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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

Annual Program Update (APU) 2022-2023 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

For BCC, 2022-2023 marks a critically important year as the college is in the process of revising its Educational Master Plan (EMP) for the next 5 years (2024-2028). This college EMP process will inform the District with their planning for their Strategic Plan. This year’s APU will take an especially important role for the EMP process, carrying your analysis, planning and strategies to support our students success, retention, and equitable completion.

The APU is intended to primarily focus upon planning for the subsequent year based on the institutional priorities. While developing the College’s EMP for the next 5 years, the college and the district focused on the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) identified by the California Community College Chancellor’s office as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) that clearly delineate the categorized outcomes that the Colleges should be focusing. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals. The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2022-23 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources that will support your department goals and set outcomes.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2022.**

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| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2018-2019** | **2019-20** | **2020-21** | **2021-22** |
| Full Time Equivalent Students (FTES) | 4,161 | 3,931 | 3,622 | 3,259 |
| Productivity (Avg. Goal = 17.5) | 13 | 13.2 | 13 | 10.9 |
| Success Rate (%) | 69% | 77% | 75%\* | 70%\* |
| Degrees + Certificates Awarded (#) | 948 | 1,109 | 1,027 | 960 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Description**  Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| The mission of the Social Work and Human Services (HUSV) Program is to provide a comprehensive curriculum for paraprofessionals in social work and human services. It is designed to help California meet its statewide challenges and the rapidly expanding need for health, public, and human service/social worker paraprofessionals. Students’ training will allow them to become employed in health and human service agencies and social work settings. The program is also designed to align with various transfer programs for students who wish to continue to an Associate of Arts Degree in Liberal Arts with an emphasis in Social and Behavioral Sciences or the Associate Degrees for Transfer in Social Work, Psychology or Sociology. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Christina Tam, Melina Winterton | Social Science | 11/30/22 |
| **List faculty names with assignments in fall 2022.** | | |
| Full Time | Part Time | |
| N/A | Alejandra Frias Gonzalez  Sonja Herbert  Christina Tam  Yamini Bhatnagar  Melina Winterton | |

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| **1b. Department Priorities & Goals** |
| Based on the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) and [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2022-23? |
| Program Goal #1: Assessment  College Goal: Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.  District Goal: Build programs of distinction  Action: Continue to develop assessment efforts within the program. Work to include, through professional development opportunities and inclusionary methods, more part and full-faculty members within assessment. As this academic year is the third of a 3-year assessment cycle, all courses that have not been assessed, or inadequately assessed, in the last three years will be assessed this cycle.  Status: In progress.  Program Goal #2: Curriculum  College Goal: Raise College Competence: Raise student skills and competencies and expand their learning experiences so they can successfully complete their college program.  District Goal: Build Programs of Distinction  Action: At present, the curriculum is up-to-date and current. The HUSV program is launching a Social Work AA-T In Spring 2023. Non-credit courses are continually reviewed to align with industry guidelines for hire (e.g., through Medi-Cal). Introduction of further thematic coursework to better serve student needs, for example coursework in public health and social work fieldwork.  Status: In progress.  Program Goal #3: Instruction  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Build Programs of Distinction  Action: Work as a program to improve overall completion rates and productivity. Provide the best possible instruction using the most relevant materials and techniques to improve student success. Create content and programs that train students to perform well in the human services field.  Status: In progress.  Program Goal #4: Student Success and Equity  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success  Action: Support equity within our classrooms and also actively recruit a diverse faculty pool in an effort to close the achievement gap. Continue developing faculty advising through regular convening of community of practice. Continue to develop paid work-based learning programs to close equity gap created by unpaid internships. Build out HUSV programming to ensure workforce representation following course completion. Cultivate connections with local high schools. Continue collaborations with Berkeley Adult School and community partners. Work with HUSV Advisory Board to ensure our program fits local job market needs and train students for success in future employment within the field. Continue to develop grant proposals for apprenticeship program.  Status: In progress. The HUSV program is currently funded through two apprenticeship grants.  Program Goal #5: Professional Development  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Build Programs of Distinction  Action: Increase faculty professional development to ensure this program can best serve its students. Continue to expand our collaborations with professional organizations and colleagues at regional organizations to anticipate student and workforce needs. Continue developing faculty advising through regular convening of community of practice.  Status: In progress. |

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| **2.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d) |
| **Using the data dashboards provided below, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.**    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **How are students doing in success and completion in your department, compared to the BCC overall success and completion rate? What are the group of students that need more attention to achieve goals?** |
| N/A – data unavailable. |
| **What do you see as key factors in your department that contributed to positive success and completion rate?** |
| Continued collaborations with HUSV program staff, Social Science Department, and other BCC entities and with external community partners; connections with regional social work programs; in-house work-based learning opportunities including Success, Inc. and Peer to Peer Support. |
| **What are some improvements your department can make? Identify strategies.** |
| Formalized data collection efforts to best identify program needs; hire full-time HUSV faculty; better collaboration and support for marketing |

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| **3a.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| **What were the enrollment trends in your department in the past three years?** |
| The following numbers do not accurately reflect enrollment given the HUSV program does not have mechanisms in place to collect these data. These numbers instead reflect students’ intent to petition for a certificate in one of our three programs. Furthermore, we have only been informally collecting these data over the past two years.  Overall, the HUSV program had a substantial increase in petitions for its certificate programs over the past academic year. The year 2022-23 saw a more than 350% increase for the Community Health Worker (CHW) certificate from 2021-22 (N=31 to N=113). Our Social Work Readiness Certificate was newly offered this year and very popular; its courses filled quickly and thus we added another section. Approximately 32 students petitioned for this certificate in the past year. No enrollment data for the Peer Support Specialist certificate are available given this certificate is credit-bearing. |
| **What strategies would you recommend to increase student enrollment in your department?** |
| More public outreach and community organizational engagement, increased collaborations with HUSV Advisory Board, and increased marketing in relevant spaces. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **Student Centered Funding Formula: Focus and Priorities** | | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year | |
| **List the department’s progress and reflection on what is being done to maintain or increase the base level of full-time equivalent students (FTES = 12 units). Please describe retention (i.e., remain enrolled for a full semester) and persistence (i.e., enroll in consecutive semesters) efforts.** |
| Where necessary, HUSV faculty are linking students with resources for adult student learners on an ad hoc basis. However, given student demographics in the HUSV program, many of our students are non-traditional students and therefore have part-time status only. |
| **Please describe your department’s efforts in identifying Pell Grant recipients, College Promise Grant recipients, Adult Education, and AB 540 students. What processes are in place to accurately report these students each semester?**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College Outcomes** | **2018-2019** | **2019-2020** | **2020-21** | **2021-22** | | Full Time Equivalent Students (FTES) | 4,161 | 3,931 | 3,622 | 3,259 | | Pell Grant Recipients | 2,387 | 2,281 | 2,181 | 1,826 | | College Promise Grant Recipients | 4,373 | 4,143 | 4,011 | 3,500 | | AB 540 Students | 74 | 51 | 22 | 69 | |
| The HUSV program only has data on adult education students. We work closely with BCC’s adult education liaison to enroll students in our adult education programs. Otherwise, we currently do not have the mechanisms to track program participation (with the exception of certificate petitions, which do not accurately reflect enrollment). Because many HUSV students are in non-credit bearing programs, we do not have these data. |

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| **3b.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** |
| **N/A** |
| **When the data are disaggregated by student ethnic groups, gender, and age, how do you plan to address them over the next year?** |
| **N/A** |
| **What population(s) showed outcomes gains in your discipline(s) and which need more support?**  Disaggregate the data and outcomes as far down as a possible then ask:   * What trends do you notice when examining course success rates for student populations by ethnicity? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates in your Program? Describe some specific methods your department is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions? * How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.   Please review the [video from the RP Group](https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be) acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate. |
| **N/A** |
| **How do these outcome trends in your department compare to the college average?** |
| **N/A** |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next year and what are your strategies to shift to move the trend towards a positive direction?** |
| **N/A** |

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| **3c.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| **N/A** |
| **On page 4, what population(s) award trends showed gains in your program area and which populations need more support?** |
| **N/A** |

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| **3d.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| Over the last year we have been preparing to launch a Social Work AAT in Spring 2023. To support this, we engaged in the following activities: 1) Increased advising on transfer options, including for the Social Work AAT; 2) continued collaborations with campus entities that play a role in the transfer process (e.g., counseling, career center); and 3) established collaborations with regional Social Work programs to streamline transfers to 4-year institutions. |

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| **3e. Curriculum based on Guided Pathways** |
| View the department’s curriculum through the lens of student equity outcomes. |
| 1. **What intentional effort is your department making to create and present clear pathways for students through curriculum?** |
| HUSV collaborates closely with EDUC in the academic and career community of “helping professions, teacher prep, and social work”, including on joint presentations to prospective students and curriculum crosswalk development. |
| 1. **What are your plans for revising and/or creating new pathways supported by labor market information (LMI) and student demands?** Using [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) and [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) focus, please indicate rationale and how the plans directly support student success and equitable completion. |
| We are revising and updating our curriculum based on recommendations from the HUSV Advisory Board. |

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| **4. Dual Enrollment** |
| **As continued decline in overall enrollment for college going population, it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provide here, what strategies would your department employ to address bringing more students to BCC?** |
| The HUSV program is currently assessing the need and suitability for dual enrollment in the social work field. Based on the data above, and if dual enrollment for social work becomes available, our program may conduct outreach at partner/regional high schools to increase knowledge about BCC HUSV. |

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| **5. Facility Utilization Needs** |
| **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for next year, indicate if the space is sufficient or not. If not, what are the needs and why? Work with your Dean to check on your needs prior to responding this section.** |
| Utilization of classrooms for class meetings at 2050 Center. Hold sections of HUSV 500 at Berkeley Adult School. No associated labs. Increased faculty office space could be useful for mentoring students in the program. HUSV also is in the process of moving its core classes fully online, and so this program would benefit from continued support to develop student technology fluency for ensuring equity in the online learning environment. |

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| **6. Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests. |
| **6a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs? For courses with multiple sections in the program, please list the main action plans.   Please be as detailed as possible.** |
| N/A; no assessments were conducted this year |
| **6b. Describe the department’s progress on the Actions Plans identified for course Student Learning Outcomes (SLOs). If your department offers a degree or certificate, please describe the department’s progress on the Action Plans for Program Learning Outcomes (PLOs).** |
| N/A; no assessments were conducted this year |
| **6c. Describe the status of SLO and PLO completion in Rounds 4 and 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.** |
| N/A; no assessments were conducted this year |
| **6d. Besides your syllabi, where are the program level outcomes published? If on a website, please specify the URL.** |
| Community Health Worker certificate: <https://www.berkeleycitycollege.edu/noncredit/health-and-human-services/>  Work Readiness Certificate: <https://www.berkeleycitycollege.edu/phs/workready/>  Peer Support Specialist certificate: https://www.berkeleycitycollege.edu/phs/pss/  Social Work AAT: https://www.berkeleycitycollege.edu/phs/aat/ |

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| **7. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| N/A; there currently are no full-time HUSV faculty. However, our part-time faculty sit on the Career Education Committee. |
| **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Internship/fieldwork placement development with City of Berkeley, Lifelong Medical, East Bay Innovations, St. Mary’s, Alameda Health Consortium (inclusive of 8 community clinics). |
| **Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| All of HUSV faculty are part-time/adjunct, and we are regularly engaged in curriculum development and ongoing decision-making participation for career education. |
| 1. **Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships/collaboration support meeting your departmental goals.** |
| 1. The HUSV program has ongoing collaborations with the Counseling Department, Wellness Center, Career and Transfer Center, Society of Scholars, the BCC library, and Career Education Committee to ensure that we may optimally meet student needs and to increase enrollment and retention efforts. |
| **Are there areas you feel that your department can benefit more by increasing collaboration and partnership? How?** |
| N/A; the HUSV program would need more personnel to increase our collaboration in addition to those we are currently sustaining. |

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| **8. Prioritized Resource Requests** |
| **During the 2021-22 Comprehensive Program Review process, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Data support for tracking student enrollment and progress to best assess programmatic needs | $25,000 |
| Student Worker |  |  |
| Full Time Faculty | HUSV instructor to continue to grow the HUSV program | $100,000 |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) | Access to a credit card for online service needs, e.g., MailChimp, Canva for student and alumni outreach and recruitment/marketing | $5,000 |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New |  |  |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description | 1) Given the human services industry continues to change rapidly, the BCC HUSV program needs to quickly adapt to these changes. Hence, we will need support for these constant adjustments to keep up with labor market demands.  2) I-BEST certified instructor for adult student learner support in Community Health Worker non-credit courses | 1) N/A  2) $75,000 |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2022**