

Enhanced Career Education Program Review: Paralegal Studies Enhanced CTE 2024-25

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title Paralegal Studies Enhanced CTE 2024-25

Year of Last Comprehensive Review Fall 2023

Originator Ruppenthal, Rama

Area Dean Angel Fuentes

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses with no Degree or Certification

- LA 010 - Introduction to Law, Legal Research, the Constitution, and Ethics - In Review
- LA 014 - Civil Litigation - In Review
- LA 016 - California Courts and Litigation Practice - In Review
- LA 033 - Tort and Personal Injury Law - In Review
- LA 034 - Wills, Trusts, and Estate Planning - In Review
- LA 036 - Real Estate and Property Law - In Review
- LA 038 - Family Law - In Review
- LA 040 - Criminal Law - In Review
- LA 044 - Intellectual Property Law - In Review
- LA 046 - Immigration Law - In Review
- LA 050 - Constitutional Law - In Review
- LA 071 - Legal Research - In Review
- LA 072 - Advanced Legal Analysis & Writing - In Review

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

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

Related Assessments

- **1. Provide a brief summary of your program.**

California is one of the few U.S. states that regulates the paralegal profession. According to California Business and Professions Code Section § 6450, anyone using the titles “paralegal” or “legal assistant” must fulfill specific educational and training requirements. Under this law, which fully came into effect between 2000 and 2004, the terms “paralegal” and “legal assistant” are considered interchangeable. One educational option is completing at least 24 semester units of law-related courses at a regionally-accredited college or university.

Evergreen Valley College’s Paralegal Studies (Legal Assistant) Program allows graduates to meet these requirements. Having existed for over two decades, the program offers three educational paths: the A.A. degree, A.S. degree, and Specialty Certificate in Paralegal Studies. Initially, the college also offered legal secretarial and office management curricula, but the demand for these was insufficient. Established initially as the Legal Assistant program, it has evolved along with the career field into the Paralegal designation. Under state law, “paralegal” and “legal assistant” are now synonymous.

This region provides numerous job opportunities for the program’s graduates. Many technology and other companies are located in San Jose and Silicon Valley. Some have their own in-house legal departments, while others use outside counsel from local law firms. Additionally, government agencies and nonprofit organizations also employ trained paralegals, though law firms remain the top source of jobs. With high living costs and legal specialty work available for paralegals, San Jose has one of the highest median salaries for paralegals in the country.

From the start, this Paralegal Studies (Legal Assistant) program has attracted many older students and working adults looking for second careers. In recent years, there has been an increase in students who already work in the legal profession; their employers (primarily law firms) send them to this program to complete their paralegal training. Sometimes, these students take a single class, such as Family Law or Immigration Law, needed for their work, but other times they require the full certificate. Given the diverse mix of students with various needs, it is crucial to continue offering flexible career options.

The degree and certificate options each include the same major courses, built around the 24 core units of law-related courses required by state law. The Certificate enables students to achieve an educational goal in two years or less, qualifying them for employment as a “paralegal” or “legal assistant”. Those with a more academic inclination may proceed to complete their associate degrees and potentially transfer to a four-year institution. The program encourages all students to complete college degrees, as this enhances employment and promotional prospects.

The paralegal career is a suitable choice for a wide range of students. Some incoming students enter the program directly from high school, seeking a college education or a first career. But on average, EVC paralegal students tend to be older than the college’s overall student body. That is mostly due to the number of students who are seeking career enhancement or second careers. Some are re-entering the workforce following job displacement or after taking time off to raise children or care for older relatives.

Many students already work at law firms, and their employers often cover the cost of classes to enhance their legal skills and substantive knowledge of the law. Law firms benefit from having well-trained paralegals, as the United States Supreme Court ruled in the *Missouri v. Jenkins* case that law firms may bill professional paralegal time directly to clients. State law requires paralegals to meet educational requirements to perform substantive legal work, and many legal employers have realized they can leverage paralegals' time by billing them at a higher rate than their wages, creating a win-win situation for both paralegals and attorneys.

The legal workforce is undergoing significant transformation. Software has become increasingly important as more legal work has shifted online and to more skilled positions. Artificial intelligence (AI) has been used in this field for more than 10 years for document production and legal research, but its role continues to expand quickly. Meanwhile, lawyers and law firms have continued to hire paralegals at steady rates, although more of them than ever are working in contract positions.

The Paralegal Studies program now conducts its classes entirely online. Because the program’s students tend to be older than the general college population and have busy schedules, online courses are a good fit. The program offered hybrid and online courses for many years before the pandemic. After the pandemic ended, attempts to restart face-to-face courses were unsuccessful, drawing only single-digit student numbers per class. However, online enrollments have increased, helping chart the path forward. Student success rates for online courses have been equal to or better than they were for in-person options.

The program can reach more students online than it did with face-to-face classes. Some of these students work evenings when the program previously held most of its in-person meetings, while other students live in parts of California beyond a reasonable commuting distance from campus (such as Vallejo, Fresno, and Los Angeles). Both local legal employers and the program’s advisory committee have endorsed online education as suitable for this profession, particularly given how the profession itself has shifted heavily to online options such as mandatory e-filing for cases and conducting many court hearings and client meetings via video conferences.

- **2. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

The program contributes to the college's mission by helping to educate and train a diverse group of students for productive and rewarding careers in the legal field. Due to its successful reputation in the Silicon Valley legal community, many of the program's current students are working professionals sent by law firms and government agencies to the EVC Paralegal Studies program so that they can obtain the training and certification it offers. The program's strong reputation thus helps to bring in students, not only for this program, but for the college's general education courses as some of these students continue on to obtain degrees and/or transfer to four-year institutions. Students completing their training in this program are well-positioned to work in a rewarding career that also enables them to provide legal services to members of the community.

In the last two years, program accomplishments include completing the program review, modifying the curriculum for the degrees and 13 courses, obtaining a workforce scan, and assessing 100% of its SLOs for each course. Challenges include having sufficient time to make other meaningful improvements to the program given that the above work is mandated every two years even for small CTE programs like this one. During the most recent round of curriculum revisions, the program made a concerted effort to add objectives and to modify and reduce the number of SLOs for each of its courses. To help address the needs of the growing number of online students, the program's full-time faculty member is participating in EVC's inaugural POER Academy in the hopes of reaching a wider audience with some badged CVC-OEI courses.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'21-F'23 average		72.77%		

Related Assessments

Courses with no Degree or Certification

- LA 010 - Introduction to Law, Legal Research, the Constitution, and Ethics - In Review
- LA 014 - Civil Litigation - In Review
- LA 016 - California Courts and Litigation Practice - In Review
- LA 033 - Tort and Personal Injury Law - In Review
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- LA 036 - Real Estate and Property Law - In Review
- LA 038 - Family Law - In Review
- LA 040 - Criminal Law - In Review
- LA 044 - Intellectual Property Law - In Review
- LA 046 - Immigration Law - In Review

- LA 050 - Constitutional Law - In Review
- LA 071 - Legal Research - In Review
- LA 072 - Advanced Legal Analysis & Writing - In Review

Program Success Rate 68.29

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

Program Set Standard 62

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

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

Program Success Goal 70

- **Is your program success rate higher or lower than the campus?**

The program's success rate is lower than that of the campus.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

As discussed below and in the demographics section, this program enrolls a larger proportion of Latinx students than does the college overall (this group makes up around 50% of our students). The success rate for Latinx students in our program is nearly identical to their success rate at the college, which is somewhat lower than many other groups. But because the program has a larger proportion of students from this group, our overall student success rate appears lower. Our main strategy for trying to improve this rate is to reach out to struggling students earlier and make sure they can get the support and flexibility they need in completing their work.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 75 - 68.710%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **American Indian: 75 - 68.710%**
Program Average Total Enrolled
37.000
Program Success Rate
80.350
- **American Indian: 75 - 68.710%**
Program Average Total Enrolled

14.000

Program Success Rate

77.110

- **American Indian: 75 - 68.710%**

Program Average Total Enrolled

1.000

Program Success Rate

75.000

- **American Indian: 75 - 68.710%**

Program Average Total Enrolled

111.000

Program Success Rate

65.140

- **American Indian: 75 - 68.710%**

Program Average Total Enrolled

6.000

Program Success Rate

55.500

- **American Indian: 75 - 68.710%**

Program Average Total Enrolled

9.000

Program Success Rate

65.550

- **American Indian: 75 - 68.710%**

Program Average Total Enrolled

24.000

Program Success Rate

79.180

Success Rates: Measures by Gender

- **Female: 10518 - 73.200%**

Program Average Total Enrolled

166.000

Program Success Rate

68.190

- **Female: 10518 - 73.200%**

Program Average Total Enrolled

38.000

Program Success Rate

68.330

- **Female: 10518 - 73.200%**

Program Average Total Enrolled

2.000

Program Success Rate

80.000

Success Rates: Measures by Age

- **17 & Below: 940 - 87.920%**

Program Average Total Enrolled

4.000

Program Success Rate

88.880

- **17 & Below: 940 - 87.920%**

Program Average Total Enrolled

48.000

Program Success Rate

66.220

- **17 & Below: 940 - 87.920%**

Program Average Total Enrolled

91.000

Program Success Rate

65.390

- **17 & Below: 940 - 87.920%**

Program Average Total Enrolled

62.000

Program Success Rate

74.190

- **17 & Below: 940 - 87.920%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The program's African-American students have been succeeding at a higher rate than the college's average for this group. With respect to the larger groups, success rates for Asian and Latinx students are quite similar to those of the college, and unfortunately those Latinx success rates tend to be lower than for most other groups. Since the program has a higher proportion of Latinx students than the overall college population, that lower success rate (which again mirrors that of the college's Latinx population) pulls down the program's overall student success rate. We do not consider this an equity gap that is unique to this program, given its similarity with the college's overall Latinx numbers, but the program will make a concerted effort to reach out to Latinx students earlier on in the semester and see what support we can offer.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Success rates were different during COVID and we ended up setting our standard too high during that time. The current success rates are more realistic. We believe that by reaching out to students earlier in the semester and offering support and some flexibility with due dates, we can improve upon these numbers over time.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

The program's courses have moved completely online since the last program review. Success rates are similar.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 3851 - 47.220%**
Program Average Headcount
61.000
Program Percentage of Total
19.210
- **Day: 3851 - 47.220%**
Program Average Headcount
5.660
Program Percentage of Total
5.350
- **Day: 3851 - 47.220%**
Program Average Headcount
7.000

Program Percentage of Total

9.330

- **Day: 3851 - 47.220%**

Program Average Headcount

73.000

Program Percentage of Total

68.840

Related Assessments

Student Enrollment Type: Academic Load

- **Full Time: 2602 - 31.940%**

Program Average Headcount

44.000

Program Percentage of Total

41.730

- **Full Time: 2602 - 31.940%**

Program Average Headcount

61.000

Program Percentage of Total

46.620

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

The day vs. evening data is not too relevant for a program with online courses, which is why we have an "unknown" status for more than two-thirds of the students. As far as academic loads, there appear to be more students taking more courses than before (more of them identify as "full-time" and fewer of them identify as "less than half-time" students). However, we must bear in mind that the end of the pandemic is also included in this snapshot, so any resulting patterns may be unreliable indicators. In the coming semesters, we should see more reliable patterns emerge.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The program's percentage of full-time students is slightly higher than that of the overall college population. Because this program uses more online courses, students probably have flexibility to take more units than they would be doing if these courses were face-to-face. However, since this data includes the end of the pandemic, we may need to wait slightly longer before we can rely on any patterns we see.

- **c. Based on the data, would you recommend any changes?**

No changes are needed. The program's courses are online and this helps accommodate students' busy schedules. It probably encourages more of them to take additional units if they can complete these courses flexibly on their own time. If this pattern persists in the coming semesters, it should be viewed positively since it means more students are taking the courses they need and progressing efficiently. The program will continue to ensure that all students have the support they need to complete these courses with a high level of achievement.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4498 - 55.350%**
Program Headcount
85.000
Program Percentage of Total
79.870
- **Female: 4498 - 55.350%**
Program Headcount
21.000
Program Percentage of Total
19.490
- **Female: 4498 - 55.350%**
Program Headcount
2.000
Program Percentage of Total
1.920

Related Assessments

Student Demographic: Age

- **17 & Below: 561 - 6.900%**
Program Headcount
4.000
Program Percentage of Total
4.080
- **17 & Below: 561 - 6.900%**
Program Headcount
25.000
Program Percentage of Total
23.280
- **17 & Below: 561 - 6.900%**

Program Headcount

43.000

Program Percentage of Total

40.590

- **17 & Below: 561 - 6.900%**

Program Headcount

34.000

Program Percentage of Total

32.050

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 31 - 0.370%**

Program Headcount

1.000

Program Percentage of Total

0.930

- **American Indian: 31 - 0.370%**

Program Headcount

22.000

Program Percentage of Total

20.400

- **American Indian: 31 - 0.370%**

Program Headcount

9.000

Program Percentage of Total

8.820

- **American Indian: 31 - 0.370%**

Program Headcount

1.000

Program Percentage of Total

0.930

- **American Indian: 31 - 0.370%**

Program Headcount

54.000

Program Percentage of Total

50.640

- **American Indian: 31 - 0.370%**

Program Headcount

4.000

Program Percentage of Total

4.080

- **American Indian: 31 - 0.370%**

Program Headcount

6.000

Program Percentage of Total

5.360

- **American Indian: 31 - 0.370%**

Program Headcount

10.000

Program Percentage of Total

9.770

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Headcount has been stable or has increased in most recent semesters. The program has experienced slight growth during this time. This increase may be attributable to the end of COVID and to a slightly more challenging local economy. In general, the program's enrollment has an inverse relationship with the local economy: 'more jobs' means fewer students, while 'fewer jobs' draws more students to study in career programs like this one.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The program's relative percentages of Latinx and African American students is higher than those of the college as a whole, while its share of Asian American students is lower than that of the college overall. Historically, this program has attracted higher percentages of Latinx students and lower percentages of Asian American students than does the college generally. Right now, the current number of African American students is slightly higher than the campus' and this program's historical patterns. But because this change represents a single-digit number of students and still includes some pandemic-era numbers, this could be a trend or it could be an anomaly.

The first portion of this data came during the pandemic when students' patterns were different. It is probably best to let these patterns stabilize over several more semesters before making judgments. That said, it is important to make sure we are serving all our students as well as possible at all times.

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

As stated above, there are no gaps to address. Any changes involve single digit numbers of students and so far are not indicating significant pattern changes. The program will continue to monitor enrollment patterns and make sure that all students are receiving full support in their educational journeys.

Institutional Effectiveness

EVC Capacity: 60.52% EVC Productivity: 12.51

Program Capacity

85.75

Program Productivity

16.36

Is your capacity rate higher or lower then the campus?

Higher

Is your productivity goal higher or lower than the campus?

Higher

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

The college's overall productivity was affected by the pandemic realignment and its heavy reliance on face-to-face course offerings. Like other career CTE programs, the Paralegal Studies program usually has lower productivity measures than the college as a whole, since the college's numbers are boosted by general education classes with larger enrollments. However, during this unusual period, this career program (with its good reputation and online course sections) attracted more people than many other college courses. As a result, the program beat the college's productivity.

Curriculum

Related Assessments

Courses with no Degree or Certification

- LA 010 - Introduction to Law, Legal Research, the Constitution, and Ethics - In Review
- LA 014 - Civil Litigation - In Review
- LA 016 - California Courts and Litigation Practice - In Review
- LA 033 - Tort and Personal Injury Law - In Review
- LA 034 - Wills, Trusts, and Estate Planning - In Review
- LA 036 - Real Estate and Property Law - In Review
- LA 038 - Family Law - In Review
- LA 040 - Criminal Law - In Review
- LA 044 - Intellectual Property Law - In Review
- LA 046 - Immigration Law - In Review
- LA 050 - Constitutional Law - In Review
- LA 071 - Legal Research - In Review
- LA 072 - Advanced Legal Analysis & Writing - In Review
- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs.**

All Paralegal Studies degrees and courses have been updated since the last comprehensive Program Review. Degree revisions focused on Cal-GETC required changes and these were approved by the Curriculum Committee in October 2024. Recent course modifications involve routine updates for all courses; these have been launched and are pending curriculum review.

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

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

Program Learning Outcomes (PLOs)

Describe the legal profession's basic ethical guidelines and their importance, applying them in practice situations.

Analyze a client's case, determining the legal issues to be addressed and the legal rules that apply.

Relation to ILOs

Analyzing a client's case, articulating the proper legal issues, and applying applicable legal rules and ethical guidelines helps the college satisfy its Inquiry and Reasoning and Information Competency ILOs. Students gain information competency through legal research and applying the knowledge of legal rules that they acquire through this work. They must demonstrate Inquiry and Reasoning by spotting applicable issues and being able to apply the law to the facts of each client's cases. The assessment results indicate that students are proving their ability to master and practice these skills.

SLO to PLO Mapping

The program's PLOs draw from three co-contributing courses: LA 010, LA 071, and LA 071. LA010 is the program's required introductory course, while students also must complete LA 071 and 072, which are the advanced level courses in legal research, analysis, and writing. These three required courses provide co-contributing assessment reports that also cover the application of legal ethics guidelines in practice situations as well as the analysis of legal issues and application of legal rules in practice situations. Thus, these assessment reports address the PLOs as well. Utilizing these three courses ensures that assessments occur both near the beginning of the program and in the advanced courses that are completed just before students graduate.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

This program assesses all SLOs and PLOs annually (and sometimes as frequently as each semester). Each time, discussions about SLO assessment results occur between the program's full-time faculty member and adjunct instructors, who provide feedback and data on SLO assessments to the full-time faculty member, who uses the data in completing the assessment reports. Most recently, all of these assessments were completed in 2024. Some were approved in late Spring 2024 and the remainder were approved once the new SLO coordinator began in Fall 2024. These recent assessments have been fairly positive and have not indicated the need for major changes. However, with the expansion of Objectives, some college personnel have been suggesting that programs may want to consider reducing the number of SLOs per course. The program faculty have been making this change by re-writing or reducing the number of SLOs in the most recent course curriculum modifications (which have been launched and are pending curriculum committee review). This has been discussed within the department and most recently at a Business & Workforce Division Meeting in October 2024.

Faculty and Staff

Related Assessments

Part D: Faculty and Staff

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

Currently, the program has three regular faculty members, all of whom hold law degrees and are active members of the State Bar Association of California. R.J. Ruppenthal, the program's full-time faculty member, has been at the college since 2005. His areas of legal knowledge include real property, tort, intellectual property, and constitutional law. Ron Cabanayan is a practicing attorney with his own law office in downtown San Jose and has worked with the county public defender. His practice areas include criminal law, immigration, and estate planning, three course areas in which he also teaches. Charles Bohn is a longtime faculty member at the college; he has worked as a family law attorney in the past and teaches that class in the program. As needed, the program can bring in additional faculty members to teach specific courses.

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

The program's faculty members do not have unmet professional development needs. Attorneys complete rigorous Continuing Legal Education (CLE) requirements in each three-year period and these include mandatory courses in ethics, elimination of bias (including implicit bias), and civility in the workplace. In addition, the district and college have provided useful training in distance education and other relevant subjects.

Additional Information

Related Assessments

Part G: Additional Information

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

N/A

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

No

If yes, how much funding did you request?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment

Supplies

Technology

Other (Contract, Subscriptions, Memberships, etc.)

Total

Are you requesting additional resources?

No

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

Equipment, Technology and Supplies

Total

Criteria for Resource Allocation

Department Background & Performance

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Assessment results (could include: SAO/SLO)

Additional Resources

Previous use of funds

Manager/Vice-President Prioritization

Total Amount Requested**Total Amount Requested by Manager**

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies**Supplies Ranking****Equipment**

16.36

Equipment Ranking**Technology****Technology Ranking**

Other (Contract, Subscriptions, Memberships, etc.)

Other Ranking**Attach Files**

Attached File

Dept Meeting Sept 2023.docx (/Form/Module/_DownloadFile/5722/44225?fileId=546)

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin