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COMPLETE

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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Mathematics

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**Q2** Lead Author and Collaborators:

Dan Curtis; Tammi Marshall; Terrie Nichols; Rachel Polakoski; Scott Eckert; Lamia Raffo; Chris Navo; Bryan Elliott

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**Q3** Dean:

Pam Kersey

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## Instructional Program Review Annual Update

**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible [here](#).

- Placement into any math corequisite-support course is aligned within our District.
- One full-time math faculty, Eric Preibisius, retired, and we are in the process of hiring his replacement.
- The math, English, and ESL departments won the Dr. John Rice Diversity & Equity Award for implementing redesigned pathways in all three disciplines that confront the inequities of the traditional basic skills pipelines of doom. At the award ceremony in Sacramento we were lauded for our ambitious reforms and setting the bar for “annihilating the achievement” gap throughout the state.
- Due to growth in the science and engineering programs (which we fully support), we lost future full-time math faculty offices.
- Two full-time math faculty work for and with the California Acceleration Project (CAP) to lead the way as colleges throughout the state struggle to comply with AB 705. The Math Department was nearly AB-705 compliant before the bill was written. Furthermore, we were fully compliant one year before the mandated deadline of fall 2019.
- In fall 2018, we began our participation in the College Equity-minded training program. There were 16 regular math faculty participants, half of which were part-time faculty.
- To better articulate a framework for the pedagogical reforms we implemented when we eliminated the math pipeline of doom, we participated in a CMI (Comprehensive Mathematics Instruction) training program lead by one of our part-time math faculty.
- We continued to evaluate and revise as needed all of our corequisite support models in: Intermediate Algebra, Statistics, Business Calculus, and PreCalculus.
- We collaborated with Tutoring to expand hours and workshops and successfully restructured tutoring in the STEM Center.
- We adopted and began implementing a zero or low cost textbooks policy for our program.
- For use in our statistics courses, we converted the Open Learning Initiative's interactive learning materials to Canvas. The Canvas course serves as a free interactive online textbook. Consequently the Math 160 and the Math 160+60 students no longer need to purchase a textbook for the course. And more importantly, the learning materials are available on day one, so financial aid students are not left behind during the first few weeks of the semester.

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### Page 2: IIB. Student and Program Learning Outcomes

**Q5** 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](mailto:tania.jabour@gcccd.edu).

**Yes**

## Instructional Program Review Annual Update

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

We use longitudinal data to inform our evaluation of SLO and PLO assessments. This includes inter- and intra-disciplinary course sequences initiated with a math course.

In addition, as we analyzed our SLO assessments and are overall happy with the results. One constant we continue to notice is assessing on the final exam is a struggle. Students overall do not do as well and their stress level is higher resulting in lower assessment scores. As a result, we will continue to look at assessments during the semester instead.

Many of our SLO assessments show positive results. And while some of the SLO assessments have not yielded the results we would like, we have found the learning and positive results are continuing to rise in those areas/classes. The Community of Practice (COP) groups are helping tremendously with several of our classes in this area as they discuss lessons and student learning.

While we do not have a COP for all courses, the instructors in these courses work together to ensure students are learning the material and make changes in lessons where needed. Lastly, we will continue to look at our assessments overall with student achievement to help us get an overall picture of our assessment results.

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**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

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**Q8** Are the PLOs mapped onto the course SLOs? **Yes**

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**Q9** Discuss your assessment plan for the PLOs.

As we assess the course SLOs we will look overall at the assessment of the PLOs. In addition, there are a few instructors who use projects in the last courses needed. These projects map to course SLOs but are a more general reflection of the PLOs.

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### Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

Over the past several years, the course success rates have held steady at around 66%. Our primary concern, however, is pipeline completion rates. Our new placement policies are designed to place students into higher level math classes than under the previous policy. The fact that the success rates have remained steady can be attributed to the addition of co-requisite support courses, as well as extensive professional development and instructor training as part of our Community of Practice.

In addition, comparing those students who placed into transfer-level math courses and those students who traditionally would have placed into basic skills math courses, data indicates that both groups of students who take subsequent math courses or courses in other disciplines are similarly successful.

## Instructional Program Review Annual Update

**Q11** 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%. 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 goal for success rate across all courses in the program?

68%

The Math Department is focusing on throughput and completion rates rather than course success rates. Although we do not focus on course success rates intentionally, we do focus on the things that will support this such as student learning and pedagogical changes. Our focus is to improve student learning and educational goal attainment and as a consequence we expect course success rates to improve.

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**Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

African-American students success rates ranged from 49% to 59% from fall 2013 to fall 2017 with an overall success rate of 52% during this time frame. Latinx students success rates ranged from 55% to 63% with an overall success rate of 59% during this time frame. These are below the success rates of white students which ranged from 72% to 75% and had an overall success rate of 73% during this time frame.

However, it should be noted that in the first year of the Math Pathways program, we improved throughput rates of African-American students from 6% to 55% and Latinx students from 15% to 65%. In the same sense, the throughput rates for white students went from 16% to 76%. While all boats have risen, an equity gap still exists.

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**Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

- It often takes well into the semester for students to receive their financial aid award
  - The low number of tutors during the day and lack of evening tutoring
  - Instructors may harbor hidden biases
  - Lack of diversity in staffing and tutors
  - Lack of open communication about cultural differences
-

## Instructional Program Review Annual Update

**Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

In order to tackle hidden biases and lack of open communication about cultural differences, during fall 2018, 16 members of the Math Department, part-time as well as full-time, participated in the twice-monthly Equity-Minded Training workshops. These workshops will continue in spring 2019, where we will be working together to develop strategies designed to address the equity gaps that can be incorporated into our classrooms immediately and in the future. In addition, we have an Equity-Minded syllabus workshop planned during spring 2019 as well as 14 members of our department attending the Acceleration Across California conference which has a strong focus on equity. We will continue to encourage faculty to attend equity-minded professional development activities.

To help alleviate financial issues our goal is to make all of our courses no to low-cost textbooks and keep course costs low overall. We have developed many of the materials for our support courses. This makes it so we can either offer the materials free to our students or at cost for printing purposes only through the bookstore. In addition, are using OER textbooks or reduced cost textbooks for several of our classes. For our other courses, we are expanding our free and reduced cost textbook program as part of our ongoing efforts to reduce overall course costs.

We will continue to work with tutoring to expand hours and diversity. The hours are, unfortunately, dependent on adequate funding.

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**Q15** How do these activities align with the goals set forth in your last comprehensive program review?

Our primary goal from our previous comprehensive program review was to move toward equity while dramatically increasing student success and throughput rates. These activities directly align with this goal.

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**Q16** OPTIONAL: 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. You can upload PDF, Word, and image files. **Respondent skipped this question**

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Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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## Instructional Program Review Annual Update

**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Our online success rate from fall 2013 through fall 2017 was 54% for our online Math 160 sections (the only course we offer online), compared to 70% over this same time frame for Math 160 face-to-face.

However, OLI on Canvas (now being used in our Math 160 online sections) incorporates proven best practices for online learning identified by AMATYC (American Mathematical Association of Two-year Colleges) that improve success rates. Some of these online learning best practices proven to improve success rates include seeing and hearing the instructor, effective group work, and consistent navigation within the course all of which are in the OLI on Canvas course. Additionally, we have seen that forcing sequential navigation through the course significantly improves student success in online assessments.

Ask Myra for the learning model she mentioned where you learn in small chunks and do a short activity with immediate feedback.

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Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)? **Yes**

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Page 7: Previous Goal 1

**Q21** Previous Goal 1:

Revising and Improving the Math Pathways program

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**Q22** Link to College Strategic Goal(s):

<b>Basic Skills Acceleration</b>	,
<b>Guided Student Pathways</b>	,
<b>Student Validation and Engagement</b>	,
<b>Organizational Health</b>	

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**Q23** Goal Status **In Progress**

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## Instructional Program Review Annual Update

### **Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

In fall 2016, we started offering our concurrent enrollment support courses as part of our Math Pathways program. Also, we stopped offering Math 088, Math 090, and Math 103. Any student that would previously have been placed into those classes is now placed into Math 096, Math 110+010, or Math 160+060 depending on their major or area of interest. We continually monitor the percentage of students who are completing a transfer-level math course and have seen a dramatic increase in these numbers. The Math Pathways program will continue to be the Math Department's main priority for the foreseeable future, as we will constantly be making improvements.

At the time we launched it, the Math Pathways program was revolutionary in the state of California. After AB 705 was passed, however, the Math Pathways program has taken on even greater importance. Because of the changes colleges are required to make to their placement policies, the Math Pathways program has become a model for how colleges can successfully navigate the placement changes.

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### **Q25** Please provide the rationale for this goal:

Motivated by the success of our Stats Academy program and a comprehensive review of the literature and examination of the evidence, we determined that students in all math pathways (STEM, Liberal Arts, CTE, Business, and Education) would benefit from acceleration. Based on what we found through our research, we developed the Math Pathways program based on the three high-leverage strategies: Accelerate Remediation, Concurrent-enrollment Support Courses, and a change in placement policies. Simply stated, the goal of Math Pathways is to eliminate the equity gap. By implementing the three high-leverage strategies, Math Pathways provides all students, and, in particular, disproportionately affected students, with an achievable pathway to earning a degree or certificate or transferring to a four-year institution.

The Math Pathways program is specifically designed to support the department's vision, namely to plug holes in the leaky pipeline and to close the equity gap. By shortening the pre-transfer pipeline, we give students fewer opportunities to fall out and allow them to complete their math requirements in a timelier manner. Also, with our previous placement policies, disproportionately impacted students were much more likely to find themselves in the pre-transfer math classes. By revamping the placement policies, we have closed the equity gap regarding access to a transfer-level math course. This, in turn, means an increase in throughput rates and the annihilation of the equity gap.

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## Instructional Program Review Annual Update

**Q26** Please provide the goal action steps for the year (previously "Activities"):

Revising and improving the Math Pathways program is an ongoing process that will keep us busy for many years, all based on the results of the data that we are collecting about the Math Pathways program. With the new requirements of AB 705 and our push to move non-BSTEM majors in Statistics, we expect the demand for Math 110+010 to diminish. Over the next year, we plan to explore options for improving the BSTEM path for students that are highly unlikely to succeed in Math 110 without support.

Our Math Pathways program is a model for colleges throughout the state, and as a result, members of our department have taken on leadership roles in state-wide organizations such as the California Acceleration Project by presenting seminars and workshops at conferences.

Since the majority of our courses are taught by part-time instructors, the Community of Practice and Teacher Mentoring programs we have developed have been essential to the success of the Math Pathways program. We will continue to implement these programs, provided we have the funding required to sustain them.

Even with having hired three full-time instructors within the last four years, we are once again down to eight full-time instructors with the retirement of Eric Preibisius. The department is spread thin as we continue our work with the Math Pathways program. We continue to need full-time faculty that can devote time to not only teaching in the program, but also with the continuous development of instructional materials and Community of Practice. The current workload within the department is not sustainable for the long run.

In addition, the tutoring budget cuts have hit hard. Students need to be able to get help and it needs to be made available at many hours during the week. We would like to see additional tutors during the day as well as have tutoring open until 8:00 pm four nights of the week (instead of just two nights). But this takes money, and tutoring often finds itself relying on soft money rather than having enough in the general fund.

To better articulate a framework for the pedagogical reforms we implemented when we eliminated the math pipeline of doom, we participated in a CMI (Comprehensive Mathematics Instruction) training program led by one of our part-time math faculty. Establishing this framework would require additional resources to continue CMI training, and develop materials for the courses based on CMI.

All of the above is going to require funding and with the BSSOT grant expiring June 30, 2019, not just the Math Department, but also English and ESL will need to find other sources of funding. The department is going to look into finding, writing, and winning a grant to continue to support this work. But additionally, the college should look into other sources of funding, such as through SEAP.

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**Q27** Do you have another goal to update?

**Yes**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2:

Training tutors for the Math Pathways program

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**Q29** Link to College Strategic Goal(s):

**Basic Skills** ,  
**Acceleration**  
**Student Validation and**  
**Engagement**

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## Instructional Program Review Annual Update

**Q30** Goal Status

**In Progress**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Tutoring received some data that shows over the first four semesters of the Math Pathways program, a student enrolled in Statistics with support who went to tutoring (even just one time) had a success rate of 81.3% versus a student who never went to tutoring having a success rate of 67.3%. Clearly tutoring helps students be successful and training the tutors is essential to this success.

In addition, tutoring surveyed the students in fall 2018 and found that 88.2% of students said they believe STEM tutoring helped them to get better grades. To add to this 60.4% of students said they might have dropped their class without the help of STEM tutoring.

In the future, we will continue to look at this type of data to ensure that students are learning and evaluate the training program to ensure it is helpful for the tutors and the students using these tutors.

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**Q32** Please provide the rationale for this goal:

We continue to work closely with Tutoring to ensure there are tutors available in the STEM Center that can assist students in all the math courses which includes those now taught in a student-centered learning environment.

With the Math Pathways program and the changes our department has implemented in the classroom (using a student-centered learning environment), it is important we continue to train tutors. Many, if not all, of the tutors went through our classes before these changes were implemented and for them to more effectively help our students, they need to be trained to understand what happens in the classroom. This takes money to pay the tutors for their time in training.

Unfortunately, the tutoring budget has continued to be cut and tutoring is working hard just to keep the hours they have. But this does not leave any funding for training.

The Math Pathways program has been designed to close the equity gap. It has been shown that students availing themselves of tutoring services are more successful than students who don't. Without training the tutors and expanding hours, our tutors will be unable to effectively help students be successful in these courses.

Due to a lack of funding, we were unable to implement the training program last year. While math is not specifically requesting funds, we once again wish to work with Tutoring to request funds in support of this training and expanded hours.

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**Q33** Please provide the goal action steps for the year (previously "Activities"):

The Math Department collaborates with Tutoring to train tutors so they can better help students in the Math Pathways program. Due to the innovative teaching methodology, tutors need specialized training for students in these classes. In past years, we have had tutors participate in job shadowing by having them attend the classes to see what the students are learning and how it's being taught. We plan to continue and hopefully expand this practice, provided tutoring has the funding available to continue with the training.

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**Q34** Do you have another goal to update?

**Yes**

## Instructional Program Review Annual Update

### Q35 Previous Goal 3:

Marketing for Math Pathways

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### Q36 Link to College Strategic Goal(s):

**Basic Skills  
Acceleration  
Guided Student  
Pathways**

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### Q37 Goal Status

**In Progress**

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### Q38 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Our marketing campaigns have been successful. We have noticed a significant drop in the number of students being advised into Math 110+010 or Math 110 when they should have been in Math 160+060 based on their major. Over the last year, we have seen students in the support courses were, for the most part, where they were supposed to be, based on their major and level of placement. When talking with our students, one thing we have noticed as time has passed is that word has gotten around about the Math Pathways program. Students are aware of it even before they speak with a counselor. We will continue to work with Counseling to ensure students are being advised properly in regards to the Math Pathways program.

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### Q39 Please provide the rationale for this goal:

When we launched the Stats Academy back in 2011, we noticed that many students didn't enroll in the course because they didn't know about it, and others enrolled in Math 096 when it was inappropriate for their major. It took a significant marketing campaign to properly educate the students and the counselors about which students would benefit from the program and which would not.

From this experience, we expected to have similar issues when we launched Math Pathways, and we have seen issues with many students being enrolled in an incorrect course. Therefore, a campaign to educate students and campus-wide constituents about our Math Pathways program was started in spring 2016 before we launched and will continue until the program has achieved a sufficient level of institutionalization.

In addition, with the launching of our new multiple measures assessment to go live March 1, we want to educate students who may have put off their math courses to assess or reassess so they are placed properly.

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### Q40 Please provide the goal action steps for the year (previously "Activities"):

The Math Department will work with the Counseling Department and other campus-wide constituents to educate students about the Math Pathways program. The goal of the marketing campaign is not only to let students know the program exists and which class is right for them, but also to align their expectations with how these new courses are going to be taught and what is expected of them. In the past, we have also placed posters around campus and the high schools informing students of the new placement changes.

For our new assessment process we will make sure all constituencies on campus are aware of the changes, especially Counseling; place posters around campus; put announcements on social media; and send emails to students if needed.

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## Instructional Program Review Annual Update

**Q41** Do you have another goal to update? **Yes**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4:

Interdisciplinary Concurrent Enrollment Support Courses

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**Q43** Link to College Strategic Goal(s): **Basic Skills Acceleration**, **Guided Student Pathways**

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**Q44** Goal Status **In Progress**

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

In 2017-2018, we piloted a course that paired an intermediate algebra course with an ESL course. This pilot was not successful and has been discontinued.

For future collaborations, we will get data from IESE, do surveys with the students, and talk with the instructors to see what is working and not working.

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**Q46** Please provide the rationale for this goal:

Due to articulation issues with SDSU regarding Math 160 for psychology majors, we have seen students taking Math 096 (or even Math 160+060) and then Psych 215. For most students, this is a waste of a semester. For this reason, we are working with the Psychology Department to offer a Math 060 support course linked to a Psych 215 starting in fall 2019. This will allow students to complete their statistics requirement in one semester.

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**Q47** Please provide the goal action steps for the year (previously "Activities"):

We starting working with the Psychology Department to adapt our current Math 060 course to allow it to be paired with Psych 215. This is planned to be offered in fall 2019.

We will work closely with the instructor to ensure the materials covered in the Math 060 section are relevant, but still meet the requirements of the course. The two instructors will work closely together on these materials.

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)? **No**

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Page 12: New Goal 1

**Q49** New Goal 1:

Implement Math Vision Project/CMI framework for college level math classes (long term goal)

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**Q50** Link to College Strategic Goal(s):

**Basic Skills** ,  
**Acceleration**  
**Student Validation and**  
**Engagement**

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**Q51** Please provide the rationale for this goal:

establish a framework that better articulates what we have done - the structure for what we have done (look at what Terrie wrote)

converting from traditional instruction to student-centered learning because it improves student learning and equity gaps

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**Q52** Please provide the goal action steps for the year (previously "Activities"):

training for CMI  
developing material for the courses based on CMI  
find, write, and win a grant to continue to support Math Pathways work  
Math, English, and ESL need to be considered for SAEP  
PD

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**Q53** How will the goal be evaluated?

**Respondent skipped this question**

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**Q54** Do you have another new goal?

**No**

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Page 13: New Goal 2

**Q55** New Goal 2:

**Respondent skipped this question**

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**Q56** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q57** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q58** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q59** How will the goal be evaluated?

**Respondent skipped this question**

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Instructional Program Review Annual Update

**Q60** Do you have another new goal? Respondent skipped this question

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Page 14: New Goal 3

**Q61** New Goal 3: Respondent skipped this question

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**Q62** Link to College Strategic Goal(s): Respondent skipped this question

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**Q63** Please provide the rationale for this goal: Respondent skipped this question

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**Q64** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q65** How will the goal be evaluated? Respondent skipped this question

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**Q66** Do you have another new goal? Respondent skipped this question

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Page 15: New Goal 4

**Q67** New Goal 4: Respondent skipped this question

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**Q68** Link to College Strategic Goal(s): Respondent skipped this question

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**Q69** Please provide the rationale for this goal: Respondent skipped this question

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**Q70** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q71** How will the goal be evaluated? Respondent skipped this question

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal? Yes

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal? **Yes**

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Page 18: Faculty Position Request(s)

**Q74** 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:

This is a full-time tenure-track instructor position request that would help the department's full-time faculty grow for the first time since 2012. This position would help with our Math Pathways program, equity efforts overall, and in teaching our upper-level courses which are growing at huge rates.

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**Q75** Faculty Position Request 1 - Related Program Goal(s):

Revising and Improving the Math Pathways program; Interdisciplinary Concurrent Enrollment Support Courses; Implement Math Vision Project/CMI framework for college level math classes

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

**Math Faculty Position Request 18-19 FINAL.docx(19.3KB)**

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**Q77** 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**

**Q78** Faculty Position Request 2 - Related Program Goal(s):

**Respondent skipped this question**

**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

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**Respondent skipped this question**

Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal? **No**

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Page 20: Classified Staff Position Request(s)

**Q81** 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**

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**Q82** Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

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**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

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**Q85** 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**

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**Q86** Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request 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**

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

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Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal? **Yes**

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Page 22: Technology Request(s)

## Instructional Program Review Annual Update

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:	<b>NetSupport License for Math Computer Lab to block students from opening additional websites</b>
One time or On-going	<b>One time</b>
Amount Requested \$	<b>\$1,243.60</b>
Related Program Review Goal(s):	<b>1</b>

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**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:	<b>Replacing all computers in our Computer Lab and Classrooms</b>
One time or On-going	<b>One time</b>
Amount Requested \$	<b>\$67,292.93</b>
Related Program Review Goal(s):	<b>1, 4</b>

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### Page 23: VIII. Perkins and Strong Workforce Resource Needs

<b>Q92</b> Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?	<b>No</b>
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### Page 24: Perkins Request and Strong Workforce

<b>Q93</b> 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.	<b>Respondent skipped this question</b>
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<b>Q94</b> 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.	<b>Respondent skipped this question</b>
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### Page 25: IX. Supplies/Equipment Resource Needs

<b>Q95</b> Are you requesting supplies and/or equipment resources to achieve this goal?	<b>Yes</b>
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### Page 26: Supplies/Equipment Request(s)



## Instructional Program Review Annual Update

**Q96** 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.

Description:	<b>Computer Monitor Privacy Screens (the attached quote is for one)</b>
Amount Requested \$:	<b>\$6,650.76</b>
Related Program Review Goal(s):	<b>1, 4</b>

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**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Privacy Screens.pdf (60.7KB)**

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<b>Q98</b> 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.	<b>Respondent skipped this question</b>
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<b>Q99</b> Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.	<b>Respondent skipped this question</b>
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Page 27: X. Facilities Resource Needs

<b>Q100</b> Are you requesting facilities resources to achieve this goal?	<b>Yes</b>
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Page 28: Facilities Request

**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

Description:	<b>Conversion of H-136 into a faculty office that opens up from the STEM Center</b>
Amount Requested \$:	<b>I don't know</b>
Related Program Review Goal(s):	<b>1</b>

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<b>Q102</b> Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: <a href="#">Facilities Request Form</a>	<b>Respondent skipped this question</b>
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Page 29: XI. Professional Development Resource Needs

## Instructional Program Review Annual Update

**Q103** Are you requesting professional development resources to achieve this goal? **Yes**

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### Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:	<b>Community of Practice for Stats and PreCalculus/Mentoring</b>
Amount Requested \$:	<b>\$38,000</b>
Related Program Review Goal(s):	<b>1, 4</b>

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**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:	<b>Workshops &amp; Conferences</b>
Amount Requested \$:	<b>\$30,000</b>
Related Program Review Goal(s):	<b>1, 4</b>

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### Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal? **Yes**

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### Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:	<b>Money to train tutors</b>
Amount Requested \$:	<b>\$3,500</b>
Related Program Review Goal(s):	<b>2</b>

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**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:	<b>Money to expand tutoring during open hours and expand hours</b>
Amount Requested \$:	<b>\$23,500</b>
Related Program Review Goal(s):	<b>1, 2, 4</b>

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**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module. **Yes**

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