

# **2019 Annual Program Review**

## **Categorical/Counseling**

**CalWORKs**

**Counseling**

**DSPS**

**EOPS**

## 2019 Annual Program Review: CalWORKs

### 1. Purpose of the Program

- a. State the purpose of program, area or unit.

*The CalWORK's program assists students who are currently welfare recipients and are in transition from welfare, in achieving long-term self-sufficiency through coordinated student services offered at the community college level. #*

- b. How does the program, area or unit support the College Mission?

*It supports the college mission by serving a diverse and uniquely identified population that need education and training to achieve independence and maintain life stability moving forward.*

### 2. Population(s) Served

- a. Describe the populations served by the program, area or unit, identifying special populations, if any.

*Students who are identified and qualify for the CalWORKs program within the district.*

- b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

*None.*

### 3. Accomplishments in Achieving Goals

- a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task.

*Goals that were identified for and achieved in the current year include:*

- *Increasing student accountability*
- *Increate frequency of contact to update student files.*
- *Increase employability of students served.*
- *Improve communication between CalWORKS department and the county.*

- b. Explain modifications, if any, of goals. Would like to continue to increase the job placement and or employment of completed students

*Continuing to increase the level of student accountability is a goal of the program moving forward.*

### 4. Strengths, Weaknesses & Accomplishments/Activities

- a. List and comment on the major strengths of the program, area or unit.

*Flexibility when meeting with students, direct contact as opposed to scheduled appointments, meeting dates set a year in advance, scheduled times to coordinate with county services to increase accessibility to students.*

- b. List and comment on the major weaknesses of the program, area or unit.

*Level of student follow through on education plans.*

*Sometimes obtaining county documentation does not happen in a timely fashion.*

- c. List activities and discuss accomplishments during review period.

*See attached Board Reports.*

**5. Service Area Outcomes (SAO)**

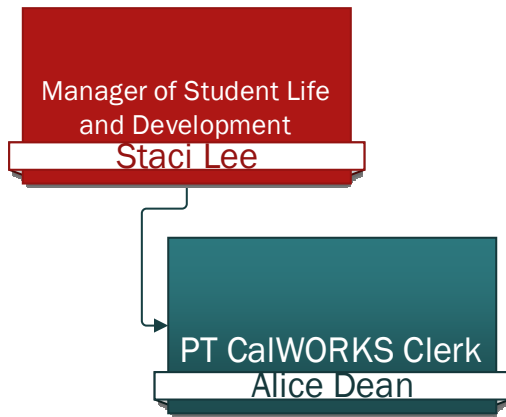
Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Level Outcomes and/or Service Area Outcomes (SAO).

Service Area Outcome	Metric
CalWORKS SAO: Identify and provide coordinated services to eligible students to support student success and achieve the objectives of the CalWORKs program.	<i>Number of students served by the CalWORKS program.</i>  <i>Fall 2018- 25</i> <i>Spring 2019-25</i> <i>Summer 2019-6</i>

**6. Human Resources and Staff Development**

a. Provide current organization chart of the program, area or unit, showing key functions and responsibilities.

*Staci Lee - Manager and Alice Dean - Clerk only 2 in the department/ manager direct report to VP also support from the business office with financial reporting*



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area or unit goals? Explain.

*A full- time clerk would be ideal for increasing contact with students and meeting needs of students.*

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

*Manager attends 2 to 3 trainings a year as well as regional meetings. Trainings are very beneficial for keeping up to date on guidelines or laws as well as any changes made to the CalWORKS program at the state level.*

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

*Enabling the CalWORKS clerk to attend the trainings would enhance her knowledge of the program and enable her to assist students with a better knowledge base of the program.*

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

*A full-time clerk would better serve the students.*

**7. Facilities**

a. Are current facilities adequate to support the program, area or unit? Explain.

*In general, yes. However, an office with a door that can be closed would enable the clerk may better serve the students when they are sharing personal information and or life situations.*

b. Describe plans for future changes to support facilities.

*None at this time but there may be requirements in the future to to program changes or expansion.*

**8. Technology and Equipment**

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

*Yes.*

b. Describe plans for future changes to support technology or equipment.

*None needed at this time.*

**9. Financial Resources**

a. Provide an appropriate financial report for program, area or unit during reporting period. Explain any significant deviations from previous reporting period.

*Future request for additional funds to compensate for the COLA and increase in benefit costs. Due to the fact that our allocations are based on a formula and we have not received an increase in several years although he COLA and benefits have continued to increase*

Fund	Goal	Code	Object Code Description	Budget	Expenses
11	6400	2109	SALARY	42,298.00	42,298.00
11			BENEFITS	19,596.00	19,596.00
12			SALARY	74,688.25	75,160.25
12	6400	2331	STUDENT HELP HOURLY	18,540.17	18,540.17
12			BENEFITS	28,061.46	28,061.46
12	6400	4390	OTHER INSTRUCTIONAL SUPPLIES	771.55	771.55
12	6400	4550	OFFICE SUPPLIES	1,661.04	1,661.04
12	6400	4556	COPYING	179.87	179.87
12	6400	4710	FOOD	4,495.73	4,495.73
12	6400	5045	POSTAGE	18.86	18.86
12	6400	5211	FLEET MILEAGE	730.65	730.65
12	6400	5220	CONFERENCES	1,905.08	1,905.08
12	6400	5630	RENTS AND LEASES	3,348.35	3,348.35
12	6400	7601	SURVIVAL KITS	5,936.42	6,333.42
12	6400	7670	CHILD CARE	6,005.57	6,005.57

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

Refer above.

c. Describe plans for future budget changes, if any.

Request for additional funds.

**10. Four year plan**

a. Place future request for resources (human, financial, facilities, technology & equipment) in a four-year matrix to facilitate future planning.

Our numbers have been very consistent thus I do not see a need for increase in areas listed below short of a full-time clerk and regular upgrades in computers that would be covered by the CalWORKs program plan.

			2019-20	2020-21	2021-22	2022-23
Future Area Needs	Human Resources					<i>Increase clerk to full-time if students served has increased.</i>
	Fiscal Resources					
	Physical Resources					
	Technology Resources					

## CalWORKS Board Reports

### 2018-08-14

- Enrollment taking place.
- CAW orientation Aug. 15<sup>th</sup>.
- DPSS visit and Outreach Aug. 9<sup>th</sup>.
- Student Worker interviews Aug. 8<sup>th</sup> and 9<sup>th</sup>.
- New Student Worker Orientation Aug. 17<sup>th</sup>.

### 2018-09-11

- Books and childcare have all been taken care of for CalWORKs students as needed.
- Student workers have been placed.
- CalWORKs orientation took place Aug. 15<sup>th</sup>.
- New Student Worker Orientation took place Aug. 17<sup>th</sup>.
- Sept. meeting for CalWORKs will be Sept. 6<sup>th</sup>.
- CAW conference is Sept. 17-19 I will attend.

### 2018-10-09

- CAW Conference was Sept. 17 and 18 lots of new info.
- Next meeting for students is Oct. 11 at 11:00am Job Specialist will speak during meeting.
- Planning taking place for our gifts for the holiday's Dec. 6<sup>th</sup> for CAW students.
- SSARCC completed.

### 2018-11-13

- Monthly notes have gone out to students.
- November meeting with take place November 8<sup>th</sup> & topic will be Scholarships and Financial Aid.
- Gifts for the Holiday's will take place on Dec. 6<sup>th</sup> if you would like to purchase a gift for a child please stop by Student Services and see Alice for a tag.
- Priority Registration will begin Nov. 26<sup>th</sup>.
- Advisory meeting scheduled for Dec. 11<sup>th</sup>.

### 2018-12-11

- Enrolling students for Spring 2019 term.
- Gifts for the Holidays event will take place on Dec. 6<sup>th</sup>.
- Study tips will be reviewed and important dates for spring will be given. The event will end with a visit from Santa and gifts for the children to take home.
- Portraits for success are in the process and will be submitted prior to January.

### 2019-01-22

- Completing student files for Spring Semester.
- Books for enrolled students and completed files are/ have been ordered and will continue to be ordered.
- CalWORKs Orientation will take place on Jan. 24<sup>th</sup>.
- MIS in process.
- Portraits of success extended.

### 2019-02-05

- Enrollment has continued.
- Books have been ordered for Spring 2019 Semester.
- Last day to enroll is Feb. 8<sup>th</sup> and we will continue to enroll CalWORKs students that qualify.

- County meetings have continued to meet the needs of CalWORKs students.
- CalWORKs meeting Feb. 14<sup>th</sup>.

2019-03-12

- Enrollment complete.
- Orientation complete monthly meeting continuing along with monthly childcare and several special events in the planning stages for CalWORKs students enrolled in the CalWORKs program.
- Conference to attend in April.
- Will set up dates to visit the county for Summer and Fall registration.

2019-04-16

- Our Easter event will take place April 18<sup>th</sup>.
- CalWORKs conference April 14-17 I will attend in San Diego.
- Scheduled meetings for DPSS will be set up to reg. for summer and fall.
- Training April 23<sup>rd</sup>.

2019-05-14

- I attended CAW conference in San Diego great deal of new info. Most important is that we may no longer have a match.
- Easter event for CalWORKs took place and was fabulous Easter Basket was built by Building Trades for the Easter Bunny and it was beautiful.
- CalWORKs students will meet with Alice on Thurs. May 9<sup>th</sup> and pick up recognition items as well as discuss summer and fall enrollment.
- DPSS dates for July and August have been set to do workshops at the county office to assist with applications and enrollment for Fall term.

2019-06-11

- Calendar of events/ workshops for 2019-2020 completed.
- Year-end budget in process as well as reporting MIS.
- Enrollment for Summer and Fall are taking place.
- Books are being ordered as enrollment takes place.
- Year-end incentives have been dispersed and will continue till June 7<sup>th</sup>.

2019-08-05

- DPSS presentations/visits are scheduled for July 31<sup>st</sup> and Aug. 7<sup>th</sup>
- Students are enrolling, books and supplies are being ordered
- CalWORKs orientation will take place Aug. 8<sup>th</sup>
- Classes Begin Aug. 12<sup>th</sup> last day to reg. Aug. 23<sup>rd</sup>
- MIS for spring completed summer underway
- Year-end reports and program plan for new year all in the process

## 2019 Annual Program Review: Counseling

### 1. Purpose of the Program

- a. State the purpose of program, area or unit.

*The Purpose of Counseling and Advising is to assist students in pursuing and attaining their academic, career and personal goals. In partnership with students, faculty and staff, the Counseling department is an open-access learning environment that promotes self-advocacy, critical thinking, communication, personal and academic responsibility.*

- b. How does the program, area or unit support the College Mission?

*The Counseling department supports the college mission by providing quality services to our diverse and unique student population. This is accomplished by providing abbreviated and comprehensive education plans, assisting in the removal of perceived obstacles, providing appropriate referrals to educational services and ensuring students are moving towards timely certificate and degree completion and transfer.*

### 2. Population(s) Served

- a. Describe the populations served by the program, area or unit, identifying special populations, if any.

*General counseling serves all students, including off campus and on campus, along with all modalities. Special populations include incarcerated students, and off campus Fire Science students. For 2018-19 these populations included the following headcounts: traditional student: 1,144, Incarcerated: 3,128, In-Service/FST: 3,641.*

- b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

*Students at the Needles Center should have more access to in person counseling and advising. At this time, counseling makes efforts to visit the Center when possible, but mainly advises students via phone and email. Currently, the Needles Center Dean facilitates advising and coordinates with counseling, when needed.*

### 3. Accomplishments in Achieving Goals

- a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task.

- *Ensure current technology is available to counselors (i.e., SARS, Student Planning, Colleague, etc.): IT has updated SARS, Student Planning and Colleague to be web based, providing counselors and advisors access from any computer with internet access on campus.*
- *Review of staffing needs: Staff has been identified, although unclear of structure, to provide support via Guided Pathways along with Student Equity & Achievement. In addition, two Educational Advisors have been hired to provide academic advising and support counseling.*
- *Evaluate effectiveness of Counseling SAO's via Survey Monkey: Counselors have the ability to complete SAO's through an online survey (Survey Monkey). This is done as part of the student appointment to capture the essence of the contact and survey the students on:*
  - *ability to formulate an educational plan*
  - *exercise critical thinking*
  - *work independently by means of self-advocacy*
  - *understand and empathize with diverse culture, social, religious and linguistic differences*
  - *understand the use of contemporary technology relevant to their personal and career choices*
- *Effectiveness of Summer Bridge program: With four summers offering the 3-day Summer Bridge program, the counseling department in conjunction with SEA are in discussions to pull data and analyze the effectiveness of the program. Beginning in year two, the program has also been offered at the Needles Center to provide our Needles students the same opportunities. Modifications that have been made to the program, due to AB 705, was substituting the assessment portion of the program with placement. Students were asked to bring their high school transcripts to review for appropriate placement in English and Math courses. The*



*program also covers Orientation, Student Educational planning, career assessment, all to facilitate a successful transition from high school to college. With each year, enrollment in the program increased from 22 students in 2016, to 44 students in 2019.*

- b. Explain modifications, if any, of goals.

*The department plans to review and modify two of the listed goals:*

- *Evaluate effectiveness of Counseling SAO's via Survey Monkey:  
Modify SAO's to include questions about online educational plans, and set goals for comprehensive ed plans completed.*
- *Effectiveness of Summer Bridge program:  
Once data is pulled and analyzed, we plan to use that data to make improvements to the program to better meet the student's needs. For summer 2020, we plan to offer a third section of the program to capture students at the end of the summer, who miss out at the beginning:*
  - a. *First section offered in Needles the third week of June*
  - b. *Second section offered at the main campus the fourth week of June*
  - c. *Beginning summer 2020, a third section will be offered on the main campus at the end of July to capture any students that were missed.*

#### **4. Strengths, Weaknesses & Accomplishments/Activities**

- a. List and comment on the major strengths of the program, area or unit.

*Major strengths of the program are bringing awareness and providing valuable insight to students in achieving their stated goals i.e., transfer, certificate, degree, etc. Maintaining the focus on the student, validating the student's feelings, experiences, and behavior. Also utilizing technology and online resources to better serve the student and provide students necessary tools to succeed.*

- b. List and comment on the major weaknesses of the program, area or unit.

- *Limited counseling services to online students*
- *Gap in services to Needles students and other off-site students (incarcerated)*
- *Technology integration for services (elimination of double data entry between SARS and Colleague)*
- *No mental health services*
- *Transfer Center in need of a dedicated office space*

- c. List activities and discuss accomplishments during review period.

- *Two Educational Advisors (EA) hired to assist counseling with large student populations at the prisons, but they are assigned to many other duties, limiting time with counselors.*
- *Funding improved and counselors participated in additional professional development conferences*
- *Funding improved and counselors took students to various Transfer conferences and workshops*
- *All counselors participated in the CA Collaborative Advising & Counseling conference Spring 2019 and hear from dynamic speakers and the great things going on at their campus. The conference gave the team a chance to reflect on their practices and what improvements could be made, based on best practices.*
- *Elucian Student Planning has been better utilized by counselors and students for online student planning and educational plans, after training to counselors and workshops for students*
- *Full time Correspondence Education Coordinator/Counselor was hired to coordinate CE department and counseling in CE*

#### **5. Service Area Outcomes (SAO)**

Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Area Outcomes and/or Service Area Outcomes (SAO).

General counseling had 3 SLO's they were surveying students on, up to 2015. In 2016, 2 additional SLO's were added to survey students on diversity and technology. During the counseling session, counselors surveyed the students based on prompted questions and students' responses.

Counseling plans to modify the SLO's to SAO's and incorporate detailed SAO's on equity, online student planning, and setting a goal of comprehensive ed plans for students, both of which have recently become more relevant.

Service Area Outcome	SAO rubric	SAO metric
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<p>SAO #1: As a result of the counseling session, student will be able to formulate an educational plan to help them reach their academic goal(s).</p>	<p>&gt;Student formulated the educational plan by themselves          &gt;Student needed assistance in formulating the educational plan          &gt;Student did not complete the educational plan          &gt;Not applicable</p>	<p>Since 2016, each semester 100 students are surveyed. On average, the results are as follows:          &gt;45% - 52% = formulate an SEP on their own          &gt;30%-35% need assistance formulating SEP          &gt;5% - 10% did not complete an SEP          &gt;0% - 4% did not answer</p>
<p>SAO #2: Student will be able to demonstrate the ability to exercise critical thinking in decision making regarding career, educational and personal goals.</p>	<p>&gt;Student was able to effectively articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries          &gt;Student was able to somewhat articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries          &gt;Student was not able to articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries          &gt;Not applicable</p>	<p>Since 2016, each semester 100 students are surveyed. On average, the results are as follows:          &gt;65% - 72% = articulate critical thinking in decision making          &gt;20%-25% somewhat articulated critical thinking in decision making          &gt;9% - 12% were not able to articulate critical thinking in decision making          &gt;0% - 3% did not answer</p>
<p>SAO #3: Student will be able to demonstrate the ability to work independently by means of self-advocacy in regards to the policies and procedures.</p>	<p>&gt;Student was able to effectively communicate and express needs and concerns          &gt;Student was able to somewhat communicate and express needs and concerns          &gt;Student was not able to communicate effectively nor express needs and concerns          &gt;Not applicable</p>	<p>Since 2016, each semester 100 students are surveyed. On average, the results are as follows:          &gt;68% - 74% = effectively communicate and express needs          &gt;21%-27% somewhat communicate and express needs          &gt;7% - 10% were not able to communicate and express needs          &gt;0% - 2% did not answer</p>
<p>SAO #4: Student will be able to understand and empathize with diverse culture, social, religious and linguistic differences within and across societies.</p>	<p>&gt;Student was able to effectively articulate their understanding by asking questions and responding effectively to counselor's inquiries          &gt;Student was able to somewhat articulate their understanding by asking questions and responding effectively to counselor's inquiries          &gt;Student was not able to articulate their understanding to counselor's inquiries          &gt;Not applicable</p>	<p>Since 2016, each semester 100 students are surveyed. On average, the results are as follows:          &gt;52% - 58% = effectively articulated their understanding          &gt;28%-33% somewhat articulated their understanding          &gt;15% - 21% were not able to effectively articulated their understanding          &gt;5% - 8% did not answer</p>

SAO #5: Student will be able to effectively understand the use of contemporary technology relevant to their personal and career choices.	>Student was able to effectively articulate their understanding by asking questions and responding effectively to counselor’s inquiries >Student was able to somewhat articulate their understanding by asking questions and responding effectively to counselor’s inquiries >Student was not able to articulate their understanding to counselor’s inquiries >Not applicable	<i>Since 2016, each semester 100 students are surveyed. On average, the results are as follows:          55% - 62% = effectively articulated their understanding          32%-37% somewhat articulated their understanding          3% - 8% were not able effectively articulated their understanding          5% - 7% did not answer</i>
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**6. Human Resources and Staff Development**

a. Provide current organization chart of the program, area or unit, showing key functions and responsibilities. General Counselors include:

- *Biju Raman – Dean of Instruction & Student Services*
- *Jaclyn Randall – Director of Student Success & Equity*
- *Irma Dagnino – Articulation Officer, Transfer Center Coordinator and Division Chair*
- *David Silva – General Counseling, Fresh Start Workshops and Probation*
- *Gracie Milke – Correspondence Education Coordinator/Counselor*
- *Victor Hernandez – Correspondence Education*

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area or unit goals? Explain.

*Since the last Program Review, a Dean position has been developed and the position has been filled, whom counselors directly report too. In the past, counselors reported directly to the VP of Student Services. A Student Success Manager/Director has also supported the counseling area and unit goals.*

*Current Management has limited Student Support and no counseling experience, which we feel is a missing component when performing functions and responsibilities satisfactory to the program goals. With the addition of the Associate Dean, we hope to better streamline the Correspondence Education process and relieve the Coordinator of certain duties and make more time for counseling functions. We don’t necessarily agree with the change in structure and feel that all counselors should report to the same administrator, but we are open to making the process a better one.*

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

<i>CA Collaborative Advising and Counseling Conference</i>	<i>Webinars on UC admissions, mental health, etc</i>	<i>Puente workshops and presentations</i>
<i>CSU/UC Transfer Conferences (Ensuring Transfer Success-ETS)</i>	<i>Workshops on active shooters, suicide prevention, etc</i>	<i>Webinars from American Counseling Association ACA on various topics</i>
<i>Inland Empire Desert Regional Consortium</i>	<i>Articulation and Transfer webinars and workshops</i>	<i>Umoja workshops and conferences</i>
<i>CTE Counselor Conclave</i>	<i>Student Success conferences</i>	<i>Sexual harassment training</i>
<i>Workforce Development Institute</i>	<i>Hispanic Association of Colleges &amp; Universities HACU</i>	<i>Cal Fresh workshops</i>
<i>Guided Pathways</i>	<i>Defensive Driving training</i>	<i>CPR and First Aid</i>

*The listed activities above benefit and enhance the counseling program and facilitate student learning in numerous ways:*

- *The listed activities provide training on many counseling related topics*
- *Introduce counselors to best practices across the state*
- *Keep counselors up to date on transfer trends*
- *Keep counselors up to date on various stands from the American Counseling Association*
- *Provide networking opportunities for counselors to share with their students*

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

*As 3SP evolved to SEA, and now with Guided pathways in place, Counseling would benefit from continued professional development opportunities to better align SEA with Guided Pathways. Also, opportunities to continue to build on each pillar of Guided Pathways. Again, we want to point out that current Management has limited Student Support and no counseling experience, which we feel is a missing component when performing functions and responsibilities satisfactory to the program goals*

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

*Since the last Program Review, a Dean of Instruction & Student Services position has been developed, whom all counselors directly report to. The remaining counselors report directly to the Dean of Instruction & Student Services. In the past, counselors reported directly to the VP of Student Services. A Student Success Manager/Director has also been brought on to support the counseling area and unit goals.*

*There is no evidence at this time to demonstrate improvement in the program with the organizational changes, but we are hoping to describe measures of effectiveness and success with future program reviews.*

## **7. Facilities**

a. Are current facilities adequate to support the program, area or unit? Explain.

*Current facilities are adequate to support the program. Each counselor has an individual office, except for the Correspondence Education counselors. Plans have been discussed to provide additional office space. The Transfer Center Coordinator has an individual office and dedicated open space. The department feels that a dedicated office space where students can review transfer material, would enhance the program and provide transfer students space to explore.*

b. Describe plans for future changes to support facilities.

*Plans are being discussed for the development of a shared area for providing centralized counseling services.*

## **8. Technology and Equipment**

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

*Current technology is available to counselors (i.e., SARS, Student Planning, Colleague, etc.). IT has updated SARS, Student Planning and Colleague to be web based, providing counselors and advisors access from any computer with internet access on campus. The current technology is adequate to support the program.*

b. Describe plans for future changes to support technology or equipment.

*No plans at this time.*

## **9. Financial Resources**

a. Provide an appropriate financial report for program, area or unit during reporting period. Explain any significant deviations from previous reporting period.

*The largest deviation from the previous reporting period is the consolidation of Student Success & Support, Student Equity, where the majority of the funding source resided. Now the financial support comes from variety of areas including: Student Equity and Achievement (SEA), Guided Pathways (GPW), Career and Technical (CTE), General Fund, etc.). DSPS and EOPS has separate resources and is included in the respective program reviews for the departments.*

*CTE, GPW, and SEA budget for 2018-19:*

Dept	Code	Object Code Description	Budget	Expenses
CTE	8890	OTHER LOCAL REVENUE	150,000.00	150,000.00
CTE	4550	OFFICE SUPPLIES	300.00	271.53
CTE	4710	FOOD	1,100.00	770.99
CTE	5210	MILEAGE	1,300.00	1,060.04
CTE	5211	FLEET MILEAGE	1,300.00	1,053.72
CTE	5220	CONFERENCES	12,000.00	10,712.72
CTE	5222	PROFESSIONAL GROWTH	10,000.00	-201.04
CTE	5620	ALL OTHER CONTRACT	90,368.00	0.00
CTE	5000	LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	150,000.00	0.00
GPW	8890	OTHER LOCAL REVENUE	150,000.00	150,000.00
GPW	4550	OFFICE SUPPLIES	300.00	271.53
GPW	4710	FOOD	1,100.00	770.99
GPW	5210	MILEAGE	1,300.00	1,060.04
GPW	5211	FLEET MILEAGE	1,300.00	1,053.72
GPW	5220	CONFERENCES	12,000.00	10,712.72
GPW	5222	PROFESSIONAL GROWTH	10,000.00	-201.04
GPW	5620	ALL OTHER CONTRACT	90,368.00	0.00
GPW	5000	LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	150,000.00	0.00
SEA		SALARIES	633,565.15	963,690.33
SEA	2304	TUTOR	29,582.31	28,128.81
SEA	2331	STUDENT HELP HOURLY	34,972.94	33,441.69
SEA	2430	INSTRUCTIONAL AIDES, OTHER HOURLY	7,082.08	7,082.08
SEA		BENEFITS	285,530.14	439,595.64
SEA	4100	TEXTBOOKS	14,851.97	14,851.97
SEA	4210	OTHER BOOKS	191.70	191.70
SEA	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	2,411.22	1,261.22
SEA	4350	INSTRUCTIONAL MEDIA	4,395.82	4,395.82
SEA	4550	OFFICE SUPPLIES	5,851.23	5,851.23
SEA	4556	COPYING	1,774.13	1,586.13
SEA	4557	PRINTING	7,000.00	0.00
SEA	4590	OTHER SUPPLIES	2,721.06	2,721.06
SEA	4710	FOOD	6,762.50	6,980.78

SEA	5045	POSTAGE	47.21	47.21
SEA	5210	MILEAGE	5,925.72	906.72
SEA	5211	FLEET MILEAGE	3,655.45	3,655.45
SEA	5220	CONFERENCES	37,541.79	13,115.36
SEA	5222	PROFESSIONAL GROWTH	4,010.66	345.69
SEA	5620	ALL OTHER CONTRACT	345,589.20	315,861.30
SEA	5630	RENTS AND LEASES	6,000.00	0.00
SEA	5690	ALL OTHER	250.00	250.00
SEA	5740	ADVERTISING	25,123.00	17,623.00
SEA	5890	OTHER SERVICES	400.00	400.00
SEA	6491	OTHER INSTR. EQUIP	387.72	387.72
SEA	6492	OTHER EQUIP, NON INSTR	1,700.00	1,700.00
SEA	7660	TRANSPORTATION/BUS PASSES	170.00	170.00
SEA	8650	REIMBURSABLE CATEGORICAL PROGRAMS	1,117,603.00	1,089,904.00

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

*The counseling department is in need of a budget where the parties can order office supplies, mileage, increased professional development opportunities. As of 2019, the department does not have direct access to a budget that permits these allowances. In addition, an upgraded full use license for Monkey (approx. \$300) to enable survey of student groups larger than 100.*

c. Describe plans for future budget changes, if any.

*Counselors would like more input on the budget that pertains to counseling services. It seems it changes from year to year, whether counselors fall under the 3SP budget, or now the SEA budget or Guided Pathways. It is not clear what the process is from year to year. As a department, we would like an opportunity to plan out activities for the year for both professional development and student. Counseling would also like to see reports and data from the new funding formula on the financial impact counselors are making with comprehensive educational plans and the mapping of the ADT's. Especially as they correlate to the matriculation components such as orientation, placement, student education plans, and follow ups.*

**10. Four year plan**

a. Place future request for resources (human, facilities, technology & equipment, and financial) in four year matrix to facilitate future planning.

			2019-20	2020-21	2021-22	2022-23
<b>Future Area Needs</b>	<b>Human Resources</b>					
	<b>Fiscal Resources</b>			Survey Monkey		
	<b>Physical Resources</b>			Counseling Services Relocation		

	Technology Resources					
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*Upgrade Survey Monkey to include full functionality. (See above 9.B – JR) With the hiring of the Associate Dean, we would like to support the Correspondence Education Coordinator/Counselor by streamlining those duties to strictly counseling and removing the coordinator title and responsibilities. With an Associate Dean in place, we feel that they have the authority to coordinate as an administrator, where the counselor does not. We would also like to see additional office space to accommodate two counselors assigned to Correspondence Education. Also, dedicated office space for transfer students. Lastly, we want to ensure our input on the designing of ‘Counselor Land’ is solicited and validated. Thus far, only verbal plans have been discussed with counselors, however we look forward to a written or formal blueprint of the plans with counseling input.*

*Counselors would also benefit from being part of the SEA planning process and provide input and have a better understanding of the equity gaps, and their role in closing that gap. Also, how the plan integrates to institutional plans.*

*Move counseling to its own area, and make it a department, which we feel is a better fit for our institution, the community and our student’s needs. Counseling would like to propose the following organizational structure:*

*I. Dean or Associate Dean of Counseling (with counseling and student support experience such as transfer, articulation, matriculation, support services, categorical programs, and K-12 collaboration, etc.)*

- a. Division Chair*
- b. General Counselors*
- c. Categorical Counselors*
  - i. Clerical support*



## 2019 DSPTS Program Review (Fall 2015 – Spring 2019)

(Transition from four-year to annual template)

### 1. Purpose of the Program

- a. State the purpose of program, area or unit.

*The Disabled Students Program and Services (DSPTS) is a statewide, categorical funded program that meets federal and state mandated compliance requirements for providing academic adjustments to qualified individuals. The purpose of the DSPTS department is to ensure that students with disabilities receive appropriate “reasonable” academic accommodations that afford them equal access to education in an equitable learning environment. To qualify for services through the DSPTS program, a student must present verified documentation of a specific disability that causes an educational limitation that impacts their ability to fully participate in general education without addition specialized academic accommodations. Some examples of services available through the DSPTS department include test taking facilitation, American Sign Language Interpreting or real time captioning services for deaf or hard of hearing students, volunteer note taker service, access to adaptive technology, registration assistance, mobility assistance, adaptive furniture, and access to a reader or transcriber for tests and quizzes. Our program also refers students to other on and off campus services.*

- b. How does the program, area or unit support the College Mission?

*The Disabled Students Program & Services department supports the college mission by providing services to cultivate a college experience for a student that promotes success in their life pursuits. The Disabled Students Program and Services (DSPTS) is an accessibility resource which offers student equity and excellence in education, maximizing each student's educational potential while helping him or her develop and maintain independence. The department’s philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence.*

### 2. Population(s) Served

- a. Describe the populations served by the program, area or unit, identifying special populations, if any.

*Annual counts of primary disability, unduplicated within each year, taken from MIS data.*

	2015	2016	2017	2018
<b>Primary Disability</b>				
Acquired Brain Injury	2	4	3	3
Developmentally Delayed Learner	18	16	27	20
Hearing Impaired	5	7	17	20
Learning Disabled	51	45	35	38
Mobility Impaired	33	42	42	54
Other Disability	31	49	45	54
Psychology Disability	27	21	25	27
Speech/Language Impaired		1	1	1
Visually Impaired (VS)	35	202	366	564
(blank)		6	6	6
<b>Grand Total</b>	<b>202</b>	<b>393</b>	<b>567</b>	<b>787</b>

*The grid above shows an average increase of 59% each year. The total increase between 2015 to 2018 was 289.6%. A significant increase is shown above.*

		AS	BS	DS	HS	LS	OS	PS	SS	US	VS	TOTAL	
2015FA	PRISON		1		3	12	9				13	38	2015 - 2016
2015FA	MCM		2	19	1	27	23	23			9	104	Fall 2015 - Summer 16
2015FA	ONLINE				1						1	2	Total
2016SP	PRISON				1	9	3	1			18	32	<b>333</b>
2016SP	MCM	2	2	14	1	22	19	17			7	84	Students Served
2016SP	ONLINE										3	3	
2016SU	PRISON				1	6		1			21	29	
2016SU	MCM	1		3		16	8	5		1	3	37	
2016SU	ONLINE										4	4	
2016FA	PRISON		2		3	13	13				206	237	2016 - 2017
2016FA	InService						1				1	2	Fall 2016 - Summer 17
2016FA	MCM	24	2	4	1	19	27	22		1	9	109	Total
2016FA	ONLINE										11	11	<b>950</b>
2016FA	Unknown	1					2	1				4	Students Served
2017SP	PRISON	3	2		8	14	16				162	205	
2017SP	MCM	1		8	1	11	13	12			2	48	
2017SP	ONLINE					1	3				13	17	
2017SU	PRISON	2	3		10	15	14				169	213	
2017SU	MCM			28	2	16	13	14	1		7	81	
2017SU	ONLINE						3				18	21	
2017SU	Unknown			2								2	
2017FA	PRISON		1		7	5	8				134	155	2017 - 2018
2017FA	MCM	2		1	1	10	6	10			2	32	Fall 2017 - Summer 18
2017FA	ONLINE				1		2	1			15	19	Total
2018SP	PRISON	2	1		10	12	20	1			281	327	<b>810</b>
2018SP	MCM	2		21	1	10	9	14	1		9	67	Students Served
2018SP	ONLINE	1					4				28	33	
2018SU	PRISON		1		12	3	13	1			125	155	
2018SU	MCM				1	4	1	4			2	12	
2018SU	ONLINE						1				9	10	
2018FA	PRISON	2	3		5	12	28	3			365	418	2018 - 2019
2018FA	MCM	2		19	3	16	18	18	1		9	86	Fall 2018 - Summer 19
2018FA	ONLINE	1			1			1			21	24	Total
2019SP	PRISON	2	3		12	13	30	3			468	531	<b>1246</b>
2019SP	InService										1	1	Students Served
2019SP	MCM	3		19	2	15	14	21	1		15	90	
2019SP	ONLINE	1			1			1			17	20	
2019SP	Unknown			1								1	
2019SU	PRISON				2	1	3				64	70	
2019SU	MCM						2				2	4	
2019SU	ONLINE										1	1	

b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

*DSPS is mandated by the CCCCO to provide accommodation to all eligible PVC students, no matter location. Plans to identify addition students requesting DSPS accommodations, are to work with IT and A & R to capture that information from CCCApply and reach out to those students. Also, to work with local prisons to identify what accommodations are needed, identify what resources are available within the confinement of each prison, and provide each student the accommodations as mandated by federal and state law.*

**3. Accomplishments in Achieving Goals**

a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task.

*1) A DSPS Learning Disability Specialists is still needed as described in the previous program review of 2015. The DSPS budget per CCCCO has not improved nor monies available from other categorical budgets or grants that could assist paying for an LD Specialist position along with a DSPS counselor.*

*2) Additional tutors who can do specialized tutoring for disabled students. DSPS will requests tutors who have been assigned Financial Aid work study and ask for funds from categorical and grants to assist with additional tutor positions. The need for additional DSPS tutors has not been successful, the growing amount of population of student’s requests for tutor, note taking, etc. has been increasing each year as described below:*

	2015	2016	2017	2018
<b>Primary Disability</b>				
Acquired Brain Injury	2	4	3	3
Developmentally Delayed Learner	18	16	27	20
Hearing Impaired	5	7	17	20
Learning Disabled	51	45	35	38
Mobility Impaired	33	42	42	54
Other Disability	31	49	45	54
Psychology Disability	27	21	25	27
Speech/Language Impaired		1	1	1
Visually Impaired	35	202	366	564
(blank)		6	6	6
<b>Grand Total</b>	<b>202</b>	<b>393</b>	<b>567</b>	<b>787</b>

*3) In 2015, a restrictive location for DSPS students for a distraction free area was identified in the program goals, as is essential for students to obtain educational assistance from DSPS staff. In 2019, a potential location has since been selected.*

*4) In 2015, DSPS requested the hiring of additional part-time clerical DSPS staff. The part-time clerical DSPS staff will assist with adequate coverage to assist DSPS students with registration, tutoring, assistive technology use, and other DSPS supportive services. In 2019, this request and goal has not been met.*

*5) In 2015, DSPS requested to implement a Student Accommodation Management system/software for DSPS in order to streamline DSPS processes, saving on costs and to manage student files automatically. Due to the budget constraint, DSPS allocation from the CCCCO were unable to meet this goal. Still needed as of today.*

- b. Explain modifications, if any, of goals.

*In 2015, DSPS requested a part time LD specialist. In 2019, that goal was modified to a full time DSPS Counselor/LD Specialist, to desperately assist in serving the constant increase of DSPS eligible students, by providing LD testing and additional accommodations needed.*

**4. Strengths, Weaknesses & Accomplishments/Activities**

- a. List and comment on the major strengths of the program, area or unit.

*DSPS – Community Partners/Relationship (Department of Rehabilitation (DOR), PVHS, Sheltering Wings, Blythe Mental Health).*

- o *Adaptive PE courses established at main campus.*
- o *Well Equipped Assistive Technology Center, and campus support*
- o *DOR and DSPS have collaborated with on-campus workshops for students.*

- b. List and comment on the major weaknesses of the program, area or unit.

*A weakness is that DSPS needs a DSPS Counselor, with a LD Specialist certificate. The LD Specialist is necessary to assess students and providing adequate LD services to students who have been diagnosed and assisting LD students with skills and techniques for success. The DSPS Counselor will assist with all other support services.*

*Need of additional tutors to assist students with specialized tutoring techniques in a distraction free area.*

*Need of additional part-time DSPS staff. Additional part-time DSPS staff will be able to assist students with front desk (DSPS) services, assistive technology assistance and test accommodations (proctoring).*

*Need of a Student Accommodation Management (SAM) system/software. SAM accessibility will provide DSPS efficient and effective solutions to timely accessibility of DSPS accommodations between student and instructors.*

- c. List activities and discuss accomplishments during review period.

*DOR has worked collaboratively and regularly with DSPS to provide students additional accommodations and workshops.*

**5. Service Area Outcomes (SAO)**

Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Area Outcomes and/or Service Area Outcomes (SAO).

*This program review is a transition from the four-year instructional program review template to the annual service area template which includes the transition from resulting student learning outcomes to service area outcomes. Service Area Outcomes as well as metrics were established for this new template. Metric data will be gathered using Survey Monkey and included in the program review template for next year.*

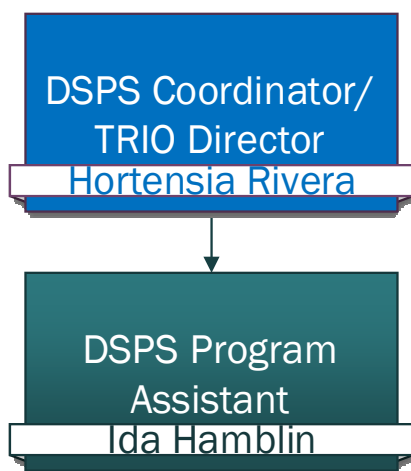
Service Area Outcomes	SAO metrics
SLO #1: In orientation, students will learn about services available from the DSPS department.	<i>Students will be surveyed following orientation to gauge their understanding of services available through DSPS.</i>
SLO #2 in orientation, students will learn whether they should utilize DSPS services.	<i>Students will be surveyed following orientation to gauge their understanding of how to utilize appropriate DSPS services.</i>

**6. Human Resources and Staff Development**

a. Provide current organization chart of the program, area or unit, showing key functions and responsibilities.

DSPS Coordinator/TRIO Director – Enter function and responsibilities.

DSPS Program Assistant – Enter function and responsibilities



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area or unit goals? Explain.

*Current management and staff is not adequate to perform functions and responsibilities due to high population of students with disabilities being served. The number of students served from 2015 to 2019 has increased by 289.6%.*

*A full time DSPS counselor with a certification for Learning Disabled (LD) Specialists is in need in order to serve students all PVC eligible students in all locations and delivery modalities. Students are requesting to be LD assessed, at present an LD Specialist is needed to perform LD assessments and determine type (s) of Learning Disability accommodations. The LD Specialists must be authorized through the CCCCO to use CARS-W. CARS-W. The CARS-W is an LD database system housed at the CCCCO where all California Community Colleges have access to pull student's assessment through the state of California.*

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

- *Introduce counselors to best practices across the state*
- *Keep counselors up to date on DSPS trends*
- *Keep counselors up to date on various stands from the American Counseling Association*
- *Collaborate with other DSPS programs to better meet students' needs*
- *The listed activities provide training on many counseling related topics*

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

*As 3SP evolved to SEA, and now with Guided pathways in place, DSPS would benefit from continued professional development opportunities to better align SEA with Guided Pathways. Also, opportunities to continue to build on each pillar of Guided Pathways and meet the needs of DSPS students. DSPS personnel would benefit from additional professional development opportunities to best meet the student's needs.*

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

Since the last Program Review, a Dean of Instruction & Student Services position has been developed, whom all counselors directly report to, except for DSPS Counselor, who reports to the VP of Instruction & Student Services. A Student Success Manager/Director has also been brought on to support the counseling area and unit goals, which DSPS could benefit from with more support. Organizational changes that could potentially improve the program and unit performance are including management to support the program with Student Support and Counseling experience. This is a missing component in our leadership, and when performing functions and responsibilities satisfactory to the program goals

**7. Facilities**

a. Are current facilities adequate to support the program, area or unit? Explain.

Current facilities are adequate to support the program, but in time with additional support, more office space will be needed to accommodate additional employees.

c. Describe plans for future changes to support facilities.

No plans are in place at this time but will be brought up in future planning sessions.

**8. Technology and Equipment**

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

DSPS is in need of a Student Accommodation Management (SAM) system/software. SAM accessibility will provide DSPS efficient and effective solutions to timely accessibility of DSPS accommodations between student and instructors. This software would replace typing each individual DSPS accommodation letter for each student and instructor.

b. Describe plans for future changes to support technology or equipment.

The DSPS department recommends acquisition of the Student Accommodation Management (SAM) system or similar software product specifically designed to support students needing DSPS services. The SAM system enables students to readily request learning accommodations and tracks the use of such support services for analysis and reporting purposes. The SAM system would improve the efficiency and effectiveness of DSPS services by streamlining processes, reducing expenses and improving the management of student files.

**9. Financial Resources**

a. Provide an appropriate financial report for program, area or unit during reporting period. Explain any significant deviations from previous reporting period.

BUDGET CODES	2015/2016 BUDGET	2015/2016 EXPENSES	TOTAL DIFFERENCE	2016/2017 BUDGET	2016/2017 EXPENSES	TOTAL DIFFERENCE	2017/2018 BUDGET	2017/2018 EXPENSES	TOTAL DIFFERENCE	2018/2019 BUDGET	2018/2019 EXPENSES	TOTAL DIFFERENCE
1000	\$75,211	\$75,211	\$0	\$64,094	\$95,244	\$31,150	\$80,538	\$97,339	\$16,801	\$103,771	\$103,771	\$0
2000	\$61,917	\$61,917	\$0	\$57,561	\$61,378	\$3,817	\$41,919	\$66,975	\$25,056	\$44,832	\$63,675	\$18,843
3000	\$48,550	\$48,550	\$0	\$57,994	\$59,827	\$1,833	\$49,793	\$52,681	\$2,888	\$39,272	\$67,548	\$28,276
4000	\$1,299	\$1,255	\$44	\$0	\$8	\$8	\$11	\$11	\$0	\$1,972	\$22,452	\$20,480
5000	\$2,033	\$2,033	\$0	\$0	\$0	\$0	\$0	\$19,966	\$19,966	\$8,814	\$8,814	\$0
6000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$189,010</b>	<b>\$188,966</b>	<b>\$44</b>	<b>\$179,649</b>	<b>\$216,457</b>	<b>\$36,808</b>	<b>\$172,261</b>	<b>\$236,972</b>	<b>\$64,711</b>	<b>\$198,661</b>	<b>\$266,260</b>	<b>\$67,599</b>

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

Current budget comes from the general funds, and DSPS would benefit from its own budget sources. DSPS would greatly benefit from additional funding from the state to accommodate the growing need of student accommodations.

d. Describe plans for future budget changes, if any.

No plans are in place at this time but will be brought up in future planning sessions.

**10. Four year plan**

a. Place future request for resources (human, facilities, technology & equipment, and financial) in four year matrix to facilitate future planning.

		2019-20	2020-21	2021-22	2022-23
		<b>Future Area Needs</b>	<b>Human Resources</b>		<i>DSPS Counselor/LD Specialist and part time clerical staff. Need for specialized tutors.</i>
<b>Fiscal Resources</b>			<i>Defined funding to support needs of the department</i>	<i>Defined funding to support needs of the department</i>	<i>Defined funding to support needs of the department</i>
<b>Physical Resources</b>					
<b>Technology Resources</b>				<i>Student Accommodation Management system</i>	<i>Student Accommodation Management system</i>

## **DSPS Board Reports**

### 2018-08-14

- DSPS is in process of recruiting at both ISP and CVSP.
- Our numbers are not at this point confirmed until registration is over. Once registration is over, DSPS will have a confirmed number.

### 2018-09-11

- DSPS would like to report that we have 514 students enrolled for FALL 2018. DSPS does not have a cap. Students are from ON CAMPUS, ISP, CVSP and other locations.

### 2018-11-13

- DSPS has continued to increase in enrollment. DSPS as of now has 532 students in the program.

### 2018-12-11

- DSPS has continued to increase with student population from both CVSP and ISP. Our estimated number thus so far, since registration is still taking place is roughly around 558 as of now and still growing.
- DSPS is working on updating student educational plans on Student Planning for incarcerated students (CVSP, ISP and other). The intention is to get all DSPS student's (558) with a cohesive SEP via Student Planning to be used for MIS. Currently each student has a written SEP in their file.

### 2019-01-22

- DSPS had a total of 564 students for Fall 2018.
- DSPS has 501 students for Spring 2019.
- DSPS will be going to both ISP on January 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup>. Then to CVSP the following week.
- We are estimating a total of 600 of student's at the end of this spring.

### 2019-02-05

- DSPS is currently recruiting students in both ON CAMPUS, CVSP, ISP and Needles, CA and etc. Total current count is 539 and that number will continue to grow through-out the spring semester. DSPS files are being updated on a continuous basis with completion of comprehensive educational plans for each student.
- DSPS LIBRARY: More books have been ordered for DSPS library which serves, ISP, CVSP and ON CAMPUS. Books have been sent to all campuses. Pending fall books from ON CAMPUS are in progress.

### 2019-05-14

- DSPS currently has a total of 654 student for Spring 2019.
- We estimate around 700 students at the end of this semester.
- DSPS has obtained a total of 60 plus new students for Summer and around 70 new student's for Fall.
- Typically we lose some enrollment each semester due to students graduating, transferred to another institution and so forth. However, those student's who do transfer, want to continue being served by DSPS/PVC. Those numbers are increasingly growing each semester (student's at other institutionalized systems).

### 2019-08-05

- Number in student's continues to grow.



## 2019 Annual Program Review: EOPS

### 1. Purpose of the Program

- a. State the purpose of program, area or unit.

*Extended Opportunity Programs and Services (EOPS) was established as a result of Assembly Bill 164 being passed by the California Legislature in 1969 to fight poverty. The goal of EOPS at Palo Verde College is to encourage students who are affected by language, social, and economic challenges. EOPS offers Counseling, Priority Registration, EOPS Orientation, Financial Assistance, Book Services, Career Information, Community Service Referrals, assistance in transferring to four-year Universities, Scholarship Assistance, Interpreting Services, Education Planning, Tutoring and Survival kits. Under the EOPS umbrella students who qualify may benefit from one added resource that is offered through our CARE program.*

*The Extended Opportunity Programs and Services (EOP&S) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS will assist students with making a successful completion at a two-year program and transferring to a four-year university. It is our goal to motivate those whom the program serves by enabling them to be more effective and decisive with their career choices.*

- b. How does the program, area or unit support the College Mission?

*Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS is directly aligned with the college's mission, whereby the program promotes Palo Verde College as an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning and community development. It is our goal to motivate our EOPS students by enabling them to be more effective and decisive with their career choices. Our goal is to create better futures for our students and our communities.*

### 2. Population(s) Served

- a. Describe the populations served by the program, area or unit, identifying special populations, if any.

*According to ACCESS, from Fall/2014 to Spring/2019 there were a total of 4,901 EOPS students that were provided EOPS services on campus and at the two institutions, Ironwood State Prison and CVSP, Chuckwalla Valley State Prison. Students who are low income, academically and educationally disadvantaged students qualified to receive services such as books, follow-ups and counseling. Students who are in the EOPS program on campus receive survivor kits, transportation bus passes, breakfast and lunch packs. They are also offered trainings on mental health. Mental Health out of Riverside provides our students and staff training on the different topics of mental health. The services that EOPS provides along with mental health, has been an instrumental in delivering its services to students and staff.*

- *EOPS students served from:*
- *The Main campus Blythe, Ca.*
- *Needles, Ca.*
- *Chuckwalla Valley State Prison (CVSP) Blythe, Ca.*
- *Ironwood State Prison (ISP) Blythe, Ca.*

Academic Years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
FALL	357	336	321	506	580	638
SPRING	342	317	374	528	591	550

- b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

*The goal of the EOPS program is to assist all students who are disadvantaged. EOPS has captured all students by offering comprehensive academic and support counseling, financial aid and additional services aimed at keeping students from dropping classes and doing total withdraws. The services that are offered are helping them reach their educational and career goals. The EOPS goal are also to increase the number of graduates with Liberal Arts Degrees, Associates of Sciences, Certificates or specific skills sets that prepare them for an in-demand job.*

### **3. Accomplishments in Achieving Goals**

- a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task.

*The goal of EOPS is to increase the population with new and returning students. Another goal is to increase the student graduation rate and develop new services that would support the students while attending classes during the semester. The strategy is to increase the events of outreach within the two prison sites, Ironwood State Prison and Chuckwalla Valley State Prison. The goal is to increase the enrollment within the community and at the local high-school and continuation graduates. The program also recruited a great number of students by using the airwaves of the local bilingual, Spanish and English-radio station located in Blythe. The outreach efforts paid off. The EOPS Program was able to increase the enrollment at all sites and in the community. The program has many objectives. The number one objective for the program is to have the students graduate with a Degree or certificate and transfer or obtain employment.*

- b. **Explain modifications, if any, of goals.**

*The EOPS program modified its program by doing more, with less staff. EOPS increased its enrollment by having the EOPS staff crossed trained in departments that fall under the umbrella of Student Services. This made it easier for all students to apply to the different departments that applied to them.*

### **4. Strengths, Weaknesses & Accomplishments/Activities**

- a. List and comment on the major strengths of the program, area or unit.

*The strength of the program are the books and counseling. The program spends an enormous amount of funding on the lending library for the two prison institutions and for the on-campus PVC students. Book grants are provided to all students who are attending classes on campus. Editions are consistently changing, and new classes are steadily being added every semester. Another strength the program offers are transportation tickets. Many of our students will not attend their classes if they do not have a bus pass. The bus passes are a big part of the EOPS program. EOPS listened to their students when they said that they are hungry, so EOPS now distributes daily breakfasts and lunch packs. Another service that EOPS provides are the three follow-ups. All EOPS students are required to attend their 3 mandatory contacts. These follow-ups are what keeps the EOPS students on task to complete a semester successfully and graduate.*

- b. List and comment on the major weaknesses of the program, area or unit.

*EOPS has increased their enrollment but has remained with the same amount of staff due to funding. The Director of EOPS/CARE makes frequent visits with the full-time Counselor and part-time Educational Advisor. Visits include the two prison sites for follow-up and registration. The Director also registers and meets with students on-campus as well. This creates a weakness because students are not receiving the full attention of a counseling meeting. By having additional staff, the program will be able to accommodate the students accordingly to the services that they deserve, and the Director will be able to concentrate on the program's budget and reports.*

- c. List activities and discuss accomplishments during review period.

EOPS held many activities during the academic year. The activities consist of workshops on motivation, probation, mental health, time-management, three mandatory EOPS follow-ups, and an award ceremony at the end of the Spring semester. EOPS also has an open-door policy. Even the EOPS Director has requested to have an open-door policy. EOPS is a program where a student's requires general and personal counseling. The activity that seems to do well, is meeting with students during the day when they need a one on one motivational uplifting speech. Sometimes EOPS is the only source of support that keeps them going. By completing these follow-ups and activities EOPS noticed the participation and

At the end of the semester, the Director of EOPS evaluates all transcripts for each student and develops a report of the number of students who were placed on probation and the ones that came out from probation. We are pleased to report that out of 550 to 600 EOPS students we only have the below number of students placed on probation.

FALL 2016	PROBATION – 11 EOPS students
SPRING 2016	PROBATION-16 EOPS STUDENTS
FALL 2017	PROBATION -12 EOPS STUDENTS
SPRING 2017	PROBATION – 10 EOPS STUDENTS
FALL 2018	PROBATION-17 EOPS STUDENTS
SPRING 2018	PROBATION 7 EOPS STUDENTS
FALL 2019	PROBATION 19 EOPS STUDENTS
SPRING 2019	PROBATION 15 EOPS STUDENTS
FALL 2020	PROBATION 25 EOPS STUDENTS

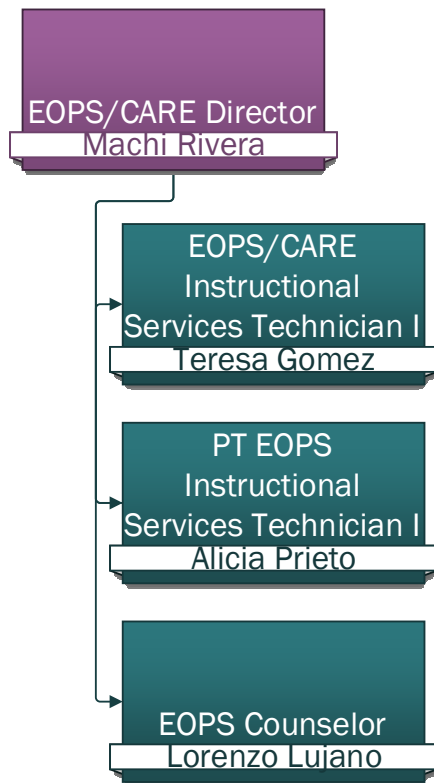
## 5. Service Area Outcomes (SAO)

Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Level Outcomes and/or Service Area Outcomes (SAO).

Service Area Outcome	Metric
EOPS SAO #1: The department will support student success by identifying eligible EOPS students and provide offered services.	Number of EOPS students served in the review period.  <u>2018-2019:</u> Fall: 580 Spring: 591
EOPS SAO #2: EOPS students understand their rights and responsibilities in both the academic and professional settings, personal responsibilities, and the general education requirements which are in alignment with their career interests and abilities.	Number/percentage of EOPS/CARE students that possess the knowledge of what they need to do to succeed in a college setting as surveyed by administered questionnaire.  95% of the current EOPS/CARE students have demonstrated this understanding.
EOPS SAO #3: EOPS students are aware of the resources and organizations that enhance their connection to the college experience.	90% of the EOPS/CARE students will have knowledge of the different departments within the college.

## 6. Human Resources and Staff Development

- a. Provide current organization chart of the program, area or unit, showing key functions and responsibilities.



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area or unit goals?

*EOPS has increased their population due to the outreach efforts.*

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

*EOPS/CARE staff attend a yearly EOPS conference on updates from the Chancellors office. The EOPS Director also attends a regional meeting with all EOPS Directors once a month via webcam where updates on the EOPS program are shared and applied to the EOPS program. The trainings are also regarding the CARE program. CARE also has a yearly conference where CARE students attend a three-day retreat. The conference consists of self-esteem workshops and motivational sparkers.*

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

*Mental Health is a training that is a must for all EOPS/CARE staff and students. We will have access to a program called Kognito to where a staff member or a student can receive training on mental health topics and receive a certificate at the end of the video.*

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such changes.

*Due to the increase of students, EOPS/CARE will need additional Counselors and student workers to assist the program that is rapidly growing.*

## 7. Facilities

a. Are current facilities adequate to support the program, area or unit? Explain.

*Additional workspaces would be needed to support additional counseling staff. Bookcases to house books/instructional materials as well as storage/processing space is needed due to the increasing volume of student textbooks supplied every term.*

b. Describe plans for future changes to support facilities.

*With the increase comes the increase of books. EOP will need a room to store books and bookshelves. The program is also wanting to have their files paperless. All students would apply online and will need access to laptops to where a student can complete their applications and follow-up.*

**8. Technology and Equipment**

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

*Laptops in order to more dynamically serve students during busy priority registration periods.*

b. Describe plans for future changes to support technology or equipment.

*Please see above.*

Utilize the existing college document imaging system (Perceptive/ImageNow) to archive paper-based student records and workflow.

**9. Financial Resources**

a. Provide an appropriate financial report for program, area or unit during reporting period. Explain any significant deviations from previous reporting period.

Fund	Code	Object Code Description	Budget	Expenses
11		SALARIES	146,096.35	146,096.35
11		BENEFITS	46,375.98	46,375.98
11	7540	BOOK GRANTS	50,619.67	50,619.67
12	8622	EOPS (EXTENDED OPPORTUNITY PROGRAMS AND SERVICES)	-7,436.00	0.00
12	8622	EOPS (EXTENDED OPPORTUNITY PROGRAMS AND SERVICES)	529,769.00	529,769.00
12		SALARIES	200,467.13	200,467.13
12		BENEFITS	68,446.74	68,446.74
12	4370	COMMENCEMENT	20,198.20	20,198.20
12	4550	OFFICE SUPPLIES	5,471.11	5,471.11
12	4556	COPYING	1,214.48	1,214.48
12	4710	FOOD	3,923.22	3,923.22
12	5045	POSTAGE	14.50	14.50
12	5210	MILEAGE	29.35	29.35
12	5211	FLEET MILEAGE	917.76	917.76
12	5220	CONFERENCES	7,276.21	7,276.21
12	5620	ALL OTHER CONTRACT	350.00	350.00
12	5630	RENTS AND LEASES	3,423.99	3,423.99
12	6300	LIBRARY BOOKS	58,085.28	58,085.28
12	7540	BOOK GRANTS	126,181.02	126,181.02
12	7601	SURVIVAL KITS	15,309.01	15,309.01

12	7660	TRANSPORTATION/BUS PASSES	11,025.00	11,025.00
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b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

*Funding for purchase of laptops. Utilizing the existing document imaging system will require the purchase of scanners, additional licensing, and vendor consulting time to configure document types and workflows.*

c. Describe plans for future budget changes, if any.

*See above regarding laptops and document imaging.*

**10. Four year plan**

a. Place future request for resources (human, financial, facilities, technology & equipment) in a four-year matrix to facilitate future planning.

			2019-20	2020-21	2021-22	2022-23
<b>Future Area Needs</b>	<b>Human Resources</b>					<i>Additional counseling positions.</i>
	<b>Fiscal Resources</b>				<i>ongoing document imaging licensing costs</i>	<i>ongoing document imaging licensing costs</i>
	<b>Physical Resources</b>					<i>Workspace for additional positions.</i>
	<b>Technology Resources</b>				<i>Document imaging setup Scanners laptops</i>	<i>Document imaging setup</i>

## EOPS Board Reports

### 2018-08-14

- EOPS currently has 500 students.
- Out of 500, 393 students are from ISP/CVSP.
- EOPS currently has 7 CARE students.
- EOPS/CARE will continue to do outreach via KERU radio and face to face.

### 2018-09-11

- EOPS/DSPS students: Within the 560 students, EOPS has 282 students that are also in the DSPS program.
- CARE-End of the Year Report was submitted to the Chancellors on: August 31, 2018.
- CARE enrollment status: CARE currently has 9 students. We will continue to recruit throughout the academic year.
- EOPS/CARE has spent thus far for Fall/2018: Estimation regarding the Fall book grant amount, which included main campus, Needles and the two institutions-ISP and CVSP. \$97,367.45.00 EOPS.
- Mandatory contact at both institutions, ISP and CVSP: The purpose of 1<sup>st</sup> Contact is to meet with all EOPS students who are currently in the program. It's a meeting for students to share with EOPS, if they received books and started their classes. Contact was met on September 27 thru the 29<sup>th</sup>.
- 1<sup>ST</sup> Mandatory Contact on campus: September 10<sup>th</sup> thru September 14<sup>th</sup>, 2018.
- CCCEOPSA Conference & Training: October 29-31 in Monterey, CA. The EOPS/CARE Director will be attending as well as the EOPS Counselor and full-time Secretary.

### 2018-10-09

- October 15<sup>th</sup> and 16<sup>th</sup>, EOPS will be meeting with 195 students at ISP for 2<sup>nd</sup> Mandatory Contact. 2<sup>ND</sup> Mandatory Contacts consists of a current "Progress Report" completed by the instructors.
- October 16, EOPS invited Riverside County Mental Health to present a "Suicide Prevention Workshop" at Palo Verde College starting at 11:00 a.m. to 12:30 p.m. in CS 236.
- October 17<sup>th</sup> and 18<sup>th</sup>, EOPS will be meeting with 224 students at CVSP for 2<sup>nd</sup> Mandatory contact.
- October 22 – October 26, EOPS/CARE will be meeting with 157 students, on campus. This will be their second follow up contact. There are three total for the semester. We will also have them complete a Petition to Graduate with either a Certificate or Degree.
- October 28 – October 31, the Director of EOPS/CARE, EOPS Secretary and the EOPS Counselor will be at a CCCEOPSA Conference in Monterey, California.
- November 2<sup>nd</sup>, as an Advisor the club, Movimiento Estudiantil Chicanos De Aztlan, and as the EOPS/CARE Director, we will be participating in the November 2<sup>nd</sup> "Dias De Los Muertos Outreach Event". EOPS will assist with the planning and the funding, and MEChA will perform a couple Ballet Folklorico dances, selling of candles, fund raiser for scholarships, and assisting with the security of the event.

### 2018-11-13

- EOPS/CARE currently has 591 students.
- Completed 2<sup>nd</sup> Mandatory contact.
- EOPS met with 391 students regarding 2<sup>nd</sup> mandatory contact. The goal of 2<sup>nd</sup> mandatory contact is to see how our students are doing.
- Attended EOPS conference in Monterey, CA. The EOPS staff brought back new ideas for workshops to help our students express themselves when they feel stressed during finals.
- EOPS will visit ISP on November 6<sup>th</sup> for Spring registration.
- 3<sup>rd</sup> contact and Priority registration on campus will be November 26 - November 30, 2018.
- EOPS/DSPS Advisory meeting will be on December 13, 2018.

### 2018-12-11

- EOPS has 580 students.
- EOPS has been visiting ISP regarding the follow-ups and 3<sup>rd</sup> contact. EOPS met with EOPS students on A, B, C, and D, yard. EOPS has provided ISP-E yard with 25 new slots. If there are more students interested in signing up for the program, we will gladly accommodate them with counseling and books.
- EOPS and Riverside County Mental Health had a table in the front lobby in the CS side with information in regards to “Suicide Prevention Awareness” information on December 5<sup>th</sup>.
- EOPS will be at CVSP on December 6, and on December 11<sup>th</sup> completing 3<sup>rd</sup> contact and registration.
- EOPS/CVSP will be having their Advisory Meeting on December 13<sup>th</sup>, 2018 from 12:00 noon to 1:00 pm.
- EOPS will be ordering books for ISP/CVSP and for the EOPS/CARE lending library. EOPS will also be issuing out the book vouchers to all students before the Christmas break.

#### 2019-01-22

- Currently working on registrations.
- EOPS visit ISP and CVSP on January 16, 17<sup>th</sup>, 22 and 23.
- EOPS has spent close to \$86,000 on books for prisons and students on campus for Spring 2019.

#### 2019-02-05

- EOPS/CARE currently serves 565 students.
- EOPS completed 1<sup>st</sup> mandatory at ISP. Working on completing 1<sup>st</sup> mandatory contact for CVSP and, on campus.
- Director met via/skype with planning committee for the yearly CARE and EOPS conference. CARE conference is scheduled to be on April 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>. EOPS is assisting other regions in putting together the yearly conference for EOPS and CARE. EOPS yearly conference will be held in Palm Springs on October 22, 23, and 24.
- EOPS/CARE is assisting with completing Petitions to Graduate. EOPS Counselors are assisting students with Petitions. We are putting together a list of potential graduates for our EOPS/CARE Ceremony that will be held on April 25<sup>th</sup>.
- EOPS is looking for space to store books for lending library. Currently stored in Lorenzo’s office, EOPS Counselor.

#### 2019-03-12

- EOPS/CARE has 49 main campus students who “Petitioned to Graduate” with an AA, AS, or certificate. On our next EOPS Board report, we will give the amount of the inmates who have petitioned to graduate.
- EOPS/CARE is also working on the EOPS/CARE Awards Ceremony that will take place on April 25<sup>th</sup>, 2019.
- EOPS/CARE is currently serving 590 students.
- EOPS/CARE is currently meeting with students for 1<sup>st</sup> contact. EOPS has met with an average of 80% to 90% of the total population of EOPS students.

#### 2019-04-16

- The week of April 8<sup>th</sup> and April 15<sup>th</sup>, EOPS will be registering at CVSP and ISP. EOPS along with DSPS are doing Summer and Fall registration.
- EOPS has received their first book, bulk order for the two institutions, ISP and CVSP. They will be distributed as they come in.
- 80% of the EOPS/CARE students met their 2<sup>nd</sup> Mandatory contact. USB bracelets were distributed to all students who met contact.
- EOPS/CARE Awards Ceremony is scheduled for the 25<sup>th</sup> of April, starting at 6:00 p.m. We hope you can all make it.
- EOPS/CARE is providing all EOPS students with a cap and gown, EOPS/CARE stole, and medallion. It is part of the EOPS/CARE program’s appreciation to all students who are receiving a Certificate or Degree.
- EOPS/CARE continue to distribute breakfast and lunch snack packs. Thus far, there has been 280 or more, snack packs distributed. Students are truly grateful for the food distribution.

#### 2019-05-14



- EOPS/CARE is having their Advisory meeting on May 16<sup>th</sup> from 12:00 noon to 1:00 p.m. in CS 123/124.
- EOPS has completed SUMMER and FALL registration at ISP, CVSP and on main campus.
- For the 6<sup>th</sup> consecutive year, an EOPS student has earned the valedictorian.

2019-06-11

- EOPS/CARE will be doing outreach at the clubhouses, in the apartments located in the city of Blythe and Ripley. Our goal is to increase our enrollment regarding our community students.

2019-08-05

- EOPS has 503 students total, 220 student are DSPS, 404 are incarcerated, and 123 are new or returning.
- EOPS went out to the prison on July 25<sup>th</sup> to give an overall orientation about the different programs that Palo Verde College offers.
- EOPS is reaching out to potential students in the community via KERU Spanish radio station.
- EOPS participated in the outreach event that took place at the Department of Social Services.
- EOPS will continue to register students up until August 23<sup>rd</sup>, which is the last day of registration.
- The EOPS lending library has been very instrumental by providing EOPS students books that their book voucher could not cover.