



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-

Program Review Data Driven Decision Making

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

Program Review Reporting Cycle

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

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Program Information

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

Library

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

As a learning and instructional center, the Golden West College Library serves the entire campus. Students, faculty, and staff are encouraged to use the resources of the Golden West College Library to locate information to meet their educational, vocational, social, and personal goals. The instructional wing of the library improves the quality of research competencies of students by teaching them the skills they need to use higher quality resources for their courses that represent a wide field of disciplines and majors. The department faculty teach research concepts through librarian led instructional competency sessions, answer research questions at the reference desk in-person and online, teach one-unit online courses on information competency, and create librarian curated research guides for faculty and students.

The GWC Library acquires on-site and online resources that support the college curriculum. Each year, the library acquires print and electronic resources that support the educational needs of GWC students, faculty, and staff. Currently, the library maintains an on-site collection of more than 30,000 books, a print magazine and newspaper collection, DVD collection, and the Student Textbook Access Reserve (STAR) collection that includes textbook titles and course materials from many subjects taught on campus. In addition, the library aims to provide 24/7 quick and easy access to relevant research materials through its online databases such as electronic books, newspaper articles, journal articles, magazine articles, trade publications, government publications, primary documents, encyclopedias, and streaming videos.

Since the last program review cycle, the library had to endure the closure of the physical library building for an extended period due to the COVID-19 pandemic. This significantly impacted the library operations from March 2020-August 2021. The tremendous resiliency of the faculty librarians to transition its instructional program successfully to an online modality should be noted and acknowledged for their commitment to student success, equity, and access.

The most noteworthy changes made during the last program review cycle were as follows:

1. Library faculty converted the 1-unit 110 hybrid course to fully online.
2. All in-person reference desk consultations were shifted to online using the library chat software tool.
3. All instructional competency sessions were shifted from in-person to online using the Zoom software.
4. The online distance education librarian created a series of new research guides to help students access the library resources online.
5. Library faculty ordered new electronic books to supplement the book collection.
6. Library website and social media was updated accordingly.

Moreover, library faculty participated in vigorous outreach including using its social media tools and interacting on the campus app, connecting students to the wide array of existing online resources such as databases, research guides, electronic books, and streaming videos. Altogether, the transition was not an easy one for department faculty, but the librarians remained vigilant in serving the entire campus despite the physical building being closed.

In Fall 2021, the library partially reopened for two days with limited hours and limited in-person reference advisement and instructional competency lectures. The transition back from online will be gradual; however, some of the newly integrated online instructional components during the campus closure will remain part of the library moving forward.

What are your program's strengths?

The instructional program remains a program strength. The information competency sessions, research guides, and online resources remain an integral part of supporting the entire campus curriculum.

DATA:

Information Competency Program:

- 2018-19 academic year: 151 lectures, 4,553 students served
- 2019-20 academic year: 180 lectures, 5,588 students served
- 2020-21 academic year: 36 Zoom lectures, 1,235 students served

Online Research Guides:

2019-20 academic year:

- 13 new research guides developed
- 34 research guides updated
- 37,173 total views

2020-21 academic year:

- 10 new research guides developed
- 34 research guides updated
- 25,953 views

Virtual/Digital Presence and Online Resources

- Social Media: Facebook, Twitter, and a blog
- Online Reference/Chat Service (during library hours only)
- Current/updated/maintained library website

Online Resources

- Total Views for all the databases in 2020-21 Academic Year: 147,127
- 24-7 access to online resources: e-books, streaming films, scholarly and peer-reviewed journals, newspaper articles, magazines

Despite the library dealing with a campus closure during the COVID-19 pandemic, we remained vigilant in serving our students to ensure access to the library resources continued unabated.

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

Challenges:

1) Library needs to secure database funding as part of the library's adopted budget. The library does not have a line item for its database collection. It has been a challenge for the library to secure consistent funding each year to maintain and purchase the online database collection. The campus has been supportive in annually allotting funds. The Associated Students of Golden West College (ASGWC) has given the library funds to pay, in part, for its databases, but this allocation is a small percentage of the overall costs associated with the database expenditures. Moreover, ASGWC funding fluctuates each year, dependent on the number of department requests applying for a set limited amount of funds, so the portion requested does get fully funded. In addition, the campus has been generous in annually allotting lottery funds to assist in paying a portion of the database bills, but there has not been a set percentage allocated from lottery funds to make the budgeting process for the databases consistent from a year-to-year basis. The library faculty recommend that a set percentage of the lottery funds be allocated for database expenditures each fiscal year.

2) The library currently receives \$25,000 to purchase books and electronic books to support the campus curriculum. The library book budget has not seen an increase in more than fifteen years. As a result, the purchasing power of the book budget has decreased over time as inflationary costs have risen accordingly within the book publishing industry. In short, it has become exceedingly difficult for the faculty librarians to accommodate the rising costs of books in both physical and digital formats. As more disciplines are added such as an Ethnic Studies curriculum, the current book budget will continue to be stretched thin to support the entire curriculum with relevant and current titles. Ultimately, the faculty librarians would like to see a modest 10% increase in the library book budget to keep up with the rising costs of books and e-books.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

- Yes
- No

What type of awards does your program offer?

- Certificates
- AA/AS Degree
- Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	* N/A	* N/A	* N/A
Associate Degrees	* N/A	* N/A	* N/A
Associate Degrees for Transfer	* N/A	* N/A	* N/A

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

* This section is not applicable for the library courses.

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

* 24.

FTES/FTEF ratio from 2 years ago * 18.

FTES/FTEF ratio from last year * 20.

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

The library would like to increase enrollment for its courses. Currently, all the courses offered by the library are 1-unit courses. The faculty will explore the possibility of creating a 3-unit course on information competency in the future. In addition, to further improve program efficiency, the library will offer Library 110 the first eight weeks of the semester and Library 120 the last eight weeks as a short-term solution to increase enrollment in the courses.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

* The librarians have implemented a few strategies to make the courses more accessible for students. Both Library 110 and Library 120 do not have a textbook required. Rather, both courses use an Open Access textbook available online at no cost for students. As the ORPIE data shows, a large majority of the students enrolled in the library courses over the last four years were designated as economically disadvantaged. The department strategy of designating all library courses as zero cost has been an efficient strategy of making them more inclusive for economically disadvantaged students.

In addition, Library 110 was hybrid/online course prior to the campus closure for the pandemic. The faculty converted the course into a fully online one. This strategy made the course more accessible for students since in-person courses and prevented the course from being cancelled.

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.

* Library 120 has been a fully online course since its inception. Enrollment for Library 120 has held firm since the last program review cycle. The library faculty believe that the online modality of the course, makes it appealing for a number of students.

Library 110 prior to the pandemic was mostly online with the exception of one week that required students to come into the GWC library to complete an assignment. The transition to an fully online modality was made Spring of 2020.

Overall, the mode of delivery has offered minimal challenges for the library. Once the library building fully reopens, the mode of delivery for Library 110 will revert back to its original form.

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

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

SLOs must use different wording than the Course objectives. SLOs should reflect the objectives without mirroring the language. You indicated that one or more of your courses needs to have a revision submitted to CCI within the next two academic years.

- I understand

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

- Yes
 No

Do you have active courses that are not part of a degree or certificate?

- Yes
 No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

The Program SLOs guide our program to increase instructional support and services to students. For example, when the faculty measure a student learning outcome for the library courses, the data is used to improve the delivery of course content to ensure students are successfully meeting the outcome. Alternatively, if students are not meeting a specific course SLO at an acceptable level of completion, then the faculty has the option to reassess it the following semester. Because the librarians believe good teaching requires a high level of assessment and self-reflection, the SLO data provides them an efficient process to improve and strengthen course content each semester. For the next Program Review cycle, faculty will evaluate all the course SLOs for Library 110 and Library 120 to ensure they remain relevant.

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.

The library had three goals from the previous Program Review cycle.

Curriculum goal: Ensure the library courses maintain enrollment.

Summary:

The goal of maintaining enrollment in the library courses was not met. The unprecedented campus closure in March 2020 from the COVID-19 pandemic impacted enrollment for the entire campus. The library courses, therefore, were not immune to this development. In fact, student enrollment data from the Research Office showed that course enrollment dropped for both courses during the 2020-2021 academic year than previous years

Instructional Goal: Increase the number of students who are skilled in information literacy.

Summary:

The goal of increasing the number of students who are skilled in information literacy did not come to fruition due to the unprecedented campus closure in March 2020 for COVID-19. The library instructional literacy program had to shift from an in-person format to an online modality. The data indicates that in 2020-2021, the number of orientations and lectures dropped substantially from 2019-2020 as well as the number of students served.

- 2019-20 academic year: 180 lectures, 5,588 students served in-person
- 2020-21 academic year: 36 Zoom lectures, 1,235 students served online

Altogether, the library was not able to meet this goal due since in-person library lectures are the primary modality for the instructional program. The closure resulted in a 77.9% decrease in students served. This is a significant percentage that essentially eliminated the possibility of this goal from being met.

Facility/Technology Goal: Increase and modernize technology and optimize the space in the library for students by providing them current technologies that recognizes equity issues and increases student access.

Summary:

The technology goal was not met due to the unprecedented campus closure in March 2020 from the COVID-19 pandemic. The library building was closed from March 2020-August 2021. All technological projects were placed on hold until the campus reopened. In addition, the pandemic impacted technology related supply chains internationally, causing chip shortages worldwide, so any upgrades to the library technological infrastructure, including the replacement of computers, have been delayed indefinitely.

In addition, the library had eight resource requests in the the last Program Review cycle. Three resource requests were funded in Fall 2021.

1. Two student printers.(Approved for funding)
2. New security gates for the main entrance of the library. (Approved for funding)
3. Large book scanner. (Approved for funding)
4. Chromebook Request (Not funded)
5. Cloud Printing Request (Not funded)
6. Database Request (Not funded)
7. IPADs (Not funded)
8. Lab Replacement (Not funded)

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

The librarians would like to see a line item included in the library budget to purchase all the subscription databases in the collection. Currently, the funding of database subscriptions is dependent on ASGWC funding and lottery funds. ASGWC funding is not a guaranteed source of funding, and it requires an application process each year. The librarians recommend that a fixed percentage of lottery funds be allocated instead to the library budget, making the funding of databases more efficient and consistent each fiscal cycle. Students will benefit from this goal because consistent funding each fiscal year supports guaranteed access to online database resources, which in turn, helps increase their success in completing research assignments.

What actions will the program take to accomplish this goal?

The faculty and Dean will meet during the semester to create an action plan to accomplish this goal. This will include gathering necessary documentation such as costs, statistics, and data to justify why a fixed percentage of lottery funds is a more efficient way to fund database expenditures than through the current allocation process.

What metric will you use to measure your goal?

The library will compile invoices and expenses on an excel spreadsheet to measure the 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)

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

It has been difficult for the faculty librarians to keep up with the rising costs of print and electronic resources. The collection development book budget for the library is \$27,000 each fiscal year. The librarians ensure that the collection reflects the college curriculum, but the current allocation is not enough to support it. The library has not seen an increase in the collection development budget for more than seventeen years despite supporting forty-four programs and majors. The goal is to seek a modest increase in the collection

development budget to support the curriculum of current programs and new programs on the horizon. Students will benefit from this goal because it supports access to up-to-date book sources in a variety of disciplines that helps them complete their academic research successfully.

What actions will the program take to accomplish this goal?

*The faculty and Dean will meet during the semester to create an action plan to accomplish this goal. This will include gathering necessary documentation such as costs and data to justify an increase in the collection development budget.

What metric will you use to measure your goal?

*The library will compile the costs needed to support the print and electronic titles for the upcoming academic year.

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

*Since the library was closed for an extended period during the COVID-19 pandemic, the number of students served with in-person library research instruction was zero for the 2020-2021 academic year. This closure had a significant impact on our in-person library instructional program. The library went from a 100% in-person instruction model to 100% online and synchronous instruction during the closure. The goal is to have a higher ratio of in-person instruction library orientations than online in the next two-year period. Students will benefit from this goal because it supports access to in-person library orientations, giving them access to a faculty librarian and the library. This in turn will help increase student success in completing research assignments efficiently since librarians provide direct support for academic research.

What actions will the program take to accomplish this goal?

*The department faculty and Dean will meet during the semester to create an action plan to accomplish this goal.

What metric will you use to measure your goal?

*The library will gather data on the number of orientations, lectures, and tours scheduled for both in-person and online for the 2021-2022 and 2022-2023 academic years. This data will be used to measure the 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

Due the library closure from 2020-2021, zero faculty entered the physical building of the library. As the library gradually returns to in-person hours, the librarians will promote a vigorous outreach campaign to alert faculty of in-person service hours. This includes using social media, the campus app., and website. In addition, other forms of outreach opportunities will be discussed to ensure both full-time and part-time faculty are aware of the return of in-person operating hours. Students will benefit from this goal because it is their instructors who

encourage students to use the library, so if faculty are aware of the new hours, this in turn will increase student usage of the library.

What actions will the program take to accomplish this goal?

The Dean and librarians will meet to create an action plan to accomplish this goal.

What metric will you use to measure your goal?

The librarians will gather data from its outreach activities.

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 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

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

The Library engages in the institution-wide steps to self-evaluate. These steps address the requirements of accrediting bodies, such as the Accrediting Commission for Community and Junior Colleges (ACCJC). The library assesses its achievements towards student learning, goals, and endeavors to accomplish outcomes under Standard II: Library and Learning Support Services.

Optional file upload (if desired)

Optional file upload (if desired)

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.

...3831333839

Gonzalo Garcia

Signature

02/07/2022, 12:18 PM

Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

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

*Suggestion to add description of how the three goals align Vision 2030 Equity and Success goal.
Goal 3 - The objective of the goal is unclear. "

Dean's Second Review

Superuser final check

CCD Reviewer

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

I have completed the CCD Review

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

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

IEC Signature

Electronically signed by Robyn Brammer on 11/24/2021 2:22:31 PM