Program Review
Golden West College

Important Information

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Submitter's First Name: *Teresa

Submitter's Last Name: *Nguyen

Submitter's Email: *tnguyen1831@gwc.cccd.ed

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).

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Program Information

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

*English as a Second Langu

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

*-Due to the global pandemic, 100% of the department swiftly switched to online instruction for the very first
time from the end of March 2020 to Fall 2021. ESL faculty had to adapt to teaching via an online platform
almost overnight.
-The department's number of students enrolled decreased from 1700 in 2019-2020 to 700 last year.
-Under AB 705, a student enrolled in ESL instruction will maximize the probability that the student will enter
and complete degree and transfer requirements in English within three years. The department has been
making effort to respond to this legislation by restructuring the ESL sequence of classes and rewriting
curriculum.
-Two full-time faculty retired: Nancy Boyer and Richard Ulrich.

What are your program's strengths?

*-Our ESL/ELL Department Canvas shell keeps all faculty--full and part-time--informed of the most recent
CORs, sample syllabi, assignments, OERs, department meetings, and more.
-100% of noncredit ESL courses successfully transitioned to remote learning in the Spring. ESL instructors
met the challenge of teaching via distance education and are in the process of converting all the courses to full
Distance Education courses.
-Due to COVID, although we had a drop in enrollment, our success and retention rates continued to increase.
-Due to AB 705, our department has moved forward to map courses so that there is flow between our ELL
noncredit program and our credit ESL program.
-To respond to student needs, we've translated the Student Questionnaire to Vietnamese, Spanish, and
Chinese.
-Our department contributes to campus diversity through our rich, varied cultures, languages, and global
perspectives.
-Implementing plan to increase enrollment.

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

*-Due to AB 705, students can self-place in the various ESL levels. As a result, we're seeing a range of
language abilities in every course.
-Also due to AB 705, students are limited to the amount of time they can be in the ESL program. As a result, we
had to modify our program by downsizing the number of classes previously offered as well as restructure the
classes/content.
-Due to an older, not as tech-savvy student population, there was a disruption in course attendance and
completion of course assignments. Teachers did their best to allow students to view previously recorded
Zoom class sessions and turn in assignments late.
-Another hurdle was the learning curve attached to using Zoom and other software to enhance remote
learning. Therefore, many had to acquire new skills in a short period of time.
-Changing population of ESL students due changing immigration patterns demands constant analysis and re
-evaluation of our program.
-Our new courses require full-time faculty to lead communities of practice and support adjunct faculty in the
new teaching model.
-Our limited number of full-time faculty places a great deal of stress.

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	*N/A	*N/A	*N/A
Associate Degrees for Transfer	*N/A	*N/A	*N/A

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).

*We don't offer any degrees or certificates.

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

*22.

FTES/FTEF ratio from 2 years ago *22.

FTES/FTEF ratio from last year *25.

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

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 department meetings and updated course outlines, faculty are encouraged to use readings, materials, and discussion prompts from diverse viewpoints in their virtual and in-person classrooms.
-We encourage faculty to build OER materials to eliminate the cost of textbooks.
-We continue to seek out full-time and part-time faculty who engender cultural diversity in all its many forms.
-Faculty ensure that students are aware of the various free and/or almost nothing services available to GWC students.
-We try to disseminate information in Vietnamese, Spanish, and Chinese.

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.

-ESL faculty rose to the challenge of teaching online, and since having had two weeks in March 2020 to shift to teaching online, faculty have become more proficient in online instruction. We've been fortunate to partner with textbook publishers that provided easy, ready-to-use online templates/materials as well as workshops to help train faculty.
-A success is that many, faculty and students alike, have discovered that they enjoy online instruction due to ease, flexibility, and convenience.
-Relating to this point, the classroom is more diverse as the location barrier is eliminated.
-Online instruction with its range of options and resources, can be personalized in many ways to create a more inclusive learning environment of each student.
-A major challenge was addressing language and computer literacy needs simultaneously.
-Relating to that point, we had faculty and students alike that didn't have the necessary tools for online instruction (e.g., laptop, internet, webcam, etc.…).
-Another challenge was identifying plagiarism and "ghost students."
-Instantaneous/personalized feedback is limited and/or minimal compared to in person.
-The remoteness and lack of interaction can cause social isolation (e.g., black boxes during class instruction).
-Communicational skills and/or speaking skills is difficult to implement.

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

For classes where the date of revision is more than 6 or more years for a transfer-level-course or 3 or more years for a CTE course, revisions for all such classes to CCI are required within the next two academic years.

◉ I understand

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

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

* ◉ Yes
 ○ No

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

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 SLOs are important components to the courses we teach, and we assess the pSLOs by assessing the cSLOs every semester; they're directly related.
-The department chair chooses the SLOs to be assessed each semester for all courses and the assessments are then recorded and uploaded.

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. Make all 60 level courses CSU/UC transferrable – ESL 110, 112, and 113.
Outcome: ESL 119 and ESL 120 are either CSU or UC transferrable.

2. Bring back ESL 73 and make it ESL 123 and a joint project of ESL and Communications.
Outcome: No.

3. We have retirements coming up, so we want to hire two new full-time faculty to replace current faculty who will be retiring.
Outcome: A work in progress.

4.Create a strong cooperative working relationship with the ELL Program.
Outcome: Because Noncredit ELL and ESL have been combined under one school, Arts and Letters, there is a strong cooperative working relationship between the two.

5. Develop and maintain a Facebook page for advertising purposes.
Outcome: No due to PR logistics.

6. Develop and maintain a YouTube channel for advertising purposes.
Outcome: No due to PR logistics.

7. Continue to refine our self-placement. Self-placement is a challenge. Self-placement assumes a level of education that enables students to make a logical decision about ability. Many of our students have limited education in their native language and have a hard time assessing where they best fit. Thus, we will constantly be analyzing and assessing our self-placement process and improving it.
Outcome: A work in progress. We would like to work on this Spring 22 when the curriculum is written.

8. Ensure that ESL is never again split between two very disparate divisions; however, we will work hard to create strong, positive communication between the two programs and build programs for the students to move from one program to the other when they need to.
Outcome: Achieved.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Hire new full-time faculty:
The Department includes both noncredit and credit English language learning with ELL focusing on everyday English and ESL focusing on academic English. Currently, we have only 2 full-time faculty and about 25 part-time faculty to help keep the two departments going. For the program to flourish, we need an additional full-time faculty member to:

1.advance equitable student learning through dedicated, exemplary instruction in accordance with established course outlines.
2.participate in the assessment of student learning outcomes for courses and programs; develop and implement student learning outcomes assessment processes for courses and programs.
3.collaborate in the development and revision of curriculum and in program review.
4.engage in department program improvement initiatives.
5.participate in department, division, and college committees.
6.participate in Colleges shared governance processes.
7.participate in student recruitment and community engagement.
8.develop and maintain community partnerships.
9.serve as a lead in faculty trainings in the subject matter.
10. revamp all of ESL to be AB 705 compliant.

What actions will the program take to accomplish this goal?

We'll complete a faculty request and submit to the GWC Senate and college president.

What metric will you use to measure your goal?

An evaluation.

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

Have a better system to place our students:
Self-placement is a challenge. Self-placement assumes a level of education that enables students to make a logical decision about ability. Many of our students have limited education in their native language and have a hard time assessing where they best fit. Thus, we will constantly be analyzing and assessing our self-placement process and improving it.

What actions will the program take to accomplish this goal?

Develop a self-placement readily available for students online on our website.

What metric will you use to measure your goal?

Follow up to see if the self-placement is accurately placing our students.

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

Develop ESL website:
Having a website and online presence strategy allows us to market ourselves to potential students online. With COVID, our enrollment has declined. In order to increase enrollment, we think a strong online presence will be an effective tool to improve communication with existing and potential students, market our various programs, and build a solid, trusting reputation within the local community.

What actions will the program take to accomplish this goal?

-We'll ask faculty for their bios and pictures to be more personable.
-We'll list our course offerings and descriptions so Ss can see the range of classes we offer.
-We'll list free GWC services so Ss can see the many benefits should they enroll in our program.

What metric will you use to measure your goal?

When the website is complete.

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:

ESL

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).

* ELL/ESL Full-time Instructor

Please post your job description (or upload below)

Golden West College is seeking a full-time tenure track Noncredit ELL and Credit ESL Instructor. The foremost teaching assignment includes vocational, Citizenship, noncredit ELL, and Credit ESL instruction. This assignment also involves curriculum and program development, participation in department, division, and college committees, and participatory governance activities assuming leadership roles both within the department and institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces overall mission of the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success through the work of English language learning.

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.

We lost 2 full-time faculty: Nancy Boyer and Richard Ulrich.

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.

> The Department includes both noncredit and credit English language learning with ELL focusing on everyday English and ESL focusing on academic English. Currently, we have only 2 full-time faculty and about 25 part-time faculty to help keep the two departments going. For the program to flourish, we need an additional full-time faculty member to:
>
> 1.advance equitable student learning through dedicated, exemplary instruction in accordance with established course outlines.
> 2.participate in the assessment of student learning outcomes for courses and programs; develop and implement student learning outcomes assessment processes for courses and programs.
> 3.collaborate in the development and revision of curriculum and in program review.
> 4.engage in department program improvement initiatives.
> 5.participate in department, division, and college committees.
> 6.participate in Colleges shared governance processes.
> 7.participate in student recruitment and community engagement.
> 8.develop and maintain community partnerships.
> 9.serve as a lead in faculty trainings in the subject matter.

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?

> *1. The requirement to be AB 705 compliant requires the program to update new program requirements (e.g. curriculum, placement/diagnostic).
> 2.The large turnover rate of part-time faculty requires coordination of part-time faculty (e.g. training, evaluation).
> 3.Two full-time faculty retired with no replacements.

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.

> Noncredit has very special goals that aren't addressed in other departments across campus. Many of our English language learning students are trying to:
> -improve their general English.
> -develop their general English skills (reading, writing, listening, speaking).
> -build the language of daily life skills (banking, shopping).
> -gain understanding of American culture and custom.
> -build English language skills for college-level classes.

Upload additional information (if desired)

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

> Masters in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis or education with a TESL emphasis OR Bachelors in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech or any foreign language OR California Community College Credential which allows you to teach ESL OR the equivalent.

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

> *GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
>
> Equity and Success
> GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
>
> Completion
> GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
>
> Workforce Preparation

GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.

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:
* No concer. I support request of full-time faculty.

<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.

...3935313037

Teresa Nguyen   02/23/2022, 3:13 PM
Signature   Date

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

Dean/Supervisor: Please provide feedback on this Program Review

> Overall, no concerns. It is important that as the department work on self-placement tool that it is in compliance with AB 705 requirements.

IEC: Please provide feedback on this Program Review

> * Need intrepretation of data for FTES/FTEF. Goals could be more specific.

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.

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Vice President: Please provide feedback on this Program Review

> Some stronger overall goals would help, rather than just hiring more faculty. For example, what will a new faculty member allow the program to do?

<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

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

[text box]

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Dean / Supervisor Signature	Electronically signed by Kay Nguyen on 11/15/2021 1:13:05 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/16/2021 4:38:36 PM
CCD Signature	Electronically signed by Robyn Brammer on 11/29/2021 10:24:15 AM
Vice President Signature	Electronically signed by Meridith Randall on 01/03/2022 2:42:32 PM