## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Team Member</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rossana Pagani</td>
<td>Team Member</td>
<td><a href="mailto:rossana.pagani@marin.edu">rossana.pagani@marin.edu</a></td>
<td>7673</td>
<td>all</td>
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<tr>
<td>Rossana Pagani</td>
<td>Team Member</td>
<td><a href="mailto:rossana.pagani@marin.edu">rossana.pagani@marin.edu</a></td>
<td>7673</td>
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## II. Program Review Committee

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<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tr>
<td>Eva Long</td>
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Program Overview—Introduction
Spanish-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Spanish discipline offers lower division transfer courses which articulate to four year colleges and universities. This includes Spanish 101, 102, 203, 204, 225, and 226. It also includes a Spanish conversation series, 110, 112, 114 which prepares students for conversational readiness in Spanish (which transfers as an elective to the CSU system), and a series of courses which target the needs of professionals (health care providers, teachers, social workers). As of the time of this program review, all of these professional courses exist in the College Catalogue, but only the courses Spanish for Health Care Professionals I and II have been offered. Spanish for Teachers was offered in Fall 08, but it was cancelled due to low enrollment. There are also courses for heritage speakers of Spanish. Most recently, there have been a series of culture and civilization courses which have been developed both for the transfer student market and for the lifelong student market. In Fall 05 and Spring 06, Spanish served 315 and 358 students respectively, in Fall 06 and Spring 07, Spanish served 341 and 304 students - the largest headcount of the Modern Languages disciplines.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

For the IGETC Program, students may satisfy the requirement by taking one of the grammar series courses, or by taking a minimum of Spanish 101. Spanish 102, 203, 204, 225 and 226 are available for those students who wish to transfer to a baccalaureate major in Spanish at a four year institution or for those students with different academic needs or interests; these same courses also satisfy the IGETC Group B Humanities Requirement in Spanish. There is an A.A. degree in Spanish at College of Marin; 23 students have graduated with this degree in the last five years from COM. Spanish was one of the original foreign languages introduced at College of Marin at the opening of the school in 1926. There are certain professional courses in Spanish which address specific professional needs, such as those of teachers and of health care professionals. In addition, there are courses in Spanish for heritage and bi-lingual Spanish speakers, and culture and civilization classes and film courses to compare and contrast the cultures of all the Spanish-speaking countries.

III. Students Served
Briefly outline what students are served in your program.

Transfer students, students seeking A.A. degrees in Spanish; students seeking specific training in Spanish for their professional needs (i.e., health care, real estate, financial); students wishing to travel in a Spanish speaking countries or those wishing to learn more about the growing Latino population and culture in California itself. Almost 40% of the students who study Spanish are in the 18-24 age group. Unlike the other language disciplines, Spanish does not attract the 17 and younger age group, to the same degree, as other language disciplines, at the College. Most likely this is because of the Spanish instruction provided by both public and private Marin County high schools. The majority of students (67%) who study Spanish are white, although the percentage of Hispanic students who study Spanish has increased from 8.6 percent to 15.5% in the last five years. This most likely is a result of the heritage and bi/lingual classes that have been introduced in this same time period. In terms of gender, more females than males study Spanish at a ratio of 7:3; this has not changed in the same five year period.

IV. Program History
Briefly outline the recent history of your program.

The Spanish discipline draws the largest percentage of the total enrollments of the six language disciplines and therefore is responsible for the largest number of students in the Department. The Spanish and the French disciplines, were created with the founding of COM, in 1926. As recently as 1995, there were five full-time faculty members in the Spanish discipline alone at COM. Today, in 2008, there is only one full-time faculty member. After five full-time faculty members retired, the necessary work needed to be done for the department and individual disciplines is not fully met, as part time faculty is not available or willing to take upon these serious tasks without compensation. Course offerings in Spanish have fallen from 23 in Fall 2001 to 18 in Fall 2005, although this has not resulted in a strengthening of the load in Spanish. The load in Spanish dropped from 516 to 389 (or a drop of 32%) in that same time period. This drop in the Spanish load parallels the drop in the College's load in the same time period 466 to 389 (or 17%), although it falls more sharply. The Department feels that Spanish is too important a discipline to not replace but one of the five full-time faculty who have retired. It is critical that the College address how the historically large enrollment contribution of the Spanish discipline be successfully continued.

Attachments:
List and briefly describe any attachments
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Spanish-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/displine over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Spanish language and culture.
5. To provide students with a basic knowledge of Spanish language and culture by completing appropriate courses that fulfill requirements for transfer.
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Spanish grammar.

Students are introduced to a range of Spanish and Hispanic cultural topics. Spanish courses emphasize all aspects of language - written, oral, aural, and reading.

5. The French discipline offers French 101, 102, 203, and 204 which transfer to UC/CSU and for the French major. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations, quantitative and qualitative surveys.

V. How do you make sure your students are able to get through your program in a timely fashion?

Students are provided with course options in the morning, afternoon, evening and Saturdays. Span101, Span 102, Span 203 and Span 204 courses are offered every semester.
Student Access and Success
Spanish-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The most significant factor influencing student success is that the curriculum of transferable credit courses requires considerable work, and Spanish is not a particularly easy language to learn. Learners over 24 who have expectations of taking an easy Spanish class in order to learn "travel Spanish" find it difficult to re-enter a college environment with tests and graded assignments. Students under 20 sometimes also find Spanish courses difficult since they move twice as fast as high school classes. In general, high school juniors and seniors are far more successful than high school freshman or sophomores.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
Other:

V. Please explain and provide additional details regarding your choices above:
What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The majority of Spanish classes are taught in Olney Hall, Kentfield Campus. This building is completely out of date and not at all conducive to learning. Students constantly complain about multiple problems. Students have noted that the desks are too small in most of the classroom other than the one room with tables. The heating/cooling system not only doesn't function appropriately, but also it is so loud that it actually hinders the listening ability of students trying to hear a new language. In most of the classrooms, it is impossible to open all of the windows to allow fresh air in. This would be preferable to the heating/cooling system.

The classrooms in Olney Hall do not have whiteboards. Green chalkboards are actually harder for students to see and some students are allergic to the chalk. Plus, the boards are never cleaned so there is always white chalk dust on the board. The paint on the walls in the classrooms and the hallway is dingy and probably toxic. The carpets are dark and soiled. Some of the ceiling tiles are stained and look like the roof has leaked. There is not one part classroom in the building that is acceptable.

None of the classrooms that are used for Spanish in Olney hall are smart classrooms. That means that all computer equipment and projectors must be brought in a set up for each class. Since this equipment is brought in on a cart, the front of the classroom becomes a tangle of cords and machinery just to hold class. Often this equipment is delivered but not set up, so the instructor must add in time before class to set up equipment and after class to take it all down in order to lock it in another room. There is a room in the the middle of Olney hall that could be used as an office to meet with students, but unfortunately is packed with old forgotten maps that are not being used at all by anyone who teaches in Olney hall. This room has become the place that Media Services stores computer equipment, but it really could be used as an office.

The lighting is Olney hall in the hallways is dangerous. Often the lights are not turned on, and the instructors have to turn them on. Even when the lights are on though, there is not sufficient light. The lights for the stairway that leads to the restrooms next to the auditorium are at the bottom of the stairs, so if the lights are off, someone needs to walk down the stairway in the dark to turn them on. This is not a good situation at all.

It is highly unlikely that the aesthetics of the building and the undeniable physical problems of Olney hall contribute to student learning in any way.
Curriculum
Spanish-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

The ML department plans on updating all course outlines in the French discipline.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

No

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

No

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The Spanish discipline is planning to develop one and two unit conversation courses.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The Spanish is developing distance education courses. This would provide an excellent way to reach more students since they would not have the same kinds of physical constraints as in a face-to-face class.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No
Student Learning Outcomes
Spanish-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources – print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

The Spanish Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in Spanish from College of Marin.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students of Spanish will be able to read, write and communicate in the Spanish language as well as learn about cultural aspects of the Spanish speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written Spanish by successfully completing paragraph writing assignments for the level Spanish in which they are enrolled. Students demonstrate their ability in oral Spanish by successfully giving oral presentations in French.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

Students consider learn about Spanish cultural topics that provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the Spanish language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the Spanish speaking world for oral presentations.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication
   All courses in the Spanish discipline address this outcome.

ii. Scientific and Quantitative Reasoning
    All courses in the Spanish discipline address this outcome.

iii. Critical Thinking
    All courses in the Spanish discipline address this outcome.

iv. Problem Solving
    All courses in the Spanish discipline address this outcome.

v. Information Literacy
    All courses in the Spanish discipline address this outcome.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   75%

3. Assessment:
   i. How often do you assess these SLOs?
      100% on an informal basis.
      Once every semester with quantitative surveys.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
   iii. What improvements have you made or do you plan to make in the future?
       All faculty in the Spanish discipline will include SLO's in course syllabi.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
       Will assess SLO's through tests, quizzes, written compositions, oral presentations, quantitative and qualitative surveys.
I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Koorhan</td>
<td>Margaret</td>
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Status: Adjunct, ETCUM

Shared W/other program(s): No

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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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Years of Service: 4

Specialty: Spanish grammar and conversation

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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<tbody>
<tr>
<td>Martinisi</td>
<td>Michele</td>
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Status: Adjunct, ETCUM

Shared W/other program(s): No

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Years of Service: 6.0

Specialty: Spanish grammar; Italian grammar and literature

Leadership: List involvement in committees or other service

UPM

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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<tr>
<td>Ostojic-Portello</td>
<td>Radica</td>
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Status: Adjunct, ETCUM

Shared W/other program(s): No

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<th>Fall 2009 TU</th>
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Years of Service: 16

Specialty: Spanish grammar, literature, film, Study Abroad

Leadership: List involvement in committees or other service

Academic Senate, Dept. Chairmanship 2007-, UPM, Study Abroad, International Education
### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<tr>
<td>Pagani-Magnone</td>
<td>Rossana</td>
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**Shared W/other program(s):**
- Full-time, tenured Yes

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
- 40.00 | 00.000 |

**Years of Service:**
- 10

**Specialty:**
- Spanish grammar, literature, film, study abroad. Italian grammar and literature

**Leadership: List involvement in committees or other service**
- Curriculum Development

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<tr>
<td>Petrovsky</td>
<td>John</td>
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**Shared W/other program(s):**
- Temp Pool No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
- 4.0 | 00.000 |

**Years of Service:**
- 26

**Specialty:**
- Spanish grammar, conversation and film

**Leadership: List involvement in committees or other service**
- Co-Director of Bay Area Latino Film Festival

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<th>Last Name</th>
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<tr>
<td>Phelps</td>
<td>Judith</td>
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**Shared W/other program(s):**
- Adjunct, ETCUM No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
- 8.0 | 00.000 |

**Years of Service:**
- 8.0

**Specialty:**
- Spanish grammar and conversation

**Leadership: List involvement in committees or other service**
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Richardson</td>
<td>Carol Sue</td>
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</table>

Status: Adjunct, ETCUM

Shared W/other program(s): No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
6.0 | 00.000

Years of Service: 4.0

Specialty: Spanish grammar, conversation; Spanish for Health Care Professionals; ASL

Leadership: List involvement in committees or other service

Vieira Victoria

Status: Part-time, RETCUM

Shared W/other program(s): Yes

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
4.0 | 00.000

Years of Service: 30+

Specialty: Spanish grammar and conversation; French grammar and conversation

Leadership: List involvement in committees or other service

Former Provost, Indian Valley Colleges; Director, Latino Educational and Cultural Foundation

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?**  Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. **Other reasons:**  Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. **Changes in Student Demand:**  Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:**  Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:**  Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:**  If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.