

Assessment Status
⊙ Assessed ○ Not assessed

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 of 2.0 or higher, completing three EOPS counseling contacts per semester, and adhering to their comprehensive educational plan.

SAO Summary and Reflection

EOPS is focused on retention, progression and completion for historically underserved student populations. As a fundamental element, students must adhere to a Mutual Responsibility Contract, which establishes expectations for continued program participation are intended to ensure that students have the structure and support required to continue to progress toward their educational goals. The impacts of the COVID 19 pandemic resulted in the Chancellor's Office granting colleges flexibility to ensure that students were supported in their educational pursuits, which resulted in the loosening of some of the requirements. As we've fully returned to normal operations, our expectation is that we will revert to many of our pre-pandemic expectations for our students, while modifying our practice to continue to offer high levels of support. We've modified our no-show policy to ensure that we are making every effort to connect with students. As an example, if a student fails to show for an in-person contact, we will make multiple attempts to connect with the student by phone to ensure the student has access to the needed supports. We look forward to evaluating the effectiveness of our modified practices moving forward and will report data on MRC compliance following the 2022/23 academic year.

SAO 3

SAO Title

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

Assessment Status

◉ Assessed ○ Not assessed

SAO Summary and Reflection

In academic year 2021/22, EOPS served more than 600 students and provided more than 120,000 dollars in textbook grants. Additionally, we provided more than 173,000 dollars in direct student aid to support student educational pursuits. This includes both supply grants for the Palomar College Book Store, as well as student success grants to ensure students were able to access additional resources unavailable through the campus.

OTHER ASSESSMENT DATA

Quantitative Data

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

Measures, Descriptions, and Annual Values

Must have at least two measures. Copy and Paste from previous PRPs or include any new measures developed this year. The default years for the values to be entered are listed in the table heading. If

you chose to use data from different years, please list those years in the first row of the table and proceed to enter your measures, values, and definition /description of measure in in rows two and beyond.

Measure 1

Name of Measure

EOPS Unduplicated Student Count

Description of Measure

This measure represents the unduplicated total number of students served by EOPS/CARE

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	2021-2022
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	**Value**	**Value**	**Value**
905	897	680	604

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 2

Name of Measure

EOPS/CARE Counseling Contacts

Description of Measure

This measure represents the number of student counseling contacts in the academic year, demonstrating student utilization of services

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	2021-2022
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	**Value**	**Value**	**Value**
3831	3783	3242	2783

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 3

Name of Measure

EOPS Degree Awards

Description of Measure

Total number of degrees (AA/AS/AA-T/AS-T) awarded to EOPS participants within the academic year

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	2021-2022
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
170	142	132	134

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 4

Name of Measure

CARE degree awards

Description of Measure

Total number of degrees (AA/AS/AA-T/AS-T) awarded to CARE students within the academic year

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	2021-2022
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
10	9	5	7

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

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

In reflecting on our quantitative data, we've maintained relatively strong success metrics in terms of degrees awarded, despite the continued impact of declining enrollment and the ongoing COVID 19 pandemic. As we reflect on total degrees awarded, we've maintained a great degree of consistency over the past three years, even with a more than 30% decline in total enrollment/participation in EOPS. We should also note that the decline in enrollment with both our program and the college began well before the onset of the COVID 19 pandemic. We are currently in a rebuilding phase and are working to provide greater focus on outreach and recruitment to regrow our student population so that we can return to pre-pandemic levels of student impact.

Please explain.

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 and focus groups to determine the effectiveness of support services.
Overwhelmingly, student feedback is positive regarding the supports offered through EOPS and CARE.

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

Many of the issues that students expressed in our previous comprehensive program review have been addressed. We've expanded the availability of services during summer and intercession to ensure students have access to the resources needed to be successful. Additionally, we've worked with the Chancellor's Office to seek clarification on duration of student supports and we are now able to adopt a policy that is most favorable to the students that we serve (70 units/6 Semesters). Healthy budget years and a reduced student population have resulted in greater availability of direct aid to students to purchase additional resources to support their educational pursuits and we've shifted our approach to counseling to ensure that we take an intrusive approach, while expanding flexibility to meet students where they are at - offering virtual (zoom/phone) and in-person options to all students.

Additionally, we are currently in the process of advocating for greater flexibility in the utilization of student book grants at the state level. Advances in technology and available resources have greatly reduced the reliance on traditional text materials. Many courses have shifted to digital resources or zero cost text materials. As such, we are advocating to allow students greater flexibility to purchase technology resources to support their education.

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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!

EOPS/CARE had more than 130 graduates in the 2021/22 school year - this is approximately 22% of the entire population of students served by our program and is a wonderful testament to both the dedication of our students and the impact of our program.

• EOPS presented more than a 30 student success workshops across the 2021/22 academic year. Topics ranged from effective time management and development of study skills to mindful self-compassion, transfer applications, scholarships, and career preparation.

o Students expressed an appreciation for the value and timeliness of the information provided

• Our programs hosted a number of successful, student-centered events to build a community of support

o We hosted our 3rd annual Fall Family Fun night (virtual), where students and their children participated in Halloween themed events and built community.

o We hosted a virtual gratitude event in November (around the Thanksgiving Holiday) which allowed an open forum for students to express gratitude. Additionally, all program participants received a 30 dollar Albertson's store card to supplement the cost of daily living.

o We held a hybrid version of our Annual EOPS/CARE/CalWORKs/FYRST winter holiday celebration, where we provided take-away treats and new, store-bought, age-appropriate holiday gifts for our students-parents to share with their children so that no child had to go without during the holiday season.

o CARE and CalWORKs partnered with Mira Costa College to host our 12th annual Single Parent Conference

o We hosted our third annual CARE and CalWORKs Many Faces of Women in Leadership Event in the Brubeck theatre. We had more than 50 attendees and some fantastic panelists who shared their experiences overcoming barriers to thrive as women in leadership positions in the community and in employment.

o EOPS/CARE/CalWORKs and FYRST Partnered with the Palomar Promise and TRiO SSS teams to host a shared, in-person Commencement Celebration event. The recognition ceremony allowed for students to share their experience with our programs and to reflect on all of their accomplishments along their educational journey.

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?

This year, the state budget provided 30 million dollars in ongoing funding to expand the NextUP program. NextUp is a sub-program of EOPS and supports current and former foster youth in their pursuit of their educational goals. Palomar College plans to pursue this funding and will look to incorporate NextUP into our program offerings.

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

N/A

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overalll evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your 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 <u>strengths</u>?
2. What are our best <u>opportunities</u>?
3. What is our preferred future, what do we <u>aspire</u> to do?
4. What are the measurable <u>results</u> 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 them 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!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

-EOPS has a strong core of faculty and classified staff, dedicated to serving our students and advancing the mission of the institution.
-We currently receive adequate funding from the state to maintain effective support services that address academic and financial barriers to support economically and educationally disadvantaged students.
-We have strong fiscal controls in place to ensure that funding is utilized appropriately and only for allowable expenses intended to address student barriers to academic success.
-We continue to leverage strong campus partnerships that contribute to both student and programmatic success.
-Faculty and staff have regular opportunities to engage in professional development to support growth and progression in their roles.

Opportunities:

-Our physical space continues to present a number of challenges that result in less than optimal conditions for serving our students.
  - EOPS Classified staff are located in AA 141, while the remainder of the team are in ST 2, downstairs and across the courtyard. The ramp is located on the backside of the building and required individuals to traverse fully around the building to access the two separate spaces.
  - AA 141 lacks adequate waiting space/clearance for wheelchair users during peak times.
  - AA 141 does not have an alternate exit (one point of entry/edit) for evacuation proceedings, creating significant safety concerns.
  -ST 2 lacks adequate waiting space/clearance for wheelchair users
  - ST 2 office furniture is oversized for the space, creating challenging circumstances for student meetings and safety concerns, as counselors backs are often oriented toward the doors of their office
  - ST 2 Offices are open to the public and students may enter, unsolicited (there have been multiple occurrences in the past that have raised concerns about safety).
  - Maintaining two separate physical locations creates operational challenges pertaining to coverage and best serving students.
- As the institution has assumed more regular operations in the post-pandemic world, EOPS has an opportunity to rebuild our program by reengaging with the campus and the community at large. We hope to continue to add additional students and to bring our supports in line with pre-pandemic operational levels.
-We continue to have an opportunity to improve our data management system - We've requested resources in the past to revamp our PeopleSoft modules to ensure that we have ready access to the information needed to serve our students.

Aspirations:

Rebuild our Program to serve approximately 1000 students
  - 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.
  - On average, close to 4% of all students access EOPS at California Community Colleges - We are currently on track to serve approximately 750 students, up from 600 a year ago. Continued growth to serve at least 1000 students would put us into a position where we exceed this mark and ensures continued stability of our program.
  - We aspire to continue to develop strategic relationships across the campus to ensure a collaborative environment focused on removing student barriers to access and success.
    - As part of this, we would like to work to embed information about EOPS into the college's outreach efforts to facilitate connection to our program at the earliest point possible in the student journey.
    - Additionally, we'd like to further enhance our communication strategies to reach as many students as possible. This includes the adoption of a texting platform to manage program specific communications for current participants.
  - Revamp PeopleSoft to better meet our needs for data management as well as access.

Results:

- We plan to evaluate year over year student population growth, student retention, and progression to determine the effectiveness of changes in recruitment and communication practices.
- We will continue to track recruitment efforts to identify those strategies and sources that are most impactful.
- We will conduct surveys and focus groups to remain responsive to student needs and to ensure the effectiveness of our support services - we can leverage these platforms to continue to enhance our communication efforts as well, by responding to student input.
-Track student performance metrics over time - Unduplicated student count, retention rates, progression rates, completion rates, and transfers.

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PROGRESS ON PRIOR PRP GOALS

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

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

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals
Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

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.

Select "+ Add Item" to include additional measures.

Choice
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Title V requires that all students served by EOPS receive a comprehensive educational plan by the end of their first semester served by the program. We continue to track this goal throughout the year and can affirm that all students served by EOPS in 21/22 academic year received a comprehensive educational plan by the conclusion of their first semester served by our program. EOPS/CARE received an additional 10 million dollars in ongoing funding, in addition to the state COLA, which resulted in increased allocations for both programs and ensures that we have funding moving forward to continue to address this requirement in the future.

Goal 2

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Over the past three 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. We continue to offer various student success workshops to support mid-term and final success and have connected with the STEM Center to focus specifically on addressing tutoring supports and programing in the areas of Science, Engineering, Technology and Math. It is our hope that these ongoing partnerships contribute to continued student success

Goal 3

Brief Description

Increase EOPS Utilization of Priority Registration to address student needs.

Select "+ Add Item" to include additional measures.

Choice
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

We will continue to focus efforts on encouraging our students to leverage the resources that are available to them. Priority registration is an important tool to ensure that our students remain on track toward meeting their education and career goals. While EOPS students generally demonstrate high levels of success, retention and progression, their continues to be an opportunity to enhance these elements and Priority Registration will continue to play an integral role.

Goal 4

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

The EOPS Team has a dedicated outreach specialist who represents the EOPS program within the community at
large. While she does attend many high school and community events throughout the year, the primary focus of her
role is in-reach to the existing Palomar Community. Over the past twelve months, we've worked to provide training to the Outreach team on our available programs and conducted multiple plenary sessions to spread the word about our programs. Our annual advisory committee meetings host representatives from feeder high schools and community partners in an effort to allow for responsive programing and to promote available services. More recently, we've hired two student ambassadors to support with both Outreach and In-reach in an effort to further expand our program's footprint.

Goal 5

Brief Description

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.

Select "+ Add Item" to include additional measures.

Choice
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Goal will be revised to reflect updated target student population - Impacts of the pandemic and declining enrollment derailed efforts to grow the program to this level. We are currently focused on rebuilding our student population. Our population bottomed out in 21/22, where we served a little over 600 students. We are on target to serve approximately 750 students in 22/23 and hope to grow to serve approximately 1000 students by the end of the next planning cycle.

Goal 6

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

EOPS continues to serve as a hub for students to access food resources across campus. We have a refrigerator in our waiting room that is stocked with food resources provided by the Student Life and Leadership team. As we continue to partner, we hope to support efforts by the Student Life and Leadership team to expand supports to meet the emerging needs of vulnerable student populations on campus.

Goal 7

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice
○ Completed ○ Ongoing ⊙ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

While the consistency of programing and supports to promote academic a personal success of the students we serve, this goal is being removed from the PRP, as CalWORKs and FYRST will conduct program specific PRPS moving forward.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's Strategic Plan.

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

New Goals: Please list all goals for this three-year planning cycle.
Click "+Add Goal" below to include additional goals.

Goal 1

Description

EOPS/CARE will expand the total number students served by our programs from a baseline of 604 students served in 2021/22 to a total of 1000 students served by the conclusion of the three year planning cycle.

How will you complete this goal? Include strategies and a timeline for implementation.

In addition to having a dedicated EOPS Outreach Specialist, we've added two student ambassadors to focus specifically on outreach to the campus community. We have a strategic partnership with our financial aid team that has provided us access to data including an enhanced view of potentially eligible students, and we've shifted our contact approach to be more intrusive to ensure we are engaging with our students where they are at, which has been an effective tool in supporting student retention. We will continue to monitor progress toward our goals with quarterly check-ins and regular evaluation.

Outcome(s) expected (qualitative/quantitative)

Measured increase in students served by EOPS/CARE over each of the next three years

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

Our goal is to provide resources and supports to promote retention, success, and completion to as many students as possible. Growing our program means increased access for students in need,

Expected goal completion date

5/30/2025

Goal 2

Description

In partnership with Information Services, EOPS/CARE will work to enhance student data management through a full redesign of their PeopleSoft modules.

How will you complete this goal? Include strategies and a timeline for implementation.

While we had previously begun efforts to revamp our PeopleSoft pages, this initiative was placed on hold due to the implementation of High Point. We've conducted an initial evaluation of the pages as they currently exist and identified opportunities to enhance efficiency in operations through strategic revisions. Once given the green light to proceed, approximately 120 hours of development are required, including opportunities for testing and training. Once High Point integration is complete, we should allow approximately 12 months for implementation of changes to the EOPS/CARE modules in PeopleSoft.

Outcome(s) expected (qualitative/quantitative)

Updated modules leading to increased accuracy and efficiency of operations, with completed implementation.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

Revised PeopleSoft modules will support more efficient and effective departmental operations and will allow us to continue to provide high levels of service to our program participants.

Expected goal completion date

5/30/2025

How do your goals align with the College's values of equity and inclusion?

EOPS is a program born out of the Civil Rights movement. Since it was established in 1969, it has been focused on increasing educational opportunities for communities in which it was not seen as an option. EOPS/CARE serves some of the most vulnerable students attending Palomar College. This includes many individuals from historically marginalized communities including students of color, students with disabilities, immigrants, and undocumented students to name a few. All of our efforts are focused addressing barriers to access to ensure that the students we serve have access to the resources and supports required to be successful. We focus on increasing social and educational capital to support economically and educationally disadvantaged students in meeting their educational and career goals. Our goals directly align with the College's values of equity and inclusion, because these are our values as well.

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.

The Chancellor's Office Vision for Success Goals focus on 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 and historically underserved student populations. We focus on retention,
progression, and completion, aimed at promoting both personal and academic 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 education plan by no later than their third contact with our office and students must adhere to their education plan in order to remain eligible for our services. We provide supports to students through the completion of 70 degree-applicable units, with the understanding that most associates degrees require fewer. There are instances where we will provide students support beyond that threshold, when a major is deemed a high unit major, If a student is enrolled in a high unit major, they may access supports through the completion of their program. While EOPS/CARE is committed to implementing programing to support the achievement of our Vision for Success goals, we will continue to work to expand our programing and hope to serve as many students as possible.

Link: [Strategic Plan 2022](#)

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

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify <u>new positions only</u> as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

Are you requesting new Classified, CAST, or AA positions?
○ Yes ◉ No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, 2021. 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?

○ Yes ⊙ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
⊙ Yes ○ No

Technology Request
Click "+Add Technology Request" below to include additional requests.

Technology Request 1

What are you requesting?

EOPS/CARE classified staff and Administrator require updated computer work stations. Our current technology resources have been in place for at least 6 years and are outside of warranty.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Angela Stanley, Sandra Brown, Leslie Aguilar, Three Flex-use work stations for Part-time staff, and Steven Salter

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Staff require updated technology resources to ensure continuity of operations and to continue to provide support to the students we serve. All current workstations are outside of warranty, some are between 6 and 8 years old.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

EOPS/CARE (Staff identified above)

c. What are the expected outcomes or impacts of implementation?

Increased reliability with new technology

d. Timeline of implementation

TBD

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Quote required from IS

Do you already have a budget for this request?

No

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

N/A - this is a need that will ensure continuity of operations within the department - EOPS/CARE budgets are restricted and are not intended to cover the cost of capital expenditures.

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Click here to access Strategic Plan 2022

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

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

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER 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?
⊙ Yes ○ No

Requests

Click "+Add Request" below to include additional requests.

Request 1

What are you requesting?

EOPS/CARE would like to request updated office furniture that is "right-sized" for the physical spaces of our offices.

Provide a detailed description of the the request. Inlude in your response:ges here.

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Current furniture in the EOPS/CARE office is quite large in proportion to the physical space of the offices we have. The furniture can only be oriented one way, with the counselor's back to the door in most, if not all cases. This presents a significant safety concern. Additionally, the scale of furniture limits accessibility. When serving a student in a wheel chair, furniture must be removed from the space in order to allow access and even still, we may be unable to close a door for privacy. We are requesting furniture smaller in scale, to enhance accessibility and allow for a safer work environment.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

EOPS/CARE counselors and students

c. What are the expected outcomes or impacts or implementation?

Increased accessibility and safety.

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Estimate required

Do you already have a budget for this request?

No

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

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

☐ 1:1   ☐ 1:2   ☐ 1:3   ☐ 1:4

☐ 1:5   ☐ 2:1   ☐ 2:2   ☐ 2:3

☐ 2:4   ☐ 3:1   ☐ 3:2   ☐ 3:3

☐ 3:4   ☐ 3:5   ☐ 4:1   ☐ 4:2

☐ 4:3   ☐ 5:1   ☐ 5:2

Refer to the Palomar College STRATEGIC PLAN 2022

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

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

This will enhance ADA compliance and safety

Will you accept partial funding?

○ Yes ⊙ No

Budget Category

Non-technology Equipment (acct 600010 and per unit cost is >$500)

Please upload a copy of the quote, if available.

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

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

ssalter@palomar.edu

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

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the 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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:	**Sign Date**
Leslie Salas	12/15/2022

If you are both the immediate supervisor and the VP for this area, please skip to the VIce President (or President) Review below.

FEEDBACK

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

This team does amazing work with students, its strengths and success if how they build community with student ensuring students are seen, heard and appreciated.

Areas of Concern, if any:

None

Recommendations for improvement:

n/a

Vice President (or President) Review

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

[ ]

Areas of concern, if any:

[ ]

Recommendations for improvement:

[ ]

VP Name:

[ ]

Signature Date:

[ ]