



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 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

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

1. Please type your information into a Word document and then past the information here.
 2. 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.
-

Program Information

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

* Music

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

The Music Department at GWC offers a GWC AA and an ADT in Music that is congruent with the TMC requirements as established by the State of California, as well as offering general education (G.E.) courses for the GWC student population at large. The department regularly provides live performances that benefit the students in the program, the students of GWC, and the community at large.

The significant change has been in departmental structure, which has resulted in the loss of a chair and campus representation for the department. Having this structural change imposed upon the department concurrently with the hiring of a replacement faculty member has created issues with the department being able to make progress in a timely manner.

The pandemic impacted the number of majors and student completion, though the number of students considering music as a major has not really been impacted. New music students are exploring additional discipline options beyond performance to assure a strong career pathway.

What are your program's strengths?

*Excellent faculty and instruction in almost every aspect of the department. Those areas where there are challenges with student retention are always being evaluated for improvement, and the faculty are committed to student success.

*Complete AA and ADT course offerings that allow students to successfully transfer to a 4-year university.

*Successful student preparation for transfer where degree recipients do not require remediation for core coursework.

*Students have access to high quality instruments and equipment while participating in the program.

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

*Degree completion: this is a two-fold issue, one that is easily addressed the other not so much. Some students had been informed that they could complete a liberal arts degree and then transfer as a music major. This is incorrect and that information has been corrected. The more significant challenge is that music majors tend to get what they need and move on; an AA/ADT is not required for transfer, and music is a "must audition" major no matter the degree status.

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	* 0	* 0
Associate Degrees for Transfer	* 2	* 3	* 2

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).

*Trends reflect an increase in student success but not at the desired rate. The number of students who transferred versus the number of students who received degrees is disproportionate, reflecting a common issue with music majors in that they transfer without completing the degree, either not completing all requirements or not applying for the degree despite being eligible.

Students are choosing not to complete the AA as it includes a piano proficiency requirement and has more units, however, anecdotal communication from successful graduates indicate the desire to have completed those requirements at GWC rather than having to complete them at the 4-year university.

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

* 35

FTES/FTEF ratio from 2 years ago * 35

FTES/FTEF ratio from last year * 39

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 department is quite efficient with overall student numbers, and our goal is to increase efficiency in specific courses for majors. The subject areas can be challenging, so increasing student support for these courses is a vital element to improvement.

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?

1. Engage in greater community outreach to increase the visibility of the music program to distinct student populations;
2. Increase the equipment inventory to facilitate equity in access to cost prohibitive aspects of the program. This would include students being able to check out equipment at zero cost rather than having to rent or buy the equipment.

3. Identifying at-risk students earlier in the progress of the class to connect them with campus resources to improve success. Consistently adding information about the tutoring center and the student success center to announcements has made a marked difference in student achievement.

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 difference between on-campus and in-person instruction for the music department was extreme for academic classes and performance classes especially.

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.

Music 216 was not successfully offered Fall of 2021 due to higher student attrition rates from the pandemic. The students are utilizing the independent study option to be able to complete degree requirements.

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 SLO's directly reflect the core requirements for completing departmental degrees, so the method of interpreting and implementing the SLO's has been continually examined to seek the best method for success of current students. The program SLO's were agreed upon by faculty when they were instituted as they best encapsulated what students needed to accomplish in order to successfully transfer. Because the courses required for majors face attrition when students realize the rigor of the major, the importance of evaluating the program and course SLO alignment is vital to ensuring all students who can gain a degree apply for and attain their music degrees. Keeping the SLO's basic and directly related to academic success is a constant reminder of the primary objective of student success.

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.

Goal: Return Music Technology to the Music department from Digital Media, enabling the return of Commercial Music and access to an entire population of students that are not currently taking music classes.

Outcome: Unsuccessful - lack of support from the division supervisor prevented accomplishment. That supervisor has been replaced and this goal is now achievable.

Goal: Add more full-time faculty to have more diverse academic ideas provided to the students with the core and GE classes, specifically to have a full-time person supervising one of the four core elements of the Music degree: Music Theory.

Outcome: A replacement full-time faculty for voice has been hired, but no additional full-time faculty have been granted.

Goal: Hire a staff accompanist for the Music Department that will be utilized for the choral classes, voice and instrumental Applied Music juries, and performances with the choir(s).

Outcome: Unsuccessful - funding for a position was not granted, so hourly funding has been made available but has not been moved to a regular staff position as it is at other colleges and universities.

Goal: Outreach and public relations efforts from all parts of the department are continuing to improve; use of various P.R. tools is growing, including the use of social media for connecting to current and potential students. Increasing awareness of the quality of instruction available at GWC through various outreach mediums can positively affect the student enrollment in the Music program.

Outcome: partial achievement. With the replacement faculty being hired during the last cycle, new ideas, approaches, and methods for outreach have been implemented.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Creating courses in the specific discipline of Music Technology, leading to the creation of a degree and certificate that are in alignment with other colleges and universities.

What actions will the program take to accomplish this goal?

1. Research the Music Technology curriculum and programs at other music schools, as well as examine TMC courses in the area that have been approved at other institutions.
2. Hire a faculty member to oversee the music technology program to eventually teach both music technology and traditional music courses.
3. Work with the curriculum committee to needed create courses.

What metric will you use to measure your goal?

Successfully moving the courses through the curriculum process and introducing them to the current course offerings for the department. The faculty in the department are interested in implementing a complete degree/certificate program within 2-3 years.

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

Add a classified staff accompanist position to the music department to aid with increasing student success rates and align GWC with other colleges that already have this position. This will also attract more students to the program.

What actions will the program take to accomplish this goal?

Prepare the appropriate requests and proposals necessary to create this necessary classified staff position. Seek the support of administration to create this position.

What metric will you use to measure your goal?

The department being granted a regular classified position to fill this need rather than the yearly contract position currently used.

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 Music degrees granted on an annual basis.

What actions will the program take to accomplish this goal?

1. Outreach and education with current students to complete all degree requirements before transferring.
2. Expand the methods of recruitment and outreach with feeder high schools.
3. Maintain strong communication with the counseling department to ensure accurate information about degree completion and transfer is communicated to the students.
4. Expand the offerings with Music Technology courses/program to attract more students to the department.

What metric will you use to measure your goal?

*Data from the office of research documenting the number of degrees awarded. We seek to increase the student completion rate, but have not determined a specific percentage. More awarded degrees is the ultimate goal.

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)



Program Review

General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

- Replacement Position (Previously funded/ not currently funded)
- New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

Please use a mid-level step for salary:
Salary (e.g., \$50,000)

Contract

- 12 month
- 11 month
- 10 month
- 100% FTE
- Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the [CCCD Position Description portal](#).

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

Staff piano accompanist to assist with the choir, vocal students, and instrumental students for the Music department.

What are the essential duties this position will fulfill?

Accompanying rehearsals and performances on piano with the choir/vocal program as needed; providing accompaniment for applied music students for juries each semester; other duties as needed.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

There is currently a temporary position that is fulfilling most of the needed duties of a staff accompanist, however, not having a regular classified position is having a negative impact on student access to all the resources available at other colleges.
Having an accompanist on staff creates stability for the students and faculty of the music department and puts the department and college on more equal resources footing with other colleges.

Music departments that have a staff accompanist have greater success rates with granting degrees, student progress in the discipline,

This is something that is important to students and educators who recommend campuses for students to pursue a music degree, and having a staff accompanist is one of the "bare bones" necessities that indicate to students that a college supports the department.

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review.

Click here to enter text.

This is a specialized position that requires the specific skills of a trained piano accompanist. The department had a staff accompanist many, many years ago but the position was eliminated as faculty retired and budgets were restructured.

Although there is a temporary position being utilized currently, having a temporary accompanist sheds a negative light on the department with recruiting potential students, and the availability to students is extremely limited with a temporary position.

Having a classified position assigned to the department would allow faculty to coordinate a regular schedule for the accompanist to work with students in a variety of classroom settings, facilitating greater student success with music performance and completion.

It cannot be emphasized enough that having a consistent staff member in this position is vital to students being successful - the department just lost a fantastic temporary accompanist due to a staff job being offered at another college. The students' level of consistent support and guidance from this accompanist has now been lost, and students have indicated repeatedly how important it is to know consistently who is working with them.

It allows for all music students to have live accompaniment for their applied music final exams (something only vocal students have had access to in the past), creating much greater equity for all students in the discipline. Instrumental students have transferred never having worked with a live accompanist, and with a staff accompanist this would greatly enhance student success during and after their time at GWC.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by [Vision 2030](#).

* This position will support not only performance ensembles, but also individual student performance through the applied music program.

Having regular access to a live accompanist:

-Increases student success with immediate educational feedback and improvement rather than the non-feedback recorded accompaniments provide;

-Increase enrollment by adding a vital and traditional staff position to the department;

-Broadening student equity providing access to a necessary resource many students would otherwise be unable to afford;

-Enable greater levels of student program completion by closely paralleling the university music major experience;

-Increases outreach with the local community by providing more performance opportunities for students.

Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?

* Students participating the the cross-listed voice classes with the Theater department would also benefit from access to a staff accompanist on a consistent basis. When the theater musical director is not available, working with a live person rather than a recording allows for students to improve with feedback rather than potentially "guessing" at what the level of performance achievement is being accomplished.

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals 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:

*



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:

\$ 7,982

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.

Replacement of classroom desk chairs in room 105 with non-fabric chairs modern chairs.

The desks that are assigned to the room are the original ones purchased for the department 50+ years ago, so they are well beyond their useful age and condition.

In addition, non-fabric chairs will create a cleaner environment within the classroom, leaving fewer materials available for particulate matter to harbor.

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.

Completion, equity, enrollment, and communication. Having a welcoming and useful classroom environment propagates student success from the outset.

Students in the music department receive a clear message when their classroom has 50 year-old desks with stains and repair problems, yet they walk into a communications classroom on the same campus and everything is modern and clean.

It is vital to student morale to have as up-to-date equipment as possible, and it starts with the basic classroom equipment.

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

Classes in other disciplines who might use the classroom would have the benefit of contemporary desks that serve both left and right-handed students.

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?

The only time the furniture for this classroom was purchased was when the campus opened. If these desks last even 25 years, that is two sets of classroom furniture every 75 years. That is very effective long-term use.

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:

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.

...3231363138

Collette Hausey

Signature

11/30/2021, 10:46 AM

Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Empty text box for Dean/Supervisor feedback with scroll arrows.

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

Empty text box for IEC feedback with scroll arrows.

Dean's Second Review

Empty text box for Dean's Second Review with scroll arrows.

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