

SBCC Instructional Program Review

[Program Review Instructions and Guidelines](#)

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Division: Health and Human Services

Unit: Early Childhood Education and PCW

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1. Mission and Relation of the Instructional Program to the College

1. What is the mission of your unit?

The Early Childhood Education (ECE) department at Santa Barbara City College prepares students to enter the profession of early care and education. Through rigorous academic courses and supervised teaching, students learn the basic principles of early childhood education and development. These fundamentals include child development curriculum and instruction, observation, assessment, health, safety and nutrition for children from birth through eight years. Considerable emphasis is placed on professional development and the importance of effective communication and collaboration with other educators, parents, and community stakeholders. Further, ECE students gain knowledge and understanding of multicultural teaching and learning practices in order to better serve diverse populations. Our mission has stayed essentially the same for the last 47 years of the department.

PCWs: The parent education classes offered by SBCC at the Parent-Child Workshops (PCWs) offer comprehensive noncredit parenting education at four community-based cooperative preschools.

2. Identify or outline how your department/program contributes to the mission of the College.

Please limit to a single paragraph.

The Early Childhood Education (ECE) department contributes to and bolsters the mission of Santa Barbara City College in several key areas. ECE affords learners of all academic backgrounds the opportunity to prepare for a robust career in early care and education. Enrollees are first-generation college students, returning adults, second-language learners, local entrepreneurs, and students ready to transfer to four-year institutions. Thus, the department “serves all segments of a diverse community” and “fosters lifelong learning,” two essential standards of the College mission. Furthermore, ECE underscores the mission of SBCC by promoting student learning and development in myriad ways. The ECE department, for example, hosts a laboratory teaching program at Orfalea Early Learning Center, whereby students have the distinct, real-world opportunity to apply what they learn in the classroom to a laboratory teaching setting. In this hands-on, skills-based setting, ECE, thus, supports the College’s Institutional Student Learning Outcomes, which include problem-solving, critical thinking, media literacy, and career development, to name a few.

PCWs: The parent education classes at the PCWs contribute to the mission of SBCC through:

- a. Dedication to quality life-long learning. The parent education classes are repeatable. Most students take them for at least two years (sometimes more) because they value the learning community, the support network, and involvement in their child’s education. Instructors strive to provide the basic course information in fresh and interesting ways, to meet the needs of new students and ongoing students alike.
- b. Commitment to policies and practices that work for students. Our students are also parents of young children, and we utilize practices (such as emergency family leave, new baby leave, etc.) that take into account their unique needs.
- c. Open enrollment and inclusive policies. The parent education classes practice open enrollment and are available to any adult in the community, even those who do not have a child in the cooperative preschool. Children are enrolled into the cooperative preschools based on a first-come, first-served model.
- d. Practices that develop student and family support networks. We consider this to be a primary PCW goal, and it drives almost everything we do. As a result, many students leave the PCWs with life-long friends and a support network that carries them through their child’s elementary, high school, college years--and beyond.
- e. Opportunities for involvement across learning modalities and development of critical thinking. There are many ways for students to participate and succeed at the PCWs: class lecture/discussion, lab work with children, small group work on specific projects, and hands-on involvement with the learning environment. This variety allows every student to make a worthwhile contribution to the class. Additionally, students are encouraged to examine their parenting goals and weigh them against their everyday practices with their children--an ongoing challenge.
- f. Helping parents establish a college-bound mindset for their children.
- g. Commitment to global responsibility in class discussions (such as nonviolent conflict resolution) and sustainable lab

practices (such as composting, recycling, pesticide-free facility maintenance).

h. Engagement with the wider Santa Barbara community. The PCWs are community based and interaction with the community is a natural outgrowth of this. We interact with fire, police, licensing, health, educational, insurance, and governmental agencies along with local business people and neighbors. Additionally, all of our students have lives beyond their parenting classes.

2. History

History (update) since the last program review.

1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.

The Early Childhood Education Department began in 1969 in response to the increasing community need for the training of preschool teachers and aides to meet the licensing regulations of Title XXII and Title V.

In 1969, Joanne Hendrick was selected as the first department chairperson, who together with the help of community ECE professionals such as Sarah Foote, Lou Grant, Bette Deckenback, Elinor Brelsford, and Norah Clancy developed a course of study that offered both a certificate and degree.

The Santa Barbara City College (SBCC) Children's Center was opened in the Fall of 1972 with money from the California State Department of Education, at a location near the main campus of SBCC on Coronel Avenue. Space was inadequate to meet the needs of fifty-five children enrolled and to serve as the lab for the ECE Department. With the acquisition of bond revenues, a new site was purchased, a building constructed and occupied in the Spring of 1977, at 365 Loma Alta Drive.

The core courses developed in the early years of the department remain a primary part of the curriculum, although modifications, alterations, and additions have occurred to up-date and improve the certificate and degree requirements. Curriculum changes have reflected a shift in the training of students for traditional nursery schools to child development centers.

The curriculum is constantly expanding to meet the need for students to be more versatile and knowledgeable in areas such as infant/toddler development and care, brain development, diversity issues, parent relationships, children with special needs and school-age care. A strong interest in special topics classes remains and is a major source of professional development for many licensed teachers and others already working in the profession. This group of curriculum offers an intermingling of community professionals with the ECE majors.

PCWs: This is the first program review for the PCWs. Previously we were included in the program reviews for adult education (our programmer was Andrew Harper). Here is a brief history:

- The PCWs have provided the venue for SBCC noncredit parent education for over sixty years.
- SBCC provides the parent education instructors for the classes offered at the PCWs. Historically each PCW has been assigned one tenured instructor to teach one weekly parent education lecture and five weekly parent education laboratory classes per week (the percentage of instructional time has varied over the years—currently it is 80%).
- Each PCW is a California Community Care licensed preschool, and a separate 501c3 organization, incorporated as a cooperative. One PCW is located in Goleta, one in Carpinteria, and two are in Santa Barbara.
- The PCWs provide the facilities, assistant directors, children, and all equipment and services necessary for a licensed cooperative preschool.
- The relationships between SBCC and the PCWs were informal for over fifty years. In 2010 SBCC and the PCWs formalized their respective responsibilities in Instructional Services Agreements, which are renewed on an annual basis.
- In 2014/15 the parent education offered at the PCWs joined the newly formed School of Child and Family Studies to provide noncredit parent education. Merging into “one college” caused challenges with student registration (not yet remedied) and significantly increased the time required for faculty to record positive attendance hours.

1b. Provide a history since last complete program review.

Developments in ECE since the last program review include: (1) our first new tenure track position in almost 25 years. Devona Hawkins joins us as the 3rd full time faculty member in the department. (2) The department is now offering a course in the iPath program with discussion to add one ED class beginning in Fall of 2017. (3) Kelly Lake has been a Gateway instructor using the in-bedded tutor model with his classes. Julie Smith started as a Gateway instructor Fall of 2016. (4) The department is beginning to move our classes to Canvas from Moodle with one instructor teaching fully with Canvas. The remaining department instructors will complete the conversion by Fall 2017. (5) The department has purchased iPads to be used (shared) by students in courses. The first course will be ECE 128 - Observation and Assessment. A major professional assessment tool is now delivered by iPad and our students need to understand how to use it in that platform. (6) Starfish, a student early alert and connect program, is being tested out this semester by one of our faculty before it is rolled out to everyone. (7) Curriculum updates continue. Fall 2015 saw 19 courses updated along with provisional approval of the core 8 Curriculum Alignment Project (CAP) courses. (8) New partnerships and grants continue to be developed. ECE and ESL worked together to develop an ESL to ECE pathway of 3 courses with a funds from the equity grant.

PCWs: This is the first program review for the PCWs. Previously we were included in the program reviews for Adult Education (our programmer was Andrew Harper).

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.

Our experience is less of a decrease in enrollment than the overall college. Our two year decrease from Fall 2013 to Fall 2015 was 5%, and the Spring semester decrease was 9%. This is significantly lower than the 14.3% decrease for the college as a whole.

Because the change in ECE enrollment is a decrease, as is the college, I believe the issues are similar. Increased job opportunities and a better economy encourage employment over education. We may be better off due to the fact that many of our students are part-time, earning units and ECE degrees while employed in the field. This may encourage them to continue taking courses even when jobs are available.

PCWs: Data is not available for PCW classes. However, enrollment in the classes at San Marcos Parent-Child Workshop suffered a significant decline over the past few years. We believe that the location was the main reason for this decline. San Marcos PCW just completed a move to a new site, better suited for a preschool lab setting, and we believe that enrollment will grow. Also, because of the low enrollment, when the San Marcos PCW tenured parent education instructor retired in June 2016, she was replaced by two adjunct instructors to teach the lecture and lab classes. This is a new model for PCW instruction and we will analyze its effectiveness as the year progresses.

1b. Describe how the department/program is responding to these changes.

The department has responded to the decline in student enrollment with careful management of the class schedules. We reduced summer offerings by one course per section, but still offer more than in past years.

Enrollments are carefully watched and we are prepared to cancel classes that do not make enrollment caps. Fall 2016 we canceled one class on Autism with the hope more publicity and notice will allow the class to be offered in Fall 2017. All the other courses we offered did fill, but it took later in the summer for them to close. Two years ago classes filled by the second week of registration. Now most don't fill until later in the summer. Wait lists and add requests have decreased significantly.

We believe it is still important to offer our core 8 courses annually, though not all each semester. Our specialization classes, such as Administration, are offered on an annual basis, but in a timely manner for Community Care Licensing. We need to offer courses on a regular basis so that local Child Development facilities can hire qualified teachers and directors.

PCWs: See answer in 1a. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

2a. Successful Course Completion Rate

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2b. Successful Course Completion by Modality

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

2c. Successful Course Completion by Student Equity Populations

Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2d. Degrees and Certificates

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department. Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2e. Transfers

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab. Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2f. CTE Earnings and Job Placement

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

2g. Additional Department-Specific Data

Please provide and discuss any additional data unique to your department or program.

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).

ECE has successfully implemented SLOs. Thus, the course SLOs were completed by the accreditation visit. Overall, enrolled students meet or exceed standards in all ECE courses. Program SLOs are also completed, and one SLO has been drafted for each certificate and degree within the ECE department. We have mapped our program SLO's to institutional SLO's.

Again, ECE completes its 4-year rotation cycle. Students with quality instructional practices will meet and exceed standards for all SLOs. We have now continued into our next cycle.

PCWs: The parent education classes have completed one full rotation of the SLO cycle for the courses.

3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.

The primary strategy is faculty collaboration. But here is an expanded list of how ECE has met SLO objectives: (1) The department bilingual tutor was paid using Perkins funds; (2) ECE employs three department meetings per semester to discuss student issues and teaching strategies; (3) ECE faculty attend conferences and integrate new and innovative teaching strategies into pedagogy; (4) The department discusses SLO data as a group and decides if it is going to modify the existing SLOs or assessments, and/or devise new teaching strategies; (5) ECE faculty identify students before the drop deadline to give them a realistic picture of where they stand. One change we have made is instead of having one adjunct faculty member being responsible for entering all SLO data, we trained all faculty how to enter data at our mid-semester department meeting. All faculty will be part of the data entry process.

PCWs: . Parent education faculty reviewed the SLO data, and as a group, modified SLOs to better reflect our teaching goals. Further, based on our assessment of the data, we also initiated changes in the emphasis we place on specific subject matter, giving more attention to areas in which we determined students demonstrated less competencies.

3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

As stated, ECE is on target for completing its SLO Implementation Cycle. No changes are necessary.

PCWs: All courses have completed a cycle of SLO assessment and are mapped to the ISLOs.

Faculty Information

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

The ECE department has 2 contract faculty and between 9 - 11 adjunct per academic year.

The TLU totals fluctuate slightly each semester. Full time faculty typically teach 15 TLU's each (total of 30) while adjunct have ranged from 49 to 59.

The FTEF totals for contract is 2 while adjuncts have ranged from 3 to 4.

Overload is not a significant issue in our department. It ranges from .0046 to 2.89 and is usually tied to the number of work experience students we have enrolled in ECE 290.

Our ratio of FT/PT has stayed between 32 -38%/ 69 to 62%. It is still well over the preferred ratio of 75/25 %.

We often are approached to collaborate with local projects, present at local or state trainings, assist with local career nights, serve on local committees or boards, complete verification of our courses to the Credentialing Office in Sacramento or to the CCCECE curriculum alignment project, but we do not have any more time. An additional contract faculty member would provide much needed support in a variety of areas, but we are aware of the fiscal realities of the college and the state of California.

PCWs: Using adjunct instructors in the PCWs is a new model. We will assess the effectiveness of this instructional model as the year progresses. Since the contract parent education instructors also participate within the ECE professional community, we will also note if the two-adjunct model allows for this important collaboration and community outreach.

Department/Program Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

5. Where appropriate, use this information to identify your faculty, staff and resource needs.

We do not generate income. We have only two areas of discretionary funding in our general fund: duplicating and supplies. We are making do, but it is not optimal. We have made a switch from handouts to online papers that students download. This has allowed us to stay within our new duplication budget.

We do have one grant called the Child Development Training Consortium (CDTC) that reimburses students taking ECE classes for partial tuition. It also provides some additional materials monies for the department. It also pays some of the mileage of the LTA to travel in the community to observe student teachers. The Perkins grant assists with money for our bilingual department tutor.

We received a 3rd full time faculty member (Fall 2016) but are looking at a retirement of one faculty member in May 2017. We still do not have a designated classroom or two. We are pleased to receive some reader funds and Gateway Tutor Funds.

PCWs: One current contract parent education instructor will retire in June 2017. We intend to replace her with two adjunct instructors to teach the 80% lecture/laboratory noncredit course load.

4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by [COMPLETING THIS FORM](#).

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by [COMPLETING THIS FORM](#).

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the

successes and challenges in working with these units.

The ECE Department has collaborated with the ESL department in creating a Pathways to ECE program this fall. Members of the ECE faculty have participated in Gateway and iPath programs. Faculty also participate on committees and work groups that vary annually. Counselor Wendy Peters attends ECE orientations each fall to introduce herself to the students and answer questions about registration. We use the Orfalea Early Learning Center as a teaching lab for students in two courses, plus an observation site for other courses. Members from CTE, the career center, counseling, our dean, and other SBCC employees serve on our ECE Advisory Committee along with community members. We use the Parent Child Workshops for lab sites as needed. Laura Castro assists with curriculum development. Jenn Maupin from Biology speaks about genetics in our Child Development courses. Many departments request that we serve on evaluation committees and we request their faculty serve on ours. We provide information sessions on careers for the Career Center.

PCWs:

- Demonstration sites for ECE classes
- In-service session for Orfalea Early Learning Center
- Vocational Nursing provides TB testing for PCW students
- Project site for the Construction Academy
- ECE internship offered at Starr King PCW
- Project site for the Landscape/Horticulture Dept.
- PCW faculty utilize the Dean of Students, as necessary

Parent Education faculty would welcome additional interaction with SBCC units. Perhaps our off-site locations make this challenging, but we are looking for additional opportunities for collaboration.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

The following 11 activities serve as a sample of our work in the community and with business/industry.

- (1) Childcare Planning Council for Santa Barbara County
- (2) California Association for the Education of Young Children -
- (3) College night participation
- (4) Membership in local Santa Barbara Association for the Education of Young Children -
- (5) Children's Museum - Kelly is a Board member on exhibit development committee.
- (6) Natural History Museum - Field trip with Elaine Gibson
- (7) Autism Research Center of UCSB, speak in classes
- (8) Tri-Counties Regional Centers, speak in classes
- (9) Mentor teacher grant - serve our students
- (10) Community child development centers used for student employment while completing coursework.
- (11) Head Start, Community Care Licensing director Bob Chirico, Family Child Care Association, 1st Five Commission, UCSB Orfalea Family Centers, and After school program representatives are on the ECE Advisory Committee.
- (12) Provide Child Development Training Consortium funds to working students.

PCWs:

- There is frequent interaction between the PCWs and the local public and independent elementary schools—tours, meetings, workshops, etc.
- Parent education faculty serve on the leadership teams for the Early Childhood Education Networks (THRIVE, Carpinteria Children's Project, and the Santa Barbara Unified School District's Kindergarten Readiness Network).
- The PCW labs provide child referrals for special education assessment and therapy space for children/therapists.
- PCWs serve as community service sites for local middle and high schools.
- Starr King PCW is an inclusion site for the County Office of Education, Special Education Division.
- Lou Grant PCW in Carpinteria serves as a demonstration site for the Outdoor Classroom Network.
- Crandell and Medina-Garcia presented at the 2015 Nature-Based Early Childhood Education conference sponsored by Antioch University; Crandell will present at the 2016 conference, November 2016.

- Crandell is a member of the local, Leave No Child Inside Santa Barbara Coalition.
- Crandell presented at the “Children Learn with Nature” 2015 Conference, in Santa Cruz.
- Stoddard facilitated a monthly parent education class for the Carpinteria Children’s Project.
- Stoddard was a faculty fellow in the Simms/Mann Institute for Education and Community Development.
- Medina-Garcia taught a parent education class series for the SB County Housing Authority.

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department.

We have some very specific requests:

Remove ED program from Fine Arts Division and move to H&HS.

Separate out TEFL from ED program and move to Professional Development.

Make it possible to combine ECE data with ED 101, 291, and 295 because that is how the department functions.

Give PCWs their own category, rather than tagged on to ECE.

Data and plans could then be very specific and relate directly to the field.

8. Program Review Template: Goals

List your unit’s major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans College Plan 2009-2012 Dist. Technology Plan 2009-2012	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
1	Submit application for Transfer Degree for Early Childhood Education		Julie Smith	1.	1.	1.	1.
1	Create new certificates for ECE in Administration of Child Development Programs and Special Education in ECE.		Julie Smith	1.	1.	1.	1.
1	Work with Foundation to fund grant for student lab costs including fingerprinting, medical costs.		Julie Smith, Kelly Lake, Devona Hawkins	1.	1.	1.	1.
1	Complete		Julie Smith Devona	1.	1.	1.	1.

	Curriculum Alignment Project for core 8 classes.		Hawkins				
1	PCW - Increase enrollments in classes offered at San Marcos PCW		Granziera and Gilbert with support from all parent education faculty	1.	1.	1.	1.
1	PCW - Support Lou Grant PCW through instructional leadership transition.		Stoddard and Medina-Garcia with support from all paren education faculty.	1.	1.	1.	1.
1	PCW _Increase collaboration with the School of Child and Family Studies		Medina-Garcia, J. Smith, A. Price	1.	1.	1.	1.
1	PCW: Improve registration process for students		Medina-Garcia, A. Price, and student registration/enrollment offices.	1.	1.	1.	1.
2	Increase visibility of ECE department on campus to support student identity, equity and success.		Julie Smith, Kelly Lake and Devona Hawkins.	1.	1.	1.	1.
2	Maintain core classes needed for certificates and degrees		Julie Smith	1.	1.	1.	1.
2	To increase the number of students who complete certificates in ECE.		Julie Smith/Jack Friedlander	1.	1.	1.	1.
3	Work with 4 year institutions to plan articulation agreements favorable to SBCC ECE students.		Julie Smith Kelly Lake	1.	1.	1.	1.
3	Continually update curriculum to keep on schedule.		Julie Smith	1.	1.	1.	1.

4	Evaluate feasibility of Study Abroad Program with ED and ECE.	Julie Smith, Kelly Lake and Darrell Forthe	<p>1. Creation and implementation of ECE/ED Resource Center.</p> <p>2. Schedule core classes with frequency sufficient for students to complete courses in a timely manner.</p> <p>3. Develop/modify certificates to include these courses so they can remain in schedule and available to students. TLU for the courses will finance the courses.</p> <p>4. Adding two new certificates for specializations in directing child development programs and working with children with special needs.</p> <p>5. Develop a plan for ECE/ED to look at US systems and those of other countries.</p> <p>6. Get transfer degree approved.</p> <p>7. Work with new CSUCI Early Childhood Studies BA in Goleta to include our graduates.</p> <p>8. Meet with Antioch to renew our transfer policies.</p> <p>9. Create and submit new certificate plans to CAC by November of 2014</p> <p>10. Develop</p>	<p>1. Like to being in Spring of 2015 and will be ongoing process in terms of adding materials, workshops, tutors, etc.</p> <p>2. Ongoing process each semester. Attempt to plan ahead for sections, but have flexibility to drop or add sections during registration.</p> <p>3. Submit to CAC in 11/14 for implementation in Fall of 2015</p> <p>4. By Spring of 2015, we should see additional graduates with two new certificates.</p> <p>5. Prepare plan for summer of 2016.</p> <p>6. Approval within 1 year.</p> <p>7. Students are beginning to transfer to the SB based program as of 8/14.</p> <p>8. Plan time to meet in 2015</p> <p>9. Submit by November 2014.</p> <p>10. 2015 - 16, one year from now.</p>	<p>1. Other (Comment)</p> <p>2. In Progress</p> <p>3. In Progress</p> <p>4. In Progress</p> <p>5. Other (Comment)</p> <p>6. In Progress</p> <p>7. In Progress</p> <p>8. Other (Comment)</p> <p>9. In Progress</p> <p>10. In Progress</p>	<p>1. Will begin in Spring 2015</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5. Have not updated application submitted 10 years ago.</p> <p>6.</p> <p>7.</p> <p>8. Need to find new contact staff to talk to.</p> <p>9.</p> <p>10.</p>
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				goals for PCW's one year before full program review is due.			

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Faculty Needs

No data found.

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

TLU Needs

No data found.

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

No data found.

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

Technology / Hardware Needs

No data found.

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

Technology / Software Needs

No data found.

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Facilities Needs

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
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17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description	Cost
		\$