General Information

## Important Information

Some people have expressed concerns about losing information after being logged off.  There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
- At the bottom of the page, there is a **"Save Progress"** button.  That button can be very useful.  However, if you have already been logged out due to a time error, it won't actually save the information to your account.  To check to see if you have been logged out, a better approach is to click the **"Previous"** button.  This will take you to the previous page AND it will save what you have typed on the current page.  If you had been logged off, you will be immediately notified.

| | |
|---|---|
| Submitter's First Name: | *Damien |
| Submitter's Last Name: | *Jordan |
| Submitter's Email: | *djordan@gwc.cccd.edu |
| Submitter's ID | * |
| Submitter's Phone Number: | * |

Type of review? *
- ○ Administrative
- ● Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ○ Student Services

Who is your Dean/Supervisor?
- ● Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ○ Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ○ Chris Whiteside

Are you the Department Chair? *
- ● Yes
- ○ No
- ○ Not applicable

Who is your Vice President? *
- ● Lee, Claudia
- ○ Houlihan, Janet
- ○ Randall, Meridith

**If you experience any technical difficulties completing this form, please contact Damien Jordan.**

Program Review
**Purpose**

*"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices"* **–Academic Senate for California Community Colleges, 2009**-

Program Review

**Data Driven Decision Making**

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review
**Reporting Cycle**

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021). Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

## Important Update

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2. At the bottom of the page, there is a **"Save Progress"** button. That button can be very useful. However, if you have already been logged out due to a time error, it won't actually save the information to your account. To check to see if you have been logged out, a better approach is to click the **"Previous"** button. This will take you to the previous page AND it will save what you have typed on the current page. If you had been logged off, you will be immediately notified.

# Program Information

Name of Program (Academic Programs should be listed per discipline)

*Counseling

Please provide a brief description and any significant change in your program since the last program review cycle.

*The Counseling Department offers comprehensive, student-centered counseling services to prospective, continuing, and returning students. These services include general counseling, transfer counseling, and career services. Special student populations including: international, nursing, Puente, athlete, basic skills, non-credit, CTE, and veteran students. Counseling is also the key student service in onboarding incoming students during the New Student Registration period every June for the coming Fall semester.

Since the last Program Review cycle, the Counseling Department authored seven new courses related to Guided Pathways, to serve students by pathway: Arts/Humanities, STEM, Business, Nursing/Kinesiology, Social and Behavioral Sciences, Education. These courses are part of GWC's local AA degree requirements, CSUGE in Area E and now both CSU and UC transferable. College Success courses also came under the purview of Counseling, and the course was revised to align with OCC and CCC's COUN G105 with the change in FSA and curriculum. Counseling has also developed OER's for all of these courses - All Counseling courses now have OER's associated with them.

Counseling also launched MAP (My Academic Plan), the new self-placement tool for English/Math, which also leads prospective students through a series of questions related to their preference of General Education courses and allows them to identify a Major. This tool has significantly assisted Counseling's ability to deliver student-centered, student-selected, major coursework-appropriate Student Education Plans for students' first semester.

Counseling also revised the campus' Liberal Arts degree requirements, to more closely align with students' course-taking patterns in tandem with transfer requirements appropriate to the spirit of the Liberal Arts Area of Emphasis.

What are your program's strengths?

*Counseling works extremely collaboratively in the best interest of the students of Golden West College. The seven new Pathways courses are designed to work with students by Pathway to explain major/degree requirements, clarify their academic goals and prompt them to explore university/transfer programs appropriate to their academic/career goals. Counseling will be using the success rates of these courses to assist in the implementation of campus activities related to Guided Pathways. The successful development of OER's for all of our courses is also a benefit for students, reducing the actual textbook costs.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

*The Counseling Department has had several retirements in the past few years, reducing our ability to have full time Counseling faculty in the classroom and still maintain enough student contact to serve students on a drop-in (first-come, first-served basis) as well as offer enough dedicated one-on-one appointments to accommodate the student population. Counselor to Student ratio at Golden West College is drastically under the state-recommended.
The requirement of a Student Educational Plan for Priority Registration is not mandatory, reducing the incentive for students to meet with a Counselor, and as a result, leads to students making uninformed decisions about the courses required for their academic/career goals, leading to more units to degree and/or students not completing requirements for an AA degree and/or Transfer. There is very real potential for decreased funding for the college.

# INSTRUCTIONAL PROGRAMS

**Do any of the courses in your program have a CTE TOP code?**

* ○ Yes
  ● No

**What type of awards does your program offer?**

☐ Certificates
☑ AA/AS Degree
☑ Associate Degree for Transfer

**Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.**

|  | 3-years ago | 2-years ago | 1-year ago |
|---|---|---|---|
| Certificates | *2369 | *1544 | *2103 |
| Associate Degrees | *5437 | *2634 | *2718 |
| Associate Degrees for Transfer | *26 | *48 | *77 |

**Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).**

*The overall number of awards will reveal a "spike" in 20018/19 as Counseling instituted the Auto-Award Program as a continuation of the Title V Completion grant. Based on those awards, were had anticipated to receive $12 million for the District. However, the numbers of total degrees and certificates has found a new baseline and continues to improve.

The number of degrees posted by the Counseling Department rose in the last Program Review cycle as we had been maintaining the AAT in Elementary Education as well as the AAT in Child & Adolescent Studies, as well as the campus' Liberal Arts Degrees.

The Liberal Arts degrees, maintained by the Counseling Department, offer students who aren't meeting degree requirements in an ADT, the ability to earn an associate degree, often combined with a General Education certification, to facilitate their ability to transfer to a 4-year institution. This is especially true for students entering programs that have varying requirements that don't meet an ADT, or for athletes who need an AA degree containing specific requirements per the NCAA.

The percent of courses assessed dropped dramatically in the 20/21 school year. This was the year Counseling inherited the College Success courses that continue to be offered as Dual Enrollment. Those courses were not assessed that year, and we intend to remedy that.

**For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.**

*Please note*: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

**FTES/FTEF ratio from 3 years ago**
*34

**FTES/FTEF ratio from 2 years ago** *32

**FTES/FTEF ratio from last year** *33

**Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency**

Counseling has been strategic in the way we schedule courses, scheduling similar courses as Online, retaining the ability to collapse under-enrolled courses with no disruption to student enrollment. (Efficiency? Hybrid model - LIVEONLINE). Prior to 2018, our breakeven point had been below 30. Since the last Program Review cycle, Counseling has consistently maintained above the 30 baseline. A significant point of reference was the establishment of the Pathways Planning courses at 50 students/class.

**Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?**

*Counseling has revised its courses and written OER's for all of the courses we offer. We are still experiencing the same gaps for Black/African-American students and Native American. Counseling plans to work with EOPS toward the establishment of the Umoja program. We plan to identify more effective "high touch points" that we can engage in with students throughout the semester.

**Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.**

*COVID-19, LIVEONLINE has presented challenges related to non-verbal communication and understanding where students may still have questions or not be processing. Lack of training in teaching in online and hybrid environments leave instructors at at disadvantage to delivering quality, dynamic lessons. Conversely, LIVEONLINE courses have been more successful for the 25+ population.

## Program Review
## **Curriculum**

*After a thorough review of your courses, provided by CCI...*

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?
* ○ Yes
  ⦿ No

Do any of your SLOs use the exact wording as the course objectives?
*(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)*
* ○ Yes
  ⦿ No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

* ⦿ Yes
  ○ No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

COUN G199 - Employability Skills, COUN G103 - Educational Planning for Student Success

Courses in ANY discipline that are included in the Liberal Arts degrees are not the purview of the Counseling Department, but are included in degrees that we maintain. If courses have not been offered but are published in the college catalog, students will have the perception that the course may be offered at some point.

Do you have active courses that are not part of a degree or certificate?
* ○ Yes
  ⦿ No

**Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.**

---

**Once we finalize the above, we will make multiple options available for faculty to complete.**

---

**How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)**

*Counseling is diligent in reviewing our SLO's related to our retention and success rates in the Counseling courses. As COVID-19 presented us with the new modality of teaching LIVEONLINE (through Zoom), retention and/or success rates, for the remainder of Spring 2020, through Summer 2021 may have fluctuated and not be part of a normal outcome. That being said, Counseling will be conducting an internal survey of student preference related to modality to determine what the role of LIVEONLINE, Hybrid, Online and In-person course offerings in our scheduling.

## Program Review
## **Goals and Requests for Funding**

**Requests – If you are requesting any of the following, they *MUST* be addressed within your Department goals.**

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

**Vision 2030 Goals Legend**

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

## Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

**Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.**

GOAL 1.  Increase the overall student success in counseling classes through the ability to teach in-load for full time faculty.

This Fall 2021 was the first time Counseling faculty at Golden West were offered the ability to teach a course in-load.  This is also combined with our offering of the Pathways courses.  We successfully offered 9 sections of these courses with 6 of those being taught by full-time Counselors.  As a department, full-time Counselors are teaching 12 sections of the 18 total sections (66%) offered in Fall 2021.

GOAL 2. Reduce excessive units taken in Area E by developing a combination career planning, academic success, and education planning course that will meet the native AA and CSU general education Area E requirement.

Since the last Program Review cycle, the Counseling Department authored seven new courses related to Guided Pathways, to serve students by pathway: Arts/Humanities, STEM, Business, Nursing/Kinesiology, Social and  Behavioral Sciences, Education.  These courses are part of GWC's local AA degree requirements, CSUGE in Area E and now both CSU and UC transferable.  College Success courses also came under the purview of Counseling, and the course was revised to align with OCC and CCC's COUN G105 with the change in FSA and curriculum.  Counseling has also developed OER's for all of these courses - All Counseling courses now have OER's associated with them.

3.    Improve and maintain the recency and accessibility of counseling courses.

All Counseling courses have been maintained and revised within the 6-year window for transfer courses.  Counseling courses have been offered in all current modalities since Fall 2020 (Online, In-person, LiveOnline, and Hybrid).  Counseling will be conducting an in-house survey of students, inquiring as to their preferred modality for our course offerings.

4.    Revision of Counseling 103 education planning class to become an "introduction to higher education," which is an extended orientation for graduating high school students. This course could be offered as part of the Dual Enrollment process for incoming students during their final Spring term of high school.

Counseling G103 - Educational Planning for Student Success was converted and offered as COUN G115 - Student Athlete Success and Educational Planning as we hired a full time Athletic Counselor.  This course has been designed to ensure that all incoming Athletes are made aware of NCAA requirements, Community College eligibility requirements, AA and transfer requirements, and Athletes have their initial Student Educational Plan by the Fall (October 15 deadline). (2 units - Local AA, CSU GE Area E and UC transferable)

Counseling G205 - Navigating the Transfer Process was authored and will be offered for the first time this Fall 2021.  This course is designed to develop and enhance decision-making strategies for students interested in transferring. Students will develop critical thinking skills by identifying, comparing, and analyzing the differences in university entrance and major requirements as related to their educational and career goals. (1 unit - Local AA, CSU transferable only for Fall 2021)

# Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

## Goal 1 (Required)

**Description of Program's Goal**

Establish an ADT in Social Work and Human Services.  This work has already begun.  Counseling anticipates that we will be able to award # of degrees based on prior Auto-awards including similar coursework.

**What actions will the program take to accomplish this goal?**

The course was submitted to CCI but needed to be reworked to meet updated State guidelines.  We will submit the course with updates in 2021, and begin offering the courses in 2022.  We hope to have our first graduates in 2023.

**What metric will you use to measure your goal?**

The courses will be established and prepared to be offered by FALL 2022.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

- ☑ Enrollment
- ☑ Equity and Success
- ☐ Completion
- ☑ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

Please note: Indicating one of the following will create a form to appear on a subsequent page.

☐ Faculty

☐ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☑ None of the above

# Goal 2 (Required)

**Description of Program's Goal**

*Improve the effectiveness of the Canvas Probation/Disqualification Workshop offered to students online.

**What actions will the program take to accomplish this goal?**

*Revise each section with videos and self-assessment exercises designed to assist students in thinking through, identifying and troubleshooting reasons why they might have been placed on Probation/Disqualification and identify success strategies to help them be successful at GWC and beyond.

**What metric will you use to measure your goal?**

*We will look to increase retention rates and positive GPA outcomes for students who have been through the Probation/Disqualification workshop.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

☑ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☐ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

☐ Faculty

☐ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☑ None of the above

# Goal 3 (Required)

**Description of Program's Goal**

*Explore the establishment of a First Year Experience/Program to include ENGL G100S + COUN G105 and/other disciplines based on the SAC model and explore first year success cohort models based on Pathway.

**What actions will the program take to accomplish this goal?**

*Coordinate with English faculty to identify a cohort class with the identified counseling class.

**What metric will you use to measure your goal?**

*At least one successful cohort for Fall 2022 (combination of two courses: ENGL + COUN) and potentially link at least one Planning course with English beginning Fall 2023.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

☑ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☐ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

☐ Faculty

☐ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☑ None of the above

# Goal 4 (Optional)

**Description of Department's Goal**

Explore development of new curriculum based on the needs of unique student populations.

**What actions will the program take to accomplish this goal?**

Examine student demand for Counseling curriculum as well as work with discipline faculty to identify curriculum gaps that would better serve DI populations.

**What metric will you use to measure your goal?**

Close gaps for DI groups based on retention.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

- ☑ Enrollment
- ☑ Equity and Success
- ☐ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☑ None of the above

# Goal 5 (Optional)

**Description of Department's Goal**

COLL G100 - College Success came under the umbrella of Counseling during the last Program Review cycle. However, the COR was revised to align with COUN G105 across the district. At the same time, sections of COLL G100 were being offered at the High Schools as part of dual enrollment. It appears that those courses' SLO's were not assessed during this past year and our overall percentage of courses dropped from 100% to 25%

**What actions will the program take to accomplish this goal?**

We will build in assignments tied to SLO's in the COLL G100 courses taught as Dual Enrollment.

**What metric will you use to measure your goal?**

100% of courses offered through Counseling will have their SLO's assessed and input.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

- ☐ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☑ None of the above

## OTHER INFORMATION

What additional information would you like to share about your program?

Counseling courses, by nature, are not tied to a degree. Our courses are designed to support and enhance learning and student success at the college. We intend to start tracking success for students in the Pathways courses to assess viability of expanding those courses and establishing First Year Success pathways.

Optional file upload (if desired)

Optional file upload (if desired)

<div align="center">General Information</div>

*You have finished your Program Review!* **Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.**

*Please note*, **you will only be able to edit this form again if it is returned to you from your supervisor or your VP.  Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.**

...3433323533

*Damien Jordan* _____  11/30/2021, 2:56 PM _____
Signature                                          Date

<div align="center">Review Feedback</div>

Dean/Supervisor: Please provide feedback on this Program Review

| Let's evaluate this after the CCD review to discuss if there may be Supply needs for classes. |
|---|

IEC: Please provide feedback on this Program Review

| * Goal#2 metric also says its a goal. Goal#3 actions- what about other discipline? Goal#4 goal & metric could align better. Goal#5 goal could be clearer. |
|---|

Dean's Second Review

|  |
|---|
|  |

Superuser final check ☐

---

## CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator.  DO NOT CLICK NEXT.  When you click on Return for Revision, you will be given a page to provide your feedback.**

\* ☑     I have completed the CCD Review

---

**Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here.  Instead, please click on "Return for Revision" to send the document to the originator.  If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.**

**If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.**

**Please provide feedback here.  When finished, click on "Return for Revision" at the bottom of this page.**

Vice President: Please provide feedback on this Program Review

|  |
|---|
|  |

<div align="center">DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS</div>

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom
to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**

Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☐ **Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

**Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.**

**Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.**

**If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.**

| | |
|---|---|
| IEC Signature | Electronically signed by Robyn Brammer on 11/24/2021 1:58:30 PM |
| CCD Signature | Electronically signed by Robyn Brammer on 11/24/2021 2:01:02 PM |

State Funded Equipment:
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

Workforce Development:
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development