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COMPLETE

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Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

History (History is a program in a multi-discipline program).

Q2 Lead Author and Collaborators:

Peter Utgaard, Ph.D.

Q3 Dean:

Alicia Munoz

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

There were no recommendations from the 2017-2018 annual update. The 2015-1106 update included support for the department's plan to create a Middle Eastern History course as well as courses in Latin American History. In the 2014-2015 report the committee recognized that the history area was understaffed with only one full-time faculty member.

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

Peter Utgaard
Moriah Gonzalez-Meeks

Q6 Provide your program's mission statement.

The history program offers a diverse transfer curriculum and is committed to equity-minded teaching in an atmosphere of academic excellence. History course offerings focus on global cultures, historically-underrepresented groups in the United States, and the development of American institutions. History courses also emphasize research, writing, and interpretive skills that are essential to the college's General Education mission. History faculty create a vibrant intellectual campus culture and promote civic engagement through a variety of panels, presentations, and field trips.

Instructional Comprehensive Program Review

Q7 Describe how your program supports the mission and goals of the College.

Through our diverse general education offerings including several courses that explicitly emphasize the history of historically disadvantaged groups (African-American history, Chicano history, Women's history, Kumeyaay history) as well as world cultures) the history program leads the college in teaching courses that are relevant to our diverse community of students. The history program also has its own equity plan to complement the college's emphasis on equity. History faculty also lead on the college goals of civic and cultural development as well as student validation and engagement through frequent public panel presentations on historical themes (often 3 presentations per semester) such as Black History Month, Women's History Month, Latino Heritage Month, the Global Issues forum and others.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

This degree program is useful for students preparing for careers in teaching, the law, government service, and research. Completion of the degree represents fulfillment of the department mission to instill an understanding of and reverence for the past so students better appreciate their own place in the global society. Through a wide range of course offerings, the department establishes a detailed knowledge of the variety of human experiences across time. The department emphasizes reading, writing, oral presentation, primary source analysis, and research techniques to build critical thinking and life-long learning skills that benefit students in their collegiate, professional, and personal lives.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

Sixty-five degrees have been awarded in the past five years. It has been updated in the past five years and will be updated this spring (2019). We believe that many students who are considering or planning on majoring in history are electing the University Studies Degree. The history program will work to promote the AA-T degree in history. Students can complete the AA-T degree in two years provided that they are able to complete college English and Math in their first year and provided that their schedule is not burdened with extra courses.

Q10 Degree/Certificate #2

Respondent skipped this question

Q11 Degree/Certificate #3

Respondent skipped this question

Q12 Degree/Certificate #4

Respondent skipped this question

Instructional Comprehensive Program Review

Q13 Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

History Awards 2017-18.pdf (74.3KB)

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle. **Yes**
Have all of your active course outlines been reviewed within the last five years?

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

This spring (2019) we are adding three new classes: Emergence of the Modern Middle East, Comparative Americas I, and Comparative Americas II.

Q16 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q17 Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at erich.kevari@gcccd.edu to submit your assessment data. **Yes**

Instructional Comprehensive Program Review

Q18 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Department assessment of SLOs reveal that strong majorities of our students (70-80%) are learning the key content and skills that are being assessed, ranging from historical geography, to art and literature, interpreting primary sources, research, and writing. Faculty reflection sessions have resulted in collaborative design of new assessments and idea sharing.

The greatest weakness revealed in the assessments is the lack of nuance in the results. Most of our assessments have taken the pass/no pass approach when assessing skills. To add nuance and depth to our assessments, the history faculty are experimenting with new types of assessments.

First, we are adding assessments that measure mastery level which will allow us to have at least three categories of outcomes such as: a.) demonstrates mastery of the material, b.) demonstrates some understanding of the material, c.) demonstrates little to no understanding of the material. This approach will allow us to examine the grey and "in between" areas in assessments. For example, Dr. Utgaard used this type of assessment in fall 2018 in two sections of HIST 109: Modern American History. Students wrote a paper on the book *Confederates in the Attic* focused on racism and historical memory in the American South. The assessment revealed that while students overwhelmingly understood the main point of the book, many (at least half) did not demonstrate a thorough understanding of how deep and how long-lasting repression of African-Americans in the south had been (and continues to a certain degree). Also revealed was a lack of understanding of the role of regionalism in American history and life. As a result, Dr. Utgaard is adopting a new supplementary reading for this class. Students will now read the March trilogy by Congressman and civil rights icon John Lewis. The graphic histories deal explicitly with the violent and racist nature of the Jim Crow system.

Second, history faculty are piloting (beginning spring 19) a "theme across time" assessment. Instead of having one assessment for one SLO, faculty will be examining how the theme of war's impact on society is understood by students across the semester. The idea is that we will be able to see how students grasp this theme across multiple assessments.

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

We will be creating a PLO assessment plan this spring.

Q21 Is this a CTE Program? **No**

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly) **Respondent skipped this question**

Q23 Summarize the recommendations from the Committee. **Respondent skipped this question**

Instructional Comprehensive Program Review

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

Respondent skipped this question

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

Respondent skipped this question

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

Using spring 2018 as a benchmark and reflecting over the past five years history enrollments have declined. Spring 2018 enrollment was 738, down from 937 in spring 2014 with declines in each year.

The percentage of students by ethnic group has remained steady since 2014 with only minor shifts in percentages.

Spring 2018 figures were:

African-American 7%
American Indian 2%
Asian 2%
Filipino 2%
Hispanic 37%
White 41%
Multiple Races 7%

Instructional Comprehensive Program Review

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

Using spring 2018 as a benchmark with reflection on the previous five years, here are some observations about demographics and the history program:

Gender: While the college has 55% women and 44% men, the history program has 49% men and 49% women. This gender balance holds for the past five years with a maximum difference of 3%.

Race: The history program serves a higher percentage of ethnic minorities (and/or historically disadvantaged students) than the college as a whole:

African American 7% history/5% college

American Indian 2% history/1% college

Asian 2% history/4% college

Filipino 2% history/3% college

Hispanic 37% history/college 32%

White 41% history/college 46%

Multiple Races 7% history/college 8%

Students in the history program also are younger than the college average:

Under 20 27% history/college 20%

20-24 45% history/college 37%

25-39 19% history/college 28%

40 and over 9% history/college 15%

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

Robust prime time offerings are serving the core group of younger students. It is possible that the history program is underserving older students. This would likely be through the decline of evening offerings. We believe that there is a group of students who would prefer night classes to online classes, however, these students are not being well served because the history area is offering fewer night classes due to administrative enrollment management policies that result in smaller sections being cancelled. We have reduced night offerings out of fear and experience that these sections will be cancelled.

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Instructional Comprehensive Program Review

Q30 How has the program's success rate across all courses changed over the past 5 years?

Spring 2018 saw a success rate of 73%. This was consistent over the previous five years with rates ranging from 72% to 74%. Spring 2014 stood out for a low rate of 62%.

Fall success rates were lower. Fall 2017 saw a success rate of 70% and the previous five years ranged from a low of 59% in fall 2013 to the high of 70% in 2017.

It is worth noting that the entire history area was served by only one full-time faculty member between 2013 and the spring of 2016.

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

Our goal is to achieve 77% success in the 2019/20 academic with a five year goal of achieving 80% success.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

In general, Hispanic, African-American, and male students have lower success rates. For groups where the overall numbers are relatively small, the success percentages vary considerably. For example, African-American students have had success rates ranging from 78% in spring 2018 to 52% in spring 2014. American-Indian success rates have ranged from 88% in spring 2018 to 57% in spring 2014. For Hispanic Students the success rates have ranged from 71% in spring 2018 to a low of 57% in spring 2014.

While Asian and white students are overall more successful, success rates among whites has varied considerably ranging from 78% in spring 2018 to 69% in spring 2014. In the spring of 2015 there was only a 1% difference in success rates between whites and Hispanics (78% vs. 77%). However, this was a one time occurrence and the achievement gap between whites and Hispanics is persistent. Fall rates tend to be lower overall for all groups.

This deserves special mention because Hispanic students make up 37% of our students. There have been fall semesters where the achievement gap was more than 10%! It is this achievement gap that impacts the most people.

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Lack of full-time faculty likely contributed to these gaps, which have improved since spring 2016 with the hiring of a second full-time historian. We believe this improved stability to the program has contributed to increased success rates.

Program and institutional factors are critical to address, because they are the ones we have control over. Of course, the question of achievement gaps is a state and national issue and defies easy answers. The college has made great strides in creating a more vibrant campus community, but afternoons and evenings remain an issue. Perhaps if we find more ways to keep students on campus longer they will feel less of the pull of work and family obligations and enjoy more success at the college.

Instructional Comprehensive Program Review

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

The history program has a multi-step plan to address achievement gaps:

- a.) Both full-time history faculty and some part-time faculty are participating in the Equity in Teaching Institute.
 - b.) History faculty have been and are expanding efforts to make sure students are assigned culturally relevant reading
 - c.) History faculty are working to provide students with low-cost books through a broad strategy that includes: seeking internal grants to purchase sets of books to be placed on reserve at the library for semester-length checkout, choosing lower cost books, using free OER books in cases where it is academically appropriate.
 - d.) Offering a diverse culturally relevant curriculum. The history program has by far the most diverse curriculum at Cuyamaca College.
-

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

These activities inform and inspire the long-term goals in the history program. The three primary goals of the history program are: 1.) Reduce/Eliminate achievement gaps and increase the overall success rate to 80% and 2.) Expand the history curriculum to include Middle Eastern history, US History: Middle Eastern Perspectives, and Comparative History of the Americas 3.) Separate history from the History, Social, and Behavioral Sciences department and merge with the Humanities, Philosophy, and Religious Studies department to create a new department with more disciplinary cohesion. We believe this will enhance our ability to schedule efficiently and make further improvements in developing culturally relevant curriculum.

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q37 Does your program offer any courses via distance education (online)?

Yes

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections?

Yes

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Using spring data, the differences in success rates between online versus in-person sections is consistent, but small--typically 2%. Differences in retention are slightly more pronounced ranging from 3% to 6%. We are not overly concerned about these differences as they are small and the gap has decreased in recent years. It should also be noted that the online enrollments in history are capped at 50 students! We believe that the campus-wide switch to Canvas has led to improvements. This is not so much because Canvas is a superior platform to Blackboard, but because the required extensive training to switch to Canvas resulted in many faculty redesigning their online courses from the ground up.

Page 7: Strengths, Challenges & External Influences

Instructional Comprehensive Program Review

Q40 Please describe your program's strengths.

Our faculty are dedicated to the institution and are committed to offering a wide variety of courses, including numerous courses on the history of minority and historically disadvantaged groups. Our faculty are in the forefront of efforts to promote equity and contribute to campus life through our series of public forums. Our program efficiently generates large amounts of FTES to the college and the district.

Q41 Please describe your program's challenges.

Our program has two full-time faculty. Between 2012-2016 we had one full time faculty member. We could easily add a third faculty member. Because our area teaches all 3 unit courses, it is challenging to compete for faculty resources given the way hiring criteria have been developed. Disciplines that teach big unit classes (4-6 units) rapidly consume demand for more resources. Size begets more size and so the Humanities and the Social Sciences are at a permanent disadvantage.

Our program is also housed in the historic F-building complex. We appreciate the architectural uniqueness of our mid 1970s adobe--not to mention the thermostats that tell us what the temperature is--but the teaching environment can be challenging. While our intrepid dean has done wonders to place our classes in other buildings, our facilities are substandard and have consistently been a low priority of the college. It is worth noting that the college is now building a second student services complex to replace buildings that are only 15 years old.

Q42 Please describe external influences that affect your program (both positively and negatively).

The American Historical Association reports that the numbers of history majors at four-year schools has declined since the Great Recession. This is linked to cultural trends that value "employable" degrees over the liberal arts as well as demographic declines in college age students. However, the AHA reports that history enrollments have stabilized in 2017-2018 (See "History Enrollments Stable in 2017-18" in Perspectives in History, January 2019).

While anti-intellectualism, fewer students entering college, and a privileging of STEM degrees provide headwinds for the history program, there is a growing hunger for historical understanding. The study of history remains vital to our democracy

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)? **No**

Page 9: Previous Goal 1

Q44 Previous Goal 1: **Respondent skipped this question**

Q45 Link to College Strategic Goal(s): **Respondent skipped this question**

Q46 Goal Status **Respondent skipped this question**

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

Instructional Comprehensive Program Review

Q48 Please provide the rationale for this goal: Respondent skipped this question

Q49 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q50 Do you have another goal to update? Respondent skipped this question

Page 10: Previous Goal 2

Q51 Previous Goal 2: Respondent skipped this question

Q52 Link to College Strategic Goal(s): Respondent skipped this question

Q53 Goal Status Respondent skipped this question

Q54 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q55 Please provide the rationale for this goal: Respondent skipped this question

Q56 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q57 Do you have another goal to update? Respondent skipped this question

Page 11: Previous Goal 3

Q58 Previous Goal 3: Respondent skipped this question

Q59 Link to College Strategic Goal(s) Respondent skipped this question

Q60 Goal Status Respondent skipped this question

Q61 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q62 Please provide the rationale for this goal: Respondent skipped this question

Instructional Comprehensive Program Review

Q63 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q64 Do you have another goal to update?

Respondent skipped this question

Page 12: Previous Goal 4

Q65 Previous Goal 4:

Respondent skipped this question

Q66 Link to College Strategic Goal(s)

Respondent skipped this question

Q67 Goal Status

Respondent skipped this question

Q68 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q69 Please provide the rationale for this goal:

Respondent skipped this question

Q70 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)?

Yes

Page 14: New Goal 1

Q72 New Goal 1:

Reduce/Eliminate Achievement Gaps

Q73 Link to College Strategic Goal

Guided Student Pathways,
Organizational Health

Q74 Please provide the rationale for this goal:

Reducing or eliminating achievement gaps is the cornerstone of achieving equity in the college environment.

Instructional Comprehensive Program Review

Q75 Please provide the goal action steps for the year (previously "Activities"):

The history program has a multi-step plan to address achievement gaps:

- a.) Both full-time history faculty and some part-time faculty are participating in the Equity in Teaching Institute.
 - b.) History faculty have been and are expanding efforts to make sure students are assigned culturally relevant reading
 - c.) History faculty are working to provide students with low-cost books through a broad strategy that includes: seeking internal grants to purchase sets of books to be placed on reserve at the library for semester-length checkout, choosing lower cost books, using free OER books in cases where it is academically appropriate.
 - d.) Offering a diverse culturally relevant curriculum. The history program has by far the most diverse curriculum at Cuyamaca College.
-

Q76 How will the goal be evaluated?

By analyzing student success data.

Q77 Do you have another new goal?

Yes

Page 15: New Goal 2

Q78 New Goal 2:

Expand Curriculum to Include Courses on Middle Eastern History and Comparative History of the Americas

Q79 Link to College Strategic Goal

Guided Student Pathways ,

Student Validation and Engagement ,

Organizational Health

Q80 Please provide the rationale for this goal:

We believe that there is strong student interest in courses on the history of the Middle East as well as the comparative Americas (which focus on Latin America and North America). These courses should be of particular interest to our large population of Middle Eastern and Latino students.

Q81 Please provide the goal action steps for the year (previously "Activities"):

1. Write curriculum and submit through curriculum process.
 2. Offer courses in the class schedule.
 3. Prevent administration from cancelling new classes in class schedule.
-

Q82 How will the goal be evaluated?

Successful offering of the classes with robust enrollments will be the evaluation metric.

Instructional Comprehensive Program Review

Q83 Do you have another new goal?

Yes

Page 16: New Goal 3

Q84 New Goal 3:

Department Reorganization

Q85 Link to College Strategic Goal

Guided Student Pathways ,

Student Validation and Engagement ,

Organizational Health

Q86 Please provide the rationale for this goal:

We hope to separate the history discipline from the History, Social, and Behavioral Sciences department and merge it with the Humanities, Philosophy and Religious Studies department to create a new department: History, Humanities, and Philosophy.

Currently the Humanities, Philosophy, and Religious Studies department has one full time faculty member and History, Social, and Behavioral Sciences has five faculty (soon to be 6 with the hiring of an additional psychology instructor). Such a reorganization would create two more balanced departments of 3 and 4 full-time respectively.

These new departments would also have more discipline cohesion as the history discipline is closer to the other humanities than it is to the social sciences. (Note: A history M.A. is one of minimum qualification options to teach Humanities.) The college as a whole would benefit, and no cost would be involved as the reassigned time for the two departments would simply be divided as appropriate. We also envision opportunities for more efficient scheduling and the possibility of developing new courses.

Q87 Please provide the goal action steps for the year (previously "Activities"):

1. Administrative action with buy-in from all stakeholders.

Q88 How will the goal be evaluated?

After department reorganization the division dean will assess if the reorganization has resulted in organizational improvements.

Q89 Do you have another new goal?

No

Page 17: New Goal 4

Q90 New Goal 4:

Respondent skipped this question

Q91 Link to College Strategic Goal

Respondent skipped this question

Instructional Comprehensive Program Review

Q92 Please provide the rationale for this goal: **Respondent skipped this question**

Q93 Please provide the goal action steps for the year (previously "Activities"):
Respondent skipped this question

Q94 How will the goal be evaluated? **Respondent skipped this question**

Q95 Do you have another new goal? **No**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this goal? **No**

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to achieve this goal? **Respondent skipped this question**

Page 20: Faculty Position Request(s)

Q98 Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested:
Respondent skipped this question

Q99 Faculty Position Request 1 - Related Program Goal(s): **Respondent skipped this question**

Q100 Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form [here](#) (under Staffing Request Information). **Respondent skipped this question**

Instructional Comprehensive Program Review

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q102 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal?

Respondent skipped this question

Page 22: Classified Staff Position Request(s)

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q106 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Instructional Comprehensive Program Review

Q109 Classified Staff Position 2 Related Program
Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

Respondent skipped this question

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 27: XI. Supplies/Equipment Resource Needs

Instructional Comprehensive Program Review

Q117 Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal? **Respondent skipped this question**

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form **Respondent skipped this question**

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form **Respondent skipped this question**

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal? **Respondent skipped this question**

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal?

Respondent skipped this question

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 35: Executive Summary

Q131 Executive Summary

Respondent skipped this question

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
