
our 15/16 student served at 271, our Allocation would have been reduced by no less than \$50k. The next two years will see a “settling” of EOPS allocations across the state, but it calls on us to meet our 375 student cap, which is a struggle with declining campus enrollment and without additional campus fiscal support.

What still needs to be accomplished to meet these goals?

What resources does your program need to help it fulfill its goals and objectives?

- Assistance with any two of the following would allow for the EOPS budget to cover the additional needs:

- Funding for additional counseling support.
- Additional funding for assistance with textbook funds.
- Additional funding to provide EOPS Grants. Our students are very low-income living in a high-cost region. There is a continual struggle to balance attending college with work.
- Additional funding to subsidize transportation costs (bus passes and gas cards) so that students can get to campus.

Closing the Achievement Gap

What suggestions do you have that would support the effort to close the achievement gap in your program? What suggestions do you have that would support the effort to close the achievement gap at an institutional level?

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- EOPS provides direct services to students who are faced with socio-economic and educational challenges. Our goals are aligned with the WVC Equity goals.
- EOPS serves approximately 15% of the FTEs on campus. All of the students are low-income and most are from underrepresented populations. Providing additional funding would ensure counselor support and activities, as well as financial assistance.

What suggestions do you have that would support the effort to close the achievement gap at an institutional level?

- Address the high cost of attendance outside of tuition and fees. The high cost of textbooks inhibits full-time attendance by many students which affects the completion rate for our targeted students. Address this cost as an institutional priority.
 - Provide more on-campus “internship” opportunities for students to learn, work, and earn. Keeping targeted students on campus for jobs provides opportunities for student engagement and provides much needed income for economically marginalized students.
 - Identify research and internship opportunities available to underrepresented community college students. These opportunities will make students more competitive when applying at the university and
 - Address hiring practices that will diversify faculty and staff to mirror the regional student population.
 - Provide more Professional Development opportunities for faculty to learn about addressing bias in the classroom and to provide culturally responsive pedagogy.
 - Hire a Professional Development Coordinator and incentivize professional development for all work units. Encourage off-campus conference and workshop attendance to learn about and bring Equity best practices to campus.
 - Encourage recognition of the grit and resilience in our students who face incredible challenges to be here. Use an asset based approach in the classroom.