# Program Review - Overall Report

Student Services: Special Programs

## Program Comparison

**How does your program compare to the college in the following areas: gender, ethnicity, FT/PT enrollment status?**

Enrollment:

Special Funded Programs including DRC, EOPS/CARE/NextUp has experienced gradual growth and increased enrollments over the years until the negative impacts of COVID-19 which caused significant enrollment losses due to campus closures and online courses being the only option. CalWORKs and Phoenix Scholars have maintained steady, yet lower enrollments which limits access based on specific criteria that foster youth and persons receiving cash aid must meet. During the 22-23 FY, programs were finally able to see growth since the COVID impacted years.

The Unity Zone is not a program, rather a service area thus data prior to the 22-23 FY is unavailable. Internal student check-in processes have allowed staff to collect more specific data on both LGBTQIA and Undocu student groups. Data below does not accurately reflect the actual enrollments/students served within DRC as only flagged students are included. MIS State reporting in data mart represents data more accurately.

For example, in the 2022-23 academic year the DRC served 553 students. However, the data provided by the college only reflects students who enrolled in the college during the academic year. Similar gaps in MIS data and college-provided data exist in previous academic years. This reflects two challenges. First, the number of students served is a truer reflection of the challenges faced by the DRC office when developing strategies to serve all students who seek services. Second, it highlights a gap in onboarding students who have expressed interest in attending Norco College but who never enroll for courses. Identifying the reason/s this gap exists and creating strategies to effectively onboard these students will bring our MIS data closer to the enrollment-based data provided by the college.

| | | Annual 2020-2021 | Annual 2021-2022 | Annual 2022-2023 |
|---|---|---|---|---|
| | | Student Count | Student Count | Student Count |
| Norco College Total | | 683 | 620 | 553 |
| | Acquired Brain Injury | 13 | 5 | 7 |

## Data Review

| | | | | |
|---|---|---|---|---|
| | Attention Deficit Hyperactivity Disorder (ADHD) | 58 | 57 | 58 |
| | Autism Spectrum | 67 | 77 | 72 |
| | Developmentally Delayed Learner | 10 | 15 | 14 |
| | Hearing Impaired | 23 | 19 | 19 |
| | Learning Disabled | 159 | 128 | 111 |
| | Mobility Impaired | 39 | 37 | 31 |
| | Other Disability | 102 | 103 | 70 |
| | Psychological Disability | 205 | 170 | 160 |
| | Visually Impaired | 7 | 9 | 11 |

Also, while the college data reflects increases in DRC enrollment each year over the past 3 years, MIS data reflects a significant drop in DRC students from 2021-2023. In short, more DRC students are enrolling in courses. However, there are fewer students being served by the DRC office. This decline is reflected in statewide DSPS MIS data and is attributed largely to the impact of Covid and the widespread changes in course modality offerings. The most current DRC MIS data is Fall 2023. This data demonstrates an increase of 40 students served from Fall 2022 to Fall 2023 (an 11% increase).

| | | Fall 2022 | Fall 2023 |
|---|---|---|---|
| | | Student Count | Student Count |
| Norco College Total | | 366 | 406 |
| | Acquired Brain Injury | 4 | 4 |
| | Attention Deficit Hyperactivity Disorder (ADHD) | 32 | 61 |
| | Autism Spectrum | 49 | 56 |
| | Developmentally Delayed Learner | 10 | 10 |

## Data Review

| | | | |
|---|---|---|---|
| | Hearing Impaired | 10 | 12 |
| | Learning Disabled | 72 | 94 |
| | Mobility Impaired | 21 | 21 |
| | Other Disability | 52 | 47 |
| | Psychological Disability | 110 | 95 |
| | Visually Impaired | 6 | 6 |

Enrollment Data Across Programs is as follows:

| Enrollment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **CalWORKs** | 41 | 27 | 44 |
| **DRC** | 331 | 323 | 355 |
| **EOPS** | 327 | 280 | 332 |
| **Ph Scholars** | 52 | 38 | 42 |

**Gender:**

Statistically, females have been represented at much higher rates across special funded programs over the past three years at an average of a 67% whereas NC represents an average of 55% female rate. Special programs serve female students 12% higher than served in general at Norco College.

**FT/PT:**

During the 22-23 academic year there was an average 11% of full-time enrolled students in CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars which is higher than Norco College at 4% full-time. The average PT enrollment across special programs was 89% while for NC it is 96%.

**Ethnicity:**

## Data Review

The ethnic breakdown of students in special programs (average: 53.7%) is comparable to the general NC Hispanic/Latinx (59.7%) student population as noted in the table below. White students are the second highest ethnic for Norco College while in special programs it begins to vary. While it is comparable for DRC and EOPS, Asian (Middle Eastern) students are the second highest ethnic group among CalWORKs students and Black students in Ph. Scholars.

| | CalWORKs 2022-23 | | DRC 2022-23 | | EOPS 2022-23 | | Ph. Scholars 2022-23 | | Norco College 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Ethnicity** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| **Amer Indian/Alaska Nat** | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 41 | 0.20% |
| **Asian** | 13 | 27.70% | 25 | 5.90% | 42 | 11.90% | 0 | 0.00% | 1770 | 10.60% |
| **Black/AA** | 5 | 10.60% | 34 | 8.00% | 22 | 6.20% | 9 | 19.60% | 1083 | 6.50% |
| **Hispanic/Latinx** | 16 | **34.00%** | 241 | **56.40%** | 209 | **59.20%** | 30 | **65.20%** | 9934 | **59.70%** |
| **Nat Hawaiian/PI** | 0 | 0.00% | 2 | 0.50% | 0 | 0.00% | 0 | 0.00% | 60 | 0.40% |
| **Two or more** | 0 | 0.00% | 16 | 3.70% | 6 | 1.70% | 1 | 2.20% | 641 | 3.90% |
| **Unreported** | 1 | 2.10% | 4 | 0.90% | 4 | 1.10% | 0 | 0.00% | 313 | 1.90% |
| **White** | 12 | 25.50% | 105 | 14.60% | 70 | 19.80% | 6 | 13.00% | 2784 | 16.70% |
| **Total** | **47** | **100.00%** | **427** | **100.00%** | **353** | **100.00%** | **46** | **100.00%** | **16626** | **100.00%** |

## SEPs:

The percentage of students in special programs including CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars who have met with a counselor and developed an educational plan during the 22-23 academic year is an average of 90.6% while for Norco College it is an average of 46.5%. Students in special programs complete SEPs at much higher rates than Norco College as a result of intrusive interventions and over-and-above support.

| Norco College | CalWORKs 2022-23 | | DRC 2022-23 | | EOPS 2022-23 | | Ph. Scholars 2022-23 | | Norco College 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual SEP | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| No | 3 | 6.40% | 132 | 30.90% | 5 | 1.40% | 1 | 2.20% | 7583 | 46.50% |
| Yes | 44 | 93.60% | 295 | 69.10% | 348 | 98.60% | 45 | 97.80% | 8697 | 53.50% |
| Total | 47 | 100.00% | 427 | 100.00% | 353 | 100.00% | 46 | 100.00% | 16245 | 100.00% |

## Success/GPAs:

In looking at all the annual success data during the 22-23 academic year, CalWORKs, DRC, EOPS/CARE/NextUp programs performed at a slightly higher average of 72.6% than of Norco College which averages at 71.15%. The student group that is underperforming in areas of success are the Ph. Scholars foster youth students at 51.80% which is 19.38% less than the NC average.

When comparing GPA between the college and the program, Norco College students had a 2.79 GPA and special programs including CalWORKs, DRC, EOPS/CARE/NextUp and Phoenix Scholars, students averaged a 2.7 GPA which is slightly lower as compared to Norco College students (a difference of 0.9). Students across special programs are performing similarly to the general college student populations in areas of success and GPA.

| Annual Success (Mean) | 2022-23 | | GPA (Mean) | 2022-23 |
|---|---|---|---|---|
| CalWORKs | 72.80% | | CalWORKs | 2.9 |
| Norco College | 71.20% | | Norco College | 2.79 |
| | | | | |
| **Annual Success (Mean)** | **2022-23** | | **GPA (Mean)** | **2022-23** |

## Data Review

| | | | | |
|---|---|---|---|---|
| DRC | 72.10% | | DRC | 2.77 |
| Norco College | 71.20% | | Norco College | 2.8 |
| | | | | |
| **Annual Success (Mean)** | **2022-23** | | **GPA (Mean)** | **2022-23** |
| EOPS | 73.00% | | EOPS | 2.85 |
| Norco College | 71.10% | | Norco College | 2.79 |
| | | | | |
| **Annual Success (Mean)** | **2022-23** | | **GPA (Mean)** | **2022-23** |
| Phoenix | 51.80% | | Phoenix | 2.27 |
| Norco College | 71.30% | | Norco College | 2.8 |

**Program Comparison: Are there any gaps in demographic areas that need to be addressed?**

Special Funded Programs are aligned with the Norco College ethnicity data by which Hispanic students represent the highest number of enrolled students. Females are represented at higher rates across special programs than males in comparison to Norco College. GPA's across special programs are in line with college-wide averages, however Phoenix Scholars (Foster Youth) lag behind in this area with a 2.27 GPA while the college is at 2.8.

**Please add any relevant documents here.**

## Program Student Outcomes Comparison

**How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, and GPA?**
**Please add any relevant documents here.**

**Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?**

**Strategic- Collect Student Needs Data across Special Programs**

**Program/Unit Goal**
Assess the academic and holistic needs of students across special programs to develop target areas of service priorities.

**Goal Cycle**
2024 - 2027

**What are you doing now in support of this goal?**
Inconsistently, special programs facilitate student satifation and needs surveys unique to each area. Programs often focus on gathering information on satisfaction of services rather than the holistic student needs to assure success, retention and persistence. Assessment is inconsistent and needs are ever changing. Since data is not regularly collected nor analyzed sufficiently, proper interventions based on data outcomes to implement customized services at scale is lacking to our under-served students.

**What are your plans (3-year) regarding this goal?**
During the first year, our goal is to develop and issue a student survey addressing questions across various needs at key ponts in order to provide strategic, timely resources that address the holistic needs of our students. Facilitate a survey each semester. Year 2: analyze the data and identify strategic actions. Year 3: Implement the plan through customized services at scale.

**Please add any relevant documents here.**

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.6 (Student Services):
- 2025 Objective 8.1 (Planning and Development):

**Sustained- Provide ongoing intrusive support services via shared software.**

**Program/Unit Goal**
Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success.

**Goal Cycle**
2024 - 2027

**What are you doing now in support of this goal?**
Special Funded Programs currently utilize Excel and Access to facilitate case management to monitor key momentum points for each student. Many of the programs offer multiple touch-points from intake to progress monitoring. Since many students are members across multiple programs, it is difficult to share student information if programs are utlizing different and informal case management systems like Excel and Access. Currently, students take part in duplicated services across programs. We need to streamline orientations, info sessions, counseling appointments and case management via a shared system. Monitoring student progress and key momentum points will inform staff when students are not meeting benchmarks, thus can engage in early awareness and interventions.

**What are your plans (3-year) regarding this goal?**
Utilize case management software that can be used across special programs allowing for information sharing of mutual students. This will allow us to more effectively share information, reduce duplication of services and required actions on part of students across multiple programs. Through the monitoring of student engagement using a shared system like SAM, it will allow staff to offer more support at key momentum points.

If gaps exist, engage students, monitor progress and eliminate the loss of students in programs. Year 1: implement a new case mangement program; Year 2: utilize program to assess gaps in students making progress, particularly students participating across multiple programs; Year 3: ongoing interactions with the utilization of a shared system to engage students at key points leading to success, retention and persistence.

**Please add any relevant documents here.**

**Mapping**
Educational Master Plan (2020-2025): ( )
- 2025 Objective 11.1 (Student Services):
- 2025 Objective 7.6 (Student Services):

**Integrated- Special Funded Programs create a common application to seamlessly intake students across multiple programs.**

**Program/Unit Goal**
Streamline the student application process for multiple special/equity programs using a common application in order to reduce duplication.

**Goal Cycle**
2024 - 2027

**What are you doing now in support of this goal?**
Students currently submit unique applications to each program they take part in. Many questions are duplicated across areas thus leading to redundency on part of the student. Currently, staff are unable to seamlessly share information on mutual students to reduce duplication of efforts and program touchpoints. We do not have a communication flow between programs to share information interconnecting tools leading to a uniform application. We need to offer more streamlined intake experiences integrating support structures across programs.

**What are your plans (3-year) regarding this goal?**
Year 1: develop the common application and pilot it in order to refine questions; Work with equity programs across campus to implement and utlize one common application. Year 2: Fully implement the common application and information sharing. Year 3: Seamlessly collect student information via a common application thus eliminating redundency on part of our students to complete multiple program applications.

**Please add any relevant documents here.**

**Mapping**
Educational Master Plan (2020-2025): ( )
- 2025 Objective 11.1 (Student Services):
- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 2.6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

**Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.**

**Program/Unit Goal**
Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS.

**Goal Cycle**
2024 - 2027

**What are you doing now in support of this goal?**
Each special program utlizes their own form of case management. Areas are not currently integrated with one another, nor the colleges data system. Programs works independently and information sharing is limited. We do

not have a system in place that captures relevent data to monitor progress, offer early alerts, assess needs that are targeted. We currently use a limited version of SARS, yet would benefit from a more expanded version that offers more integrated features.

**What are your plans (3-year) regarding this goal?**

Year 1: Demo expanded SARS capabilities with unit leads to assess features for data collection; information sharing; early intervention support systems. Determine if data can support/capture necessary information. Year 2: If viable, customize and pilot SARS beyond our existing capabilities. Year 3: Fully integrate the system to allow information sharing for early interventions in order to be proactive, not reactive.

**Please add any relevant documents here.**

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 3: Equity:

**Personalized-assessment of disability related needs on a case-by-case basis.**

**Program/Unit Goal**

Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed.

**Goal Cycle**

2024 - 2027

**What are you doing now in support of this goal?**

Students who apply for services at the DRC office have an initial meeting with a DRC counselor. During this meeting, the student describes their disability-related challenges with the counselor and documentation is reviewed by the counselor. As a result of this interactive process, the counselor determines services which are intended to mitigate the impact of the student's disability. Services are not determined solely on the diagnosis of a student's disability because each student is unique and requires specialized services to support their individual needs. Students can schedule as many follow-up appointments or drop in to the office to revisit these services if they determine they are insufficient or are not having their intended purpose.

If a student has been approved for assistive technology, they can choose to meet with our alternate media coordinator. During this meeting, the alternate media coordinator will determine the student's fluency with technology and recommend specific assistive technology tools that align with both their fluency and their disability-related needs. Students can revisit our office for ongoing training and reassessment of their assitive technology needs.

**What are your plans (3-year) regarding this goal?**

Our office has already begun the process of bolstering our outreach to local K-12 school districts. During these meetings/events, we describe the onboarding process for incoming DRC students and share the differences from the K-12 system. One of these differences is the ongoing availability of counseling assistance at Norco College to address rapidly evolving needs and challenges. The traditional K-12 Individualized Education Plan (IEP) process typically functions on a set calendar with a limited number of meetings for the student to express their needs and goals. As a result, one of the biggest challenges we see in this individualized approach is the lack of fluency incoming students have with self-advocacy. Our office needs to continue this outreach to better prepare students for the individualized services they will receive here at Norco and the responsibility they have to regularly seek out this individualized care.

In order to offer individualized assessments for each student, our office will need to have counseling services available in multiple modalities and offer these services at times that are conducive to all student learners. Currently, we offer extremely limited counseling services in the evening. This lack of evening availability has impacted our ability to offer the same level of ongoing care and service to our DRC students who prefer or need to take evening and/or weekend courses. Over the next few years we will evaluate our counseling schedule and determine how best to meet the needs of all our student learners.

Our office will continue to seek out professional development and work with the State Chancellor's Office to determine best practices for serving students with disabilities.

**Please add any relevant documents here.**

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 11.1 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:

**Integrated- Cross collaboration with special programs to eliminate duplication of SEPs**

**Program/Unit Goal**

Eliminate the number of SEPs students complete when enrolled across multiple programs

**Goal Cycle**

2024 - 2027

**What are you doing now in support of this goal?**

Each program has unique requirements of each student. If students are in multiple programs, they are currently completing duplicated steps. Students in Umoja, EOPS, SSS, and DRC are creating multiple SEPs per program requirements. Cross collaboration by personnel is currently limited and SEP sharing is not taking place. All programs are permitted to share SEPs and count the contact.

**What are your plans (3-year) regarding this goal?**

Year 1: Request student lists by flags each semester to determine who belong to multiple programs. Integrate bridges across programs to information share on mutual students. Year 2-3: Fully connected information sharing, collaboration, and reduction of duplicated SEPs on part of our mutual students.

**Please add any relevant documents here.**

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:

**Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs**

**Program/Unit Goal**

Offer interventions and support services to meet the specific needs of special populations with internal and external sources.

**Goal Cycle**

2024 - 2027

**What are you doing now in support of this goal?**

LGBTQIA+ and undocumented students visit the Unity Zone for support services, community building in a safe space, and referrals to internal and external resources. Assessment needs are not collected routinely of students visting the zone. The only tool currently being used to collect student information is the IPAD check-in system by which specific questions are asked. This helps the staff member build upon notes and needs of specific students visiting the zone over time. Case management is currently not being monitored using a formal system. In order to most efficiently support the diverse needs of students, area personnel need to create a system to track and monitor case notes, visits, needs, referrals made, etc.

**What are your plans (3-year) regarding this goal?**

Year 1: implement a case management system to track and monitor LGBTQIA and undocumented students visiting the Unity Zone. Document services offered, make referrals and build relationships that aligns to the needs of

students. Year 2-3: implement ongoing assessment needs surveys; utilize them to implement services relevent to the needs of students; make internal and external referrals. Year 3: Utilize formal data in collaboration with IR for outcomes and resource allocations to expand more personalized support to these student groups.

**Please add any relevant documents here.**

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):

**Personalized: Targeted support to foster youth for academic and nonacademic needs.**

**Program/Unit Goal**

Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth.

**Goal Cycle**

**What are you doing now in support of this goal?**

Currently, Phoenix Scholars are supported by one full-time Student Success Coach and a part-time Student Resource Specialist that facilitates onboarding activities for incoming high school graduates. As the program grows, so does the demand for expanded support in areas beyond academics. Meeting the current needs of the diverse group of foster youth on campus requires the dedicated support of more than one staff and part-time counselor. Foster youth struggle to build trusting relationships, so expanding the staff support that aligns to the services students seek beyond campus is vital to student retention. Currently, the program is limited and makes a significant number of refferals to the Basic Needs and Wellness office.

**What are your plans (3-year) regarding this goal?**

Year 1: transition the PT Student Resource Specialist to FT. Year 2-3: Develop meaningful student-staff trusted relationships to meet the diverse needs of foster youth via the Phoenix Scholars Center that will support academic and nonacademic needs leading to greater success, retention and persistence among this group of students where findings in these areas are lacking below the college data averages. Outcome goals will lead to increased support focused on the holistic needs of foster youth.

**Please add any relevant documents here.**

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.6 (Student Services):

## Information/Publications Review

## Equity

2024 - 2027

**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

The Dean of Special Funded Programs is participating in a Data/Equity National Fellowship; personnel are participating in area specific equity related trainings; and .....

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

**Please add any relevant documents here.**

**Strategic- Collect Student Needs Data across Special Programs**

**Continuous Improvement Goal**
Assess the academic and holistic needs of students across special programs to develop target areas of service priorities.

**Area/Program**
Special Funded Programs: CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone

**SSIPP Framework**
Strategic

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.6 (Student Services):
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 3: Equity:

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Develop and facilitate a student survey identifying highest ranked needs by area

**Method used to assess:**
Quantitative (Survey, count, measure, etc.)

**Author**
undefined

**Date**

**Please add any supporting documents here:**

**Summary of Progress**

**Input Date**
02/27/2024

**Reporting Semester(s)**
Spring 2024, Fall 2024, Spring 2025

**Summary of Progress**
ff

**Reflection on Progress**
ff

**Status**
0 - BEGINNING (HAVEN'T BEGUN OR LESS THAN 1/4 COMPLETE)

**Please add supporting documents here**

**Sustained- Provide ongoing intrusive support services via shared software.**

**Continuous Improvement Goal**
Utilize shared software to communicate across programs in support of mutual students to monitor progress, early alerts and strategies to eliminate barriers to success.

**Area/Program**
Special Funded Programs: CalWORKs, DRC, EOPS/CARE/NextUp, Ph. Scholars, Unity Zone

**SSIPP Framework**
Sustained

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 11.1 (Student Services):
- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 7.6 (Student Services):
- 2030 Goal 3: Equity:

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Case management tracking to monitor progress; surveys, intrusive key-touchpoints through regular contact with students

**Method used to assess:**
Qualitative (Observation, summary of status, etc.)

**Author**
undefined

**Date**

**Please add any supporting documents here:**

**Integrated- Special Funded Programs will create a common application to seamlessly intake students across multiple programs.**

**Continuous Improvement Goal**
Streamline the student application process for multiple special/equity programs using a common application in order to reduce duplication.

**Area/Program**
Special Funded Programs:  CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone-LGBTQIQ+/Undocu.

**SSIPP Framework**
Integrated

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 11.1 (Student Services):
- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 7.6 (Student Services):

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Monitor and report

**Method used to assess:**
Qualitative (Observation, summary of status, etc.)

**Author**
Daniela McCarson

**Date**

**Please add any supporting documents here:**

**Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.**

**Continuous Improvement Goal**
Through multiple touchpoints with students, offer early interventions, connections to other support services and a shared case management approach using SARS.

**Area/Program**
CalWORKs, DRC, EOPS/CARE/NextUp, Phoenix Scholars, Unity Zone

**SSIPP Framework**
Proactive

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 11.2 (Student Services and Planning and Development):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 3: Equity:

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Utilize program database tracking contacts, interventions, support offered.

**Method used to assess:**
Quantitative (Survey, count, measure, etc.)

**Author**
Daniela McCarson

**Date**

**Please add any supporting documents here:**

## Personalized-assessment of disability related needs on a case-by-case basis.

**Continuous Improvement Goal**
Ensure DRC students are receiving services relevant to their individual disability-related needs and have the opportunity to engage in interactive processes when these needs are assessed.

**Area/Program**
DRC

**SSIPP Framework**
Personalized

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 11.1 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Counseling appointments; student contact hours; student surveys

**Method used to assess:**
Qualitative (Observation, summary of status, etc.)

**Author**
Greg Ferrer

**Date**

**Please add any supporting documents here:**

## Integrated- Cross collaboration with special programs to eliminate duplication of SEPs

**Continuous Improvement Goal**

Eliminate the number of SEPs students complete when enrolled across multiple programs

**Area/Program**
EOPS/CARE/NextUp, DRC, Ph. Scholars

**SSIPP Framework**
Integrated

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Obtain list of flags from IT to assess student participation across multiple programs that offer SEPs; Coordinate case management across areas to ensure efforts are not duplicated.

**Method used to assess:**
Quantitative (Survey, count, measure, etc.)

**Author**
undefined

**Date**

**Please add any supporting documents here:**

**Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs**

**Continuous Improvement Goal**
Offer interventions and support services to meet the specific needs of special populations with internal and external sources.

**Area/Program**
Unity Zone- LGBTQIA+ and Undocumented

**SSIPP Framework**
Personalized

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 8.1 (Planning and Development):

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Survey both LGBTQIA+ and undocumented students to assess support needs

**Method used to assess:**
Qualitative (Observation, summary of status, etc.)

**Author**
undefined

**Date**

**Please add any supporting documents here:**

**Personalized: Targeted support to foster youth for academic and nonacademic needs.**

**Continuous Improvement Goal**
Trust and relationship development with a dedicated team of personnel to facilitate support services to foster youth.

**Area/Program**
Phoenix Scholars and NextUp

**SSIPP Framework**
Personalized

**Mapping**
Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.6 (Student Services):

**Assessment Method**

**How do you plan to assess this Continuous Improvement Goal?**
Academic performance via success, persistence and retention data

**Method used to assess:**
Quantitative (Survey, count, measure, etc.)

**Author**
Daniela McCarson

**Date**

**Please add any supporting documents here:**

**SAM Case Management Software**

**Resource Year**
2024 - 2027
**What resources do we already have?**
Free Windows Access and Excel Software
**What resources do you need?**
Software for 4 programs that can be used across many equity programs ($4,500 ea)
**$ Amount Requested**
18,000
**Resource Type**
BUDGET: Request Ongoing Funding (Support, Mktg)
**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**
3
**Is this request**
New
**Mapping**
Student Services: Special Programs: (.)

- Integrated- Cross collaboration with special programs to eliminate duplication of SEPs: .
- Integrated- Special Funded Programs create a common application to seamlessly intake students across multiple programs.: .
- Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs: .
- Personalized-assessment of disability related needs on a case-by-case basis. : .
- Personalized: Targeted support to foster youth for academic and nonacademic needs.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

**SARS Expanded Software**

**Resource Year**
2024 - 2027
**What resources do we already have?**
SARS Basic
**What resources do you need?**
Funds to expand capabilities of SARS
**$ Amount Requested**
5,000
**Resource Type**
BUDGET: Request Ongoing Funding (Support, Mktg)
**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**
6
**Is this request**
New
**Mapping**

Student Services: Special Programs: (.)

- Integrated- Cross collaboration with special programs to eliminate duplication of SEPs: .
- Personalized- Ensure LGBTQIA+ and Undocumented students are receiving services relevant to their specific needs: .
- Personalized: Targeted support to foster youth for academic and nonacademic needs.: .
- Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

**DRC Educational Advisor**

**Resource Year**
2024 - 2027

**What resources do we already have?**
No resource/vacancy in this area.

**What resources do you need?**
A team member to support the case management meetings with DRC students.

**$ Amount Requested**
170,000

**Resource Type**
STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**
4

**Is this request**

**Mapping**
Student Services: Special Programs: (.)

- Integrated- Cross collaboration with special programs to eliminate duplication of SEPs: .
- Personalized-assessment of disability related needs on a case-by-case basis. : .
- Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

**EOPS Director**

**Resource Year**
2024 - 2027

**What resources do we already have?**
Special Funded Programs Dean

**What resources do you need?**
FT Director; required if program serves 500+ students; nearing that number; must be paid by college/general funds.

**$ Amount Requested**
195,000

**Resource Type**
STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**
This position will provide dedicated support to EOPS/CARE/NextUp to expand services to underserved students; reduce equity gaps; 7.6: build and foster support, engagement, wellness and success.

**This request for my area is Priority #:**
5

**Is this request**
New

**Mapping**
Student Services: Special Programs: (.)

- Integrated- Cross collaboration with special programs to eliminate duplication of SEPs: .
- Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

## Disability Specialist

**Resource Year**
2024 - 2027

**What resources do we already have?**
1 Disability Specialist

**What resources do you need?**
1 additional Disability Specialist. These classified professionals are tasked with the majority of duties related to providing students with their approved services.

**$ Amount Requested**
115,000

**Resource Type**
STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**
As Disability Resource Center enrollment grows, an additional Disability Specialist is needed in order to facilitate the mandated accommodation services. From Fall 2022 to Fall 2023, our enrollment grew by 11% (40 students), each with unique needs. Based on this trend, our overall enrollment for 2023-2024 should exceed 600 students. Given the unique course-taking patterns and individualized needs of students, one disability specialist (our current staffing) is not sufficient to meet these needs. Beyond ensuring the college meets its legal obligations in a timely manner, this goal also supports the following EMP goals: 3: Equity (close all student equity gaps), 7.6: Build and support student services to foster student engagement, wellness and success, 7.7: build and support academic support services to improve student success,

**This request for my area is Priority #:**
2

**Is this request**
New

**Mapping**
Student Services: Special Programs: (.)

- Personalized-assessment of disability related needs on a case-by-case basis. : .
- Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

## Foster Youth Student Resource Specialist-PT to FT

**Resource Year**
2024 - 2027

**What resources do we already have?**
One FT Student Success Coach and PT Student Resource Specialist

**What resources do you need?**

Funding to transition the Student Resource Specialist from PT to FT

**$ Amount Requested**
55,000

**Resource Type**
STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**
3.5: Reduce equity gap of foster youth by 40%; 7.6: build and foster engagement, wellness, success in and out of classroom

**This request for my area is Priority #:**
1

**Is this request**
New

**Mapping**
Student Services: Special Programs: (.)

- Personalized: Targeted support to foster youth for academic and nonacademic needs.: .
- Proactive- Facilitate and monitor student progress via SARS advanced features shared across units.: .
- Strategic- Collect Student Needs Data across Special Programs: .
- Sustained- Provide ongoing intrusive support services via shared software.: .

## SAM Database Management License (for DRC)

**Resource Year**
2024 - 2027

**What resources do we already have?**
We currently have a license to the database management system but are requesting funds to extend our current license.

**What resources do you need?**
15000 for a 3 year license

**$ Amount Requested**
15,000

**Resource Type**
ITEM: Technology

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**
Access to this license allows our office to streamline workflow processes, meet statewide requirements for DSPS reporting, and provide a secure location to maintain disability records and contact logs. This request is in line with the following EMP goals: 7.6, 7.7 and 8.1

**This request for my area is Priority #:**
4

**Is this request**
Revised

2024 - 2027

## Program Review Reflections

**What would make program review meaningful and relevant for your unit?**

Reduce redundency from entering data in the program review section and again in the assessment section.

**What questions do we need to ask to understand your program plans, goals, needs?**
**What types of data do you need to support your program plans, goals, needs?**

Ongoing PowerBI data accessible within Nuventive on an ongoing basis.

**If there are any supporting documents you would like to attach, please attach them here.**

## Submission

**All parts of my Program Review have been completed and it is ready for review.**

# Appointment Usage Report
## DRC Tests Scheduled

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 7/6/2022 | Wednesday | 2 | 0 |
| 7/12/2022 | Tuesday | 1 | 0 |
| 7/18/2022 | Monday | 1 | 0 |
| 7/21/2022 | Thursday | 1 | 0 |
| 7/25/2022 | Monday | 1 | 0 |
| 7/27/2022 | Wednesday | 2 | 0 |
| 7/28/2022 | Thursday | 4 | 0 |
| 9/1/2022 | Thursday | 1 | 0 |
| 9/2/2022 | Friday | 1 | 0 |
| 9/7/2022 | Wednesday | 1 | 0 |
| 9/8/2022 | Thursday | 1 | 0 |
| 9/12/2022 | Monday | 3 | 0 |
| 9/13/2022 | Tuesday | 1 | 0 |
| 9/14/2022 | Wednesday | 3 | 0 |
| 9/15/2022 | Thursday | 4 | 0 |
| 9/16/2022 | Friday | 2 | 0 |
| 9/19/2022 | Monday | 3 | 0 |
| 9/20/2022 | Tuesday | 7 | 0 |
| 9/21/2022 | Wednesday | 8 | 0 |
| 9/22/2022 | Thursday | 6 | 0 |
| 9/23/2022 | Friday | 7 | 0 |
| 9/26/2022 | Monday | 2 | 0 |
| 9/27/2022 | Tuesday | 4 | 0 |
| 9/28/2022 | Wednesday | 1 | 0 |
| 9/29/2022 | Thursday | 8 | 0 |
| 9/30/2022 | Friday | 2 | 0 |
| 10/3/2022 | Monday | 4 | 0 |
| 10/4/2022 | Tuesday | 1 | 0 |
| 10/5/2022 | Wednesday | 4 | 0 |
| 10/6/2022 | Thursday | 5 | 0 |
| 10/7/2022 | Friday | 2 | 0 |
| 10/10/2022 | Monday | 3 | 0 |
| 10/11/2022 | Tuesday | 3 | 0 |
| 10/12/2022 | Wednesday | 1 | 0 |
| 10/13/2022 | Thursday | 3 | 0 |
| 10/14/2022 | Friday | 6 | 0 |
| 10/17/2022 | Monday | 4 | 0 |
| 10/18/2022 | Tuesday | 2 | 0 |
| 10/19/2022 | Wednesday | 4 | 0 |
| 10/20/2022 | Thursday | 10 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 10/24/2022 | Monday | 3 | 0 |
| 10/25/2022 | Tuesday | 10 | 0 |
| 10/26/2022 | Wednesday | 3 | 0 |
| 10/27/2022 | Thursday | 6 | 0 |
| 10/28/2022 | Friday | 2 | 0 |
| 10/31/2022 | Monday | 2 | 0 |
| 11/1/2022 | Tuesday | 2 | 0 |
| 11/2/2022 | Wednesday | 9 | 0 |
| 11/3/2022 | Thursday | 2 | 0 |
| 11/4/2022 | Friday | 5 | 0 |
| 11/7/2022 | Monday | 1 | 0 |
| 11/8/2022 | Tuesday | 2 | 0 |
| 11/9/2022 | Wednesday | 2 | 0 |
| 11/10/2022 | Thursday | 10 | 0 |
| 11/14/2022 | Monday | 4 | 0 |
| 11/15/2022 | Tuesday | 2 | 0 |
| 11/16/2022 | Wednesday | 5 | 0 |
| 11/17/2022 | Thursday | 6 | 0 |
| 11/18/2022 | Friday | 3 | 0 |
| 11/22/2022 | Tuesday | 1 | 0 |
| 11/28/2022 | Monday | 1 | 0 |
| 11/29/2022 | Tuesday | 3 | 0 |
| 11/30/2022 | Wednesday | 3 | 0 |
| 12/1/2022 | Thursday | 1 | 0 |
| 12/2/2022 | Friday | 3 | 0 |
| 12/7/2022 | Wednesday | 3 | 0 |
| 12/8/2022 | Thursday | 3 | 0 |
| 12/9/2022 | Friday | 3 | 0 |
| 12/12/2022 | Monday | 13 | 0 |
| 12/13/2022 | Tuesday | 6 | 0 |
| 12/14/2022 | Wednesday | 16 | 0 |
| 12/15/2022 | Thursday | 13 | 0 |
| 12/16/2022 | Friday | 3 | 0 |
| 1/10/2023 | Tuesday | 1 | 0 |
| 1/12/2023 | Thursday | 1 | 0 |
| 1/18/2023 | Wednesday | 1 | 0 |
| 1/19/2023 | Thursday | 1 | 0 |
| 1/25/2023 | Wednesday | 2 | 0 |
| 1/26/2023 | Thursday | 1 | 0 |
| 1/30/2023 | Monday | 2 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 2/9/2023 | Thursday | 5 | 0 |
| 2/23/2023 | Thursday | 1 | 0 |
| 2/24/2023 | Friday | 1 | 0 |
| 3/2/2023 | Thursday | 2 | 0 |
| 3/6/2023 | Monday | 2 | 0 |
| 3/7/2023 | Tuesday | 4 | 0 |
| 3/8/2023 | Wednesday | 1 | 0 |
| 3/9/2023 | Thursday | 6 | 0 |
| 3/10/2023 | Friday | 2 | 0 |
| 3/13/2023 | Monday | 1 | 0 |
| 3/14/2023 | Tuesday | 5 | 0 |
| 3/15/2023 | Wednesday | 1 | 0 |
| 3/16/2023 | Thursday | 5 | 0 |
| 3/17/2023 | Friday | 2 | 0 |
| 3/20/2023 | Monday | 2 | 0 |
| 3/21/2023 | Tuesday | 7 | 0 |
| 3/22/2023 | Wednesday | 3 | 0 |
| 3/23/2023 | Thursday | 3 | 0 |
| 3/24/2023 | Friday | 2 | 0 |
| 3/27/2023 | Monday | 3 | 0 |
| 3/28/2023 | Tuesday | 6 | 0 |
| 3/29/2023 | Wednesday | 3 | 0 |
| 3/30/2023 | Thursday | 7 | 0 |
| 4/3/2023 | Monday | 6 | 0 |
| 4/4/2023 | Tuesday | 3 | 0 |
| 4/5/2023 | Wednesday | 1 | 0 |
| 4/6/2023 | Thursday | 4 | 0 |
| 4/18/2023 | Tuesday | 1 | 0 |
| 4/19/2023 | Wednesday | 1 | 0 |
| 4/20/2023 | Thursday | 6 | 0 |
| 4/24/2023 | Monday | 4 | 0 |
| 4/25/2023 | Tuesday | 6 | 0 |
| 4/26/2023 | Wednesday | 2 | 0 |
| 4/27/2023 | Thursday | 5 | 0 |
| 4/28/2023 | Friday | 2 | 0 |
| 5/1/2023 | Monday | 3 | 0 |
| 5/2/2023 | Tuesday | 2 | 0 |
| 5/3/2023 | Wednesday | 1 | 0 |
| 5/4/2023 | Thursday | 2 | 0 |
| 5/5/2023 | Friday | 3 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 5/8/2023 | Monday | 1 | 0 |
| 5/9/2023 | Tuesday | 6 | 0 |
| 5/10/2023 | Wednesday | 3 | 0 |
| 5/11/2023 | Thursday | 9 | 0 |
| 5/12/2023 | Friday | 1 | 0 |
| 5/15/2023 | Monday | 1 | 0 |
| 5/16/2023 | Tuesday | 4 | 0 |
| 5/18/2023 | Thursday | 6 | 0 |
| 5/22/2023 | Monday | 2 | 0 |
| 5/23/2023 | Tuesday | 2 | 0 |
| 5/24/2023 | Wednesday | 1 | 0 |
| 5/25/2023 | Thursday | 4 | 0 |
| 5/26/2023 | Friday | 2 | 0 |
| 5/30/2023 | Tuesday | 4 | 0 |
| 5/31/2023 | Wednesday | 2 | 0 |
| 6/1/2023 | Thursday | 5 | 0 |
| 6/2/2023 | Friday | 2 | 0 |
| 6/5/2023 | Monday | 7 | 0 |
| 6/6/2023 | Tuesday | 7 | 0 |
| 6/7/2023 | Wednesday | 7 | 0 |
| 6/8/2023 | Thursday | 15 | 0 |
| 6/9/2023 | Friday | 2 | 0 |
| 6/12/2023 | Monday | 1 | 0 |
| 6/15/2023 | Thursday | 1 | 0 |
| 6/29/2023 | Thursday | 1 | 0 |

| | Total | Average* | Total | Average* |
|---|---|---|---|---|
| Monday | 80 | 2.96 | 0 | 0 |
| Tuesday | 103 | 3.68 | 0 | 0 |
| Wednesday | 96 | 3.20 | 0 | 0 |
| Thursday | 174 | 4.58 | 0 | 0 |
| Friday | 58 | 2.64 | 0 | 0 |
| Saturday | 0 | 0 | 0 | 0 |
| Sunday | 0 | 0 | 0 | 0 |
| Total | 511 | | 0 | |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|

*Average is derived by dividing the total count by the number of days in which at least one appointment was scheduled.

Appointment Usage Report

# DRC Counseling Appointments Scheduled

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 7/5/2022 | Tuesday | 3 | 0 |
| 7/6/2022 | Wednesday | 3 | 0 |
| 7/12/2022 | Tuesday | 1 | 0 |
| 7/13/2022 | Wednesday | 11 | 0 |
| 7/19/2022 | Tuesday | 3 | 0 |
| 7/20/2022 | Wednesday | 7 | 0 |
| 7/21/2022 | Thursday | 6 | 0 |
| 7/26/2022 | Tuesday | 3 | 0 |
| 7/27/2022 | Wednesday | 10 | 0 |
| 7/28/2022 | Thursday | 2 | 0 |
| 8/1/2022 | Monday | 1 | 0 |
| 8/3/2022 | Wednesday | 12 | 0 |
| 8/4/2022 | Thursday | 4 | 0 |
| 8/10/2022 | Wednesday | 11 | 0 |
| 8/11/2022 | Thursday | 2 | 0 |
| 8/15/2022 | Monday | 3 | 0 |
| 8/16/2022 | Tuesday | 2 | 0 |
| 8/17/2022 | Wednesday | 4 | 0 |
| 8/19/2022 | Friday | 2 | 0 |
| 8/22/2022 | Monday | 6 | 0 |
| 8/23/2022 | Tuesday | 2 | 0 |
| 8/25/2022 | Thursday | 4 | 0 |
| 8/29/2022 | Monday | 6 | 0 |
| 8/30/2022 | Tuesday | 2 | 0 |
| 8/31/2022 | Wednesday | 4 | 0 |
| 9/1/2022 | Thursday | 7 | 0 |
| 9/2/2022 | Friday | 2 | 0 |
| 9/7/2022 | Wednesday | 2 | 0 |
| 9/8/2022 | Thursday | 5 | 0 |
| 9/9/2022 | Friday | 2 | 0 |
| 9/12/2022 | Monday | 9 | 0 |
| 9/14/2022 | Wednesday | 2 | 0 |
| 9/15/2022 | Thursday | 7 | 0 |
| 9/19/2022 | Monday | 6 | 0 |
| 9/20/2022 | Tuesday | 1 | 0 |
| 9/22/2022 | Thursday | 4 | 0 |
| 9/26/2022 | Monday | 11 | 0 |
| 9/27/2022 | Tuesday | 1 | 0 |
| 9/29/2022 | Thursday | 4 | 0 |
| 9/30/2022 | Friday | 3 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 10/3/2022 | Monday | 6 | 0 |
| 10/5/2022 | Wednesday | 2 | 0 |
| 10/6/2022 | Thursday | 5 | 0 |
| 10/7/2022 | Friday | 2 | 0 |
| 10/10/2022 | Monday | 5 | 0 |
| 10/12/2022 | Wednesday | 2 | 0 |
| 10/13/2022 | Thursday | 5 | 0 |
| 10/14/2022 | Friday | 2 | 0 |
| 10/17/2022 | Monday | 1 | 0 |
| 10/18/2022 | Tuesday | 2 | 0 |
| 10/19/2022 | Wednesday | 1 | 0 |
| 10/20/2022 | Thursday | 2 | 0 |
| 10/27/2022 | Thursday | 2 | 0 |
| 10/31/2022 | Monday | 2 | 0 |
| 11/1/2022 | Tuesday | 4 | 0 |
| 11/2/2022 | Wednesday | 1 | 0 |
| 11/3/2022 | Thursday | 2 | 0 |
| 11/7/2022 | Monday | 6 | 0 |
| 11/8/2022 | Tuesday | 1 | 0 |
| 11/9/2022 | Wednesday | 1 | 0 |
| 11/10/2022 | Thursday | 4 | 0 |
| 11/14/2022 | Monday | 7 | 0 |
| 11/16/2022 | Wednesday | 4 | 0 |
| 11/17/2022 | Thursday | 3 | 0 |
| 11/18/2022 | Friday | 1 | 0 |
| 11/28/2022 | Monday | 9 | 0 |
| 11/29/2022 | Tuesday | 1 | 0 |
| 11/30/2022 | Wednesday | 2 | 0 |
| 12/1/2022 | Thursday | 3 | 0 |
| 12/5/2022 | Monday | 3 | 0 |
| 12/7/2022 | Wednesday | 2 | 0 |
| 12/8/2022 | Thursday | 3 | 0 |
| 12/12/2022 | Monday | 3 | 0 |
| 12/13/2022 | Tuesday | 1 | 0 |
| 12/14/2022 | Wednesday | 1 | 0 |
| 12/15/2022 | Thursday | 2 | 0 |
| 1/3/2023 | Tuesday | 4 | 0 |
| 1/5/2023 | Thursday | 3 | 0 |
| 1/9/2023 | Monday | 3 | 0 |
| 1/10/2023 | Tuesday | 7 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 1/11/2023 | Wednesday | 5 | 0 |
| 1/12/2023 | Thursday | 7 | 0 |
| 1/19/2023 | Thursday | 5 | 0 |
| 1/23/2023 | Monday | 6 | 0 |
| 1/24/2023 | Tuesday | 4 | 0 |
| 1/25/2023 | Wednesday | 4 | 0 |
| 1/26/2023 | Thursday | 6 | 0 |
| 1/30/2023 | Monday | 7 | 0 |
| 1/31/2023 | Tuesday | 3 | 0 |
| 2/1/2023 | Wednesday | 2 | 0 |
| 2/2/2023 | Thursday | 6 | 0 |
| 2/7/2023 | Tuesday | 6 | 0 |
| 2/8/2023 | Wednesday | 2 | 0 |
| 2/9/2023 | Thursday | 8 | 0 |
| 2/13/2023 | Monday | 3 | 0 |
| 2/14/2023 | Tuesday | 3 | 0 |
| 2/21/2023 | Tuesday | 6 | 0 |
| 2/23/2023 | Thursday | 5 | 0 |
| 2/24/2023 | Friday | 4 | 0 |
| 2/27/2023 | Monday | 11 | 0 |
| 2/28/2023 | Tuesday | 7 | 0 |
| 3/1/2023 | Wednesday | 5 | 0 |
| 3/2/2023 | Thursday | 1 | 0 |
| 3/3/2023 | Friday | 4 | 0 |
| 3/6/2023 | Monday | 6 | 0 |
| 3/7/2023 | Tuesday | 4 | 0 |
| 3/8/2023 | Wednesday | 1 | 0 |
| 3/9/2023 | Thursday | 1 | 0 |
| 3/10/2023 | Friday | 5 | 0 |
| 3/13/2023 | Monday | 11 | 0 |
| 3/14/2023 | Tuesday | 2 | 0 |
| 3/20/2023 | Monday | 8 | 0 |
| 3/21/2023 | Tuesday | 5 | 0 |
| 3/22/2023 | Wednesday | 1 | 0 |
| 3/23/2023 | Thursday | 3 | 0 |
| 3/24/2023 | Friday | 5 | 0 |
| 3/27/2023 | Monday | 7 | 0 |
| 3/28/2023 | Tuesday | 4 | 0 |
| 3/30/2023 | Thursday | 2 | 0 |
| 4/3/2023 | Monday | 7 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | Group |
|---|---|---|---|
| 4/4/2023 | Tuesday | 9 | 0 |
| 4/5/2023 | Wednesday | 3 | 0 |
| 4/6/2023 | Thursday | 1 | 0 |
| 4/17/2023 | Monday | 4 | 0 |
| 4/18/2023 | Tuesday | 6 | 0 |
| 4/24/2023 | Monday | 6 | 0 |
| 4/25/2023 | Tuesday | 9 | 0 |
| 4/26/2023 | Wednesday | 1 | 0 |
| 4/27/2023 | Thursday | 1 | 0 |
| 5/4/2023 | Thursday | 1 | 0 |
| 5/8/2023 | Monday | 1 | 0 |
| 5/9/2023 | Tuesday | 7 | 0 |
| 5/10/2023 | Wednesday | 3 | 0 |
| 5/11/2023 | Thursday | 2 | 0 |
| 5/12/2023 | Friday | 4 | 0 |
| 5/15/2023 | Monday | 9 | 0 |
| 5/16/2023 | Tuesday | 6 | 0 |
| 5/17/2023 | Wednesday | 1 | 0 |
| 5/18/2023 | Thursday | 3 | 0 |
| 5/19/2023 | Friday | 3 | 0 |
| 5/22/2023 | Monday | 11 | 0 |
| 5/23/2023 | Tuesday | 6 | 0 |
| 5/24/2023 | Wednesday | 1 | 0 |
| 5/25/2023 | Thursday | 1 | 0 |
| 5/26/2023 | Friday | 1 | 0 |
| 5/30/2023 | Tuesday | 6 | 0 |
| 6/1/2023 | Thursday | 2 | 0 |
| 6/2/2023 | Friday | 4 | 0 |
| 6/5/2023 | Monday | 7 | 0 |
| 6/6/2023 | Tuesday | 1 | 0 |
| 6/9/2023 | Friday | 4 | 0 |
| 6/20/2023 | Tuesday | 4 | 0 |
| 6/21/2023 | Wednesday | 12 | 0 |
| 6/22/2023 | Thursday | 2 | 0 |
| 6/26/2023 | Monday | 9 | 0 |
| 6/27/2023 | Tuesday | 2 | 0 |
| 6/28/2023 | Wednesday | 2 | 0 |
| 6/29/2023 | Thursday | 8 | 0 |

# Appointment Usage Report

By Day of Week
7/1/2022 - 7/1/2023
Short Name: All

| Date | Day of Week | Individual | | Group | |
|---|---|---|---|---|---|
| | | Total | Average* | Total | Average* |
| | Monday | 200 | 6.06 | 0 | 0 |
| | Tuesday | 138 | 3.83 | 0 | 0 |
| | Wednesday | 125 | 3.79 | 0 | 0 |
| | Thursday | 144 | 3.60 | 0 | 0 |
| | Friday | 48 | 3.00 | 0 | 0 |
| | Saturday | 0 | 0 | 0 | 0 |
| | Sunday | 0 | 0 | 0 | 0 |
| | Total | 655 | | 0 | |

*Average is derived by dividing the total count by the number of days in which at least one appointment was scheduled.