



**GAVILAN  
COLLEGE**

*Research, Planning, and  
Institutional Effectiveness*

## **Program Integrated Planning and Review**

Program Name:	Professional Learning Working Group
Academic Year:	2019-20

# Purpose, Standards and Resources

## Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

### **Resources:**

Please refer to the accompanying PIPE Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

# A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPE Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Faculty-led professional learning is new at Gavilan, enabled by a contractual stipend for a reassignment of 20 percent. To support this position and advise on PL matters aside from those under the Faculty Professional Learning Committee purview, we have created a Working Group that has planned, implemented, and evaluated Flex days starting Jan. 2019, and worked on a variety of PL questions and issues. Our goals for the coming three years are to:

--institutionalize inter-connected faculty, staff, and managerial PL with a budget and infrastructure including software, program plan, homebase, relationships, and processes

--link PL to college values, priorities, and objectives so we work in a culture of participation in which everyone has a voice, a responsibility to contribute, and a stake in integration and coordination of all planning and growth at Gavilan College

--support faculty and staff to thrive and grow personally, professionally, academically, socially, and creatively.

# B. Program Mission and Accomplishments

## Gavilan College Mission Statement

*Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program’s structure and services, be specific in connecting your program’s services to elements of the mission statement (300 words or less).

Without good PL, we cannot keep pace with our students or our world. We need PL to learn how to best serve students from a wide variety of backgrounds, how to support students’ educational and other needs, and how to help students achieve their potential. We need training on new global, national, and state initiatives and issues, and we need to learn how to teach effectively in our global marketplace of ideas and opportunities. We also need PL to meet our own staff’s professional, academic, creative, and social needs.

PL is currently fragmented; in the past year actors including the TLC, HR, Office of Instruction, division offices, Senate, union, Mentoring Program, and president’s office have all offered PL opportunities in addition to those planned by the PLWG. This in itself is a positive, but there is virtually no coordination, communication, or calibration between entities to deliver cohesive themed messages and training, or even to avoid overlapping dates. Additionally, some aspects of PL are controlled by offices or individuals who have done them historically but are not interested in integration. How we do PL says a great deal about who we are as a college and what is our vision. We believe we could be far more effective both in PL and as a college--and we explicitly are making linkages between improving one and improving the other.

## Response and follow-up to previous program reviews

On the [PIPE website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
  - a) Each goal since the last program plan and review and
  - b) PIPE recommendations.

To add additional rows, click in the bottom cell on the right and push ‘tab’ on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
N/A--this is the first review, but we have had a PL Plan since 2017, so we will use that here.	
Goal 1: Provide high quality, sustainable, relevant, responsive PL experiences for all employees by creating necessary infrastructure to make PL a regular, integrated part of life for all employees	A. Infrastructure we have created include a PL Working Group with great members, student-and faculty centered topics on flex days, heavy reliance on faculty expertise and generosity for sessions, great response from faculty and staff on our offerings; a webpage with relevant conferences and trainings, a related newsletter that is more or less monthly, an integrated calendar with TLC, assessments for measuring flex activity impacts immediately after; advocacy for flex access by PT faculty with paid time; this plan. Not successful so far: calendar is not well used, webpage and online system underdeveloped, faculty presenters are difficult to enlist as many feel over-used; PT faculty remain largely sidelined, and we have no budget despite a need for speakers.

<p>Goal 2: We will integrate best practices in PL to promote excellence, increase student learning promote student success, and encourage institutional effectiveness</p> <ul style="list-style-type: none"> <li>A. We will increase trainings and learning opportunities to increase student learning and success</li>   <li>B. We will employ PL to inform about, train for, and enhance equity on campus to increase student success</li>   <li>C. We promote and expand activities and knowledge sharing that enhance excellence, creativity, and innovation to increase student success and institutional effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>A. We have had a number of teaching and learning Flex sessions on student success; we have done a little bit, not much, to increase faculty knowledge of certificate and degree programs and local communities' assets and challenges; we have provided many opportunities for GP staff to enhance educational pathways. We have done well in publicizing student services available here.</li>   <p>We have not developed ways to measure these sessions' impact on student completion and retention rates.</p> <li>B. We have not had resources, leadership, or even a functional college-wide structure to use in promoting and funding activities related to equity, though we have leveraged Senate involvement to create an Equity-informed Great Syllabus Primer online class for faculty. We have not had access to an institutional research to offer more than one division meeting on institutional achievement gaps, nor have we been able to deepen the college's multi-cultural competencies and enhance a supportive student-friendly culture. Our ability to use data to inform equity practices has been limited.</li>   <li>C. Many faculty have taken independent opportunities enhance discipline knowledge; this has been beyond our scope. We have provided fora for sharing best practices and research on innovation; allowed experts to address research and strategies for innovation and creativity; encouraged innovators to share knowledge to a degree. Our PT faculty are often wonderfully able to contribute to this discussion, but absent due to scheduling and paying responsibilities elsewhere. We have not been able to find ways to acknowledge and appreciate innovative ideas and approaches, but are working on the AIR concept, below. We have worked with the TLC but find that our work and TLC's exist in two separate worlds--not by choice but by consequence.</li> </ul>
<p>GOAL 3: Align PL with governance, operational and planning processes to increase institutional effectiveness by using integrated planning to coordinate priorities and methods with other college sectors including Ed Master Plan, Strategic Planning, President's Office, Academic Senate, Office of Instruction. Technology Planning, TLC, and PIPR.</p>	<p>Our multi-year plan has been helpful in setting out our own work, but we have not managed to educate employees about our college's strategic plan and mission, or to elucidate college priorities, organization, governance, and decision-making. We would like more leadership, workplace skills, best practices training, and to better foster an inclusive community and stronger employee relationships. We have spent many hours and sessions working on safety and security issues and concerns in the absence of a functional college Safety structure to do so, and this has been both rewarding, to a point, and frustrating--this is a college job, and it has been neglected. It should not be left to a small group of faculty with one 20 percent employee to train for safety in a variety of situations and settings. Yet until now it has been left; if we had not taken it up, no safety training at all would have occurred.</p>

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

Greatly. All of the above is brand new, so that is change.

Faculty are determining how to spend Flex days. We have reached a stable place with Flex planning, and are now asking what kind of PL the college wants, and is willing to plan and pay to have. Peter Howell is creating an online registration system. We are interested in mechanizing our survey feedback and other aspects of PL Flex day. We have largely focussed so far on promoting better teaching and learning, more awareness of leadership opportunities and college benefits, and the college's taking responsibility for regular, high quality safety, Sexual Harassment and Mandated Reporter trainings.

# C. Program Overview

N/A

# D. Student and Program Outcomes

## College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement. **If your area does not regularly interface with or provide direct services to students, skip to question 5.**

1-3. N/A

4. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years **(200 words or less)**?

**Path:** [GavDATA](#)--> Program Review/ Equity-->D4. Milestone Tracking Summary

All students on campus are served by good PL.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- o What were the measured outcomes of specific initiatives over the past three years?
- o What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- o What indicators are you measuring?

**(300 words or less)**

NA

6. In your area, what goals need to be set and what initiatives need to be developed to support success and retention **(200 words or less)**?

See above.



**Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

# Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. How can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data **(200 words or less)**.

**Path:** [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Greatly--in fact, good PL will be one of the main things that can and will help. But our Equity funds are not available to PL, not transparently handled, and not being used in ways that faculty have influence over or benefit from, as far as we can tell. We question this situation and urge our Shared Governance representatives to ask for a role in examining current SEAP allocations and in determining future ones.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

NA

9. N/A

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

Being part of a functional Equity structure at the college, using state funding to run an Equity program with PL, would be a dream come true. But as we do not have a functional Equity structure, this is not achievable.

11-12. N/A

## [curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SAOs mapped in [curriQunet](#)?

Yes:  No:

14. Are your SAOs up to date in [curriQunet](#) AND on the [reporting website](#) (<--requires your email log-on)?

Yes:  No:



15. Have all of your SAOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SAOs into compliance (200 words or less)?

We are using this PIPR planning process and our three-year plan and wish to be accountable to this process instead.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below). After you have examined your results, reflect on the data you encountered. 18-19. N/A

18-19. N/A

**Path:** [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Administrative Services --> Select program and year

### Services Area Outcomes (SAO)

20. What is your set goal for SAO success for each SAO (200 words or less)?

NA

### Institutional Learning Outcomes (ILO)

21. How do your SAO support the [college ILOs](#)? Be specific (200 words or less).

PL is key to every ILO we have--or it should and could be. It certainly works that way at other colleges, but integration eludes us at Gavilan.

### Gap Analysis

22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

NA



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## **E. Curriculum and Course Offerings Analysis**

N/A

# F. Program and Resource Analysis

## Program Personnel

1. Please list the **number** of Full and Part Time faculty, staff and/ or managers/ administrator **positions** in this program over the past three years. Focus on your individual program.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19			FT: PT: 20%	
2019-20			FT: PT: 20%	

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee **(200 words or less)**?

In the next 2-3 years the PL liaison will retire.

No college can sustain a successful PL program using one 20 percent reassignment. Most colleges have between 1.0-3.0 persons doing this assignment, and despite being a small college, we have the same PL needs other colleges have, are a long drive for presenters, and have no budget for paying speakers or PT staff to attend our programs.

## Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out columns 1, 3 and 4.**

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2017-18	NA			
2018-19	NA			
2019-20	NA			

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

Cost of 20 percent reassignment is an excellent bargain for Gavilan; it is getting many times its money's worth, ioho.

3. N/A

## Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
20 percent reassignment	General Fund	2017-18, 2018-19, 2019-20	Fund faculty reassignment	Much work has been done

## Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

--continue with program goals outlined above  
 --get a budget so we can do more and invite/pay speakers  
 --ask union and College to open contract article that would pay PT faculty for their time on flex days; ideology aside, if we want a culture of participation we must value and compensate at least some of the time our PT faculty spend to improve our college  
 --in collaboration with the Mentoring Program, develop useful print/online QuickStart @ Gav resource for new faculty so they know how to respond to a behavioral problem with a student, take a day off, and get copies made  
 --visit or have in-depth discussions with four other CCs in California that provide diverse and positive models for PL so we can report to Academic Senate about possible directions for PL--initiate a dialogue about what kind of college PL we want, as a reflection of who we are and what we dream  
 --start an Appreciative Inquiry classroom visit program for faculty  
 --investigate and possibly develop or buy on-line PL software for pre-registration and other flex day tracking and surveying  
 --tweak Great Syllabus Primer class to make it the best possible experience for faculty



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years **(200 words or less)**?

### Opportunities:

We have some great ideas from other colleges that could point to major shifts.

We have faculty and staff support to think bigger and better.

Collaboration between faculty, students, admin, and staff has been good for what we have done so far.

We have a great PLWG that thinks outside the box, and a good Mentoring Liaison who is doing excellent work.

### Threats:

The lack of functional Equity structures on campus is a huge barrier to our doing this important work. There is no place for Equity, or PL, to call home, and thus efforts and hit and miss, easy to forget or dismiss, and losing some great opportunities due to disorganization, chaotic efforts, and resultant cynicism.

Tendency for planning to be done without widespread input invariably results in leaving out PL in meaningful ways and preventing our integration throughout the college

Without a budget and more staff time, our PL will always be minimal and modest. We are hearing from the same few faculty every flex day, and some of these wonderful wise teachers are burning out and turning us down. Something needs to shift.

Our VP Instruction is far too busy doing two jobs, and cannot work with us as much as we would like in planning and implementing a better vision for PL . At the same time, new faculty responsibility has NOT been ceded to the PL and Mentoring Liaisons, so the orientation experience for new PT and FT faculty has been widely varying and not very good.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

It's what we do!

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Yes, Without it, there will not be many faculty who can or will do this work for one 20 percent reassignment. Clerical support as well as 40 percent or more faculty support are both needed.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

NA

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

We worked together on this report, and we appreciate the opportunity to request a budget and more staff.

Leah Halper, PL Liaison, on behalf of PLWG:

Nicole Cisneros, Leilannie Diaz, Peter Howell, Aleah Kroheller, Nate Mazur, Vania Parakati, Dr. Nicholas Park, Jessica Weiler

### Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Help at DC meetings essential; we had enough time to really think about this; we didn't find all the questions pertinent so we just skipped some that didn't apply.

The note about this process not leading to more staff on the goals page is confusing--we thought it did lead to consideration for budget for staff. So, then, where do we make that case?!

# Three-Year Program Plan Goal Setting Worksheet

Professional Learning Work Group

**\*\*Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>institutionalize inter-connected faculty, staff, and managerial PL with a budget and infrastructure including software, program plan, homepage, relationships, and processes</p>	<p>PL is integral to everything a 21st century college does and must do</p>	<p>Advocate at all levels for integrated PL, budget, adequate staffing, software, and institutionalization of this program</p>	<p>PLWG, Ool, Academic Senate</p>	<p>40-60 percent reassignment for faculty, 20-40 percent for staff person, software funding, speakers fund possibly from Foundation, Equity Funding, or SEAP</p>	<p>three years</p>	<p>These are very measurable goals!</p>
<p>link PL to college values, priorities, and objectives so we work in a culture of participation in which everyone has a voice, a responsibility to contribute, and a stake in integration and coordination of all planning and growth at Gavilan College</p>	<p>As a small college, we MUST involve PT faculty, staff, and FT faculty optimially if we wish to do all we are required to do, and anything we dream of acheiving</p>	<p>Integrated planning, inclusion of PT faculty, and better communication and coordination college-wide</p>	<p>PLWG, Ool, Academic Senate, GCFA</p>	<p>40-60 percent reassignment for faculty, 20-40 percent for staff person, software funding, speakers funding, and pay for PT faculty to present and/or attend PL possibly from Foundation, Equity Funding, or SEAP</p>	<p>three years</p>	<p>This is harder to measure but we think some concrete steps include negotiating pay for PT faculty to attend key PL activities and/or to present at flex days, having a bigger chunk of time to devote to the PL coordinator, a reconfigured structure, new software, and a budget for the committee</p>
<p>support faculty and staff to thrive and</p>	<p>This is central to all we do as a college</p>	<p>Work with enough resources to do a</p>	<p>PLWG, Ool, Academic Senate</p>	<p>40-60 percent reassignment for</p>	<p>ongoing</p>	<p>less PT and FT turnover, more</p>

grow personally, professionally, academically, socially, and creatively.		variety of programs accross modalities for maximum learning and growth		faculty, 20-40 percent for staff person, software funding, speakers fund possibly from Foundation, Equity Funding, or SEAP		reported satisfaction with PL and work here in general, better student success rates, and ability to attract the best applicant pools
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## Signature Page

Program being reviewed: **Professional Learning**

Date: [Click here to enter text.](#)

### How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Leah Halper		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			