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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. | | |
| Berkeley City College’s Mental Health and Wellness Program’s mission is to create a bridge for retention, completion, and academic success by providing equitable services that set the stage for a lifetime of general wellbeing. | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Janine Greer | Wellness Center | 12/1/21 |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Janine Greer | N/A | |

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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?** | | |
| Define headcount vs. census enrollment  Which data element are most relevant to your program. If none, what data will you use here? E.g., count of student served, count of Pell applicants/recipients, etc.  Below is a ethnic breakdown of students who were served with individual therapy.  AY 2018-2019 125 individual students avg. utilization rate – 87%   |  |  | | --- | --- | | Asian | 35 | | African American | 23 | | Hispanic/Latino | 54 | | Two or More | 5 | | Unknown/NR | 5 | | White | 50 | | CA Promise | No data |   AY 2019-2020 140 individual students avg. utilization rate – 76% - lower rate ‘pandemic effect’   |  |  | | --- | --- | | Asian | 24 | | African American | 23 | | Hispanic / Latino | 53 | | Two or More | 12 | | Unknown / NR | 3 | | White | 25 | | CA Promise | 99 |     AY 2020-2021 117 individual students avg utilization rate - 82%   |  |  | | --- | --- | | Asian | 16 | | African American | 23 | | Hispanic / Latino | 34 | | Two or More | 16 | | Unknown / NR | 4 | | White | 21 | | CA Promise | 68 | |  |  | | | |
| **When the data for your program are disaggregated by student ethnic groups, what issues do you notice and how do plan to address them over the next three years?** | | |
| **Noted are a few areas of possible areas of growth.**   1. **The majority of the students who access individual therapy identify as Latino. Increasing the staff with a Spanish speaking clinician has been a goal met with some challenges. Our attempts to fill traineeships/internships with Spanish speaking mental health workers have failed due to not having a competitive position to offer with pay.** 2. **Identify a local agency that serves Latino students to explore partnership work** 3. **A majority of students who access mental health services on campus are students who identify as women. Classroom embedded focus groups offering a bookstore credit to assess possible need.** 4. **We actively need to support students who are members of the LGBTQ community. We need to identify a champion on campus to help create groups and an LGBTQ focused wellness community on campus.** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| 1. Begin boots on ground recruitment for trainee/intern from Latinx community. Request funding for pay 2. Identify Latinx Health and Wellness Serving Agency (2) 3. Classroom embedded focus groups for male identified students (4) 4. Map out strategy of support for LGBTQ with students through focus group work | 1. Hire trainee/intern from Latinx community through FDIP program 2. Building partnership, explore possibility of embedding mental health intern on site 3. Take data from classroom embedded male identified focus groups and map out strategy of support 4. Implement strategy of support with LGBTQ student community | 1. Solidify a partnership with a Latinx Health and Wellness Serving Agency, intern embedded on site. 2. Execute strategy of support for male identified students 3. Continue strategy of support with LGBTQ student community |
| **What would you recommend that we do to increase student headcount in your program?** | | |
| We recommend offering additional hours in the evenings. We do not have any support for working adult learners. This would require additional staffing and the ability to continue telehealth.  Zoom Phones to assist with telehealth and P2P Navigation casework | | |

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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?** | | |
| Review pages 2 and 3. Filter by “Service Area” and “Student Group”. Not all service areas are listed. Examine course completion by gender, age group, and ethnicity.  ***Emailed Campus researcher to determine if a report can be pulled reflecting this information.*** | | |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?** | | |
| The Wellness Center is offering consistent support to 1st generation, CA Promise students who identify as female. A significant number of students who are a part of the SAS program receive letters of support and ongoing services. It can be assumed that students who are members of the CalWorks, Veterans, and Foster Youth groups would be in need of additional support. Assessment is needed to determine how we can attract students from these specific groups.  F19 SP20 SP21  VET 3 1 0  FOSTER YOUTH 2 0 0  SAS 20 16 14  EOPS 17 10 4  CALWORKS 0 0 0  FIRST GEN 31 33 29  PELL GRANT 30 0 NO DATA  CA PROMISE 51 48 39      FULL TIME 46 40 33  GENDER F 55 41 40  GENDER M 15 24 17  GENDER X 3 2 8 | | |
| **How do these outcomes compare to the college average?** | | |
|  | | |
| **What questions do you have about the outcomes?** | | |
|  | | |
| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| We need to offer a definition of success in this program in order to evaluate with our students. We have relied on satisfaction surveys measure efficacy. | | |
| **How will the outcomes you identified in this section 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)** |
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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).** | | |
| We do not offer degrees or certificates in this program. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| See page 3 (“Ethnicity” filter) and page 4  N/A | | |
| **How do these outcome trends compare to the college average?** | | |
| N/A | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
| N/A | | |
| **How will these outcome trends affect your department goals and plans for the next three years?** | | |
|  | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
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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 in your dept, strategic marketing, increase number of AD-Ts, etc.) |
| We can assist by supporting students Wellness Ambassador supported stress reduction campaigns e.g. short classroom teach in’s regarding test anxiety. Development and refinement of the HUSV Success Inc. partnership, offering a student driven supportive space. |

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| In the boxes below, add improvement actions that are directly 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.** | | |
| 1. Reducing mental health barriers to academic success . 2. Offer work-study opportunities to develop social services leadership skills and participate in a community of practice. | | |
| 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. | | |
| 1. Reducing mental health barriers to academic success   **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.   1. Offer work-study opportunities to develop social services leadership skills and participate in a community of practice.   **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 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 | | |
| 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.* | | |
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| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
|  |  |  |
| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.** | | |
| Our essential function is to offer health and wellness services to reduce barriers to academic success. Our goal is to assist students to stay in school if at all possible, and when there are circumstances that prohibit completion we assist with making the tactical decisions necessary with the idea of eventual completion in mind. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, 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.)** | | |
| Therapeutic mental health services are governed by the BBS - Board of Behavioral Services. Specific legal guidance can be found at bbs.ca.gov. The BBS has specific guidance on telehealth. | | |

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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 |  |
| 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).** |
| This is an area in need of improvement. Quantifying how students are benefiting from our programming outside of surveys is challenging. We collect various surveys from students and have not communicated the results to the student body in consistent manner. Current work with the campus statistics and research department is underway to determine how we can look at student persistence over time as potential assessment indicator. |
| **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.** |
| We now utilize the campus researcher to pull and aggregate data by ethnicity and impacted groups. A data sheet is created to help create a clear picture of who we are serving and where we can improve. Going forward we plan to review students unit persistence at the beginning and end of the semester. E.g., have they dropped classes? Are they enrolled for the next semester? |
| **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) |
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| **9**D**. How does your program ensure that students are aware of the program outcomes?** |
| We need to post our program area goals in the Wellness Center prominently.  We need to post our program area results as a service area ‘report card’. |
| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
| Need to add to the webpage under the About Us section |

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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: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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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.** |
| B.I.T – Behavioral Intervention Team – Janine Greer the Mental Health Specialist on campus acts as a resource and consultant on the B.I.T. team. The BIT was established at Berkeley City College to support students who are having behavioral challenges and/or emotional concerns that may impede their academic success on campus.  The BIT is a multidisciplinary team that intervenes using a holistic model of care. BIT consists of representatives from administration, instructional faculty, counseling, and SAS/DSPS services.  When a BIT receives reports of concerning behavior or misconduct the team conducts an investigation and determines the best mechanisms for support, direct intervention and mediation, warning/notification, and response. The team engages campus resources, and the resources of the community, and coordinates follow-up. The Members have been trained by NaBITa.  Presidents Equity Task Force  Janine Greer – Mental Health Specialist is a member of the task force, offering perspectives through a mental health and African American lens. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| The Wellness Center has collaborated with the Health and Human Services Program in creating a P2P- Peer to Peer Wellness Ambassador learning experience. Students who enroll in HUSV 119 the Social Work and Human Services Field Experience, are trained in some basic social services skills e.g. Mental Health First Aid. The Wellness Center acts as a fieldwork placement, providing extra time and training for students who need assistance with work readiness skills and are often affected by trauma themselves. The 3rd cohort iteration will begin in Spring 2022.  The Wellness Center supports the Umoja Learning Community with bi-weekly drop in support group ‘Black Coffee’.  The Wellness Center offers support to CalWorks students by attending ‘Parent-Check In’s’ in partnership with the CalWorks coordinator. |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| N/A |
| 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.** |
| The Wellness Center has a close working relationship with the Student Accessibility Services Program. Students who are struggling with various mental health challenges are referred for letters of support and offered services. |

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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 |  |  |  |  |  |
| Student Worker | 3 – Wellness Ambassadors | 31, 380 |  | 31,380 | 1 |
| Part Time Faculty | 2 FDIP Interns | 42,360 | 635 | 42,995 | 1 |
| **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 | DSM 5 - 3 Copies  The Adult Psychotherapy Progress Notes Planner- 4 Copies | | | $869.00 |  |
| 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 | Scanner/Photo Copy Machine | | | 5000.00 |  |
| Replacement | Surface Laptop | | | 3000.00 |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | ~~N/A~~ | | |  |  |
| Offices | ~~N/A~~ | | |  |  |
| Labs | ~~N/A~~ | | |  |  |
| Other | ~~N/A~~ | | |  |  |
| **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.**