



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

The data only goes until 2014, but our 2015 data shows us stabilizing. At first, as the college lost headcount, we continued strong (in part on the very good numbers of a newer faculty member). But in 2013 our numbers began to fall off. Looking over the data, we had a variety of anomalous low counts in random classes (not consistent from semester to semester), but one area that seemed a bit more consistent was a softening of our night program. We also attribute some of the decline (campus-wide) to the early start and long format of our semesters. We should go to a compressed calendar. Gender

3. Are the demographics of students in your program similar to those of the College, as a whole?

Yes

4. If no, please describe why they differ (600 characters max).

Our pattern is very similar to the college as a whole in terms of trends, but we do enroll more Hispanic students by % than the college. Conversely we have a lower white student count. The other smaller ethnicities are represented similarly, but number are too small to make any conclusions. As for gender, we have a parity (50-50 split), while the college is 56% Female and 44% male. This probably reflects a tendency for males to be more interested in the Geosciences, but between 2010 and 2014 we see a greater number of women taking our classes.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

I think we already are perceived as a good alternative for student access to the sciences both for underrepresented groups and women.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
No
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

While gender success is the same between the genders and pretty much at the same level of the college, in the ethnic success, we see disparity. Asian and whites are doing a bit better than the college average for their respective ethnic groups. Black students are about the same as the school average, but hispanics are a bit lower than the average. Since we have more hispanics than the school average and more than any other ethnic group (by almost a 2-1 ratio), we may have in that group a numbers of students not well prepared for science courses.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Higher
2. Is your program's productivity increasing, decreasing, or remaining constant?
Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Productivity was fairly stable, except a temporary drop in 2013. The course fill dropped from over 100% to 94% for the last two years of data.

5. Are you able to increase your productivity and/or course fill rate?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

The Geography program just went online at the end of this reporting range, so is not reflected in this data.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

Yes



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

Brand new, so no degrees could be offered, though we have awarded a number of Proficiency Awards in Basic GIS .

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
No
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
No
- If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

Program is just beginning so couldn't adequately answer this question.

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

GIS V28B is brand new. Otherwise all the other courses have been assessed.

3. What percentage of your program's courses have assessed at least half of their SLO's?

100%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning.
(600 characters max).

We have instituted daily study guide to help students engage with the lecture, including partially filled out diagrams in which we can guide them in filling out the other parts.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

0 Courses

7. How closely have you adhered to your SLO rotational plan?

Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

00

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

- Select -

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
Yes
2. How have these changes impacted student learning? (600 characters max)

Our budget has become non-existent. We continue to be unfunded for basic supplies and equipment (no department budget, despite supposedly being "funded" more than once!) We did receive one time field trip funds from the Foundation that gave students a key field experience and supposedly we have been funded on an annual basis to continue the field program, but this "funded" items from last years Program Review hasn't actually been funded to date.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Geography	Computer	GEOG1505	Applied Sciences Center Visualization Tablets	The Geography Department in an effort to better equip students with spatial analysis, needs to utilize technologies that enables students to “see” geography. The new Applied Science Center’s Visualization Hall with 3D visualization would enable student success rates to increase.	30,000		30,000	M	M	M	M	No	Ongoing	Not funded, but with new building in service this becomes possibly more viable.
Geography	Computer	GEOG1507	Dual Projectors and Ceiling Mounts in	The Geography Department in an effort to	5,000		5,000	L	L	L	L	No	Ongoing	Whe are now primary concerned with SCI 113



2015-2016 Program Review
Geography/GIS

			Rooms SCI-116, 113 and 106	better equip students with spatial analysis, needs to utilize technologies that enables students to "see" geography. The new Applied Science Center's Visualization Hall with 3D visualization would enable student success rates to increase.										and SCI 106. This is a upgrade that will be very helpful to us in the Geosciences where so much is visual.
Geography	Equipment	GEOG1506	World and Regionjal Maps and Wall Mounts	The Geography Department needs a departmental budget that is adequate to fund the needs of the department to better serve the students. Currently, the budget is inadequate to	5,000	5,000	M	M	M	M	No	Ongoing	We really need maps to be able to teach in two rooms, SCI 106 and ASC 140.	



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				meet the needs of the department's supply requests and maintenance of the lab equipment.										
Geography	General Fund	GEOG1504	Lab augmentation/Hands-on Lab Equipment	The Geography Department needs a departmental budget that is adequate to fund the needs of the department to better serve the students. Currently, the budget is inadequate to meet the needs of the department's supply requests and maintenance of the lab equipment.	2,500		2,500	H	H	H	H	Yes	Pending	Still waiting to see if the funds come through.
Geography	General Fund	GEOG1503	Field Trip Budget	The Geography Department, in order to fulfill the need of	2,500		2,500	H	H	H	H	Yes	Pending	Still not fulfilled, personal funds were expended to make Fall

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
GEOG/GIS	GEOG 1501 (was 1401)	Continually Funded Dept. Budget	Despite being granted a department budget in the last two PR cycles, in the end the funds have not been provided.	2500	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Degrees/ Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
GEOG/GIS	GEOG 1602	ASC 140 "Viz Hall" Augmentati on	The new Viz Hall needs a few items to make it fully functional. A table by the main door. A clock. Maps (see GEOG 1506). A mobile charging cart for the 3D Glasses. Painting of a larger, white, projection surface where the smaller screen is right now.	TBD	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Geography/GIS

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
GEOG/GIS	GEOG 1503 (was 1307)	Field Trip Budget	We are continuing our recent initiative to re-offer field trips, including overnight trips, to our students (Philip Clinton is taking the lead on this effort). These trips need continual support. This was supposedly funded last year, but the money has not yet materialized. This subsidy allows students to pay a nominal amount, so that we can avoid Equity gaps.	2500 annually	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
GEOG/GIS	GEOG 1504 (was 1303)	Lab augmentation/Hands-on Lab Equipment	We are transitioning our Geography Labs to a more hands-on teaching	2500	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Geography/GIS

			<p>strategy using tools and measuring devices common to the geotechnical professional community. This should both help students get a practical exposure to the concepts they are learning in lecture, but also provide kinetic learners with an opportunity to “do Geography”. We plan to implement as many hands-on activities as possible in each of the next few years. This was supposedly funded last year, but not money came through.</p>					<p>Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Degrees/ Certificates <input checked="" type="checkbox"/> Close equity gaps</p>				
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2015-2016 Program Review
Geography/GIS

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
GEOG/GIS	GEOG 1505	Applied Sciences Center Visualization Tablets	The Geography Department in an effort to better equip students with spatial analysis needs to utilize technologies that enable students to "see" geography. The new Applied Science Center's Visualization Hall with 3D visualization would enable student success rates to increase.	30,000	Grant	Computer	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
GEOG/GIS	GEOG 1506	World and Regional Maps and Wall Mounts	Updated Wall maps for SCI 106 and other rooms that do not have adequate maps (ASC 140 is to get maps under the higher priority GEOG 1602)	1500	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Geography/GIS

								<input type="checkbox"/> Close equity gaps				
GEOG/GIS	GEOG 1507	Dual Projectors and Ceiling Mounts in Rooms SCI-113 and 106	As a highly visual discipline dual projection is a useful teaching strategy to show multiple visual and textual inputs.	5000	College Funds	Computer	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
GEOG/GIS	GEOG 1608 (was 1407)	SCI 106 Remodel	This was approved a couple years ago. Desks are fully quoted with carpet and paint also in the works. Just waiting funds. We also need to get new chairs, a couple full height wall cabinets in the right back corner (so Engineering will have storage space and GIS's space is still available), and 3-4 shallow depth tables for the back wall.	\$33,000 (desks) + \$7,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
Geography/GIS

GEOG/GIS	GEOG 1609	Sound Equipment in SCI-113	Currently the sound equipment in Room SCI 113 comprises of two little speakers run from the desktop computer. Volume adjustment is very limited and thus students in the rear of the room have difficulty hearing any audio.	750	College Funds	Computer	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input checked="" type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low
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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

So far I am finding this a much better (streamlined) process.

How would you improve the program review process based on this experience?

Only trouble was switching back and forth from “protected” in order to add more table rows for initiatives and open text boxes, but then needing to get back to the formatted, protected status to complete other areas.

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division’s decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer: Steve Palladino (Geosciences Dept. Chair)

Dates met (include email discussions):

Aug. 16, Sept. 24, Oct. 2, Oct. 6

List of Faculty who participated in the program Review Process:

Steve Palladino, Chloe Branciforte, Philip Clinton, Cindy Lampe, Karen Stahl, Pattie Ridenour, James Danza

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.