General Information

Important Information

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

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Submitter's First Name: * Kristine

Submitter's Last Name: * Clancy

Submitter's Email: * kclancy@gwc.cccd.edu

Submitter's ID *

Submitter's Phone Number: *

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

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

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

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

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

Program Review
Purpose

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

Program Review

Data Driven Decision Making

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

Program Review
Reporting Cycle

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

Important Update

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Program Information

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

*Communication Studies

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

*The last few years have seen a number of changes in the communication studies department. We are now under a new dean as the college reorganized divisions. In our new division we worked together to streamline our schedule and course offerings to increase the number of FT students in our major. Like everyone at the college we pivoted to online learning when we were forced to go remote. We continued to refine our courses to succeed online, and we have added DE addendums to all of our courses so we can continue to have the flexibility to offer sections in a variety of modalities moving forward.

What are your program's strengths?

*Communication Studies remains a strong program on campus. We have seen an increase in the number of students enrolled in our courses even as the college as a whole went down during Covid. Our enrollment per section and fill rates have continued to increase. We have strong retention and success rates and we continue to see growth in the number of degrees offered. In fact, 20-21 saw the largest number of ADTs awarded in Communication Studies in the last five years, 13% of all ADTs awarded by the College.

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

*The nature of performative classes like those that are offered in Communication Studies means that our course sizes remain small compared to other disciplines on campus. Our courses are also all 3 units so we have average contact hours with students for each of our courses. As a result our FTES and our FTES/FETF also remain lower than some other departments with larger class sizes and more contact hours.

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	*N/A	*N/A	*N/A
Associate Degrees	*0	*1	*0
Associate Degrees for Transfer	*70	*58	*71

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).

*Communication Studies has continued to see growth in the number of ADTs awarded each year. 2020-21 saw the largest number of awards in the past five years. We have worked hard to create an efficient schedule and that is evident in the increase in the number of enrollments in each section and our overall fill rate.

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
*29

FTES/FTEF ratio from 2 years ago *29

FTES/FTEF ratio from last year *28

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

We continue to work on making an efficient schedule that provides several options for students to enroll in multiple Communication Studies courses each semester. We continue to work on providing a variety of modalities and utilizing 12-week and 8-week sections to maximize enrollment in our courses.

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?

*In the past two years Communication Studies worked closely with our campus Puente coordinators to build and offer a section of Public Speaking for their cohorts each year. These courses have been a great success for our department and for our Puente students. Additionally, we have expanded our course offerings to include a Gender Communication, Mass Communication, and a new Ethnic Studies course. We hope these courses will appeal to distinct student populations who otherwise would not have taken elective Communication courses.

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.

*All Communication Studies courses require presentations, and in our two main courses (Public Speaking and Interpersonal) these are the primary ways that students are evaluated. As a result, students need to have a reliable way to record themselves and good reliable internet to share those recordings with the class. CCCDs decision to not take the free Canvas Studio application has continued to make this challenging for our students. Even when they can record on their phones there doesn't exist a simple and easy way for them to import files to the class or share them with instructors. Our department has worked with the District on the working group to update our recording technology with the purchase and roll out of Panopto so we are optimistic this might help as we continue to offer our courses online.

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.)

> * Our department is behind in our work on SAOs/SLOs. We have not been doing a good job collecting this data or using it to make meaningful adjustments to our program outcomes. That will need to change in the coming cycle. First, we have created a master list of all our courses and all of the SLOs that need to be assessed so that we have a purposeful plan to assess all of our SLOs within the cycle (in the past we were assessing the same SLOs repeatedly and missing some altogether). We have standardized the collection process with faculty so that they know how to report them and have designated faculty to submit them to TracDat. Finally, the work we need to engage in is standardizing how we will be measuring SLOs within the classroom especially in courses that have several sections.

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.

> * Hire an additional full-time faculty member to stabilize the staffing at 5 FT faculty members. Unfortunately, we have not been able to hire an additional FT faculty. For the past five years our FT/PT ratio for sections taught has remained relatively stable with roughly 40% of courses taught by FT and 60% by PT faculty. This data does appear to be to be different for 2020-21 but that is because we saw an uptick in the number of overload courses taught by FT faculty. When you adjust for the 7 sections of overload that FT taught you can see the ratio is still roughly 60/40. This will remain a top priority for the Communication Studies department.
>
> Improve our average FTES/FTEF.
> Our FTES/FTEF has remained relatively stable the last five years so we have not seen an increase here.
>
> Create a formal timeline and process for submitting SLOs each semester and updating CORs in a timely manner. All our CORs have been updated and now include DE addendums. We also submitted and were approved for Intercultural Communication to be included in the new Area F GE requirement. As for SLO data, we did streamline the process for measurement and standardize the submission. Unfortunately, we did not do a good job submitting this data to TracDat so we will make sure that is updated.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Hire an additional FT faculty to bring the number of FT faculty up to 5. This has been a recommendation for the past several program reviews and while we have hired new faculty, we have also seen several retirements in the same time so there has not been a net increase.

What actions will the program take to accomplish this goal?

We will be submitting a faculty hiring request during program review.

What metric will you use to measure your goal?

Successfully submitting hiring request, putting out job call, and hiring new FT faculty.

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

Standardizing the process for measuring SLOs. Right now, how SLOs are measured is left up to individual faculty. While we trust faculty as content experts to be able to successfully measure SLOs the data collected is not as helpful because it is not standardized. Creating assessments and other measures will allow us to better evaluate our data and use it to improve student outcomes and success.

What actions will the program take to accomplish this goal?

Faculty will work together to create assessments for each of the SLOs within a course. These assessments will then be used by faculty teaching the course to measure a given SLO(s) each semester.

What metric will you use to measure your goal?

Completed assessments for each SLO and employing them in our courses. Reassessing the measurements regularly for their validity and continue to make improvements.

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)

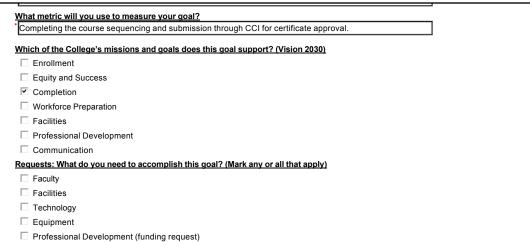☐ Support Staff (permanent classified)

☐ None of the above

Goal 3 (Required)

Description of Program's Goal

Creation of Communication certificates. We would like to work with other departments (e.g. Business) to develop Communication certificates that students can earn as they work on their GE courses for majors other than Communication Studies.

What actions will the program take to accomplish this goal?

Faculty will develop course maps that would allow students to complete multiple GE requirements with Communication Studies courses and submit these course sequences through CCI for approval of certificates.

What metric will you use to measure your goal?

Completing the course sequencing and submission through CCI for certificate approval.

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

OTHER INFORMATION

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

Optional file upload (if desired)

Optional file upload (if desired)

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:

Communication Studies

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).

* Communication Studies Ge

Please post your job description (or upload below)

If desired, please upload your job description Faculty Job Announcement 2022-CommStudies.pdf

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.

> Communication Studies has significant enrollment numbers at the College with more than 3500 students each year. At the same time our course sizes are relatively small because of the amount of presentation time required for students to meet oral communication general education requirements. As a result, the majority (60%) of our courses are taught by adjunct faculty.

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?

> While we are lucky to have wonderful adjunct faculty this skewed ratio (60/40) means that our students lack consistency in their instructors, they have limited access to office hours, the shared governance of the department is a substantial burden on the limited FT faculty, and we lack representation in college wide decision making.
>
> First, we have lost several long-term adjunct faculty in the last couple of years, so we have had to continually hire and place new adjunct faculty to meet our schedule course offerings. We are going through that process right now for the Spring 2022 semester. At the moment, we do not have all of our scheduled courses staffed even with FT overload. Second, adjunct faculty are not required to have office hours and even when they want to there are limited options for them to do so on campus. This means that for most of our students they don't have the chance to meet with their faculty outside of class time. This directly limits our ability to recruit new majors and leaves students potentially without avenues for intervention and additional help.
>
> Third, with only four full-time faculty the work of the department creates an unsustainable workload for existing faculty. All of the work of the department falls on the limited number of FT faculty. This limits our desire and ability to engage in important work to revise and add new courses, grow the major, evaluate PT faculty performance, serve as department chair, etc. This work has to get done but it leaves the existing FT faculty burned out. It also limits the opportunities and desire for our FT faculty to take on larger leaderships roles on campus because they are overburdened at the department level. Finally, because the College structure has undergone a number of changes in recent years smaller departments are increasingly left out of the larger decision-making process because they lack FT faculty to serve on committees and working groups. This is made especially problematic with the disruption to the division system at the college. While we share a Dean with Social Sciences, Languages, etc. we are not really in a division since moving from Arts & Letters so when a committee has a division representative, we either lack representation or the existing FT have to take on additional workload to make sure that they are represented. The work of the College will get done, and no matter what, 9 additional FT faculty will be a great benefit to all of us, but I believe prioritizing those hires in smaller departments has unique benefits and increases voices and decreases workload in a way that hiring additional FT faculty in already large and robust departments does not.

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.

> Communication Studies remains one of the most awarded ADTs at the College and we believe there is room for increased growth in the major and awards. Adding additional FT faculty would allow us to continue to grow the number of course offerings each semester including the potential for new courses and well as expanding the number of sections. Second, we also would like to add Communication certificates to help improve GE offerings and College funding through completion. Our success and retention numbers are very good, even through Covid, and being able to expand will improve not just the department but the College as a whole.

Upload additional information (if desired)

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

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

> Adding additional FT faculty in Communication Studies will help both Enrollment, Equity and Success, and Completion. First, as we have mentioned, Communication Studies has robust enrollment numbers with the potential for continued growth both on campus and in expanded Dual Enrollment sections. Public Speaking remains a perquisite for state-wide Nursing programs so there is an opportunity to continue to grow sections

for students hoping to attend Nursing school and this includes students who have already completed BAs but did not take Public Speaking (we see a significant number in our classes each semester). Additional FT faculty would allow us to explore these potentials and increase recruitment efforts.

Second, we have had great success with our Puente cohort Public Speaking class and would love to continue to explore ways to work with other campus stakeholders to increase equity in the Communication GE requirements. As a department we have excellent success and retention rates so the more we can expand these opportunities the better. Additionally, now that we have Area F approval for Intercultural Communication, we hope to be able to continually grow our course offerings to meet the need of students at GWC and potentially students at other CCs that have not put in the work to get Area F course offerings.

Finally, as for completion, even with a limited number of FT faculty we award a significant number of GWC's ADT degrees each year. We want to continue to expand to expand the number of degrees awarded but we also want to work on adding certificates. This would be a significant undertaking and additional FT faculty would greatly increase our ability to complete this work. If we can help students complete certificates on their way to degrees (in Communication Studies and other majors) we increase the overall funding available to the College. For all of these reasons we believe an additional FT faculty member in Communication Studies would benefit not just our department and our students but the College as a whole.

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 discipline has four FT faculty members, but an enormous quantity of courses offered each semester. The ration FT/PT is about 40%/60%. All FT faculty members are will be tenured by the end of the year. Nontheless, COMM has work to do on the assessment of its courses and some curriculum matters. Also, COMM aims to develop certificates and it is possible for the discipline to increase its presence in the Dual Enrollment Program.

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

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

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

...3339393630

Kristine Clancy
_____   11/17/2021, 12:18 PM
Signature   Date

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

Dean/Supervisor: Please provide feedback on this Program Review

> This is a very good representation of the realities of the COMM Studies Program. The goals support the direction the College is taking and addresses student success, retention, Equity and Inclusion, and overall efficiency. Additionally, the COMM Studies Program offers instruction to nearly 3,800 students per year with its four FT faculty and about one dozen PT faculty.

IEC: Please provide feedback on this Program Review

> *Small error data input in FTES/FTEF. Consider addressing the DI for Hispanic/Latinx students in the data analysis section. Goal 1 seems to be an activity. Consider what would be accomplished if the department receives an additional full-time faculty. How would it support equity and success? Metric in goal 2 is not clear. Is the department looking at overall course SLO assessment completion as a measure? Goal could be connected to Vision 2030 completion goal.

Dean's Second Review

Superuser final check   ☐

CCD Reviewer

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

* ☑   I have completed the CCD Review

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

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

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

Vice President: Please provide feedback on this Program Review

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

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

☐ **Equity:** Help disproportionately impacted students outside the classroom

to either come to the college (access), stay in college (retention), complete transfer-level math or English,
complete their degree/certificate, or transfer to a 4-year institution.

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

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

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

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

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

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

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

Supervisor/Dean Signature	Electronically signed by Alex Miranda on 10/22/2021 9:05:36 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 8:11:37 PM