



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)

* Philosophy

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

Philosophy has added one more full-time faculty with Jason Sheley and recently created a new course, Phil G140, History of Modern Philosophy. Enrollment has gone down (alongside the college's enrollment trends) but fill rate, success, and retention are all up. All courses now have online addendums.

What are your program's strengths?

The enrollment per section, average fill rate, FTES/FTEF, success rate, and retention rate are all above average, signifying that the Philosophy Department is efficient and effective in our courses. We offer a strong AD-T that contains many courses - some not widely taught - that transfer to the CSUs and many UCs. All of our courses are also taught effectively both online and in-person, which includes making the rapid transition to online with all of our courses in the past year and a half. Almost all of our courses use free OERs, the exceptions being a handful of adjuncts who have considered OER but decided against adopting them at this time.

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

Declining enrollment on par with that seen in the school and in community colleges as a whole. This has pared down our course offering significantly over the past few years. The success rate of some disadvantaged groups (such as Latinos and Males) could also be improved.

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	* -	* -	* -
Associate Degrees	* -	* -	* -
Associate Degrees for Transfer	* 6	* 3	* 7

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 AD-T in Philosophy has seen steady numbers on average for the past few years but it is something we would like to grow. Philosophy will always be small major and the degree itself is relatively new, so seeing growth to over 10 majors a year would be an excellent accomplishment.

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

* 39

FTES/FTEF ratio from 2 years ago

* 35

FTES/FTEF ratio from last year

* 37

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

Our efficiency is consistently over the college average and we have seen increasing success and retention in the past few years with only a slight drop in efficiency. The Social Sciences as a whole has tried to reduce section sizes while still maintaining a high efficiency to help improve our success rate, and we seem to have achieved that. Increasing our efficiency may end up hurting our success and given our rates compared to the college averages, we would like to maintain our current ratios.

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?

*We have examined the presentation of materials, including syllabi and how to welcome more students in the course, as well as assessments to make them more inclusive, inviting, and equitable. Specifically, we have made assignments less stressful through methods like increasing the number of low-stakes assignments.

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 past year forced all of our courses to move online due to the pandemic, which was a lot of work, but a relatively smooth transition due to the technical expertise and experience in the online environment with our faculty. Jason Sheley did an exemplary job of developing Phil G115 (Intro to Logic) for the online environment. Online and in-person instruction seem to be equally effective from our experiences. We noticed in the past that some of our classrooms were not adequate for teaching Philosophy courses. This will hopefully be addressed at the institutional level.

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.)

We consider the success of students in terms of SLOs and determine if we need to either modify the SLOs to further encourage student growth or reassess our courses to better instruct on matters related to a specific SLO.

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.

1. Hire more full-time faculty - received one in Philosophy
2. Relations with Counseling. Improve understanding of our courses by counselors.
3. Access discretionary fund for course related outside speakers, field trips, off campus activities connected to disciplines.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Develop and create a clean, safe, and inviting centralized hub for liberal arts and culture and sibling disciplines to provide students with easy and intuitive access to our faculty and staff, classrooms, general meeting rooms, study and social spaces, resources (speaker series, clubs, media, artifacts, tools, materials, career opportunities, etc.).

What actions will the program take to accomplish this goal?

Create a planning workgroup among the interested programs to discuss vision and goals. Gain support from our dean and appropriate decision-makers on campus. Seek out necessary funding and proposals. Work with the SSFC to allocate an appropriate space.

What metric will you use to measure your goal?

The successful development and implementation of this space will be the first metric. Assuming this is achieved we will then look at the metrics of enrollment, success, retention, ADTs, and transfers within our programs, as well as disaggregated data on success and retention rates of racial/ethnic groups, gender, and special populations.

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

Please describe the type of Professional Development required.

* Professional Development is not required. It was selected as a mission that our goal supports not as a request.

When do you plan to implement this Professional Development.

* N/A

What budget will this require?

* N/A

Goal 2 (Required)

Description of Program's Goal

* Improve program visibility and interest across campus.

What actions will the program take to accomplish this goal?

* Communication with various campus areas, especially counseling, to ensure students are aware of our courses and what they can teach them. The Philosophy Club, under the guidance of Dr. Sheley, is growing on campus and it can continue to do so to gain more student interest in philosophy outside of the classroom. Philosophy faculty can also continue to participate in student events and presentations/discussions. Additionally, we would like to run some public conversations with students about how philosophy can help us deal with real-life situations, such as the pandemic and having conversations with people you disagree with.

What metric will you use to measure your goal?

* Increased enrollment, increased success in philosophy courses, and stronger student interest in the Philosophy Club.

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 the number of AD-T's granted in philosophy.

What actions will the program take to accomplish this goal?

* Pro-actively encourage students that are successful in and enjoying philosophy courses to consider majoring in it. Communicate with counselors on the benefits of a philosophy degree and which students it might be appropriate for.

What metric will you use to measure your goal?

* Increased number of majors.

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

Continued collaboration between full-time and part-time faculty regarding areas like course development, course materials, and professional development to ensure successful courses.

What actions will the program take to accomplish this goal?

Regular, open communication between faculty and mentoring from senior to junior faculty members. Sharing of materials, including lecture content and materials (ie, textbooks and digital media), as well as discussions on best practices in the philosophy classroom.

What metric will you use to measure your goal?

Increased student success and revision of course materials as needed.

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

Please describe the type of Professional Development required.

* N/A. This goal just aligns with the College's Professional Development mission.

When do you plan to implement this Professional Development.

* N/A

What budget will this require?

* N/A

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

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:

* \$ 10,000

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.

* This request is to achieve a shared goal across multiple programs (Anthropology, Economics, Geography, Global Studies, History, Philosophy, Political Science, Psychology, and Sociology) which likely account for the largest amount of transfer-level FTESs based on the data provided. However, our programs are hidden on campus and there is no space for our many students to connect, study, and engage with each other and their instructors in an organic way. The odd space we do have is locked behind two separate hallways, is unknown, dilapidated, and so multi-purpose that there is none. We lack an infrastructure to provide opportunities and events to our students outside of the classroom that would improve success, equity, enrollment, completion/transfers, community, and communication. The discipline-specific knowledge and expertise of faculty in these programs offers critical insight into critical, societal issues of today at multiple scales from the personal to the global. However, we have no clear space to meaningfully sort through these issues with our students and colleagues outside of the classroom.

Therefore, to sustain these programs which are so vital to the campus and increase enrollment and ADTs in the smaller programs, we require a space that is easily accessible, clean, inclusive, equitable, lively, informative, flexible, and intuitively specific to our academic area. A Center/Hub would support multiple needs collectively and within each represented program. Because the programs included in this request serve such a large population of students, this Center/Hub would equally serve the needs of the college as a whole.

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 Center/Hub supports all seven college goals as outlined below along with the Key Performance Indicators associated with each goal.

ENROLLMENT

The Center will increase campus awareness of the multiple programs in this academic area which will lead to increased enrollment as more students are exposed to our programs and variety of courses we offer, especially lesser-known ones. This will improve the Key Performance Indicator of FTES; PACE-Student Focus; CCSSE- Support for Learners

EQUITY AND SUCCESS

The Center/Hub will be developed with equity in mind to attract diverse students, faculty and staff. We will do this by offering events that engage with critical social issues affecting diverse populations; promoting these events to diverse students and inviting speakers from diverse backgrounds that reflect our student population and community. We will work with student services to reach underserved students, special populations, and diverse racial/ethnic/cultural groups. Our events will reflect this commitment to inclusion and social justice.

In terms of success, the Center/Hub will provide students with supplemental educational opportunities related to their own courses but also across disciplines to demonstrate the intersectionality of the represented programs. The supplemental opportunities will challenge students and help them conceptualize their academic work within the real world. Students will be exposed to and celebrate a variety of cultures and interests that will enrich their understanding and connection to their community. This then will improve the following key indicators: CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE-Faculty interaction; CCSSE- Support for Learners; and PACE-Student Focus

COMPLETION

Students earning ADTs in one of the many programs represented by the Center/Hub will significantly improve their chances of timely completion because they will have easier access to faculty and peers to help them stay on top of their coursework, study, and feel seen. When students know that they are part of something, they are more likely to stick with it and invest their time in it. Furthermore, the Center will provide information and resources about the programs at UCs and CSUs to help students develop and achieve their goals of transferring. This will improve the key performance indicators: Successful Course Completion Rate, College Completion, Number of Associates and ADT degrees awarded, UC and CSU Transfer.

WORKFORCE PREPARATION

The Center/Hub will provide students with career and employment opportunities within the represented programs. Here, students will also be made aware of specific industry-related courses these programs offer. This will improve the Key Performance Indicators of: PACE-Student Focus; CCSSE-Faculty interaction; CCSSE - Support for Learners; CCSSE – Active Learning; CCSSE – Academic Challenge

FACILITIES

Students want more comfortable, inviting spaces where they can hang out and interact with each other outside of the classroom. The Center/Hub will allow students to remain on campus in between classes instead of driving off campus or sitting in their cars. The space(s) will be multi-purpose and accessible. The goal is for faculty and related staff/admin offices to be located logically within the Hub so that they are easily accessible not only to students but for other faculty, admin and staff as well. Furthermore, the Center/Hub will provide events that are open to the public showcasing a clean, inviting space. This will improve the Key Performance Indicators of PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

PROFESSIONAL DEVELOPMENT

The Center/Hub will be a location to host speakers and workshops that are experts in their disciplines, thus providing professional development to college employees and education to students. In particular, pertinent issues surrounding race, gender, politics, and mental health are just a few areas that faculty within these programs can speak to or organize speakers for. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

COMMUNICATION

The Center/Hub will make the participating programs vastly more accessible and visible which will improve communication between and among students, faculty, admin, and staff. Also, because these programs will be centralized around the Hub, it'll be far easier to communicate at this "one-stop shop." The Center/Hub will also develop a virtual website to communicate with the college. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners PACE Institutional Structure

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

*The center will provide a range of benefits to students and faculty at GWC. The center will serve as a designated space for faculty in the Social Sciences, Liberal Arts & Culture, and Psychology departments and students to meet in order to discuss course work, student success, and transfer or career plans. The center will also serve as a reserved space for student clubs, such as the History Club, Philosophy Club, and Psychology Club, to gather and hold meetings. These popular clubs have drawn student enrollment to GWC, but the club members currently struggle to find a designated space to congregate. The center would include computer stations for students to study and work on their courses. Faculty can also provide maps, globes, graphs, archaeological artifacts, biological specimens, and historical documents in the center, making it a museum and archival atmosphere. Lastly, it is the departments' hope that counselors knowledgeable of the transfer degrees in Psychology, Political Science, Economics, Sociology, Global Studies, History, Geography, Philosophy, and Anthropology can attend the center and answer students' questions regarding completion of degrees and transfer.

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?

*As outlined above, the creation of this center is likely to increase student engagement with the campus, other students, and faculty by providing a welcoming space, effectively creating a Social Science learning community on our campus. When students feel more involved and engaged on a campus, their success and retention increase, which in turn improves the efficiency and effectiveness of not only Social Science programs but all disciplines that include our courses in their pathways. Our campus has long discussed and sought methods of increasing student engagement on our campus and ways that we can keep students on campus longer in beneficial ways outside of the classroom, as doing so improves our ability to foster successful students. This center would do just that.

This Center will provide long-term cost savings by serving the needs of multiple programs and students in one centralized space. Sharing space and resources is far more cost-effective than having several smaller spaces to meet this need for 3 separate departments and 9 programs individually.

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 data is congruent with the needs expressed across the Division and by the PHIL faculty. PHIL is a growing discipline and one FT faculty member is progressing through the tenure process while another one is an active contributor to the life of the College. The goals reflected in this PR are realistic and achievable, especially the one regarding the promotion and marketing of the discipline.

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.

...3239323538

Noah Levin
Signature

10/22/2021, 1:24 PM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

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

All data are accurate. Goal 3 metric – could clean up a bit more to say "increase number of students enrolled as Philosophy majors." Goal 1 may be harder to achieve. Are there alternatives if goal 1 is not achieved?

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 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

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
Signature

Electronically signed by Alex Miranda on 11/29/2021 9:21:42 AM

IEC Signature

Electronically signed by Robyn Brammer on 11/15/2021 8:04:38 PM

CCD Signature

Electronically signed by Robyn Brammer on 11/22/2021 6:02:16 PM

Vice President Signature

Electronically signed by Meredith Randall on 12/01/2021 10:09:00 AM