

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

Program Overview:

The College for Working Adults (CWA) is an evening and weekend degree program designed to improve access, retention, degree completion, and transfer for adult re-entry students. The CWA provides a clearly defined pathway that allows students to earn up to three Associate degrees in three years while working full time. The program offers the following degrees: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities. All 60 units earned are fully transferable to the CSU and UC college systems. CWA students attend classes on Thursday evenings, every other Saturday, and online as part of cohort learning communities. Several courses are offered in a hybrid format that combines the benefits of face-to-face instruction with the flexibility of distance learning. The program delivers wraparound support services, including a designated counselor, predetermined curriculum, program orientation, peer mentor-ing, tutoring, and guaranteed enrollment in CWA courses.

Personnel:

* PT classified

o Project Director (15 hours/week), Jeri Eznekier

o Temporary Retention Specialist (15 hours/week), Janis Daniel

* PT faculty

o Coordinator (4 units reassigned time), Kristen Parks

o Counselor (18 hours/week), currently vacant

Strengths and Achievements:

* There is strong and growing demand for the program. Currently, there are over 200 students participating in the CWA program. In the 2013-2014 academic year, 100 new students enrolled in the program, doubling the size of program.

* The vast majority of CWA students enter the program as new Cañada students and many commute from communities outside San Mateo County. If this program did not exist, these students would not otherwise be enrolled at any college. Although the college offers evening classes, students with inflexible schedules often find it difficult to access all the courses and services they need (like counseling) at night. Cañada is currently the only college on the Peninsula that offers a program designed for working adults to earn a degree while working full-time.

* CWA provides a clearly defined pathway to degree completion for all students. Curriculum is pre-planned and allows students to earn up to three Associate degrees in three years.

"The fact that the curriculum is pre-planned to help you obtain your Associate degree is great. There's no thinking involved about what classes you need to take to fulfill your degree requirements."

—Michael, CWA graduate, Class of 2014

* CWA provides a designated counselor who meets with students every semester to review and update educational plans.

"They help you register. They counsel you. They check in with you every semester. They just make sure you're on course to get your degree."

—Siosiua, CWA graduate, Class of 2014

* Program faculty and staff hold monthly meetings and work collaboratively to monitor student progress and provide early intervention for at-risk students

* The cohort model supports retention and success. CWA students enter the program in a cohort with other working adults and the cohorts take most of their classes together. The cohort model provides a welcoming and supportive environment for nontraditional students, many of whom are returning to school after long absences.

"It is very supportive to have the same group of people in our classes. I find that everyone is very encouraging and it helps to keep us motivated to do this school thing."

—Erika, current CWA student

"I am feeling very supported by my classmates. We all seem to have similar goals, which I think makes it easy to talk to them and ask them for help. It is a great learning environment."

—Claudia, current CWA student

- * CWA students' retention and success rates meet or exceed the college's overall rates
 - o For 2013-2014, the success rate for CWA students was 74%, compared to 69% college-wide
 - o For 2013-2014, the retention rate for CWA students met the college's overall rate of 83%
- * The CWA program has a successful record of degree completion. Because students come in with varying levels of academic preparation and numbers of prior units, they complete the program at different times. Thus far, we have the following program completion data:
 - o Spring/Summer 2014 graduates: 11 students
 - o Projected Spring/Summer 2015 graduates: 25 students
 - o Approximately 90% of Spring/Summer 2015 graduates are projected to transfer to a CSU or private university

Challenges:

- * Part-time counselor does not have adequate time to follow up with students who drop, withdraw, take leaves of absence, or struggle with coursework
- * Frequent personnel turnover due to reliance on part-time counselors leads to counseling inconsistency and undermines trust between students and counselor
- * Students have difficulty accessing tutoring services on campus
- * Some support services are not available evenings and weekends (health and psychological services, career center, transfer workshops, etc.)
- * Lack of advertising/marketing budget
- * Lack of communication and involvement from some CWA instructors, most of whom are adjuncts and may not be available to attend meetings, despite the stipends available for those who attend

Opportunities/Action Plan:

- * Hire a full-time CWA counselor
- * Assess the impact of temporary, part-time retention specialist position
- * Obtain editing permission for the CWA Project Director to enter and remove the program's cohort code in Banner
- * Hold CWA Orientations for new students in Fall and Spring
- * Review PLOs and develop assessment plan
- * Review curriculum and degree offerings
- * Implement and assess CWA peer mentoring program
- * Develop student and faculty handbooks with clear policies and procedures
- * Conduct CWA student survey and/or focus groups to gather information about student needs
- * Monitor and increase CWA student participation in HTP; get more CWA courses approved for dual-CRN honors
- * Get more CWA courses approved by the Curriculum Committee to be offered in a hybrid or online format

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

?Career Technical ?Basic Skills Transfer ?Lifelong Learning

Mission statement:

The College for Working Adults (CWA) is an evening and weekend degree program designed to improve access, retention, degree completion, and transfer for adult re-entry students. We achieve our mission by providing wraparound support services and a clearly defined academic pathway that allows students to earn up to three Associate degrees in three years while working full time.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

The CWA counselor keeps updated information about degree requirements at 4-year institutions in the Bay Area, with particular emphasis on evening programs for working adults in Psychology and related fields that tend to be popular among CWA students. The counselor works with the faculty coordinator to ensure that CWA curriculum includes appropriate courses to prepare students to transfer to 4-year institutions.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

The CWA Project Director has built strong partnerships with more than a dozen state and local government agencies, nonprofit organizations, and private sector employers to help provide educational opportunities for their employees. The CWA program serves the needs of full-time employees who do not qualify for promotions due to lack of a college degree or completed college units. These degree or unit requirements are often written into job descriptions for state and local government agencies and nonprofit organizations. Working closely with Human Resources and Workforce Development professionals, the CWA Project Director recruits students who will benefit from completing degrees and courses that align with the goals of their workplaces' employee development programs.

The Project Director also conducts regular information sessions both on campus and in the community, and works with local media (online, newspaper, radio and television) to publicize the program. Since the CWA program has no funds designated for marketing/publicity, all advertising is done at no cost to the college.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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Narrative

Courses offered in both fall and spring semesters: BIO 130, BIO 132, COMM 110, DRAM 140, ECON 100/102, ENGL 100, ENGL 110, FITN 304.1, FITN 304.2, HIST 101, HIST 201, LIBR 100, LIT 441, MATH 190, MATH 200, MUS 202, PLSC 310, PSYC 100, PSYC 205, PSYC/SOC 205

Courses offered in fall only: CRER 110

Courses offered in summer only: SOC 100, HIST 104, OCEN 100

Strengths of the Curriculum:

* The CWA curriculum was designed to maximize student achievements within a three year educational plan. The curriculum is rigorous and efficient because it allows new college students to earn three degrees in three years. All 60 units earned fulfill Cañada College GE requirements, CSU and IGETC transfer requirements, and the requirements of one AA-T degree and two additional AA degrees.

* The course schedule was designed to accommodate working adults who cannot attend class during the day. Classes are held just two days per week on Thursday evenings and every other Saturday (with one exception: most students need to complete a prerequisite math course that requires one additional evening class per week for one semester only).

* Another advantage of the curriculum is that CWA students always know which days they need to attend class because their schedules do not change much from semester to semester—all courses are scheduled on Thursday evenings and Saturdays throughout the six-semester program. The fact that the curriculum and schedules are fixed provides stability and supports persistence from semester to semester because students can more easily plan ahead knowing their schedules in the future.

Recent Changes to Curriculum:

* The CWA program recently modified its degree offerings to give students more flexibility in choosing their degrees. In the past, all CWA students were required to earn all three degrees offered by the program. However, many students were not interested in earning all three degrees or their graduation date would have been delayed due to additional major requirements. Now, under a new "fast track" policy that went into effect in Spring 2014, CWA students may choose to earn one, two, or three degrees from the four degree options offered by the program. This change also allows some students who enter the program with previously completed units to graduate sooner. This change is also expected to improve graduation rates by providing CWA students with the most efficient educational plan and the quickest path to graduation.

* As of Fall 2014 the CWA now offers an AA degree in Economics to new and continuing students. This new degree option was created in response to demand from students who are interested in transferring to pursue Business degrees. There is much lower demand for the degree in Arts & Humanities. Now, CWA students may choose to earn either degree—Economics or Arts & Humanities.

* In response to instructor and student feedback, the CWA curriculum has been modified to require new CWA students to complete LIBR 100 in their first semester in the program. In the past, LIBR 100 was offered in the second semester or later, depending on when the student entered the program. This change is important because library research skills are necessary for student success in most courses and many re-entry students struggle to adapt to new technologies needed to access library resources and complete research assignments.

* The CWA curriculum is designed for students who place into ENGL 100 or ENGL 110 and plan to transfer to 4-year institutions. However, there has always been great demand to participate in the program from students who were not yet ready for ENGL 100. In the past, these students were "provisionally" admitted to the CWA program while completing pre-requisite courses outside of the CWA program (often at other colleges). Now, the CWA program is working with the English department to create a CWA pathway for basic skills students. In the future, the CWA would like to offer an evening ENGL 847 course within the CWA curriculum. This will help improve retention and success for all students who wish to join the CWA program.

* New CWA students are admitted to the program in fall and spring cohorts. In the past, students were allowed to begin with a summer session. However, that practice was discontinued because too many new students dropped or failed during the summer session. It is much more difficult to intervene/monitor/support students during their summer courses because of the extremely fast pace of the 6-week summer session.

Scheduling Changes:

* The CWA schedule has been modified to reduce summer course loads for students. Students will now enroll in only 3-4 units in the summer instead of 6-7. In the future, OCEN 100 will be offered in fall and spring semesters instead of during the summer session.

* Fewer Saturday courses are being offered in the CWA due to lack of instructors available to teach on weekends and low enrollment. Some Saturday courses have been replaced with online sections.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

This is the first time the CWA program has participated in the program review process.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

This is the first time the CWA program has participated in the program review process.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Applications

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

As enrollment in the CWA has grown, we have gradually increased the part-time counseling hours offered to our students. In Fall 2014 our designated counselor worked the part-time maximum of 18 hours per week for the CWA program. This allowed the counselor time to conduct one-hour ap-ointments with all new students entering the program.

However, even at 18 hours per week, our counselor did not have sufficient time to follow up with all of our students and accommodate their needs. For this reason, we requested an emergency temporary hire of a retention specialist (15 hours/week) to support our part-time counselor. It is currently too early to evaluate the impact of the temporary retention specialist, but we expect it will be great. The retention specialist has already begun to update student records and reach out to students to follow-up on paperwork and other administrative issues.

We have also gradually increased the reassigned time for the faculty coordinator position. Beginning in Spring 2014, the coordinator received 4 units of reassigned time (10 hours/week). This has al-lowed the coordinator to dedicate more time to improving and developing the program. In addition to revising the program curriculum, creating course schedules, and leading faculty meetings, the co-ordinator has created WebAccess communities to improve communication with students and instruc-tors, conducted a comprehensive orientation program for new students, improved mechanisms for receiving student feedback, and launched a peer mentoring program for the CWA. Future tasks for the coordinator include developing student and faculty handbooks, adding a basic skills pathway to the program curriculum, increased CWA student participation in the HTP, and providing additional professional development opportunities for CWA instructors.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

n/a

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

4 Current State of the Program

7.A. Connection & Entry - Observation

Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Data used: We looked at data for all CWA students who were enrolled in the program during the 2013-2014 academic year. Students were identified using a list of G numbers. However, we were unable to isolate data from courses offered within the CWA program. Data described below is for CWA students, not CWA courses—thus we include results from courses taken outside the CWA curriculum and exclude results from non-CWA students who enrolled in CWA courses.

The CWA currently serves more than 200 students who are on a pathway to degree completion. Our program is growing rapidly. We enrolled our first cohort of 22 students in Fall 2011; today the program has grown to include eight cohorts. In the 2013-2014 academic year we more than doubled the size of our program, enrolling 100 new students.

CWA Unique Headcount
2011-2012 2012-2013 2013-2014
50 96 161

All CWA students enroll in evening courses, compared to only 38% college wide.

The majority of our students fall into two non-traditional age categories: 29-39 and 40-49.

CWA Student Age, 2013-2014

The CWA student population is majority female and attracts a greater proportion of female students than the college overall.

CWA Student Gender, 2013-2014

Page BreakOur program also enrolls a greater percentage of minority students than the college as a whole.

CWA Student Ethnicity, 2013-2014

CWA students are also more likely to report an educational goal of transferring than the overall student body.

CWA Student Goal Orientation, 2013-2014

Our program has greater hybrid, web assisted, and online enrollment than the college overall.

CWA Enrollment by Course Modality, 2013-2014

The Faculty Coordinated designed and conducted an online student survey in Fall 2014 to gather information about students. Although the response rate was <50%, student responses indicate that the majority of CWA students are first generation college students.

Q2. Did your parents graduate from college?

No 62 75%
Yes 21 25%
Total 83

At this time, it is difficult to comment on individual course enrollment trends because CWA data packets only include information about CWA students. However, many courses within the CWA program are opened to enrollment from the general college population to meet minimum enrollment requirements. In Fall 2014 the CWA experienced record high enrollment and need to open one additional section of English 100. While enrollment in the CWA program has grown steadily, enrollment for individual courses remains difficult to predict and fluctuates over time as some CWA students enter the program with units already completed and thus do not need to take some of the courses offered. Some CWA courses have been canceled due to low enrollment, which undermines our program's promise to provide students with guaranteed registration in CWA courses.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

7.B. Connection & Entry - Evaluation

Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail

No Response Information to Display

Narrative

Ideally the CWA should offer the same courses each semester on the same days and times to allow each cohort to move seamlessly through the curriculum and to assist the counselor in preparing comprehensive student educational plans. Scheduling conflicts occasionally arise when students need courses in a particular semester that are scheduled at the same time. When this situation occurs, the CWA counselor may approve the student to enroll in a comparable course that is not part of our curriculum.

More counseling and support hours are needed for the CWA to provide time for staff to check weekly enrollment data and prioritize student registration to fill low enrolled classes first.

When possible, offering more courses in hybrid format may help reduce scheduling conflicts by reducing the classroom instruction time required for CWA courses. The Faculty Coordinator will work with instructors to get more courses approved by the Curriculum Committee to be offered in a hybrid or online format.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8.A. Progress & Completion -Observation

Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

No Response Information to Display

Narrative

In 2013-2014, the CWA student success rate was 74%, exceeding the college's rate of 69%. Our retention rate fell over the previous academic year, but still meets the college's rate of 83%.

Student Success and Retention, 2013-2014

Success and retention for CWA students has historically been lower in summer than in fall and spring semesters.

Page BreakStudent Success and Retention by Semester

Success and retention rates are highest for white students and lowest for African American students in the CWA, which mirrors trends at the college level. However, it interesting to note that success and retention rates for Hispanic students are higher in the CWA than at the college level.

CWA Student Success and Retention by Ethnicity, 2013-2014

Male and female students have similar success rates in our program, while male students have a slightly higher retention rate.

CWA Student Success and Retention by Gender, 2013-2014

For the 29-39, 40-49, and 50-59 age categories, CWA student success and retention rates meet or exceed the college's rates.

CWA Student Success and Retention by Age, 2013-2014

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8.B. Progress & Completion Online - Observation

Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

CWA students meet or exceed the college's success and retention rates in hybrid and face-to-face courses. However, while CWA student success is higher than the college rate for online courses, our online retention lags behind the college.

CWA Success and Retention by Course Modality, 2013-2014

Page BreakBelow are results from a Fall 2014 survey completed by CWA students. Results indicate that CWA students most prefer to take hybrid and face-to-face courses. The data above confirms that CWA student retention is highest in these types of courses.

Q3. Do you like online classes?

No 21 25%

Yes 35 42%

No preference 28 33%

Total 84

Q4. Which class format do you most prefer?

Face-to-face 29 36%

Hybrid 39 49%

Online 4 5%

Don't know 8 10%

Total 80

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8.C. Progress & Completion - Evaluation

Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Problem: Some student support services are difficult or impossible to access on evenings and weekends: tutoring, transfer workshops, career services, etc. This is a student equity issue because evening students do have equal access to many campus services.

Proposed Solution: The CWA should collaborate with other campus programs to provide services at times that are convenient and accessible for CWA students. The CWA should also offer more evening and Saturday activities to promote student engagement, including workshops, guest speakers, academic and social events.

Problem: The part-time counselor does not have time to make appointments with all students nor to follow up with students who need intervention or assistance. Only 63% of CWA students met with the counselor in Fall 2014. Some students "fall through the cracks" after dropping or withdrawing from courses. In the past, the frequent turnover of part-time counselors led to inconsistency and damaged the trust between students and counselors.

Proposed Solution: The CWA needs a full-time counselor to effectively and consistently serve our 200+ students. A full-time CWA counselor would have more time to meet with students to update their SEPs and to monitor student enrollment and progress throughout the semester.

Problem: Many students lack technological skills to succeed in online and hybrid courses.

Proposed Solution: Students should have multiple opportunities to develop technological skills. First, all students should receive email and WebAccess training CWA program orientation. Second, the CWA should request that the campus Instructional Designer develop updated and accessible WebAccess student user guides. Third, CWA instructors must be empowered to demonstrate and model how students are expected to use technology in their courses.

Problem: Some CWA instructors are not adequately prepared to work with the adult re-entry population and do not commit time to communicate with program staff about student progress.

Proposed Solutions: First, instructors should be provided with a faculty handbook and orientation before teaching CWA courses. Second, deans should be more selective in assigning instructors to teach CWA courses and inform instructors of the additional expectations for faculty involvement in the program. Third, CWA faculty meetings should provide more professional development opportunities for instructors to develop a better understanding of the student population and their unique needs.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

SLOs for CWA courses are assessed in the individual courses. The CWA does not separately assess courses.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

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Response Types: All Responses Types

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

n/a

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10.A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Response Detail

No Response Information to Display

Narrative

Upon graduation and/or transfer from the College for Working Adults, students will have:

- 1) Earned one, two, or three Associate degrees
- 2) Graduated within four years of entering the program
- 3) Completed at least one application for transfer and/or scholarship

These PLOs will be assessed using student data collected by the CWA counselor.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10.B. PLO Assessment - Impact

Describe your program's Program Learning Outcomes assessment plan and summarize the major findings of your assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Our Program Learning Outcomes are new and have not yet been assessed.

Suggested Follow Ups

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display