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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**

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 which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each student support services to guide through the semester. Please review and work with your Deans and Managers/Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, student support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student support services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, 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 Program Review to your Supervisor by November 30, 2021.**

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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 information on the characteristics 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** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **PROGRAM DESCRIPTION**   Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College’s mission. | | |
| The Office of the Vice President of Student Services at Berkeley City College supports the college mission ensuring that students received the co-curricular supports they need to be successful in accomplishing their educational goals. The primary purpose of the Office of the Vice President of Student Services is to support students, staff, faculty and administrators by continually improving services to students so they can fully benefit from as many resources as possible while attending Berkeley City College.  The Office of the Vice President of Student Services is committed to advancing racial equity, diversity, access and inclusion. We believe it is our responsibility to curate a community where our disproportionally impacted students can show up in their full authentic selves and receive support at BCC. | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Stacey Shears | Student Services Division | 3/25/22 |
| **List staff, administrators and faculty names from fall 2021** | | |
| Full Time | Part Time | |
| Jasmine Martinez  Dana Cabello  Brenda Johnson  Martin De Mucha Flores  John Nguyen  Andrea Williams  Susan Truong  Gabriel Martinez  Denise Jones  Catherine Nichols  Fatima Shah  Emie Mitsuno Hernandez  Joseph Bielanski  Salvador Victoria | Allison Kubo  Roberto Alvarenga  Cynthia Park  Irene Chung  Amy Herrera  Sara Malmquist-West | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your program. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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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 your headcount trends in the past three years?** | | |
| During the Fall 2019 BCC headcount was 6,152, in 2020 Fall it was 6545 and in Fall of 2021 it was 5957. We had an increase in 2020 but a decrease in 2021. Overall, headcount is decreasing. | | |
| **When the data for the college are disaggregated by student ethnic groups, what issues do you notice and how do plan to address them over the next three years?** | | |
| The Latino student enrollment is steadily increasing regardless of the pandemic but Asian student numbers are decreasing while Multiracial, Indigenous, Pacific Islander and Black student numbers are steadily increasing with some decline at the outset of the years. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Hold Virtual and In person registration events, gradually increase in person events and engage in an inquiry process with enrollment services to remove unnecessary barriers  Reinstate the Student Success Day in person event for prospective HS and Adult school students  Design retention strategies to support students who are on probation, dropped all their classes at the beginning of the semester, received a “W” or received two or more D’s and Fs in the past two semesters. | Implement best practices and easier processes from enrollment and financial aid assistance  Establish Liaison at each feeder District to ease registration  Implement a stronger marketing plan to encourage students to attend BCC  Implement the retention strategies to support continuous enrollment of students who are on probation, dropped all their classes at the beginning of the semester, received a “W” or received two or more D’s and Fs in the past two semesters. | Implement case management of the Dual Enrollment courses so that the students are supported from enrollment through course completion |
| **What would you recommend that we do to increase student headcount ~~in your program~~?** | | |
| See the suggestions above | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Student Services**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)  \*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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **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 program~~?** | | |
| Women have higher completion and retention rates than Male and X gender students. High School age and middle-aged students have higher retention and completion rates than 19–54-year-old students. Asian and White students have higher completion and retention rates than Black, Indigenous, Pacific Islander, Multiracial and Latino students. | | |
| **What disproportionately impacted (DI) population(s) showed gains ~~in your program~~ and which need more support?** | | |
| Black, Indigenous, Latino, Pacific Islander and Multiracial students need support. | | |
| **How do these outcomes compare to the college average?** | | |
| Most of these groups of students are below the college average for completion and retention rates. | | |
| **What questions do you have about the outcomes?** | | |
| How do LGBTQ+ and formerly incarcerated students fare in completion and retention? | | |
| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| Please see Individual Student Services Program Review for examples. | | |
| **How will the outcomes you identified in this section affect your department goals and plans for the next three years?** | | |
| It will inform the programs and supports that BCC will provide for students. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Implement ConexEd in all Student Service Areas  Apply for the DHSI Program grant from the US Department of Education  Expand Basic Needs staffing at BCC | Expand the staffing of the Career and Transfer Center with a designated counselor for Transfer and Career Support  Apply for an AANAPISI grant to support Asian Pacific Islander students  Publicize the use of Handshake in connecting students to employment and internship opportunities  Help students connect to Academic and Career Communities at BCC | Expand staffing to support a college wide focus on Black, AAPI and LGBTQ Student Success. |

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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~~ (overall, by gender, age, and ethnicity).** | | |
| Overall degrees are up from 2018-2019 but have declined significantly from 19-20 to 20-21. DSPS (Disability Services and Programs for Students) student awards are up comparatively, Foster Youth and Veterans awards have significantly decreased. For Black, Latino and Asian students, award numbers have increased. Pacific Islander student awards have decreased over three years. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Veterans and Foster Youth need additional support to increase their award numbers. | | |
| **How do these outcome trends compare to the college average?** | | |
| They are higher than the most recent year for the college overall but lower than previous years in the program. | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
| Please see Student Services CPRs for this. | | |
| **How will these outcome trends affect your department goals and plans for the next three years?** | | |
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| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Completion of the Degree Audit Project for the District | Implementation of the Degree Audit Program  Greater utilization of Career Services Support  Implementation of Guided Pathways Communities  Implementation of cross functional success teams in Guided Pathways communities |  |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by program. Reflect on what you can do to affect student transfer. How may your program support BCC student transfer?** (e.g., serve on panels, strengthen GP (Guided Pathway) in your dept, strategic marketing, increase number of AD-Ts (Associate Degree for Transfer), etc.) |
| Expand human and financial resources for the Career and Transfer Center. |

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| In the boxes below, add improvement actions that are related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Program/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

**III. PROGRAM GOALS**

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| 1. **List your current Program Goals.** | | |
| Ensure Student Service areas have current assessments, measured and informing improvements  Ensure Student Service Areas function optimally and are student centered  Regularly obtain student feedback on services to remain up to date on student needs  Assist students in completing their educational and career goals as quickly as possible | | |
| 1. **How do the goals align with BCC goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** 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. | | |
| These goals align with Goal I, II, III and IV | | |
| 1. **Assess your ~~program’s~~ facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including planning for new buildings.* | | |
| **Student Services needs additional space for SAS, the Career and Transfer Center and an Umoja Village** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Use Student Services Council to help Student Services Areas stay focused on assessment completion | Use Student Services Council to help Student Services Areas stay focused on assessment completion  Identify spaces in 2050 Center Street that could be used for expanding SAS and Career and Transfer Center spaces and the creation of a Black Student Success Umoja Village center. | Use Student Services Council to help Student Services Areas stay focused on assessment development, measurement, analysis, and area improvement |
| 1. **What are the essential functions, unique characteristics, or trends of your ~~program~~ division? Provide specific examples.** | | |
| Reflection on improvement of processes for Student Services and enhancement of the student experience. Student Services will conduct an in-depth study of enrollment services to determine which processes can be simplified. In addition, Student Service areas function both in person and online simultaneously so we will need to monitor how to sustain both ways of providing services to students and further define Hyflex in Student Services. | | |
| 1. **Describe how external factors (~~if applicable~~), such as State and Federal laws, COVID 19 Pandemic, advisory board recommendations, district and college governance have an impact on the services you provide. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)This is awkwardly worded** | | |
| The COVID 19 Pandemic has impacted how we provide services to students. For almost two years there was an emergency shelter-in-place order that required the college to function remotely. The emergency order was lifted in mid-June of 2021 but in person services did not start until January 2022 due to collective bargaining negotiations. Counseling began in person in January 2022 on a limited basis and at times during the semester, there were more online appointments available than in person due to the higher utilization of in person appointments in late February of 2022. Moving forward it is challenging to plan for the right combination of service availability due to the unknown progression of the virus and vaccine compliance of the public. Student Services representatives are currently serving on the Hyflex Task force to learn about this in Student Services. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| ~~Program/Discipline~~ Division |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **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, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the program’s progress and reflection on Program Learning Outcomes (PLOs) or Service Area Outcomes (SAOs).** |
| SERVICE AREA OUTCOME 1: Encourage an environment that is welcoming, helpful and respectful   * Measures: Student Satisfaction Surveys from Student Service Areas   SERVICE AREA OUTCOME 2: Provides accurate and timely service to students   * Measures: Student Service Area student surveys   SERVIC AREA OUTCOME 3: Ensures that Student Services information is communicated effectively with the campus and external community   * Measures: Student Services Council agendas and minutes on the website |
| **9B. What improvement plans did your program identify upon the assessment of each program? How has your program** **used the results of assessment to improve program learning outcomes? Please be as detailed as possible.** |
| The following Student Services Areas need to measure their assessments and include that measurement information in their CPR and Annual Update. Student Satisfaction data is needed for all Student Service Areas:  Admissions and Records-surveys need to be given to students and results analyzed for improvements  Career and Transfer center- survey results need to be added to the program review  Enrollment Services  EOPS- no Assessment information in Program Review  Wellness Center- need more Assessment information in the program review document  SAS- need to add assessment information to the program review  SEA - Quantitative assessment of progress towards three-year outcomes outlined in the SEA three-year plan.  Society of Scholars – Quantitative and qualitative assessment is planned to measure how students are engaging in the teaching and learning spaces supported by SoS.  UCRC - Quantitative and qualitative assessment is planned to measure how students are engaging in the teaching and learning spaces supported by UCRC.  Conocimiento Los Caminos  Veterans Services-measure the assessments, include survey results in CPR and annual update |
| **9C. Describe how the program has made use of information from the data it has from program learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| All student services areas need to improve in this area. First, they need to regularly collect feedback from students on their area, then they need to analyze that feedback and incorporate it into their function. In addition, programs need to review their student success and completion data disaggregating by race, ethnicity, and gender at least once a semester. |
| **9**D**. How does your program ensure that students are aware of the program outcomes?** |
| Student Services uses the website to share these outcomes with students. |
| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
| **See 9C** |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| ~~Program/Discipline~~:Division | Each Student Service Area |
| Action Name: | Measure, Analyze and Incorporate results into unit planning, CPR and Annual Update |
| Description: | Measure assessments and student satisfaction surveys annually. Review the results and incorporate them into area assessment and functioning |
| Completion Timeline | Annually |
| Responsible person: | Student Services Administrators |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how staff and faculty have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time staff participate in.** |
| Student Services employees serve on multiple committees such as:  Roundtable for Planning and Budgeting  Student Services Council  Facilities & Safety Committee  Integrated Planning Committee  Integrated Planning for Allocation of Resources  Curriculum Committee  Academic Senate  Classified Senate  Technology Committee  Assessment Committee  Chairs Council  Berkeley 2020 Vision  BCC Rising Scholar (In development)  Professional Development Committee |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Student Services faculty and staff have engaged in various community activities including assisting in the development of the six BCC Guided Pathways Communities, Counselors serve as liaison to each GP community and collaborate with instructional faculty in sharing awareness of student support services, creating Success Inc and regular events such as Outreach and dual enrollment recruitment events at feeder High Schools with counselors and staff. |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| Classified Staff are included in program training on technological tools such as ConexED, all Student Services Council meetings and consulted for expertise in several Service Areas. |
| 1. **10D. Discuss the relationship and engagement with other student services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| Student Services works closely with the Office of Instruction to address student discipline and Title IX concerns. Our two areas partner collectively to ensure we provide a fair and equitable space to engage students who need additional support, coaching or feedback so they can complete their degree or certificate. We aim to ensure the safety of the community and hold high expectations of students and faculty, while providing high support and resources. |

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| In the boxes below, add improvement actions that are directly related to **Engagement.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | 1. Program Manager – Black Student Success & Completion / Black student success is a prioritized metric across all the colleges institutional plans, to support programming to support Black student success identifying staff who may work across departments and programs is necessary. The staff can also provide direct support to all Black students enrolled at the college in partnership with identified counseling and instructional faculty support.    2. Program Manager – Racial Equity, Student Success, Retention and Completion / Latinx, Pacific Islander and Native American student success is a prioritized metric across all the colleges institutional plans, to support programming to support Black student success identifying staff who may work across departments and programs is necessary. The staff can also provide direct support to all Latinx, Pacific Islander and Native American students enrolled at the college in partnership with identified counseling and instructional faculty support.      3. Program Coordinator – Dual Enrollment and Outreach / New enrollment earned from recent high school graduates and returning students will be volatile over the next three years. A consistent and productive population will be dual enrollment earned through CCAP (College and Career Access Pathway) agreements. Staff are needed to support the process with HS partners and HS student populations. | 1. 85,568    2.  85568    3.  67524 | 1.  34227    2.  34227    3.  27009 | 1.  119175    2.  119175    3  94533 | 2  3  1 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Program-wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) |  | | |  |  |
| 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/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) |  | | |  |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

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

**Please email the completed Program Review to your Dean or Manager by November 30, 2021.**