

## Student Services Comprehensive Program Review: EOPS Program Review

### Main

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**Division**

Student Success

**Department**

EOPS/CARE

Subject

Overview

**Department/Program Name** EOPS Program Review

**Year of Last Comprehensive Review** Fall 2017

**Year of Last Mini Review, if applicable**

**Preparer's Name** Kahn-Lomax, Charlie

**Area Dean** Victor Garza

### Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Carpio, MariaTheresa
- Pham, Tram

### Overview of the Department/Program

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**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.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- 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

- **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.**

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 households 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 underprepared 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.**

#### **Prior Goal**

**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)

Unfortunately many EOPS student still do not take advantage of priority registration. We still have very low numbers of students registering for priority registration. While in person we had registration events and many campus notices, students during COVID were even more apt to register later.

#### **Prior Goal**

**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)

Staff do now check the 3 SSSP Mandates to ensure compliance before registration dates. All troubleshooting is done in advance to ensure to the extent possible all those that should receive priority registration do.

#### **Prior Goal**

**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). We were able to get the numbers of OASISS students also enrolled in EOPS up to a high of 61% of total OASISS students in Fall of 2019.

- **3. Please state any recent accomplishments and / or challenges 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. The following are some program highlights/accomplishments:

The Evergreen Valley College's EOPS/CARE Program goals and services are in accordance with the College's mission and success. The program provides EOPS students services that are "above and beyond" what the college offers, in order to enhance their potential for academic success and to promote a smooth transition to a four-year university. The EOPS/CARE program also supports the District's mission to meet the diverse educational and labor force needs of our community by encouraging students to become instruments of social and economic change.

Among the services that are offered are counseling, individualized tutoring, book vouchers, book loan program, grants, scholarships, priority registration and personal development workshops. Workshops include transfer readiness, assistance with university and TAG (Transfer Agreement) applications, computer literacy and online registration, financial literacy, college success skills as well as career/job exploration and preparation.

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:

Fall 2017: 521

Spring 2018: 597

Fall 2018: 532

Spring 2019: 654

Fall 2019: 539

Spring 2020: 593

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.

- **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.**

Recruitment/Outreach/ ILO: Access, Services. ILO: Community Engagement, Increased Visibility, Strategic Partnerships

EOPS is an amazing program that does have room for growth, especially after the effects of COVID. COVID has hit the overall student numbers of the program in its' recruitment and outreach. Services will be geared to focus on recruitment and outreach to bring back the EOPS Program to its previous student numbers. That means a strategic and cohesive recruitment initiative is being launched to help students reacquaint themselves with all the benefits of the program.

To accomplish outreach and recruitment, the EOPS Program has developed several goals to engage students. One is concentrating on our social media engagement with students on Instagram. EOPS will be developing a page that focuses on the program and all kinds of student-centered events,

speakers, and information.

We will also work closely with the Outreach department to make presentations to high school students. We now have two Spanish-speaking staff members who will be able to present in both languages to potential high school students.

We are also working on updating our marketing materials - including the marketing one piece, and cohesive marketing tabling materials including canopy, tablecloth, and student giveaways. We will be working both on and off-campus at identified events to increase our outreach and visibility.

Facilitating Electronic Student Backend Processes/ILO: Organizational Transformation, Communication

We have recently implemented an electronic records system that greatly facilitates our internal and external communication with students. COVID has highlighted the fact that our paper files were very outmoded and inefficient. We now have an updated system that allows for text communication, internal file maintenance, and instant access to information and reports. Since we are just in the beginning stages of implementation, it will only help us to better facilitate the growth of the program to serve students.

More Engaging Workshops, Speakers, and Community ILO: Student-Centered Services, Access

After COVID, EOPS is starting to work on getting more events, participation, and engaging content that helps to ensure that students want to learn and grow from the program. By providing meaningful content, in workshops, events, with speakers, and with our interactions with students, we can better meet their needs both academically and personally.

Among the EOPS/CARE program goals are as follows: to use social media as tools for outreach and recruitment; collaborate with the Outreach Department and make presentations in high schools; utilize our Spanish-speaking staff to reach out to the Latinx community; create and obtain program marketing materials to increase campus and community visibility; use electronic records system that will enhance communication with students; provide more personal development related workshops that would benefit students.

These goals are designed to enhance the program's services and support the college's mission, which is to meet various essential scholastic and employment needs of our community. They also support the college's Strategic Initiatives by ensuring students succeed in their academic and personal endeavors. The EOPS/CARE Program aims to enhance the retention of students and assist them in overcoming language, economic and social challenges.

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.

**Full time faculty 2**

**Part-time faculty 1**

**full time Classified 3**

**Part-time Classified (permanent)**

**Part-time Classified (hourly)**

**Administrators 1**

**Student workers 2**

**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.**

N/A

- **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. 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 Director 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 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?**

Communication with other departments and Academic Affairs:

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.

Although communication with Academic Affairs has been limited and based on EOPS student's academic progress, as a result of the Early Alert system where the Progress Reports are utilized to keep the EOPS staff informed when students need intervention from the EOPS Faculty.

The EOPS staff have established communication with other departments and Academic Affairs via email and by phone to provide a wraparound approach to assisting students.

To further enhance communication and rapport with other departments, including Academic Affairs, Faculty and staff members have been invited to attend or participate in EOPS program meetings, workshops, and events. Conversely, EOPS staff may ask to attend and share program information during other department meetings as well as continue to provide communication via email, flyers and other marketing materials.

The program collaborates with a number of departments and takes a wrap-around approach to meet the needs of the students they serve. The Program works closely with Financial Aid, OASISS, CalWORKs and YESS. 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.

Communication with students:

Communication with students is primarily via email, which has 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 wrap-around approach to meet the needs of the students they serve. The Program works closely with Financial Aid, OASISS, CalWORKs and YESS. 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.

Currently, most EOPS student communications are being disseminated via email and occasionally by phone. With the introduction of the Student ACCESS database, text messages can become the main form of communication, which may prove to be the most effective given the widely use of social media by many students. For those students who may not have access to text, email will remain as the main method of communication.

## Program Access

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Student Demographic: Gender

Student Demographic: Age

Student Demographic: Race/Ethnicity (IPEDs Classification)

- a. Based on the students served and percentage 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?**

Semester	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP	2020FA
<b>Total:</b>	<b>521</b>	<b>597</b>	<b>532</b>	<b>654</b>	<b>539</b>	<b>593</b>	<b>505</b>

The EOPS/CARE Program is following the statewide trend that mirrors COVID and other EOPS Programs throughout the State. We have our peak in Spring of 2019 at 654 students, but COVID hit our program very hard and many students either did not know about EOPS and/or were overwhelmed with their courses and all the life adjustments and dropped from the program. We are working with recruitment and also with our internal outreach to ensure that more students understand the services EOPS and CARE offer.

In EOPS we have a tendency to serve more females with an average being 69% of our overall student population with the EVC average being nearly 55%. EOPS also is targeting an older population of the returning student, rather than the 18-24 year olds. While EOPS still serves 40% of its' students from 18-24 years old, EVC serves 60% of its' students in that same age range. EOPS is serving more 25-39 year olds with 35% of our EOPS students coming from that age range while EVC is nearly 23%. That indicates that EOPS is resonating with slightly older students. EOPS also is serving the above 40 years old population in greater numbers with 25% of EOPS students coming from that bracket while 10% are in that same range at EVC.

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

Yes, in ethnicity there are some differences and gaps. Moe predominantly in the Latinx population. The Latinx students at EVC are over 40% of the total student population while in EOPS it is a mere 26%. One reason for this may be the ENLACE Program and its' specialized services for that same student population. Or, it could be that EOPS needs to do a better job of outreaching to the Latinx student community.

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

EOPS will be focusing on outreach to the Latinx community through working with our Outreach office, Marketing and Communications Director, working with Adult Eds, and East Side Union. Having a presence in the Latinx community through high school visits, fairs, and targeted outreach will help EOPS to bridge the gap our services to the Latinx demographic. We will also be focusing on social media, specifically Instagram, to better make inroads to the community. Also our closer ties and work with OASISS will serve to increase our visibility within the community and also increase our student numbers.

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. For CTE, the timeline is 2-year.**

N/A

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. 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

- **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

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

N/A

- **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

N/A

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

N/A

## Service Area Outcomes and Assessment

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### PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**
  1. Students understand the benefits and available resources provided by the EOPS/CARE Program. (ILO: Communication)
  2. Outreach to new students and increase in student enrollments into the programs. (ILO: Communication)
  3. Through providing relevant workshops, students gain personal and educational skills that will assist them academically and personally. (ILO: Personal Development)

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO 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...)**

SAOs are discussed regularly during staff meetings. All departmental staff take a role in SAO data collection. When staff complete entering data from surveys into a spreadsheet, the Director 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 SAOs, such as a majority of students answering a particular question incorrectly.

We are also surveying students on relevant workshops and ensuring that we are connecting with them on topics that are timely and of interest to their academic, personal, financial, and career choices.

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

The Program has actively assessed program SAOs for nine years. The Program is currently reviewing the SAOs for current relevancy.

Previously it was stated that 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.

## Faculty and Staff

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### 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 – Aids students in understanding EOPS and does coordination functions of the program.

Counselors – Help provide equational guidance, educational planning, transfer, and career information.

Coordinator – Understands budgets, processes backend items like reports, payments to students, and program paperwork.

Program Specialist – Provides direct support to students, completes reports, works with financial aid, database management, CARE Program oversight, and processes student issues.

Program Assistant – Provides phone and email follow up to students, handles student questions, data entry, and database entry.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO 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 Director attend regularly.

CCC EOPS Association Statewide Conference (annual) the Counselor Coordinator, CARE (Program) Coordinator, Eligibility Specialist, and Director attend regularly. Counselors attend occasionally when their schedules permit and funding is available.

Monthly EOPS Regional Meetings

Quarterly CARE Statewide Meetings

Student Services Retreat (every semester) all classified staff and managers are required to participate

Guided Pathways the Director participates in training regularly

Classified Managers Training (semi-annual) all classified managers are required to participate.

## Budget Planning

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### 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. List all external funds i.e. fund 17 etc. the department/program receives, and describe their 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

## Technology and Equipment

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### 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.**

We need cameras so that staff can be present on zoom calls.

We also need microphones for counselors to use in in-person appointments in a large conference room, so that students can hear us.

## Additional Information

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### Part G: Additional Information

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

<p>Faculty requests</p> <p>Additional Vietnamese Counseling. We have need of more Vietnamese speaking counseling.</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p><b>Total Estimated Cost (Salary and Benefit):</b></p> <p><b>\$20,000 salary</b></p> <p><b>\$5,000 benefit</b></p>	<p>Request linked to:</p> <p>SAO/SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard(s) for student success:</p>
<p>Staffing requests</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p><b>Total Estimated Cost (Salary and Benefit):</b></p>	<p>Request linked to:</p> <p>SAO/SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard(s) for student success:</p>
<p>Facilities</p> <p>EOPS cannot pay for changes to its space but the EOPS office is not conducive to program integration as staff are spread all over the area.</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p><b>Total Estimated Cost:</b></p>	<p>Request linked to:</p> <p>SAO/SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard(s) for student success:</p>

<p>Technology (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant)</p> <p>We need cameras so that staff can be present on zoom calls. We have not gotten it approved by Business Services for purchase.</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure: \$300</p>	<p><b>Total Estimated Cost: \$300</b></p>	<p>Request linked to: SAO/SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard(s) for student success:</p>
<p>Equipment/Supplies</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p><b>Total Estimated Cost:</b></p>	<p>Request linked to: SAO/SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard(s) for student success:</p>

## 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 SAO/SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

### Attach Files

Attached File

### IEC Reviewers

#### IEC Mentor

William Sapigao

**IEC Second Reader**  
Fahmida Fakhruddin