



2014-15 Service Area Program Review

DEPARTMENT/PROGRAM	Extended Opportunity Programs & Services (EOPS)
DESCRIPTION/PURPOSE	<p>The mission of the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) program at Imperial Valley College shall be to supplement the regular education programs of the college to encourage the enrollment of students handicapped by language, social and economic disadvantages, and to facilitate the successful completion of these students' educational goal and objectives.</p> <p>The EOPS Program at Imperial Valley College Provides support to an average of 900 students per academic year. These are students from a low income background and, for the most part, are deficient in basic skills. They are not equipped to go into college level Math and English Courses much less do well in classes that require a great deal of high level reading.</p>
SUBMITTED BY:	Olga Artech
AREA DEAN/DIRECTOR	Ted Ceasar
AREA VICE PRESIDENT	Todd Finnell

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p>INSTITUTIONAL MISSION AND EFFECTIVENESS – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p>1.1 Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p>1.2 Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p>1.3 Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p>1.4 Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p>2.1 Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.2 Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p>2.3 Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.4 Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p>2.5 Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p>2.6 Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p>3.1 Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p>3.2 Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p>3.3 Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p>3.4 Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p>LEADERSHIP AND GOVERNANCE – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p>4.1 Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p>4.2 Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p>4.3 Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p>4.4 Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p>4.5 Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</p> <p>The goal in 2013-2014 was to employ a full time permanent EOPS Counselor.</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</p> <p>A full time counselor was not hired. In order to expend the funds for a full time counselor, three full time temporary counselors were hired in April 2014. Even though late in the semester, the hiring allowed more students into the program and alleviated the counselor load for the four permanent full time counselors. Prior to hiring the three temporary full time counselors, each permanent counselor was serving more than their usual load of 170 students each.</p>		

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Hiring of two part-time Retention Specialists</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met</p>		<input type="checkbox"/> 2 Student Learning Outcomes
<p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: This position was not created and did not exist for the 2013-2014 year. It is expected that this position will be approved and available for Spring 2015.</p>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): N/A		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: N/A		

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. ***Attach electronic excel file with graphs or trend data, do not include them in the narrative below.***

a. Strengths

Discuss what you do well in your program/department.

Program success rests on two strong elements; the bond formed between the counselor and student and EOPS staff working together as a team.

EOPS counselors form a strong bond with their students thus assuring frequent communication between the counselor and student. This in turn assures the student staying on task and the counselor having knowledge of any problem or potential problem that the student may encounter. The student is also more apt to make full use of program services.

The whole of EOPS staff works as a team. Counselors will see students that are assigned to another counselor in the event that their colleague is absent, sometimes doubling their work load to ensure that the student is provided the appropriate service they deserve. There is always an open line of communication between staff and new information is always shared. It is important that all EOPS staff is in the know of any projects that are coming up as well as the freedom to share new ideas.

The office assistant and EOPS student assistants at the reception area are central in ensuring that students are comfortable in requesting services and making full use of such. The office assistant ensures that students stay on track with events and deadlines by providing a myriad of information in different formats such as email blasts, newsletters and frequent updates on the computer screen as well as a “like” page on Facebook with all important deadlines and dates.

The program excels in serving the students’ needs by providing: book store gift cards, bus passes that are frequently utilized by the students as well as meal tickets for foster youth students. Some students depend on these services to allow them to continue their higher education goals.

b. Weaknesses

Discuss areas in your program/department that need improvement.

A weakness that was experienced this year was the change in staff. As of July, the program has had three different Office Assistants, this made it difficult during peak period for the program with the ending of summer school and the beginning of the new semester.

c. Opportunities

Discuss opportunities for program improvement.

The utilization of a Retention Specialist would assist students in the program by conducting study skills workshops including but not limited to:

- Financial Literacy
- How to build a better resume
- Note taking
- Time management
- Applying to UC/CSU
- Applying for financial aid
- Interviewing skills
- Adapting to the college life
- EOPS orientation
- Transfer workshops

Students would benefit from these workshops because for some of them, this is their first college experience and may need some guidance into college life and adulthood. These workshops may also be taken by students who are having difficulty with their classes and may be implemented for students who fall under academic probation. Another responsibility that the Retention Specialist would have would be to assist students in technology including but not limited to:

- Blackboard
- Starfish
- Student Email

Another service that could be provided by the Retention Specialist would be to assist students who have a language barrier and need assistance in filling out IVC related paperwork and/or forms that may not be translated for the ESL student population.

The EOPS program would also benefit from having an additional full time permanent counselor in order to better serve the high volume of students seeking acceptance into the program. Hiring a full time permanent counselor, would alleviate the work load for the four permanent counselors that are currently employed as well as allow the program to serve more students.

d. Challenges

Discuss obstacles/barriers that may influence program improvement.

There are a few challenges that EOPS currently faces:

- **Space:** Space is extremely limited for the counselors we have and the students they are serving. There is a lack of privacy for the students. Cubicles are in such close proximity that it is very difficult for a counselor and student to have a one on one private session. There are instances when a student may go to their counselor in need of personal counseling and may not be able to speak freely with the counselor due to the lack of privacy. If there is an upset student, anyone that walks by can easily see the student upset or be able to overhear what is being said.
- **Student Lab:** If the EOPS had the availability to provide a small computer lab. EOPS currently serves many underprivileged students and with the majority of instructors utilizing Blackboard, at times it is difficult for students to find an available computer on campus to do their homework. If EOPS had a small lab with 4-5 computers, then EOPS students would be able to go to the lab and know that there are computers specifically for their use for academic purposes.
- **Front Desk Reception Area:** The front desk at EOPS is currently a work station for two people. The Office Assistant has to work in a very condensed work space with a work-study student and at times it is difficult to maneuver in the area to assist students with the services that are offered. People working the front desk are constantly bumping into each other and desk space is extremely limited and frequently makes it difficult to work comfortably.
- **Space needed for office assistant:** As previously stated, the office assistant does share a work space with the work-study students and when there are deadlines that need to be met, there are constant interruptions. If the office assistant had their own workspace, then they would be able to work in a more comfortable setting and have a work space of their own. There are times when there are deadlines that need to be met or pressing matters that need to be taken care of by the office assistant and while working on the deadline, students will interrupt the office assistant for a service as opposed to the work-study student.

e. Program changes

What program changes, if any, do you expect to have a positive effect on students?

A retention specialist would have a positive effect on students because they would be able to conduct study skills workshops. These study skills workshops would assist students to transfer into adulthood and assist them in becoming responsible adults.

The addition of a full time permanent counselor would alleviate the current counselor student rate and would permit counselors to spend more time with their students.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

There is still the goal of hiring a permanent Counselor in the department as well as the Retention Specialist within this year. The program is currently contacting students via email and is currently developing social media outlets to have better contact and interaction with the students. The program is also in process of reviving the EOPS club to involve students in extracurricular activities on campus.

C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.			INSTITUTIONAL GOAL(S) (Select one primary institutional goal)					
1	2015-2016 PROGRAM GOAL #1 Budget Priority #1		INSTITUTIONAL GOAL(S)					
Identify Future Global Goal: Hiring of a full time EOPS Counselor			<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4					
Objective: Expand the number of students served by EOPS								
RESOURCE PLAN (Check all that apply.)			<input type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6					
Task(s) N/A								
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing								
Timeline:			<input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3					
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			<input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3					

<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify) EOPS	\$0						
<p>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>								
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Expense Type	Funding Type	Budget Request						
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<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____						
<p>How will this objective be measured? By comparing the number of students served in 2015-2016 to the number of students served in 2014-2015.</p>								
<p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? By providing more counselor time for students.</p>								
<p>Who are the responsible party(ies) and assigned user(s)? The new counselor hired.</p>								

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
2	2015-2016 PROGRAM GOAL #2 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Future Global Goal: Hiring of a full time Retention Specialist		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective: The program is currently in the process of completing the exact duties and role that the Retention Specialist(s) would have on a day to day basis. Duties need to be listed and defined to not conflict with counselor duties and responsibilities.		
RESOURCE PLAN (Check all that apply.)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
Task(s)		
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Timeline:		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify) EOPS	\$0
B. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		

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Timeline:			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$0	
How will this objective be measured? By hiring a full-time Retention Specialist.			
How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? By providing added services to students such as study skills workshops and program orientations as well as training students in using Blackboard, Webstar, Starfish, etc.			
Who are the responsible party(ies) and assigned user(s)? The new Retention Specialist hired.			
FUTURE PROGRAM GOALS <small>(Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</small>		INSTITUTIONAL GOAL(S) <small>(Select one primary institutional goal)</small>	
3	2015-2016 PROGRAM GOAL #3 Budget Priority #1	INSTITUTIONAL GOAL(S)	
Identify Future Global Goal:	N/A	<input type="checkbox"/> 1 Mission & Effectiveness	
Objective:		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3	

RESOURCE PLAN (Check all that apply.)			<input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
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How will this objective be measured?			
How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?			
Who are the responsible party(ies) and assigned user(s)?			