Comprehensive Instructional Program Review Criteria- 2019/2020

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the Office of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

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 allocation process in 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: ASPIRE

Year of Last Comprehensive Review: 2014

Year of Last Mini Review, if applicable:

Preparers' Name(s):

Area Dean:

Overview of the Department/Program

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

The ASPIRE program started in spring 2000 with the assistance of the Packard Foundation Grant with the aims to provide academic and financial support to Asian Pacific Islanders who struggled with cultural and linguistic challenges. Through statistical analysis, the ASPIRE advisory committee learned that many students of Asian and Pacific Islander ancestry at Evergreen Valley College face many serious challenges in their academic pursuit because many were first time generation college students, working full time to support their families, came to America as refugees, and struggled to overcome the language barrier. Yet despite these hardships, the stereotypes of Asian and Pacific Islanders as "model minority" persisted and caused many of API students to fail due to the lack of awareness and help. As a result, ASPIRE was created to bring awareness the challenges and barriers Asian Pacific Islanders face and provide the academic and financial support to help our students succeed.

The ASPIRE Program of EVC is designed to increase the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors. The ASPIRE Program will offer courses in English Composition, Reading, Communication, History, Political Science, Ethnic Studies, and Math. Success in these courses will provide the foundation for student achievement of their academic and career goals. These courses will employ culture-specific course materials and learning strategies.

The key support components of the ASPIRE Program include counseling and tutoring. ASPIRE tutoring will help students in ASPIRE courses and in other college courses. ASPIRE tutors will be trained and supervised by program faculty and staff to provide instructional assistance consistent with program principles and methodologies. ASPIRE counseling will incorporate culture-specific strategies to provide academic, career and personal counseling for ASPIRE students. In addition, the counselor will work with program faculty and staff to develop and implement strategies to maximize student success.

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

Goal	Update
Expanded Courses	**ASPIRE has expanded our course offerings since 2014 with the addition of English 1B, Communication 40, and History 1 courses.**
Hired New Faculty Members	**Back in 2014, ASPIRE anticipated two of our faculty members stepping away from teaching. Tri Tran in ethnic studies retired, and Paul Fong took time off to serve as an assemblyman in Sacramento. ASPIRE also needed a history instructor who can teach**

	American history with an emphasis on the Asian Pacific American experience. Since 2014, ethnic studies have added a full- time instructor (Melissa-Ann) and the history department also hired an adjunct (Hai Nguyen) to teach the history 1 course for ASPIRE.
Received New Grants and Funding	Since 2014, ASPIRE has received new additional funding to provide and assist our students on and off campus from the following sources: • **Student Equity Grant ($42K in 2016)** • **VP of Instructions ($1200 in 2016, $8120 for 2017)** • **MAA through Health Service ($5,504 in 2016)** • **Food Vouchers from Student Life ($1280 for Fall 2019 and Spring 2020)** • **The California Retention Grant ($15K in 2019)**
Designated AANAPISI	After 2014, Evergreen Valley College became a designated AANAPISI institution that qualifies for federal government funding. However, that funding has yet been available to ASPIRE to provide staff and student services.
Increased Student Services	As a result of increasing funding, ASPIRE has new equipment and textbooks for our students to utilize.

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

Over the last four years, ASPIRE has made strong contributions to EVC's mission to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

To help our students academically, ASPIRE has expanded its course offerings in core disciplines (English, Communications, History) and added more counseling and tutor hours. We have also updated our office and tutoring center with new computers, laptops, printers, calculators, and textbooks available to our students. Some of our faculty members have adopted open resource textbooks to help our students save cost and at every PDD workshop, ASPIRE host workshops to facilitate and help faculty and staff in sharing and collaborating on their teaching practices and strategies to promote equity in the classroom.

To empower and prepare students from diverse backgrounds, ASPIRE believes in advocating and working with faculty and staff who are sensitive to the problems and challenges our student population face and

teaching a curriculum that will recognize and celebrate the contributions of the communities our students come from. ASPIRE played an instrumental role and serve on the hiring committees for the history, political science, and ethnic studies instructor positions and is currently collaborating with those recently hired faculty members (Hai Nguyen, Uyen Mai, Melissa-Ann Nievera-Lozano) to develop a curriculum that will bring awareness and highlight the struggle for social justice within the Asian Pacific American community along with other working class and minorities. ASPIRE is currently working to develop an Asian American studies curriculum to educate our students about the Asian Pacific American experiences and empower them through a mentor program (a collaboration with SEAASE). Through education and mentorship, ASPIRE continues to strive to help our students become active members of their community and the world.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

Since 2014, ASPIRE has received additional funding from four main sources: Student Equity Grant in 2016, financial grant from VP of Instructions in 2016 and 2017, California Retention Grant in 2019, and food vouchers from Student Life. All the funding have been used to provide additional counseling hours, updating office equipment in the ASPIRE tutoring center and office, purchase additional textbooks and calculators, and providing financial assistance to help our students to address housing and food insecurities. (an itemized list of how ASPIRE used these new funding, please see Budget Planning section in this review)

5. 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

-Additional Counseling: Many of our students are Vietnamese and English is their second language. Those students prefer ASPIRE counseling because our program counselor Hang Chu is fluent in Vietnamese and understands their cultural backgrounds and academic goals here at Evergreen Valley College. Despite adding counseling hours for Hang from recent funding, ASPIRE does not have funding to staff another counselor during the summer months during Hang's time off to meet the needs and demands of our growing student population. We hope by the next review, ASPIRE can find and add another counselor who is aware and attentive to our student academic goals and cultures.

-Additional Classes/Asian American Studies Program: ASPIRE would like to expand our course offerings to include an Asian American history course to pair with political science 1 to help our students fulfill their GE requirements along with other classes in ethnic studies to build an Asian American studies program for our students to major in when they transfer to four-year institutions.

-Additional Faculty: ASPIRE hopes to build a core of classes to promote and build an Asian American studies program to educate and empower our students of the experiences and contributions of Asian Pacific Americans. Paul Fong will retire by the end of spring 2020 so we would like to find a faculty member who can teach but more importantly be an advocate for our students on and off campus. ASPIRE is currently working on creating an Asian American history course through the curriculum committee and once approved, we will need a full timer to help teach those sections in addition to the history 1 course. In

addition, Ethnic Studies 40: Vietnamese American Experience is currently not offered for the current 2019-2020 academic year because EVC has yet to find an instructor who can teach the class with the knowledge and sensitivity to our large first and second generation of Vietnamese-American population.

-An Ongoing Regular Budget: ASPIRE hopes to have a regular ongoing budget to help us provide student services and events on campus on an annual basis. Currently, ASPIRE relies on donations from various private individuals on and off campus and weekly badminton night to raise funding for scholarships and cultural events.

-Mentor Program: ASPIRE would like to form and create a mentor program to connect our staff and faculty members with students and offer guidance and leadership for our students.

When combined all together, these program goals will help ASPIRE teach, empower, and serve our students and promote their success at and beyond Evergreen.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. **Program Set Standards (<u>Summary Tab</u>)**

Overall, EVC's Institution Set Standard for success rate is **71%**, and the aspirational goal for student success is **73%.**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'18 average	**81%**	71%	Did not establish a standard in last PR	**82%**

*Program Set Standard***:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a)	Is your program success rate higher or lower than the campus?	**Higher**
b)	If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve? **Counseling:** The most popular reason why students especially EVC's large Vietnamese immigrant and Vietnamese Americans population at EVC join the ASPIRE program is for	

counseling. Hang Chu is fluent in Vietnamese and able to communicate to many of our students in their native language. In the initial appointment with new students, Hang is thorough in introducing what ASPIRE has to offer and comprehensive when it comes to helping our students create an education plan. Follow up appointments are scheduled after initial appointment to check student progress and provide assistance if needed. While ASPIRE does not teach its own career exploration counseling courses, students are recommended by our counselor to complete Counseling 13 to explore their future careers and develop an academic plan to fulfill their academic goals.

Workshops during PDD: Every profession development day prior to the start of the academic year, ASPIRE hosts workshop and meetings with our faculty members to communicate, emphasize, and assist our faculty members to adopt an proactive approach in identifying struggling students in their classes by the first assignment and forward the information to our program specialist and counselor to get struggling students the help they need to succeed.

Textbook Resources: ASPIRE encourages all our faculty members to utilize open resource textbooks to cut textbook cost for our students. ASPIRE also have a series of textbooks across various disciplines, book loans, and calculators for our students to utilize in their classes. Students can also access computers and printers in our tutoring center.

Tutoring: ASPIRE hires student tutors who are familiar with our faculty members and student population.

Scholarships: Money raised from our weekly badminton night and donations from on and off campus help ASPIRE to provide scholarships and financial aid to our students.

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c) Is the current program success rate higher than the program set standard?
Yes

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d) How close is the program to meeting the program success goal?
ASPIRE did not establish a program success goal during the last review but we are currently exceeding EVC's aspirational goal for student success of 73%.

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e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.
Yes

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2. **Success Rate ("C" or better)-average Fall 2014- Fall 2018**

Success Rates: **Measures by IPEDs Race/Ethnicity**	Program (average total enrolled students/Success Rate)	EVC	
American Indian	1.5 / 100%	142	78.2%
Asian	49.42 / 80.34%	10,301	77.4%
Black or African American	2 / 62.50%	575	61.6%
Hawaiian/Pacific Islander	1.75 / 100%	113	66.9%
Hispanic	13.57 / 79.88%	9,786	63.9%
Two or More Races	3.8 / 88.33%	704	69.0%
Unknown	5.7 / 69.77%	2,212	72.0%
White	1.25 / 100%	1,560	74.0%
Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC	
Female	37.28 / 79%	13,577	72.8%
Male	37.28 / 82.59%	11,749	68.8%
No Value Entered		85	72.1%
Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC	
17 & Below	1.67 / 100%	639	82.2%
18-24	60.85 / 80.54%	16,883	68.0%
25-39	11 / 83.54%	5,418	74.9%
40 & Over	2.14 / 79.17%	2,427	79.4%
Unknown		25	66.3%

a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.
The date indicates a single equity gap between ASPIRE and EVC's success rate in the "UNKNOWN" race category. ASPIRE will implement a follow up with these students to make sure they didn't skip this question on the student application. Since there are limited number of students (fewer than 6 on average) in this "unknown category," another possible solution to address this equity gap is to contact and schedule an additional follow up appointments with these students to provide resources and support their success in and outside of the classroom.

b. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)

The biggest factor for our student performance is the ongoing counseling service and follow up appointments to check up and provide students with support they need to succeed. Counselor Hang Chu is thorough in introducing and creating education plans to meet student

academic goals and ASPIRE requires our students to schedule follow up appointment and provide progress report on their academic performance throughout the semester. When a student is struggling designated ASPIRE sources, our program coordinator Vivian Yabumoto schedules a follow up appointment and provide supporting services such as tutoring or any other material supplies they will need to alleviate the financial stress. If a student continue to struggle, ASPIRE will contact faculty member to follow up and figure out what possible alternatives (make up exams, extra credit) are available for students to progress and succeed in the class.

c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.
ASPIRE does not offer fully online course

3. Program Awards- if applicable

ASPIRE Students	Count	Percentage
Evergreen Valley		
Degrees	334	
Certificates	49	
San Jose City		
Degrees	33	
Certificates	26	
Total		
Degrees	367	**83.0%**
Certificates	75	**17.0%**
Total	442	
Source: CROA		

4. Student Enrollment Types (average F14-F18)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	84.14	64.6%	4,619	50.3%
Day & Evening	44.85	34.45%	3,239	35.3%
Evening	1.6	1.29%	1,087	11.8%
Unknown			239	2.6%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time	87.43	67.04%	**2,243**	24.4%
Half Time or less than half time	37.57	29.08%	6,175	67.2%

*Note: Not reported here are overload/withdrawn to equal 100%

a. Discuss any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review?
In the last program review, ASPIRE did not track data based on students' enrollment. Based on data from 2014-2018, about 2/3 of ASPIRE students are full time students attending classes during the day while the other 1/3 go to class both day and evening class. All of ASPIRE courses are offered during the day to meet our students' schedules.

b. Discuss how do your program enrollments (Pct of total) compare to EVC?
The data indicates ASPIRE has an average of 16.6% more for day-time students and 43% more for full time students when compare to EVC's average.

c. Based on the data, would you recommend any changes?
No changes are recommended at this time for all of ASPIRE courses are offer during the day when most of our students are attending classes.

5. Student Demographics- Headcount (average F14-F18)

Program Total Headcount			Headcount & Pct of Total	
Gender	**Headcount**	**Pct of Total**	**EVC**	
Female	Total: 466 Average: 66	51.28%	4959	54.0%
Male	Total: 443 Average: 63	48.59%	4185	45.6%
No Value Entered	1	0.79%	38	0.4%
Age	**Headcount**	**Pct of Total**	**EVC**	
17 & Below	42	4.60%	393	4.3%
18-24	709	77.83%	5483	59.7%
25-39	128	14.05%	2266	24.7%
40 & Over	25	2.70%	1029	11.2%
Unknown			10	0.1%
Race/Ethnicity (IPEDS Classification)	**Headcount**	**Pct of Total**	**EVC**	
American Indian	9	0.98%	50	0.5%
Asian	590	64.76%	3596	39.2%
Black or African American	13	1.43%	226	2.5%
Hawaiian/Pacific Islander	9	0.98%	39	0.4%
Hispanic	172	18.88%	3609	39.3%
Two or More Races	42	4.61%	249	2.7%
Unknown	68	7.46%	806	8.8%
White	7	0.76%	608	6.6%

a. Based on the **program total headcount** and percent change year to year, discuss if your program growing or declining.

If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

The data shows our program total headcount has declined from the highest in fall 2014 with 167 students to the lowest of 107 in spring 2016. Since 2016, our program total headcount has increased to an average of 130. The main reason for the decline after 2014 is two of our ESL courses (91 and 346) were not offered because ASPIRE was unable to find an instructor who was sensitive to our students' cultural and academic needs.

b. Discuss any gaps have you identified in your program.

Discuss how your program enrollment is similar or different from the campus.

Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.

Gender (similar)

- **When it comes to gender, ASPIRE reflects similar percentages to EVC's with a plus/minus of 3%.**

Age (higher in the 18-24 category, lower in 25-39 and 40 and over categories):

- **ASPIRE has a higher count of more than 18% in the 18-24 student group compare to EVC**

> **Race (higher in Asian, lower in Hispanic, African-Americans, and White):**
> - **ASPIRE is academic program for Asian Pacific Americans so our numbers will always be higher when it comes to the Asian category**
> - **There is a gap in the Hispanic category for students in this category makes up only 19% of ASPIRE whereas they are 39% of EVC student population.**
> - **There is a gap in the white category, where ASPIRE served about 1% to EVC's 6%**
> - **There is a gap in the African-Americans category, where ASPIRE served about 1.51% to EVC's 2.5%**

c. Discuss what interventions the program can implement to address any gaps in enrollment.

A common misunderstanding among EVC's student population when it comes to special programs such as ASPIRE, ENLACE, and UMOJA is students have to be part of a particular race to join these programs. Another common misunderstanding among students is they are limited to joining only one particular special program. A possible intervention to help ASPIRE address our biggest enrollment gap when it comes to Hispanic category is to have a more effective promotions and outreach efforts into eastside San Jose local high schools where most of Hispanic/Latinx students come from. Another possible intervention is to collaborate and partner with the Enlace program during orientation and cultural events and communicate more clearly and effectively on how inclusive ASPIRE. Another possible intervention is to invite current Hispanic students in our program to share their success stories with ASPIRE and share it on the campus website.

6. Institutional Effectiveness (5 year average, see <u>Summary Tab</u>)

	Program	EVC
Capacity	6.74%	68.14%
Productivity (goal 16)	1.17	14.08

Is your capacity rate higher or lower than the campus?	**Lower**
Is your productivity goal higher or lower than the campus?	**Lower**

If the program capacity and/or productivity is lower than the campus, please provide rationale:

Many of ASPIRE courses are in Communications, English, and Ethnic Studies department and those classes have a lower student to faculty ratio (typically below 30:1 ratio). Historically, classes in those disciplines (English, Communication, some disciplines of Social Sciences/Ethnic Studies) tend to have lower productivity rates when compare to Math, Business, and Sciences.

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.
   Current courses offer by ASPIRE in Fall 2019:
   - **Communications 20: Oral Communications (updated in 2014) (3 units)**

- **Communications 40: Introduction to Argumentation (updated in 2015) (3 units)**
- **Communications 45: Small Group Communication (updated in 2014) (3 units)**
- **English 1A: English Composition (updated in 2018) (3 units)**
- **English 1B: English Composition (updated in 2015)(3 units)**
- **English as Second Language 346: Basic Reading Skills 1 (n/a on update) (3 units)**
- **Ethnic Studies 40: Vietnamese American Culture Experience (updated in 2015)**
- **Ethnic Studies 42: APA Culture and Experience (updated in 2013)**
- **History 1: Survey of American History (updated in 2017) (3 units)**
- **Math 13: Intermediate Algebra (updated in 2015)**
- **Math 63: Elementary Statistics (updated in 2018)**
- **Political Science 1: Politics and Government in America (updated in 2009)**

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.

   ASPIRE program offers courses in the areas of communication, English, ESL, ethnic studies, history, math, and political science because these disciplines are the core subjects and classes students will need to improve their reading and writing skills, fulfill graduate and transfer requirements, and progress in their academic journey beyond Evergreen with an understand of various issues and policies impacting Asian Pacific American communities.

   For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

   Courses that were not offered by ASPIRE in the past two years are ESL 91: College Reading and Writing and 346: Basic Reading Skills 1. The reasons for these courses not being offer stem from a variety of factors that include the passage of AB 705 allowing students to bypass remedial English courses to take English 1A and the challenge of finding an instructor who is aware and conscious of our students' cultural and language needs. ASPIRE hope to work with the English department to find a suitable candidate.

   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 to ASPIRE

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).
   Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

   ASPIRE does not offer a degree or certificate

4. 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?

ASPIRE embraces a proactive approach in communicating and collaborating with our faculty and staff at the beginning of every semester to remind our members of the challenges and needs (language barriers, financial aid, books tutoring) of our students and the services we provide to help them succeed. ASPIRE encourages and assist our faculty members to adopt Open Resource textbooks to alleviate textbook costs and utilizes progress reports and early alert systems to identify struggling students and provide them with the assistance they need to succeed.

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

Currently, ASPIRE does not have a plan to offer degrees or certificates. However, we are currently working on expanding classes in the history department and striving to build an Asian American studies program.

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

n/a to ASPIRE

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

n/a to ASPIRE

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

   Counseling:

Student Learning Outcome (SLO)	Institutional Learning Outcome
1. **The student will be able to explain the various academic and support services provided by the ASPIRE Program.**	1. ILO: Inquiry & Reasoning 2. ILO: Inquiry & Reasoning

2. The student will be able to utilize MyWeb to register for their classes. 3. The student will be able to explain the G.E. patterns that match his/her educational goal. 4. The student will be able to describe which courses are needed for a certificate, Associate degree and/or transfer to a four year university.				3. ILO: Inquiry & Reasoning 4. ILO: Inquiry & Reasoning					

The ASPIRE program SLO's are evaluated through pre and post surveys during new students' orientation with a counselor by individual appointments in the ASPIRE office.

Data on Surveys collected by ASPIRE from Spring 2015 to Fall 2018:

-Spring 2015

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	7	16	12	1		19%	44%	33%	3%
I know how to enroll in courses using MyWeb	27	9	0	0		75%	25%	0%	0%
I know the General Education courses I need to complete for my intended goal	9	16	10	1		25%	44%	28%	3%
I know the courses I need to complete my major	9	16	9	2		25%	44%	25%	6%
TOTAL					36				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	20	15	1	0		55%	42%	3%	0%
I know how to enroll in courses using MyWeb	30	6	0	0		83%	17%	0%	0%
I know the General Education courses I need to complete for my intended goal	12	18	6	0		33%	50%	17%	0%
I know the courses I need to complete my major	12	16	7	1		33%	44%	19%	3%
TOTAL					36				

-Fall 2015:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	25	39	19	2		29%	46%	22%	2%
I know how to enroll in courses using MyWeb	50	28	6	1		59%	33%	7%	1%
I know the General Education courses I need to complete for my intended goal	35	35	14	1		41%	41%	16%	1%
I know the courses I need to complete my major	20	36	26	3		23%	42%	31%	4%
TOTAL					85				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	47	37	0	1		55%	44%	0%	1%
I know how to enroll in courses using MyWeb	53	28	3	1		62%	33%	4%	1%
I know the General Education courses I need to complete for my intended goal	48	33	3	1		56%	39%	4%	1%
I know the courses I need to complete my major	33	38	11	3		38%	45%	13%	4%
TOTAL					85				

-Spring 2016:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	9	13	31	9		15%	20%	50%	15%
I know how to enroll in courses using MyWeb	40	21	0	1		64%	34%	0%	2%
I know the General Education courses I need to complete for my intended goal	17	24	17	4		27%	39%	27%	6%
I know the courses I need to complete my major	19	17	21	5		31%	27%	34%	8%
TOTAL					62				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	30	29	2	1		48%	47%	3%	2%
I know how to enroll in courses using MyWeb	46	15	1	0		74%	24%	2%	0%
I know the General Education courses I need to complete for my intended goal	33	22	7	0		53%	35%	11%	0%
I know the courses I need to complete my major	29	26	6	1		46%	42%	10%	2%
TOTAL					62				

-Fall 2016

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	6	20	40	5		8%	28%	56%	7%
I know how to enroll in courses using MyWeb	40	24	6	1		56%	34%	8%	1%
I know the General Education courses I need to complete for my intended goal	20	29	19	3		28%	41%	27%	4%
I know the courses I need to complete my major	12	32	24	3		17%	45%	34%	4%
TOTAL					71				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	16	55	0	0		23%	77%		
I know how to enroll in courses using MyWeb	45	24	2	0		63%	34%	3%	
I know the General Education courses I need to complete for my intended goal	25	38	7	1		35%	54%	10%	1%
I know the courses I need to complete my major	16	45	9	1		23%	63%	13%	1%
TOTAL					71				

-Spring 2017:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	10	25	43	4		12%	30%	52%	5%
I know how to enroll in courses using MyWeb	59	22	1	0		72%	27%	1%	0%
I know the General Education courses I need to complete for my intended goal	31	39	8	4		38%	47%	10%	5%
I know the courses I need to complete my major	28	32	18	4		34%	39%	22%	5%
TOTAL					82				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	11	69	1	1		13%	84%	1%	1%
I know how to enroll in courses using MyWeb	60	22	0	0		73%	27%	0%	0%
I know the General Education courses I need to complete for my intended goal	30	42	6	4		37%	51%	7%	5%
I know the courses I need to complete my major	28	42	9	3		34%	51%	11%	4%
TOTAL					82				

-Fall 2017:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	14	37	55	3		13%	34%	50%	3%
I know how to enroll in courses using MyWeb	51	56	2	0		47%	51%	2%	0%
I know the General Education courses I need to complete for my intended goal	22	58	27	2		20%	53%	25%	2%
I know the courses I need to complete my major	21	42	41	5		19%	38%	38%	5%
TOTAL					109				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	16	93	0	0		14%	86%	0%	0%
I know how to enroll in courses using MyWeb	53	56	0	0		49%	51%	0%	0%
I know the General Education courses I need to complete for my intended goal	22	78	9	0		20%	72%	8%	0%
I know the courses I need to complete my major	21	77	11	0		19%	71%	10%	0%
TOTAL					109				

-**Spring 2018:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	14	24	35	4		18%	31%	45%	5%
I know how to enroll in courses using MyWeb	44	28	4	1		57%	36%	5%	1%
I know the General Education courses I need to complete for my intended goal	26	38	12	1		34%	49%	16%	1%
I know the courses I need to complete my major	26	38	12	1		31%	39%	27%	3%
TOTAL					77				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	17	60	0	0		22%	78%	0%	0%
I know how to enroll in courses using MyWeb	44	32	1	0		57%	42%	1%	0%
I know the General Education courses I need to complete for my intended goal	28	46	3	0		36%	60%	4%	0%
I know the courses I need to complete my major	26	47	4	0		34%	61%	5%	0%
TOTAL					77				

-**Fall 2018:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	6	24	53	4		7%	27%	61%	5%
I know how to enroll in courses using MyWeb	38	37	11	1		44%	42%	13%	1%
I know the General Education courses I need to complete for my intended goal	20	40	23	4		23%	46%	26%	5%
I know the courses I need to complete my major	16	35	29	7		18%	40%	33%	8%
TOTAL					77				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	6	81	0	0		7%	93%	0%	0%
I know how to enroll in courses using MyWeb	38	49	0	0		44%	56%	0%	0%
I know the General Education courses I need to complete for my intended goal	20	64	3	0		23%	74%	3%	0%
I know the courses I need to complete my major	16	63	7	1		18%	72%	8%	1%
TOTAL					77				

From the SLOS data collected from the student surveys, ASPIRE learns our students benefit from their initial individual and follow up appointments. Through their appointments, students are able to identify and understand the services ASPIRE offers and the educational plan they need to have to fulfill their academic goals.

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. 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, etc.). Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.

    At the course level, the following are results of SLOs assessments in our core English classes:

    English 1A:
    The following English 1A SLOS are key items in assessing students' overall performance at the end of the semester to pass the class:

    - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context.
    - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis.

- Organize paragraphs into a logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion.
- Write and revise critical essays at the thesis, paragraph, and sentence levels, including a research essay, of at least 1500 words using MLA style.
- Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style
- Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English.

COUNT Success	2014FAR	2015SPR	2015FAR	2016SPR	2016FAR	2017SPR	2017FAR	Total
ENGL-001A								
ASPIRE STUDENTS								
Passed	11	6	8	7	6	6	12	56
No Pass	1		4	2	2	4	4	17
STUDENTS TOTAL	12	6	12	9	8	10	16	73

English 104:

The following English 104 SLOS are key items in assessing students' overall performance at the end of the semester to pass the class:

- Demonstrate the ability to comprehend beginning college level reading materials and to use them as a springboard for their own writing.
- State a thesis and support it with sufficient and appropriate evidence drawn from personal experience, observations, and readings.
- Develop an organized essay reflecting sentence variety, syntactic complexity, and paragraph efficiency.
- Write in clear, precise, effective English, using vocabulary appropriate to beginning college level English, showing mastery of basic mechanical skills, and demonstrating a basic knowledge of sentence structures.
- Analyze the logical requirements of expository writing and complete all tasks set forth by an assignment.
- Select, narrow, refine, and control a topic using multiple prewriting techniques such as clustering, brainstorming, listing, and freewriting
- Revise in order to achieve a more effective order of ideas, clear transitions, and stronger paragraphs
- Edit compositions in order to remove mechanical errors in punctuation, spelling, and capitalization.
- Plan and write timed impromptu compositions including department final exam
- Demonstrate critical thinking skills and writing skills leading to an expressive or analytical response at the beginning level of college writing.

COUNT Success	2014FAR	2015SPR	2015FAR	2016SPR	2016FAR	2017SPR	2017FAR	Total
ENGL-104								
ASPIRE STUDENTS								
Passed	10	4	3	1	5	6	11	40
No Pass				3	1	2	1	7
STUDENTS TOTAL	10	4	3	4	6	8	12	47

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

PART D: Faculty and Staff

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

There are five full time faculty in the ASPIRE Program which include Sravani Banerjee, John Carrion, Paul Fong, Hang Chu, Teck Ky, and Khanh-Hoa Nguyen-Wong. We also 1 adjunct faculty – Hai Nguyen and our program specialist is Vivian Yabumoto.

Faculty/Staff	Area of Expertise	Student Success
Banerjee, Sravani *B.A. English Literature, St. Xavier's College, Calcutta, India* *M.A. English Literature, San Jose State University, San Jose, California*	Developmental and advanced composition courses which include English 300, English 104, English 1A, and English 1B, English Literature, Asian and Asian-American Literature, and ASPIRE courses.	Professor Banerjee teaches all levels of English composition and Asian and Asian American Literature. She also teaches in the ASPIRE (Asian and South Pacific Islander Resources for Excellence) Program which focuses on the academic success of the Asian and South Pacific Islander community at Evergreen Valley College. Her own immigrant background gives her a unique perspective on the specific needs of our large immigrant student population. In her Aspire classes, Professor Banerjee incorporates assignments celebrating the diversity of the students. Additionally, Professor Banerjee co-coordinates the Writing Center for students in our developmental courses and also teaches in the IL lab for students in English 1A, English 1B and English 1C. Prof. Banerjee and her co-coordinator Huma Saleem offer Writing Center workshops for new and returning faculty during PDD. They also revise the Writing Center curriculum and supplementary resources for students, staff, and faculty, reinforcing the philosophy of a community of writers with peers and mentors. With the implementation of AB 705 over the past year, Prof. Banerjee has been actively involved in researching other programs and working on curriculum development for English 1A support

		courses such as English 105. Furthermore, Professor Banerjee incorporates Service Learning in her classes, and has developed and taught in learning communities, combining writing and reading classes. Prof. Banerjee also mentors ASPIRE students and new faculty members. She serves on faculty and staff hiring committees and continues to observe adjunct faculty members. She serves as the chair for the 1B final exam topic selection committee and as a chief reader for holistic scoring during the English departmental finals. She has served on the EVC Academic Senate, EVC Distance Education Committee and the Women's and Gender Studies Dept. Prof. Banerjee actively participates in the *Womyn's History Month* activities, serving as chair for the book discussion and presenting informational sessions such as the one entitled "Child Brides: A Global Problem**."** Prof. Banerjee also serves as Council of Division representative for the Faculty Association (AFT 6157). Prof. Banerjee continues to encourage her students to attend and support campus-wide activities such as the Author Series, Poetry Festival, Black History Month Celebration, Asian Pacific History month activities among others.
Carrion, John *B.A. Speech Communications, Long Beach State University. M.A. Speech and Communications, San Francisco State University.*	Group Communication, Oral Communication, Introduction to Argument, Interpersonal Communication, use of multimedia technology, and communication skills with the Asian Pacific Islander community.	Professor Carrion comes to the Communication Program with 17 years of experience teaching communication courses. Having taught and studied in diverse communities, including San Jose, San Francisco, Long Beach, and Watsonville, Professor Carrion has been influenced by a myriad of teaching techniques and materials. He has attended numerous conferences which deal with communication studies, most notable the National Communication Association (NCA) and Western Speech Communication Association (WSCA) conference which gather

		communication teachers from around the world. Professor Carrion is currently an instructor in the ASPIRE Program which focuses on the academic success of the Asian Pacific Island community at Evergreen Valley College. He teaches two ASPIRE communication courses that explores the uniqueness of communication in the Asian Pacific Islander community.
Chu, Hang *San José State University - MA in Educational Counseling and Pupil Personnel* *San José State University- BA in Child Development.*	Hang has over ten years of experience working with community college students. She is bilingual in English and Vietnamese. She has worked at DeAnza College, Ohlone College, San José City College, and now Evergreen Valley College. Currently she is working as a Counselor for the ASPIRE program but has experience working with students in various special programs including EOP&S and Win/CalWorks.	At EVC, Hang has taught Guidance courses in Guide 193-New Student Orientation, Guide 85- Blueprint to Success, and Guide 95-College Success.
<u>Gill, Ambica</u> *B.A. Speech Communications, San Jose State University* *M.A. Speech and Communications, San Jose State University*	Oral Communication, Introduction to Argument, Interpersonal Communication, use of multimedia technology, and communication skills with the Asian Pacific Islander community.	As a first generation Indo-American, Professor Gill grew up in the bay area and is a San Jose native. After completing her high school diploma at Mount Pleasant High school in the Eastside of San Jose, she completed an AA degree in Liberal Studies at Evergreen Valley College and continued her higher education at San Jose State University where she obtained a Bachelor's degree in Communication Studies. She later obtained a Master's Degree in Communication Studies and participated in a Graduate Teaching Assistant (GTA) program where she learned and fostered the art of teaching. Professor Gill's philosophy in teaching Communication is blending theory with praxis. "Communication is a simple process, but yet complex. If we can learn the reasons why we communicate the way we do, only then we can put its simplicity to work." As a tenured Professor of Communication Studies at Evergreen Valley College, Ambica is a recognized expert in the fields of persuasion, public speaking, audience analysis,

		interpersonal communication, and argumentation and debate.
Ky, Teck	Professor Ky's area of expertise in mathematics is in Statistics. He received his Master's Degree in Statistics and a Bachelor's Degree in Mathematics. He possesses a Master's Degree in Statistics with a background in advanced statistics and mathematics. This has afforded him the knowledge to develop effective courses in statistics and mathematics for community college students. Professor Ky's knowledge will also expand his student's insight and understanding of the role statistics and mathematics has in their careers in business, medicine, social sciences and all their future studies	As a faculty member, his major contribution to the success of the ASPIRE program is to maintain a high retention rate for students taking Intermediate Algebra and Statistics courses. His interaction with high school students during summer school has been enjoyable. He enjoys the opportunity to work with students from the EXCEL PROGRAM in Intermediate Algebra. In less than two years, he has experienced some of these students taking Mathematics 71, Mathematics 72 and Mathematics 63. Professor Ky would like to assist in expanding the EVC statistics program to meet the demands of our Universities, Corporations, businesses and community.
Nguyen, Hai **B.A. and M.A. in American History from San Francisco State**	American history, Asian-American history, and California history	Professor Hai Nguyen is proud to be a first-generation Vietnamese American who comes from a working-class boat-refugee family in the San Jose area. His experience as a full-time student at De Anza and a full time worker to support himself through college inspired him to go into education to advocate on the behalf of all those in the community college system. His experience as an working class immigrant shapes how he views history for race, immigration, and labor are central to how he teaches his courses. Professor Nguyen believes history can be inclusive and an important lens for students to view the world they live in and act locally.
Nguyen-Wong, Khanh-Hoa *B.A. in Education in Bilingual Cross Cultural Education (BCLAD); M.A in Education - Bilingual Special Education (Vietnamese); TEFL /TESL certificates; Professional Clear Multiple Subject Credential with Vietnamese Emphasis*	Vietnamese / Ethnic Studies / ESL	Professor Nguyen-Wong taught Vietnamese for more than 16 years at Vietnamese Heritage Program / Vietnamese Saturday School at Parkview School in the Oak Grove School District. She also has been teaching Viet 91A, Viet 91 B, Viet 1A, Viet 1B, Ethnic 40 and ESL 346 for the past 14 years at EVC. Her own refugee background gives her a unique perspective on the specific needs of our large immigrant /refugee student population. Professor Nguyen-

		Wong continues with other faculty members in our foreign language department to update the course outlines and to apply current methodologies. She is in constantly communicating, collaborating, and networking with local communities, and colleagues at San Jose State University and Mission College to promote our new Vietnamese Language Program. As a faculty member, her major contribution to the success of the program is to maintain a high retention rate for the students taking Viet 1A and 1B courses.

2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.

ASPIRE does not project nor anticipate a need for additional professional development beyond student success, equity, distance education, SLO assessment, guided pathways, and innovative teaching/learning strategies.

Staff/Faculty	Activity
Banerjee, Sravani	<u>Conferences:</u> Professor Banerjee regularly presents at local and national conferences and workshops such as the YRC (Young Rhetoricians' Conference) and the ECCTYC Conferences on college composition and rhetoric. She presented at the NCTE (National Council of Teachers of English) conference in 2016 and at the CCCC's (Conference on College Composition and Communication) in 2017 and at the first National TYCA conference in 2018. <u>Committees:</u> She has served as the ECCTYC (English Council of California Two-Year Colleges) Region III Co-director since 2002. ECCTYC is a professional organization whose membership includes departments of English and their faculty in all public and private two-year colleges in

California, including the 115 state community colleges. In 2013 she was appointed as the national TYCA representative, representing the California community colleges on a national level. TYCA (Two-Year College English Association) is the national organization of two-year college English faculty within the National Council of Teachers of English.

Innovated Teachings:
During her sabbatical Prof. Banerjee compiled a textbook for the Asian and Asian American literature class. She continues to review, revise and edit the anthology, working on the readings and the post-reading apparatus which includes comprehension and critical thinking questions, journal prompts and group discussion activities. The comprehensive textbook, currently an unpublished manuscript, includes a wide sampling of classical and contemporary Asian and Asian/American literature from 400 BC to 2013. In keeping with Evergreen Valley College's mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens," this textbook introduces students to a variety of literature from other cultures, thus broadening their vision and bringing them closer to becoming true "global citizens." The selections include literature from India, Pakistan, Bangladesh, China, Japan, Vietnam, Malaysia, Indonesia, Korea, the Philippines, Iran, and Iraq.
In 2008, Prof. Banerjee spent a week in Salzburg, Austria at the Salzburg Global Seminar for educators. She has published articles and poems in literary journals and in text books.

Professional Development:
Prof. Banerjee continues to take classes for professional growth, such as *Computers in Education* and *Women in Technology.* She continues to participate in and present at Professional Development Day activities, presenting workshops for new writing center faculty presenting on her sabbatical project and on the Multicultural Books Program Certificate.

Chu, Hang	Hang continues to organize special programs activities and participate in various counseling related orientations and committees.
Gill, Ambica	**Conferences:** Professor Gill has attended communication, diversity, and academic conferences for the last 10 years- National Communication Association & Western Communication. **Committees:** Professor Gill served on tenure-track faculty positions. In addition to, Professor Gill serves as the chair for Staff Development.
Nguyen, Hai	**Conferences:** Professor Nguyen attended the Asian Pacific Americans in Higher Education conference (2018) and the Norcal Equity Institute 2.0 conference (2018) **Professional Development** Professor Nguyen completed the Online Education Initiative's "Online Education Practices and Standards" course in 2018 and currently working to expand his teaching to include world and western civilization history in 2020. **Committees:** Professor Nguyen served on the Staff and Development committee in 2014 and volunteered as a mentor for the Puente Program at De Anza College in (2017)
Nguyen-Wong, Khanh-Hoa	**Professional Development:** Professor Nguyen-Wong co- created Viet 91 B, Viet 1A and Viet 1B with Gam Nguyen. She also participated in Academic Fridays and the use of different technologies for her classes. **Committees:** She is an advisor for the VSA club and has been part of the committee for the ASPIRE Program at EVC. Professor Nguyen-Wong continues to work with other faculty members to create the Vietnamese Interpretation and Translation (T & I)program.

PART E: Budget Planning

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

   ASPIRE does not receive money from FUND 10 budget

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

   Student Equity Grant (2016)

Expenses	Amount	Comments
(see images below)	$43,000	

ASPIRE	Category	Hrs	Amount	Notes
Counselor (.3)	1000	157.5	12,033.00	17-21-6309-20402-51400
Tutors (2@$15 x 16)	2000	640.00	9,600.00	17-21-6309-20402-52320
Benefits	3000		6489.9	17-21-6309-20402-53120
Supplies	4000		3,800.00	17-21-6309-20402-54300
Conferences/Contracts	5000		1,000.00	17-21-6309-20402-55200
Capital Equip/Text Books	6000		10,000.00	17-21-6309-20402-56310

Capital Equipment

		Unit Price	Sub-total	tax	total
					$10,000.00
2	Bizhub 3320		$ 1,027.04	$ 89.90	$1,116.94
2	Chromebook 13	824.36	$ 1,648.72		
2	Optiplex 9020	1,017.06	$ 2,034.12		
2	Dell 19 Monitor	184.99	$ 369.98		
			$ 4,052.82		
		Tax	242.09		
		Ship/hand	85.97		
		Environ. Fee	14.00		
		TOTAL	$ 4,394.88		$4,394.88
30	TI-84	129.99	$3,899.97		
		20% Dis	- 779.94		
		Sub-total	3,119.76	$273.85	$3,393.61
					$8,905.43
				Balance	$1,094.57

MAA through Health Services

Expenses	Amount	Comments
-$2125.73 on office and equipment supplies from Costco, Office Depot -$1600 on textbooks through the EVC bookstore -$1525 for food during Asian Pacific American Heritage Celebration in May	$5,504	Remaining Balance: $253.25

California Retention Grant (2019)

Expenses	Amount	Comments
	$15,000	Money from this grant is available for ASPIRE to help and assist our students during financial hardships. However, money distributed under this grant is done by financial aid instead of ASPIRE.

VP of Instructions:

Expenses	Amount	Comments
-Ordering textbooks through the book store	$1200 in 2016 (from Sun Ho) $8,120 for 2017 (from Adela)	This was a budget created by the VP of Instructions to use at the EVC book store to purchase textbooks for student use.

Food Vouchers from Student Life

Expenses	Amount	Comments
	$1280 in form of $10 food vouchers (128 total)	These $10 food vouchers are used to help our students address the issue of hunger and food insecurity

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.

   ASPIRE used the funding from the student equity grant in 2016 to purchase the following equipment for the office and student use in our tutoring center and math classes: 2 computers, 2 laptops, 30 calculators, 2 printers (see image below for itemized cost)

Capital Equipment

		Unit Price	Sub-total	tax	total
					$10,000.00
2	Bizhub 3320		$ 1,027.04	$ 89.90	$1,116.94
2	Chromebook 13	824.36	$ 1,648.72		
2	Optiplex 9020	1,017.06	$ 2,034.12		
2	Dell 19 Monitor	184.99	$ 369.98		
			$ 4,052.82		
		Tax	242.09		
		Ship/hand	85.97		
		Environ. Fee	14.00		
		TOTAL	$ 4,394.88		$4,394.88
30	TI-84	129.99	$3,899.97		
		20% Dis	- 779.94		
		Sub-total	3,119.76	$273.85	$3,393.61
					$8,905.43
				Balance	$1,094.57

PART G: Additional Information

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

ASPIRE would like note that our program has yet to receive any new additional funding from the AANAPSI designation funding since 2016. We would like to request information on how to access funding and establish an annual budget if possible to support our faculty and student services on a regular basis. Currently, ASPIRE has to request for funding from the President's Office, Student Life, and private donors to fund our main cultural Asian Pacific American heritage month in May and funding for ASPIRE student scholarships come primarily through fundraising and badminton nights.

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 **See table below**	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:
Facilities	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 (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant) (Also discuss how long the technology you are requesting will be viable; how frequently will this technology need to be replaced; also discuss any issues surrounding disposal of requested technology items).	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:
Equipment/Supplies	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:

Faculty and Staff	On-going Budget Needs/Cost	SLO/PLO#	Strategic initiatives	Improving Student Success Rates	Achievement of Program Set Standard for Student Success
Part time counselor	Salary/Benefits	All	All	Yes	All
Promote Program Specialists to Program Coordinator	Salary/Benefits	All	All	Yes	All
Full time Political Science Instructor	Salary/Benefits	All	All	Yes	All
Full time U.S. History/Asian American Studies Instructor	Salary/Benefits	All	All	Yes	All
Part time Ethnic Studies instructor/ Vietnamese American Emphasis	Salary/Benefits	All	All	Yes	All