Comprehensive Student Services Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
    - Access
    - Curriculum and programs
    - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
   Areas of focus are:
    - Increase visibility
    - Develop strategic partnerships
    - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
   Areas of focus are:
    - Communication
    - Employee development
    - Transparent Infrastructure

Department/Program Name: EOPS/CARE

Year of Last Comprehensive Review: 2014-2015

Year of Last Mini Review, if applicable:

Preparers' Name(s): Victor Garza & Sarai Minjares

Area Dean: Victor Garza

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

Evergreen Valley College offers Extended Opportunity Program and Services (EOPS) to assist students with meeting the social, financial, and academic requirements of completing a college education.   A California-funded student support program, EOPS was established in 1969 by the passage of Senate Bill 164 (Alquist), to provide services to students affected by language, social and economic hardships to achieve their educational objectives and goals; including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year institutions. The Cooperative Agencies Resources for Education (CARE) program was also established by the Legislature in 1982 with the passage of Assembly Bill 3103 (Hughes). The CARE program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college. According to the mandate of the State, students participating in EOPS must receive support services that are "above and beyond" regular student support services available at Evergreen Valley College.

The EOPS and CARE programs provide a comprehensive and coordinated foundation of support services to high-risk students with multiple barriers to educational success. These students are low-income, academically under-prepared or at-risk, and often from historically underrepresented racial or ethnic groups.

An EOPS student has access to the following services:

•   Academic counseling
•   Assistance in completing federal, state, and college financial aid applications
•   Career Counseling
•   Complimentary graduation cap and gown
•   Counseling workshops
•   Emergency loans
•   Employment referrals
•   Fee waivers for UC and CSU admission application
•   Fieldtrips related to academic motivation and career exploration
•   Grants based on state funding and student eligibility
•   Invitations to engage in campus activities and special activities
•   Monitoring of academic progress
•   Personal counseling
•   Priority Registration
•   Referrals to on- and off-campus resources for academic and career support
•   Scholarships
•   Scholarship recommendation letters

- Study skills instruction and mentoring
- Textbook vouchers
- Transfer assistance to four-year schools
- Tutorial services
- University transfer letters of recommendation

The CARE Program, in conjunction with the Santa Clara County Department of Social Services and other community agencies, seeks to break down some of the barriers that single parents face when pursuing higher education. The program provides single parent students with additional support services including grant funds, school supplies, transportation assistance, and meal tickets. These services are in addition to the services provided to all EOPS students.

The heart of the EOPS program is the design of academic support services that are specifically designed for each student's needs. Based on the personalized program services and regular follow-up, faculty and staff work directly with individuals to monitor and develop intervention strategies and referrals to assistance. The helping hand and personal encouragement are the cornerstone that lead to student achievement and success.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

The last Program Review did not list any specific goals for the program other than stating the program's purpose (described in detail throughout the PR). However, a need was identified and that was to hire a full-time EOPS Counselor. We accomplished that goal in 2015-2016 when the state restored funding to all EOPS programs statewide to the pre-budget crisis levels. This success was short lived because the following fiscal year the state revised its budget formula which impacted the allocations given to programs. Since then, EOPS has received two consecutive budget reductions (2016-2017 and 2017-2018).

Coincidentally, our most senior F/T counselor retired the year we received our first budget cut of approximately $92,000. We have used an adjunct to help fill the counseling needs, but we are unable to hire a F/T counselor to fill the void left by the retired counselor.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The Evergreen Valley College EOPS/CARE program continues to serve as a beacon for low-income, first-generation, educationally disadvantaged students on campus. The EOPS/CARE staff continue to thoughtfully engage students in all aspects of their education and are committed to the success of the students we serve. Following are some program highlights/accomplishments from 2016-2017:

The EOPS Advisory Board, which includes two EOPS students, continues to provide great counsel and support to the staff and Director. Two Advisory Board meetings were held during the academic year.

The EVC EOPS/CARE Program Served (unduplicated)

704 students
547 students received EOPS Grants
601 students received EOPS Book Vouchers
59   students received cap & gown

The EOPS/CARE program continued to offer book services, grants, follow-up academic support, one-on-one tutorial assistance, priority registration and a broad range of academic and life skill workshops. Workshops focused on transfer requirements, computer literacy & online registration, financial literacy, student skills, time management and test anxiety/strategies.

Noteworthy Accomplishments
155 graduated with AA/AS or Certificate
49 AB540 students were served

For the academic term, 65% of EOPS/CARE students performed at 3.0 GPA or better.

Spring 2017 GPA breakdown (704 EOPS students):

4.0	101	15%
3.00-3.99	360	51%
2.00-2.99	142	20%
0.00-1.99	40	6%
Credit	61	8%

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

Evergreen Valley College's EOPS/CARE Program is in direct alignment with the College's mission and strategic initiatives. The Program directly serves students to ensure they are successful in their academic and personal pursuits. The direct services and case managed support ensures students have access to resources that are "over and beyond" what the College offers. This has direct correlation to the high numbers of students that graduate and transfer from the Program. Through the EOPS Advisory Board and various community partnerships, EOPS brings visibility and support to the campus through donations and volunteers. The faculty and staff are well respected members of Region Consortiums and are continuously advocating for the needs of our students at the state-level.

GOALS for next three years:
- **Priority Registration**: Of the 1,800 students eligible for tier 1 priority registration for Spring 2018, only 400 used it. This is abysmal considering that roughly 30% of students eligible for tier 1 priority registration are EOPS students. The GOAL is to have 75% of eligible EOPS students use priority registration by 2020. (Student-Centered: Access, Services & Organizational Transformation: Communication)
- **Completion of SSSP Mandates**: EOPS will generate a list every semester to check the status of all EOPS students regarding the three mandates (Ed Plan, Orientation, and Assessment). The GOAL is to ensure all EOPS students have an Educational Plan on file by 2018. (Student-Centered: Access, Services & Organizational Transformation: Communication)

- **Increase AB540/Undocumented student numbers**: The Outreach & Advocacy Services for Immigrant Student Success (OASISS) program has partnered with EOPS to expand services to AB540 students eligible for state aid and services. The GOAL is to increase the number of AB540 students in EOPS by 20% annually through 2020. We currently have 56 AB540 students enrolled in EOPS. (Student-Centered: Access, Services & Organizational Transformation: Communication)

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	2
Part-time faculty	1
Full time Classified	3
Part-time Classified (permanent)	0
Part-time Classified (hourly)	1
Administrators	1
Student workers	3

A. Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

The EOPS/CARE Program provides services that are "over and above" other programs on campus to enhance the retention of students, and assist them in breaking down economic, academic, language, and social barriers. For example, textbooks are often expensive and can create a barrier for low-income students. For this reason, the program offers textbook vouchers to all EOPS students and the program also offers a textbook lending service.

The program environment encourages and facilitates successful completion of education objectives and goals, including but not limited to, obtaining job skills, occupational certificates or associates degrees, and transferring to four-year institutions.   The core mission and goals of the program directly align with the overall mission of the College and District, empowering the most disadvantaged students to achieve their academic goals and be strong contributors to society. Our former students are current business owners and professionals throughout Santa Clara County and beyond.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

A new funding formula was implemented in 2016 by the CCCCO's EOPS Program. This resulted in reductions in allocation to EOPS programs across the state. Evergreen Valley College received a $92,000 budget cut in 2016-2017 and another $20,000 budget cut in 2017-2018. This directly impacted EVC's EOPS staffing. An EOPS counselor retired in 2016-2017 and we were unable to hire a new counselor due to the budget cuts. This limits the program's ability to

increase the number of low-income and first generation college students served. Academic counseling is a core component of the program and it is the students that are ultimately affected by this new budget allocation model.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

N/A

4. Describe how the program measures success.
   a. For example, tracking and improvement in the number of educational plans completed for students.

The Program uses a number of markers to gauge success, such as students served, students that graduate with an AA/AS or certificate, and GPAs (statistics provided in the previous section). The Program uses a stand-alone database to capture the data in order to generate reports, which we submit to the state.

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

The EOPS/CARE Program is required to submit MIS Data to the State Chancellor's Office at the end of the Summer (August), Fall (Jan/Feb) and Spring/Winter (Jun/Jul) terms. The submission is taken care of by staff in the District Office after review by the Associate Dean in collaboration with the EOPS Eligibility Specialist and the CARE Program Coordinator. The required data elements are as follows:
•   EOPS Eligibility Factor
•   EOPS Term of Acceptance
•   EOPS End of Term Status
•   EOPS Units Registered
•   EOPS CARE Status
•   CARE Term Acceptance
•   CARE Marital Status
•   CARE Number of Dependents
•   CARE TANF Duration
•   EOPS CARE Withdrawal

The Associate Dean works directly with the EOPS Eligibility Specialist and the CARE Program Coordinator to review the MIS data each year. Program staff work with the ITSS Department Manager and other staff at the District Office to run reports to verify the data. If there are any discrepancies in the reports, the Associate Dean and staff use the stand-alone database to verify the information. This review and reconciliation is done before any submission to the State Chancellor's Office.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

The EOPS program provides services to a diverse student body, including undocumented, former foster youth and students with disabilities, as long as they meet the eligibility criteria. However, there are exceptions to students

enrolling into EOPS without meeting the 12 unit minimum criteria. Students enrolled in DSP, with proper documentation from a DSP Counselor, can enroll into EOPS without meeting the 12 unit requirement. Additionally, the Director can make exceptions to enroll students with as few as 9 units with proper documentation submitted to the CCCCO's EOPS Program. The total number of students enrolled in EOPS with 9 to 11 units cannot exceed 10% of the total number enrolled (this number excludes DSP students). The Program does not provide services by alternative delivery methods.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

Overall, communication is good within the department. The Program holds staff meetings every 2nd and 4th Tuesday of the month. This is where most of the communication occurs regarding updates and/or challenges.

Communication with Academic Affairs is limited. Most of the communication between instructors and the EOPS/CARE Program comes via Progress Reports that students are required to submit every semester to monitor their academic progress in order to provide timely intervention.

Communication with students is primarily via email that have proven to be effective. Students receive communication from the program throughout the year to inform them about upcoming deadlines and program activities. New students attend an informational session where they receive information about program offerings and the criteria they must meet in order to maintain eligibility. For appointment reminders, the Program uses SARS to text students.

The Program collaborates with a number of departments and takes a "wraparound" approach to meet the needs of the students they serve. The Program works closely with Financial Aid, OASISS, CalWORKs and YESS/Equity Plus. Staff from these programs communicate regularly about the mutual students they serve to ensure they are receiving appropriate services and often partner to offer workshops to students.

B. Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics.

Program Demographics F13-F16		Pct change year to year	
Gender	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
Female	1411	65.9%	4,748/**53.9%**
Male	718	33.6%	4,029/**45.7%**
No Value Entered	9	<1%	31/**0.4%**
Age	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
17 & Below	64	2.9%	474/**5.4%**
18-24	1214	56.8%	5,262/**59.7%**
25-39	340	15.9%	2,071/**23.5%**
40 & Over	516	24.1%	998/**11.3%**
Unknown	4	<1%	11/**0.12%**
IPEDs (Race Ethnic Classification)	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
American Indian	14	<1%	47/**0.5%**
Asian	1219	57%	3,453/**39.2%**
Black or African American	108	5.1%	239/**2.7%**
Hawaiian/Pacific Islander	10	<1%	44/**0.5%**
Hispanic	717	33.5%	3,380/**38.4%**
Two or More Races	23	1.1%	220/**2.5%**
Unknown	6	<1%	826/**9.4%**
White	41	2%	600/**6.8%**

a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

The percentages grow and decline based on funding. For example, when the EOPS/CARE budget was reduced in 2008-2009, this had a direct impact on staffing which directly affected the number of total students that could be served. Total numbers dropped as low as 433. However, when funding was restored the Program served as many as 704 per year.

b. Are there any gaps in the students served compared to the college demographics?

The program is designed to serve low-income, first generation college students. These historically underrepresented and underserved populations tend to be ethnic minorities (e.g., Black, Latino, Native American). Although the table above demonstrates that EOPS/CARE serves students from all ethnic

backgrounds, some groups are overrepresented. For example, Asians are 60% of the students served by the Program, yet they only comprise 39.2% of the student body.

Latinos continue to be underrepresented in EOPS/CARE despite their overall numbers on campus. However, the numbers have grown since the last Program Review when EOPS/CARE implemented a new equity-minded recruitment process where applications are weighed by status (e.g., minority male). The percentage grew from roughly 27% in 2013-2014 to 30% in 2016.

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c. Based on your findings, what interventions can the program implement to address any gaps in services?

A F/T Outreach Specialist could help with addressing some of the gaps by targeting communities and high schools with large percentages of specific populations. However, this is not the priority of the Program at the moment. Two consecutive years of budget cuts has led to the elimination of the part-time Outreach Specialist and the inability to hire a F/T Counselor to replace retired personnel.

C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

N/A

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2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

N/A

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3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

N/A

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4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

N/A

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5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

N/A

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6. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29).

The following SLOs were developed by the Associate Dean and staff during a departmental meeting after analyzing results from the prior year.

Counseling Contact Learning Outcomes:
• The student will be able to explain the G.E. patterns that match his/her educational goal.
• The student will be able to identify his/her level of math & English.
• The student will be able to describe which courses are needed for their major or educational goal (AA/AS, Certificate/Transfer).

EOPS/CARE Orientation Learning Outcomes:
• Student will understand the criteria needed to maintain program eligibility.
• Student will understand the benefits and available resources provided by the EOPS/CARE program.
• The student will understand the process and importance of utilizing priority registration.

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…)

SLOs are discussed regularly during staff meetings. All departmental staff take a role in SLO data collection. When staff complete entering data from surveys into a spreadsheet, the Associate Dean analyzes the data and then reports out to staff during a staff meeting. The data is discussed and staff provide input when issues are identified with SLOs, such as a majority of students answering a particular question incorrectly.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

The Program has actively assessed program SLOs for six years. The Program is currently reviewing the SLOs for relevancy. Specifically, staff are reviewing SLOs to determine whether or not we have achieved any consistently to the extent that measuring it has become mundane with no benefit to the program or its students.

Over the years, there have been instances where the results of the data were not what we expected. The most common occurrence has been students answering questions incorrectly resulting in a decrease in knowledge. For example, during the EOPS informational sessions new students are expected to learn what they are required to do throughout the semester to maintain program eligibility. We discovered that there was a particular question where students showed a decrease in knowledge. We knew something wasn't quite right because we administered the pre- and post-tests at four different sessions and the result was always the same. Therefore, we altered the question and the next semester there were no issues.

Another such example is when we analyzed data from our informational sessions we noticed that our English speaking students consistently showed an increase in knowledge as opposed to our Vietnamese speaking students. The Program offers several informational sessions at the beginning of every semester in two languages: English and Vietnamese. However, the pre- and post-tests have always been in English. Our Vietnamese speaking counselor insisted that we keep the forms in English because our students all speak English. However, for the next academic year the Program will translate the pre- and post-tests to Vietnamese to see if it results in a higher percentage of Vietnamese speaking students having an increase in knowledge.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

Counselor Coordinator
- collaborates with other departments and programs to offer workshops and university tours
- provides academic and personal counseling to students

EOPS Counselor
- provides academic and personal counseling to students

CARE Coordinator
- coordinates program activities for CARE participants (meal tickets, grants)
- manages textbook loan program
- assists Associate Dean with managing program budget
- assists with voucher and grant disbursements

Eligibility Specialist
- screens applicants for program eligibility
- coordinates program activities for EOPS participants
- disseminates program related information to students
- assist with voucher and grant disbursements
- generates data for reporting purposes

Staff Assistant II
- schedules counseling appointments for students
- enters student data into database
- assists with program activities for EOPS participants

As the Associate Dean, I have assessed program and staffing needs. As a result, the half-time Outreach Specialist position was eliminated. The plan is to reclassify the Eligibility Specialist position to a Program Specialist. In addition, the Staff Assistant II is retiring and this position will also be reclassified to a Program Assistant. All of these positions were created over twenty-five years ago and do not currently meet the needs of the program and ever changing work environment.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways

and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

- EOPS Statewide Technical Training (annual) – the CARE (Program) Coordinator, Eligibility Specialist, and Associate Dean attend regularly.
- CCC EOPS Association Statewide Conference (annual) – the Counselor Coordinator, CARE (Program) Coordinator, Eligibility Specialist, and Associate Dean attend regularly. Counselors attend occasionally when their schedules permit and funding is available.
- Student Services Retreat (every semester) – all classified staff and managers are required to participate.
- Guided Pathways – the Associate Dean participates in trainings regularly.
- Classified Managers Training (semi-annual) – all classified managers are required to participate.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

N/A

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

The fund 17 dollars that EOPS receives from the state pay for personnel and for direct aid to students through the following program offerings:
- Tutoring
- Program orientation survival kits
- Graduation caps & gowns
- Textbook vouchers
- Grants
- Textbook lending library

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

The EOPS stand-alone database is ten years old and is no longer running efficiently. The Program is exploring other software programs that could better meet the needs of the Program and the College's efforts to become data-driven.

EOPS purchased computers for the student use over five years ago and laptops for staff use three years ago. The student computers are slow and are in need of replacement. In addition, the program could benefit from more laptops to loan to our neediest students.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

On July 1, 2017 the OASISS and EOPS programs partnered to increase the number of eligible AB540 students into EOPS. The challenge is that OASISS does not have any funding in their budget. Currently, Student Equity is paying for an adjunct to provide academic counseling services. However, the College has not committed any dollars for program personnel. Having a program attempt to support another program without resources is not sustainable. If the College is truly committed to serving a specific population then funding the program appropriately will demonstrate that commitment.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests **Academic Counselor** **OASISS Staff Assistant**	Ongoing Budget Needs: EOPS is in need of a F/T Vietnamese speaking counselor. We currently use an adjunct at 60% but her schedule gets filled quickly leaving many Vietnamese speaking students without language appropriate counseling services. OASISS has partnered with EOPS to serve AB540 students that are eligible for EOPS services. The AB540 numbers have grown considerably but the OASISS program has no budget for personnel. At minimum, a F/T Staff Assistant is needed to support the students in this program. One-time Expenditure:	Request linked to: SLO/PLO #: **Counseling Contact Learning Outcomes** Strategic Initiatives (student centered, organizational transformation, community engagement): **Student Centered** Improving Student success rates: Achievement of program set standard for student success:
Facilities **N/A**	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology **Program Database** **Computers** **Laptops**	Ongoing Budget Needs: One-time Expenditure: The EOPS stand-alone database is ten years old and is no longer running efficiently. A new database is required. EOPS purchased computers for the student use over five years ago and laptops for staff use three years ago.	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): **Student Centered** Improving Student success rates: Achievement of program set standard for student success:

	The student computers are slow and are in need of replacement. In addition, the program could benefit from more laptops to loan to our neediest students.	
Equipment/Supplies **N/A**	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: