



Program Review

Golden West College

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:

Submitter's Last Name:

Submitter's Email:

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
- Meredith 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, Meredith

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-

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 Catorically 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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-

Program Information

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

Economics

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

Economics has developed new curriculum to support student success and transfer. The discipline has revived Environmental Studies with revision of the introduction course and approval of the AS-T. We've also developed a new transfer level practical mathematics course to close equity gaps and provide alternatives for non-transfer level courses lost from AB 705. Economics has also developed a discipline specific statistics for business and economics and a political economy course. Our course offerings have grown from 3 courses to 7 courses, and we have two AD-T degrees.

What are your program's strengths?

Economics has experienced a rise in enrollments while the overall campus trend is lower. Although the average class size has declined slightly, it is still over 50 students per section and fill rates have jumped sharply from 78.6% in 2018-19 to 87.9% for 2020-21. Strategic scheduling is one of our strengths. We provide options for full semester and late start courses and rotating time slots to allow students easy planning. Retention has increased on all ethnic groups and student success has increased on all groups other than one.

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

Enrollments are constrained due to lack of faculty to staff additional sections of high demand courses. Over two-thirds of the sections are being taught by part time faculty. All discipline faculty, both full time and part time, are fully loaded and unable to cover new classes. It has been an ongoing challenge to find quality part time faculty in economics to attract and engage students.

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	0	0	0
Associate Degrees	0	0	0
Associate Degrees for Transfer	114	29	113

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 data from three years ago is inaccurate, as it incorporated auto awards for a five-year period.

The number of awards for the AD-T in Economics has been increasing. Economics is in the Top 10 UC Transfer Pathways and has greater potential for future growth. Economics courses make up one-quarter of the required courses in the Business AD-T. Business is generally one of the largest two transfer degrees at a 2-year college. Economics, as part of the Social Science Department (Economics, Political Science, and Sociology), also plays a role in the award of the Liberal Arts: Social and Behavioral Science degree, the most highly awarded degree on campus with 745 AAs in 2019-20. The department of economics has recently created the Environmental Science AS-T effective Fall 2021.

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

42

FTES/FTEF ratio from 2 years ago

41

FTES/FTEF ratio from last year

41

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

The efficiency rate in economics is well above the campus average of 31. Continuing to schedule efficiently by rotating required courses, offering varying start dates, and avoiding conflicts with other required courses will help maintain our current efficiency rates, increasing FTES, and higher fill rates.

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?

Economics 105, Consumer and Financial Math, requires additional sections on campus and expansion into dual enrollment. The course has drawn students from across the campus and has helped increase student success and closed equity gaps. Faculty have worked together to structure courses similarly, use the same materials, and improve course design.

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.

Economics continues to offer a mix of traditional on campus face to face courses with 100% asynchronous online courses. Student retention has been higher in face to face sections. An increasing challenge has been to find suitable classroom space during popular times to support larger classes of 75 students and provide offerings of regular sized classes. Scheduling has also been a challenge with the uncertainty from Covid-19.

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

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.)

With two-thirds of the economics courses being taught by part-time faculty, and many courses are only offered in a single section, SLO assessments have fallen in the past year. Course SLOs have been mapped to program SLOs; however, these have not been connected using the available technology in TracDat. SLOs have been used to improve course design and lower class sizes to increase student success. They also have contributed to higher standards supporting academic integrity.

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.

Previous Program Review Goals encompassed all three Social Science Department disciplines of economics, political science, and sociology and included psychology at the last program review. The programs had widely varying data and needs of which some goals were accomplished and some were not. We hired a full time political science faculty member and have been successful at offering core courses in non-LCF modality. Lowering class sizes is a driver of increased student success seen across the social science disciplines. We still have some progress to make in a few courses/disciplines. Covid-19 and a transition to all virtual instruction has improved distance education courses. We have also developed the social justice AD-T. Past goals that have not been accomplished are the hire of a full time sociologist. We also lack adequate support in economics for students at the academic success center. A social science building has not been placed as a priority for construction and we lack appropriate classroom space conducive to learning and a social science center/student hub.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Hire a new full time faculty member in economics to expand course offerings with additional sections in order to meet growing demand.

What actions will the program take to accomplish this goal?

Request a new full time faculty member in economics.

What metric will you use to measure your goal?

Tenure of a new full time faculty member and an increase in course offerings while maintaining high enrollment numbers.

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

Continue to support increases in student success across all populations with additional student support services at the Academic Success Center.

What actions will the program take to accomplish this goal?

Assist with finding new tutors for economics to be hired in the Academic Success Center.

What metric will you use to measure your goal?

ORPIE data: Enrollment, Retention, and Success for all groups.

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

Create student centered spaces on campus for student and faculty collaboration in the social sciences.

What actions will the program take to accomplish this goal?

Identify available space on campus for a student center/hub for social sciences, similar to those that exist in other disciplines, while a new instructional building is pending construction.

What metric will you use to measure your goal?

Creation of a social science center and construction of a new instructional building to support classroom needs of students in economics.

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

Acquire technology equipment for use in the classroom. Economics lacks dedicated computer lab space. Portable device racks are needed to create temporary lab use space in regular classrooms.

What actions will the program take to accomplish this goal?

Request resources for laptop carts to support a classroom of 40 students in statistics courses. Request resources for Chromebook carts to support a classroom of 75 students.

What metric will you use to measure your goal?

Purchase of laptops and Chromebook carts.

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

OTHER INFORMATION

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

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Economics

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

Economics

Please post your job description (or upload below)

If desired, please upload your job description

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty. (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Economics has 1 full-time faculty member and consistently offers 12 sections per semester, with high fill rates. During the past 2 years, we have been unable to offer needed sections due to lack of available faculty on at least 3 occasions. Part-time faculty teach 67.7% of the courses, 4 of whom are loaded to the maximum LHE permitted. For 2020-2021, Economics had 60 LHE taught by part time faculty and has a current FTEF of 3.0. The department can easily provide a full time load with room to spare.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

Economics has been unable to expand sections of the Consumer and Financial Math class to provide an additional section and modality for GWC students. We have been unable to fulfill the requests to offer the course and Public Issues in dual enrollment. The existing courses have an 87.9% fill rate and an average class size of 51.7 students per section, as multiple sections are LCF. We have been unable to offer second 8 week classes, in high demand, due to lack of available faculty.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Economics has seen growing numbers of degree awards and is in the Top 10 Transfer Pathways for UCs, that often do not have a business program in undergraduate programs. Economics is also one-quarter of the required courses for the Business AD-T, generally one of the two highest awarded degrees for transfer from two year colleges. In addition to the 113 Economics AD-Ts awarded, the discipline is a main component to support the 173 Business AD-Ts awarded in 2020-21. The department has developed the Environmental Science AD-T to increase degree awards for the campus. Economics 105, Consumer and Financial Math, is a new course that has helped to serve special student populations. The course has been successful at drawing students from across the campus with different educational goals, reduced equity gaps, and increased student success in the discipline.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

The newly hired full-time tenure track faculty member in economics would need to meet the minimum qualifications for economics, preferably a BA and MA in economics, with an emphasis in economic theory and quantitative courses.

How does this position address stated long-term college plans and Vision 2030 Goals?

A full time hire in economics will help support the college plans and goals of Enrollment, Equity and Success, and Completion. Economics leaves potential LHE on the table by not being able to support sufficient sections of courses. These sections will fill and maintain the high efficiency rates of the department. An additional full time faculty member will also help promote equity and success by offering quality instruction and support to students. Quality part time faculty able to take on additional courses has been an ongoing challenge in the discipline. We can also expand course offerings of Econ 105 to increase equity and success across the campus. The class helps support overall degree completion and supports many students in EOPS and DSPS.

You have more than 1 faculty request.

Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

The information contained in this PR is accurate and pertinent to the personnel and material requests herein contained. Also important to note is the potential for ECON courses to be included in the Dual Enrollment Program.



Program Review

One-Time Funding Request Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\$ 15,000

Does this request address a clear health and safety issue?

- Yes
- No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

Resource Request: 75 Chromebooks on portable carts.
Economics currently lacks adequate classroom space and access to a computer lab. LCF sections are capped at 75 students, and on campus labs or available devices are not sufficient to meet the needs of the class. Students in economics will be able to utilize in classroom Chromebooks for data extraction and analysis (Census, Bureau of Labor Statistics, Bureau of Economic Analysis, etc.). The Chromebooks also help to increase equity for students without access to devices.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

The request assists with the achievement of the college goals on Facilities, Equity and Success, and Completion. Portable devices will provide flexible access to support student learning. Considering limited classroom space and time to complete a new instructional building to support large social science courses, the devices are flexible and can be used in multiple classrooms. The devices also increase student success by allowing for easier in classroom testing with their instructor who can answer questions.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

These devices could be used in multiple classrooms and disciplines.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Chromebooks could be used for classroom testing, eliminating the expenses associated with duplication. It also supports sustainability by not generating paper waste for large classes.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

The devices have been proven to be a positive educational tool for students. ECON echoes the sentiments of other disciplines regarding the need for technology.

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)

Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

* \$ 100,000

Does this request address a clear health and safety issue?

- * Yes
- * No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

* Resource Request: 40 laptops on portable carts.
Economics currently lacks adequate classroom space and access to a computer lab. On campus classrooms, labs, and available devices are not sufficient to meet the needs of the department. Economics courses in statistics require the use of statistical packages to analyze and solve problems that can only be run on laptop or desktop computers. Laptops would support equity as students may not have access to devices that are able to run statistical applications.

Support of College Goals: How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

* The request assists with the achievement of the college goals on Facilities, Equity and Success, and Completion. Portable devices will provide flexible access to support student learning. Considering limited classroom space and time to complete a new instructional building to support large social science courses, the devices are flexible and can be used across classrooms. The devices also increase student success by allowing for easier in classroom testing with their instructor who can answer questions.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

* These devices could be used in multiple classrooms and disciplines.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

* Statistics classes are required to use program software as part of articulation agreements. Portable devices that can be used in multiple spaces are less costly than construction of a permanent lab space.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

* 1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- * No concerns
- * I have concerns

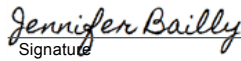
Comments:

The need for dedicated laboratory space for the Social Sciences needs continuous exploration. Many disciplines have added research methods and statistics to the curriculum.

General Information

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.

Signature:  _____
Date: 10/25/2021, 12:13 PM _____

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

The Program Review is based on data from and realities pertinent to this discipline. The request for faculty and resources is supported by the growth of the discipline and by the present curricular developments and student needs.

IEC: Please provide feedback on this Program Review

Data is accurate. Analysis is appropriate. Goal 1 seems to be an activity. Consider what would be accomplished if department receives an additional full-time faculty. How would it support equity and success?

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 be 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

Good review of program -- there should be an opportunity to fund a laptop cart next year. Looking forward to increasing enrollment with the addition of a new faculty member.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

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

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

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**.

Supervisor/Dean Signature	Electronically signed by Alex Miranda on 10/25/2021 2:52:03 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 8:10:03 PM
CCD Signature	Electronically signed by Robyn Brammer on 11/15/2021 8:46:47 PM
Vice President Signature	Electronically signed by Meredith Randall on 11/22/2021 7:22:58 AM