

Office of Enrollment Services

Dean/Administrator	Other Readers
Sylvia Rodriguez	Karin Spirn

Division/Area	IPPU (List Each Program)	NPPUs (List Each Program)
Student Services Enrollment Services		Admissions & Records EOPS/CARE Financial Aid International Student Program Veterans Programs Community Education

This summary should capture the key aspects of the Instructional Program Planning Updates (IPPU) and Non-Instructional Program Planning Updates (NPPU) in your division or area. This summary will be used for institutional planning purposes, as well as for general campus information.

INSTRUCTIONS:

- All PPU readers (including deans) for the division/area should fill out the PPU Reader Worksheet before beginning this summary.
- All PPU readers (including deans) for the division/area should meet to compare their worksheets.
- Responses in the boxes below should reflect the joint responses of all PPU readers for the division (except the Executive Summary, which is written by the dean and the SLO Summary, which is written by the SLO committee). These responses will be shared with the division and posted publically.
- An asterisk indicates a question requiring a quantitative response.
- “Notable” refers to information from individual PPUs that is not captured by larger trends or themes but is important to mention because it is distinctive, impactful, or unusual.

Executive Summary: Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, objectives and barriers to success. Your summary should be approximately 250-500 words in length.

The Office of Enrollment Services supports the VPSS office and provides leadership and support to designated programs and services (Admissions & Records, Financial Aid, EOPS, Veterans, International Students, Community Education) ensuring quality customer service while effectively maintaining compliance with rules and regulations inherent to each program. Oversight of the Online Service Center is also included as an integral area within Enrollment Services. Furthermore, the Office ensures that goals identified by each program align with the overall mission of the College and the District. Central to this mission is the continued advocacy for program needs which are essential in fostering the growth and success of the programs as they continually meet the ever-changing needs of our diverse student population and campus community. The programs are committed to providing high-quality, customer-oriented, approachable, and accessible services that appropriately represent the College, its culture, and its mission.

Each program within Enrollment Services completed an annual Program Planning Update (PPU) in Fall 2014 which reflected on the activities accomplished during AY 2012-2013 and AY 2013-2014. As part of the ongoing evaluation of services, the programs demonstrated a strong commitment to develop strategies to meet the ever-changing needs of our students while at the same time addressing program compliance standards. This executive summary will include program updates and trends that will enhance

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greater understanding of program needs to more effectively respond to institutional, budget and planning requirements.

The themes noted in Fall 2014 program analysis and summaries are consistent with the previous year's findings.

Most programs noted success in their SAO development and progress in sustaining a continuous cycle of assessment, evaluation, and improvement of services provided to students.

Data that specifically address the students participating in programs such as Veterans, Financial Aid, International Students and EOPS/CARE needs to be more clearly defined to truly assess student needs and program effectiveness in supporting student success. The limited data available for Admissions and Records and Financial Aid was helpful in assessing quality of service and student satisfaction. However, for more in-depth analysis on how to improve services, both programs will continue to rely heavily on point-of-service surveys as the primary method for data collection.

Most programs focused their SAOs on improving orientations that outline program requirements, SSSP enrollment priority changes, college policies and procedures, and student expectations to maintain eligibility. Surveys administered at the beginning and at the conclusion of the orientations continue to be the primary mechanism to gather data to assess students' understanding of information provided in an orientation format.

EOPS recently developed a Blackboard course that places responsibility on the student to continually check their account for updates on eligibility, enrollment priority, and information related to EOPS/CARE. The Veterans Program and ISP have expressed interest in developing a similar type Blackboard course for their specific student populations.

Ongoing communication with students continues to be an important theme for all programs.

Targeted outreach to high schools, local community organizations, continuation schools and in-reach activities are viewed as critical activities for improving awareness and access to program (Financial Aid, EOPS/CARE, Veterans, and CommEd) services and course offerings (CommEd). International Student Program will focus efforts on recruitment strategies to market the College to the global community.

Financial Aid has expressed a need to develop an online SAP module that can be accessible to all financial aid students rather than simply focus on students who have already been disqualified from receiving financial aid due to poor progress.

Updated program reviews include expanded services offered through the Online Services Center (A&R), DegreeWorks implementation (A&R), incoming transcript evaluation (A&R), benefits certification (Veterans), online scholarship software system implementation (Financial Aid), and additional adjunct counseling (EOPS/CARE & Veterans).

Programs expressed a need for additional classified professional staff to address program growth and service improvements.

- Veterans – a part-time certifying official to support program development offered through the new VRC
- A&R - DegreeWorks position, part-time evaluator position, and an increase in the Administrative Assistant position to full-time status were noted as key positions. Further, a full-time position was cited as essential to develop the Online Service Center into a full-fledged one-stop center to support SSSP and A&R activities.
- EOPS/CARE – Restoring the CARE Counselor Assistant II position (budget constraints); part-time counselor funded through SSSP/Equity funds.

Programs expressed the use of SSSP and Equity funds as the primary funding source to support innovation and for new positions required to meet student demand and service expansion noted in the SSSP & Equity Plans.

All programs indicated sufficient space with the exception of Community Education. The program has requested space for an office and a dedicated classroom for community education courses. A couple of programs noted the need for bulletin boards to prominently display important program information.

Most programs would like to see an increase in their program operating supplies budget to support quality service to students, staff development, and to help the staff accomplish daily tasks efficiently with the appropriate resources/tools.

SLO Summary: This summary of division/area SLOs was prepared by the SLO committee. Please paste it in the box below.

PPU Section	Questions	Answers
<p>SLO Assessment Review</p> <p>IPPU I</p> <p>NPPU I</p>	<p>1. What overall themes appear in the SLO assessment review?</p> <p>2. What do the themes suggest?</p> <p>3. How have disciplines responded to the themes (for example, did the pedagogy change)?</p> <p>4. What additional resources are needed?</p>	<p>1. A&R: In assessing two SAOs, results show that 78% of students can navigate the waitlist process and 100% understood the importance of watching for deadlines.</p> <p>Community Education: This program has only recently developed SAOs. One is part of a greater service area currently be developed by the program and is not yet written. The other states “students will be effectively able to evaluate the program...”</p> <p>EOPS/CARE: The overall theme was to improve communication and understanding of the services offered by EOPS-CARE to improve students’ experience and success in the program.</p> <p>IntlStudents: 81 percent of the international students understood the support services except for class web. At risk populations were identified and more communication was provided for the at risk students. Program will advocate for earlier registration for students.</p> <p>Veterans: The SAOs for the VFP were to increase awareness and participation of the Veterans Resource Center for student-veterans and their spouses.</p> <p>2. A&R: Students are generally successful with the processes associated with using waitlist procedures and making sure they follow deadlines for registration, adding and dropping ,etc. However, there was only an n=53 students responding to the survey.</p> <p>Community Education: I personally see no theme at this point.</p> <p>EOPS/CARE: Further clarification was needed in a few areas such as completion of steps to qualify for certain services.</p> <p>IntlStudents: Students are successful and the ones at risk are provided more communication to help them become successful.</p> <p>Veterans: That they were successful but need additional permanent personnel to help with coordination and assessments.</p> <p>3. A&R: n/a. However they want to reassess in fall, 2014 with an online survey for a greater response.</p> <p>Community Education: They have made changes to the assessment tool: student survey, in adding an additional question for anecdotal feedback.</p> <p>EOPS/CARE: Communication was improved by using multiple forms as well as increasing the frequency of the messages.</p> <p>IntlStudents: A hands-on class is now provided for students to learn class web. More communication including emails to at risk students. The student contracts were modified for a mandate.</p>

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		<p>Veterans: The SAOs were successful and no changes were indicated.</p> <p>4. A&R/ Community Education / IntlStudents: None at this time.</p> <p>EOPS/CARE: Additional staffing is needed for outreach and workshops as well as to provide services to more students.</p> <p>Veterans: Additional personnel to help with the assessments and outreach to student-veterans.</p>
SLO Process	1. How do faculty members in the discipline reach consensus on SLOs, assessments and results?	<p>1. A&R: The A&R staff meet regularly with the Dean of Enrollment Management to discuss and reach consensus on SLOs. The program review reps meet formally and informally to make sure the process is in continuous cycle. Notes are taken during regularly scheduled A&R meetings and A&R program review meetings and are reflected in the minutes.</p> <p>Community Education: One person program. Decisions are made in conjunction with the DES. Internal program work. This is a one person program, and the Coordinator meets in person regularly with the DES to assess and keep the program on track.</p> <p>EOPS/CARE: The Director and Coordinator meet often to develop and assess SAOs. SAOs are discussed at various levels including general meetings with the Director, Coordinator, Student Services Planning Meetings, and monthly reports to the VP of Student Services.</p> <p>IntlStudents: Formal and informal meetings.</p> <p>Veterans: The VFP coordinator and Dean of Student Services meet to discuss the SAOs for VFP.</p>
IPPU I		
NPPU I	2. Were SLOs a topic of discussion at discipline meetings?	<p>2. A&R /Community Education / EOPS/CARE / IntlStudents/ Veterans: Yes</p>

PPU Section	Questions	Response
Data Review	1. What overall themes appear in the data reviews?	
IPPU II.A		<p>Veterans Program – Although there was an increase in the number of returning Veterans seeking support from the program in AY 12-13 and AY 13-14, future projections indicate the increases may be leveling off due to external (better economy, increased number of veterans “saving” their benefits for transfer) and internal (limited staffing to support increased numbers, changes to enrollment priority) factors. The Program noted a need for more concise data to support analysis on retention, transfer and success rates as well as support services offered through the program.</p>
NPPU II.A		<p>EOPS - Data indicates the program experienced an increased number of males participating (1/3 male), Latino students increased slightly (from 33% (Fall 2011) to 35% (Fall 2013), and students 19 years or younger increased from 17% (Fall 2011) to 42% (Fall 2013). The program will continually review data to assess any disproportionate impact. Targeted outreach and communication with students continued to be a primary focus with the successful implementation of a Blackboard course and increased access to counseling services (with the permanent hire of J. Oliveira).</p>
		<p>Financial Aid - Satisfactory Academic Progress (SAP) workshops to students disqualified from financial aid did</p>

	<p>enhance their understanding of requirements to meet academic progress standards. The program expects to expand the SAP workshop to more students and allow for better access through an online workshop.</p> <p>ISP – Prior to enforcing the language proficiency requirement (noted in the College’s Form I-17), 72% of international students began their studies in the ESL program with the majority below ESL 2A. Due to the SEVP mandate on Conditional Admission, the College can no longer admit students who do not provide a language proficiency assessment. The program anticipates that due to this requirement, there will be a significant increase in the number of students prepared for transfer level English at the time of admission. The program plans to shift its focus on developing strategies and activities to assimilate these higher level students into the general college community.</p> <p>The programs reported positive student feedback related to orientations and workshops. However, programs expressed a need to develop more consistent follow-up services to those students on warning and/or on academic probation. Future SAOs may have primary focus on follow-up services to ensure understanding of policies, eligibility requirements, reinstatement procedures, and college support services that are available to support student success. EOPS/CARE, Financial Aid, Veterans, and ISP may collaborate and share best practices to implement consistent follow-up strategies to support student success/completion. EOPS/CARE and Financial Aid to work collaboratively on a financial literacy program – Cash Course. Curriculum includes topics related to budgeting, credit reports, etc.</p>
	<p>2. Describe any notable changes identified by particular programs.</p> <p>Veterans Program:</p> <ol style="list-style-type: none"> 1) Based on survey results, the format of Operation Gateway (new veterans’ orientation) changed to address the need for more hands-on workshops to enhance understanding of College resources and processes/procedures (registration and financial aid). For example, veterans are required to complete a FAFSA application (on-the-spot) and receive one-on-one assistance from Financial Aid. <p>EOPS/CARE:</p> <ol style="list-style-type: none"> 1) Communication efforts – establishing a Blackboard course to communicate more effectively to students about their eligibility, SSSP requirements, deadlines, college resources, and program obligations. 2) Enhanced follow-up services to provide earlier intervention to students who are on or at-risk of probation status. Program Coordinator reviews EOPS enrollment report for students with a GPA of 2.5 or below (rather than the standard 2.0). <p>Financial Aid:</p> <p>Based on the great success of the FA SAP workshops (that initially focused on students already disqualified), the program would like to extend this knowledge to the general financial aid population to support them in maintaining their financial aid eligibility and academic progress. To this end, Financial Aid is exploring the feasibility of utilizing an online SAP orientation software that would be available on demand. With this added resource, students will demonstrate an increased awareness and understanding of the financial aid SAP policy as it relates to continued financial aid eligibility and satisfactory academic progress standards.</p> <p>International Student Program</p> <ol style="list-style-type: none"> 1) The program continues to update the orientation to respond to the various language proficiency levels of the new international students. For example, in fall 2014 students requested an expanded session related to use of Class-Web for registration. 2) During the program review process, the staff identified a number of students who were not in compliance with immigration regulations. This was partly attributed to lack of comprehension of college/immigration policies. The program addressed this issue by requiring students to register in ISP to ensure they were following their SEP and enrolling in appropriate classes. Due to increased efforts to monitor student enrollments and early intervention measures, 96.4% of international students maintained their lawful immigration status during the spring 2014 semester. <p>Admissions & Records</p> <ol style="list-style-type: none"> 1) The SAOs identified by A&R received very favorable student feedback. The focus for the program was to enhance students’ awareness of waitlist procedures and information related to course/payment deadline dates that may impact their academic and enrollment status.

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	<p>For the next cycle, A&R will focus on SSSP enrollment priorities and the effectiveness of the Online Service Center.</p> <p>Community Education</p> <p>The program trend was focused on enhancing the student and instructor experience with CommEd. A more streamlined and easily accessible evaluation process for CommEd courses (using Google Form survey) was developed. This allowed the program to administer the survey as soon as the course was completed to provide timely feedback to the instructor for possible revision to their course.</p>
Program-Set Standard	1. How many IPPUs met their program-set standard for course success in 2012-13? *
IPPU II.B	N/A
	2. How many programs met their program-set standard for course success in 2013-14? *
NPPU N/A	N/A
	3. What reasons were given (if any) for why programs did not meet their program-set standards?
	N/A
Curriculum Review	1. How many programs indicated impacts to their curriculum? *
IPPU II.C	N/A
	2. What trends appeared in these impacts?
NPPU N/A	N/A
	3. Describe any notable impacts identified by particular programs.
	N/A
Human Resources	1. Based on the PPU's you read, have numbers of full-time and part-time faculty increased, decreased, or remained consistent overall?
IPPU II.D	Fulltime Counselor was hired for EOPS (effective August 2014)
NPPU II.B	2. Have numbers of full-time and part-time classified staff increased, decreased, or remained consistent?
	<ul style="list-style-type: none"> • 1 Part-time evaluator position was increased to full-time status to address SSSP requirements related to evaluation of incoming transcripts and DegreeWorks implementation. • ISP Coordinator position was increased from 75% to 100% (November 2013). • 1 Full-time Financial Aid Student Services Specialist II (hired for 2013-14) • Due to EOPS/CARE budget constraints, CARE Counselor Assistant support that was available during 13/14 will not be hired for 2014-15. • 1 Reclassification approved in the Financial Aid Department
	3. What trends appear in how changes have affected the student experience?
	Limited resources to support primary services areas such as Admissions & Records, Financial Aid, and the Veterans program will inevitably affect the student experience, restrict our ability to be innovative, and eventually will impact staff morale who are hard-pressed to keep pace with demand.
Planning Update	1. What trends appear in program plans, initiatives and objectives accomplished in 2012-13 and 2013-14?
IPPU III.A	Financial Aid – The program is heavily regulated with both Federal and State requirements. A huge achievement for the program continues to be successful and clean audits. The program met the objectives

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<p>NPPU III.A</p>	<p>related to SAP Workshops (SAO #1) and continually works on objectives (SAO #2) that address enhanced communication with financial aid students (updates/improvements to signage, website, and Zonemail notifications). The program also noted strong collaboration with the Counseling Department in developing Student Educational Plan workshops for students on poor progress who were petitioning for reinstatement and for students with excessive units.</p> <p>EOPS –Targeted outreach to veterans, early admission students, and Foster Youth increased to promote awareness of services and also to respond to future initiatives outlined in the SSSP and Equity Plans. The notification to EOPS/CARE students of enrollment priority changes was successful with information included as part of the new student orientation. In fact, 99% of EOPS students qualified for priority registration by meeting SSSP requirements of orientation, assessment and student education plan. Communication with students continued to be a primary focus with the successful implementation of a Blackboard course and increased access to counseling services (with the permanent hire of J. Oliveira)</p> <p>Admissions & Records – The program continued to gauge students’ understanding of A&R policies and procedures through point-of-service surveys. The program met objectives noted in the identified SAOs and received favorable student feedback. In 2013-14, the program’s focus was on the implementation of a mandated priority registration system noted in the Student Success and Support Program (SSSP). This initiative required strong collaboration with Counseling, ITS and Chabot College to ensure a successful transition to a new enrollment system. SSSP Information noted on charts, flyers, college website and student notifications was clearly outlined to provide needed clarification for the campus community and our students. SARS tracking was implemented in the Online Service Center to provide more data for comparative analysis to assess the students’ experience with the services offered through the OSC and in-person with A&R.</p> <p>Community Education – The program consistently utilized LERN best practices and creatively explored new sources of income to make inroads toward sustainability. Coordinator developed/implemented an outreach campaign to our college faculty and campus community. Goal was to promote interest and to expand courses offered through the CommEd program. In addition, program coordinator was elected as a co-leader to the Office of ACCE NorCal Community Education. Although trends show consistent revenues for the past three years – it is still not enough to cover expenditures (catalog production, instructors, program coordination, and marketing). The extensive community programs offers through the Dublin, Livermore, and Pleasanton Parks and Recreations departments will continue to be a formidable obstacle for program growth. Also the trend nationally and statewide is to combine Community Education with a non-credit program or CTE.</p> <p>ISP - The program developed a 3-Year Business Plan to address the impact on student enrollment due to the enforcement of the language proficiency requirement for admission. Recruitment strategies will now shift to focus on students with higher language proficiency as required by SEVP. As expected, the program has experienced a decrease in enrollment. However, due to diligent tracking of admission inquiries, the program has met the enrollment projections outlined in the Business Plan.</p> <p>Veterans – Based on student feedback and the changing regulations pertaining to Veterans and their dependents - the Program continues to amend its orientation - Operation Gateway – into a strong support service that in many ways reintroduces our returning veterans to civilian life. During AY 2012-13 & AY 2013-14, the program spent considerable time and effort in designing a new Veterans Resource Center. Input from the student veterans was critical as well as data collection from other VRC’s throughout California to determine the best floor plan that would meet program and student needs. The new VRC includes a study area, a computer room, a lounge area, a reception/waiting area and adequate space for offices and storage. This is a tremendous program accomplishment that required strong collaboration and vision for a VRC that will continually improve services to support our Veterans successful transition to civilian and college life. The program has noted that future SAOs will reflect the services offered through the VRC.</p>
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	2. Describe any notable accomplishments identified by particular programs. (see above)
SLO/SAO Assessments	1. What trends appear in how programs will use SLOs/SAOs to improve student learning or services? (See SLO Summary above provided by SLO Committee)
IPPU III.B.1	2. How many PPU's indicated that they will write new SLOs/SAOs?*
NPPU III.B.1	<p>Veterans Program – 3 total (1 new, 1 rewrite, 1 carry-over)</p> <p>Financial Aid – 2 (new) – with a possible Scholarship SAO (depends on implementation progress on new software)</p> <p>ISP – 3 (carry-over)</p> <p>EOPS – 3 (1 new for CARE)</p> <p>A&R – 2 (new) – with a possible DegreeWorks SAO (depends on implementation progress)</p> <p>Community Education – 1 (new)</p>
	3. How many total SLOs/SAOs will be written?*
	14 SAOs
	4. Approximately how many part-time faculty plan to participate in the SLO process? *
	0
Curriculum	1. How many programs intend to make changes to existing curriculum?*
IPPU III.B.2	N/A
NPPU N/A	2. How many programs intend to submit proposals for new curriculum?*
	N/A
	3. What trends appear in programs' plans to create or change curriculum?
	N/A
	4. Describe any notable curriculum changes or new curriculum proposals identified by particular programs.
	N/A
General Program Planning	What overall themes appear in the program plans?
IPPU III.B.3	<p>EOPS/CARE, A&R, Financial Aid, Veterans - Continued work with the implementation of SSSP Plan as it relates to maintaining enrollment priority, follow-up services, earlier intervention strategies to support student success, more effective communication strategies, Zonemail communication, technology as a means to provide expanded services (DegreeWorks, Scholarship software system, Blackboard course), outreach and in-reach efforts to increase awareness of support services available to students. Implementation of software (DegreeWorks, Financial Aid TV, SAP online module) systems to increase access to services.</p>
NPPU III.B.3	<p>ISP – Program plans to focus on the implementation of the activities outlined in the 3-year Business Plan; expand support services for students with higher language proficiency levels; outreach to local high schools and language schools for potential student recruitment opportunities; identify strategies to market the college to the global community.</p>
	<p>Community Education – Program will continue to explore opportunities beside community service classes to achieve sustainability. This would include the following initiatives: provide alternatives for students who encounter repeatability issues (pilot program to be vetted through governance structure), continue to explore</p>

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	<p>AB86 and its potential impact on life-long learning programs offered through the College, and strengthen partnerships with the College in outreach efforts to increase the presence of both entities in the communities we serve.</p>
	<p>2. Describe any notable plans, initiative or objectives identified by particular programs.</p>
<p>Enrollment Management IPPU IV.A</p> <p>NPPU N/A</p>	<p>1. How many programs plan to request new FTEF?*</p> <p>N/A</p>
	<p>2. How much total FTEF is being requested? *</p> <p>N/A</p>
	<p>3. What trends and/or notable examples appear in the rationale for FTEF requests?</p>
<p>Human Resources</p> <p>IPPU IV.B</p> <p>NPPU IV.B</p>	<p>1. How many programs plan to request new or replacement faculty positions?*</p>
	<p>2. How many total new/replacement faculty will be requested?*</p> <p>EOPS/CARE is requesting a part-time counselor to support SSSP efforts Veterans program is requesting a part-time counselor to support SSSP efforts</p>
	<p>3. How many programs plan to request new or replacement classified positions?*</p> <p>Veterans Program Admissions & Records</p>
	<p>4. How many total new/replacement classified positions will be requested? *</p> <p>5 new positions with 1 request to increase PT administrative assistant to FT status.</p>
	<p>5. What trends and/or notable examples appear in the rationale for human resources requests? Identified positions support program growth, are in response to expanded services, and are also needed for implementation of systems to meet SSSP mandates. Veterans Coordinator is also the College's Certifying Official. Program has requested part-time support to handle certifying duties and a part-time counselor to address the unique transitional needs of veterans. Ongoing support in the Online Service Center with a FT classified professional position. Desire to increase PT Dean's administrative assistant position to FT. DegreeWorks position to address DegreeWorks implementation and to sustain the system on an ongoing basis.</p>

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	Part-time evaluator position (incoming transcript evaluation)
Financial IPPU IV.C NPPU IV.C	1. How many PPUs plan to request maintained budgets? * 0 would like to maintain existing budget.
	2. How many PPUs plan to request increased budgets? * 6 programs would like to increase budget
	4. What trends and/or notable examples appear in the rationale for financial resources requests? Program operating supplies budgets were dramatically reduced several years ago. Budgets are slowly being restored to levels that can address program needs but still at a basic level. Expanding services will require additional staff for needed program and student support.
Technology IPPU IV.D NPPU IV.D	1. How many PPUs plan to request software upgrades? * 3 (Community Education, A&R, Financial Aid, EOPS/CARE)
	2. How many PPUs plan to request new software? * 3 (Community Education, A&R, Financial Aid)
	3. What trends and/or notable examples appear in the rationale for technology requests? Community Education – Upgraded software and a “bridge” piece that connects CommEd’s current registration software to Banner. This eventually could help aid in the growth of fee-based programs by providing systems that link together and therefore enhance accountability and the overall student experience. A&R - TES (College Source upgrade) to assist the evaluators in determining course to course articulation for students with transfer coursework. Needed for DegreeWorks implementation Financial Aid – funding for technology that will support 24/7 access to critical FinAid information (Financial Aid TV and SAP Orientation software)
Facilities, Equipment and Supplies IPPU IV.E NPPU IV.E	1. How many PPUs plan to request renovations or upgrades of existing facilities? *
	2. How many PPUs plan to request new facilities? * Community Education is currently housed in Building 1600 and is requesting a permanent office and location to help build community connections and visibility.
	3. How many PPUs plan to request upgrades to equipment? *

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	<p>4. How many PPUs plan to request new equipment?*</p> <p>ISP – Document scanner New VRC – may require additional equipment (TBD) EOPS/CARE – Document scanner</p>
	<p>5. How many PPUs plan to request new supplies?*</p> <p>Financial Aid, Veterans (VRC-TBD)</p>
	<p>6. What trends and/or notable examples appear in the rationale for facilities, equipment and supplies requests?</p> <p>Equipment: programs are requesting document scanner for efficient student file management Supplies – Program operating budgets will need to be increased to support expanded services to students Conferences – Budgets needed for staff development</p>