Program Review
Golden West College

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.
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Submitter's First Name:	*Alex
Submitter's Last Name:	*Miranda
Submitter's Email:	*amiranda42@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*

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Program Review
Reporting Cycle

</div>

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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Program Information

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

*Elementary Teacher Educati

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

*1. EDUC courses are part of the Dual Enrollment Program (EDUC 102 and 103),
2. the EDUC Program moved from the Counseling Department to another division,
3. new courses and certificate programs are being presented to CCI in the Fall 2021 semester. The aim is to offer new courses, certificates and an ADT in Secondary Teacher Education. The creation of certificates and an ADT are congruent with a Workforce Development focus.

What are your program's strengths?

*1. Dedicated and experienced PT instructors.
2. Ample room to grow, as Education has been identified as a critical area of need.
3. CTE top-code (for paraprofessional certificates) allows for curriculum development funding; support from an Advisory Committee; and the preparation of new courses, certificates and degrees.

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

*1. The absence of full-time faculty members.
2. lack of representation in important campus-wide conversations due to the absence of a FT faculty member.
3. Fall 2021 - formation of an Advisory Board due to Work Force Development imperatives.

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	NA	NA	NA
Associate Degrees	9	17	32
Associate Degrees for Transfer	15	18	17

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 reliable data reported above is for the years 15-16, 16-17, and 17-18. The data for the below years originates from the Faculty Searchable.

18-19 - Certificates = 0   AD = 34   ADT = 22
19-20 - Certificates = 0   AD = 32   ADT = 17

The trend for the AD indicates an increased and subsequent stability, but the numbers for the ADT have remained flat. It is concerning that the ADT numbers have remained consistently low across multiple years. However, the AD increases indicate that there is interest in such degree.

However, the data from ORPIE is local and retrospective. The data from Work Force Development is future oriented and indicative of the potential for EDUC's growth. Therefore, the EDUC PT faculty is presenting new courses and certificate programs to CCI this semester - Fall 2021. Also, the same faculty member is working on the creation of a Secondary Teacher Education Program - ADT - to expand the EDUC Pathway to the CSU system.

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
*30.1

FTES/FTEF ratio from 2 years ago *41.4

FTES/FTEF ratio from last year *46.5

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

EDUC is a high demand program. It is the 9th ranked most solicited and attended program at GWC. Additionally, market trends indicate EDUC to be a needed profession for the entire State. The trend is auspicious. The efficiency of the EDUC Program has improved given its inclusion in the Dual Enrollment Program, and the use of multiple instructional modalities for its courses. Also, we believe that the addition of certificates is auspicious for enrollment, as is the creation of an ADT in Secondary Teacher Education.

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?

*The EDUC Program is inclusive and sensitive to the diversity of the student body.
Inclusiveness has come from recruitment efforts, connection with internship sites that have diverse students, and inclusion of a diversity focus into the curriculum.

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.

*The EDUC Program's courses are taught in a variety of instructional methodologies.
For example, the EDUC taught as part of the Dual Enrollment Program are hybrid; the courses offered to the general GWC student body are offered on-ground and/or fully on-line. Independent of the instructional

methodology used, the SLOs are addressed to assess student learning and proficiency in necessary skills.

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.)

* The Program SAOs/SLOs are used to assess student progress and learning. All faculty members are actively using SAOs/SLOs to improve program outcomes. The plan to do so is in place and it is being implemented.

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.

* The previous goals were modest:
a. Some financial support for materials (e.g., copies)
b. Logistical support for necessary items (e.g., keys, parking passes).

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal
* Hire a full-time instructor for the Fall 2022.

What actions will the program take to accomplish this goal?
* Solicit inclusion of an EDUC full-time faculty member on the list of faculty positions requested and advanced to the Executive Team and President.
Application for a new faculty member, full-time.

What metric will you use to measure your goal?
* Market data analysis indicates that there is a need for more teachers at the State level - Work Force Development.
Therefore, the appropriate metric is the development of certificates and an ADT in Secondary Teacher Education - progressing through CCI this semester (authored and presented by Dr. Stephanie Campbell).

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

*Present new courses for at least one certificate to CCI, Fall 2021

What actions will the program take to accomplish this goal?

*Write new courses and present to CCI for the two required readings.

What metric will you use to measure your goal?

*Creation of the courses and presentation to CCI.

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

*Increase courses offered via the Dual Enrollment Program, hence increasing the Guided Pathways for EDUC to include: DE courses (at partner high schools), GWC-based certificate and degree courses (on-ground at GWC) - transfer to CSUF for completion of a teaching degree.

What actions will the program take to accomplish this goal?

*Presentation of new courses to CCI - Fall 2021.
Presentation of new Program to CCI - Fall 2021.
Enhancement of the Dual Enrollment Program offerings by including more EDUC courses (pending approval).
Converse with CSUF (Fullerton) to establish a transfer Pathway for the Elementary Teacher Education Program and subsequently for the Secondary Teacher Education Program.

What metric will you use to measure your goal?

*Presentation of courses and program to CCI.
Inclusion of new courses and program on the EDUC Guided Pathway.
Hold meetings with CSUF to align programs and transfers.

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

[text area]

OTHER INFORMATION

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

Education has become an area of critical need for the country, including California. Therefore and now that EDUC has found a home in Social Sciences, Psychology, World Languages, Communication Studies and Distance Education, the need for a FT faculty seems imperative. Already, this semester, a faculty member has revised the curriculum, presented new courses to CCI, prepared a Certificate Program for CCI's consideration, and will expand programmatically toward a Secondary Teacher Education - ADT.

Optional file upload (if desired)
Optional file upload (if desired)

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

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:

EDUC

How many faculty requests would you like to submit?
* ○ 0
● 1
○ 2
○ 3
○ 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

* Instructor, Elementary Stude

Please post your job description (or upload below)

In development with HR.

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.

> EDUC has no FT faculty. New developments and/or trends in the labor force indicate that teachers are needed state-wide. Also, the PT faculty members have proposed multiple new courses, certificates and an upcoming Secondary Teacher Education ADT (CCI, Fall '22).

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?

> *The EDUC Program is growing and in need of a FT faculty for instruction. New courses, certificate programs, and an upcoming Secondary Teacher Education ADT underline the necessity of a FT faculty member.

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.

> Elementary Student Education is a popular major at GWC - ranks as 9th most popular major. Additionally, EDUC serves a special population of students who want to become teachers. The EDUC Program supports State-wide CC goals, as the EDUC Program certificates meet CTE criteria, and the degrees are transferable to the CSUs.

Upload additional information (if desired)

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

> M.Ed., Ed.D/Ph.D. in Education, or a related field.

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

> *This position addresses several goals, including:
>
> Equity, Inclusion and Academic Success - strong completion and transfer rates.
> Enrollment - new certificates and degrees, and pathways from Dual Enrollment to transfer (CSU).
> Completion - strong retention and graduation rates characterize the program.
> Workforce Preparation - an imperative for the State.

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:
> *We are building a pathway from HS to CSU Fullerton and need a FT faculty member to oversee and facilitate that.

How many Classified Professional Requests would you like to submit?

* ○ 0
○ 1
○ 2
○ 3
○ 4

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:
* $ 2,500

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.
* Computer and printer for a new faculty member (descriptions, quotes, service agreements will be handled by the Technology Department in time for the purchase of items).

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 College goals and Key Performance Indicators addressed by the EDUC Program are:

Student Success - The Key Performance Indicators addressed are Successful Course Completion, College Completion, Transfer, and Efficiency - all accomplished by providing new courses, certificates, and ADTs.

Equitable Achievement - The Key Performance Indicators addressed are College and Degree Completion - all accomplished by enhancing the EDUC Pathway to include certificates and degrees.

Workforce Preparation - Teachers are needed State-wide. Therefore, a FT position in Teacher Education directly influences graduation and/or transfer, and the increase of employees/teachers in a critical area.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?
* Courses in EDUC will be available to all GWC students. Also, a portion of the field experiences required of EDUC students can take place in the Academic Success Center - e.g., tutors, Embedded Tutors.

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?
* Program efficiency indicators have been solid for the EDUC Program. Nonetheless, the presence of a FT faculty member will enhance the long-term relevance of the EDUC degree and will lead to cost savings due to the likely increase in students.

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:
* na

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

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

```
[                                                        ^
                                                         v ]
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Deans/Supervisors - If you would like to return this document to the originator, prior to IEC's review, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator.

If you sign the document, it will go forward to IEC.

You will get another chance to review the document after IEC, CCD (if instructional), and the Vice President have provided comments.

IEC: Please provide feedback on this Program Review

```
* Data from wrong years. FTES/FTEF numbers wrong. DI group narrative doesn't consider data. Previous goals
outcomes not included. Goal #1: Metric should be getting instructor. Goal #3: Metric should be getting
courses.

Please complete the Classified Request form.
```

Dean's Second Review

```
[                                                        ^
                                                         v ]
```

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

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

Submitter Signature _____Date:_____

Dean / Supervisor
Signature | Electronically signed by Meridith Randall on 10/25/2021 7:33:18 AM |

IEC Signature | Electronically signed by Robyn Brammer on 11/15/2021 8:28:26 PM |

Revision Email Sent Monday, February 7, 2022 10:31 AM

From	Robyn Brammer
To	Alex Miranda
Subject	Program Review - Revision reminder!

CCD did not recommend returning for revision, but there were elements to correct from the IEC review. Please see their notes.

Click here to complete your section of the form.