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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. | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Elissa Jaw | Student Accessibility Services | 1/14/2022 |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Catherine Lynn Massey  Roberto Gonzalez  Maricela Becerra  Dolores Harshaw  Elissa Jaw | Aidan Kyle Carter  Bendi Yilmaz  Jean Rowland  Jessica Kumar | |

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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?** | | |
| According to the Chancellor’s Office Data Mart website, in 2018-2019, total SAS student enrollment was 469. In 2019-2020, it increased to 509 and last year in 2020-2021, the total SAS enrollment at BCC was 370. Information from PCCD BI tool showed the largest change in student ethnicity for SAS students was for African Americans. From 2018-19 to 2019-20 African American student enrollment dropped 3.31%, and decreased again from 2019-20 to 2020-21 by 3.64%. Asian American students also dropped from 2018-19 to 2019-20 by 2.6%, but rebounded by 1.97% from 2019-20 to 2020-21. Changes with other ethnic groups only showed a 2.2% variation or less during these academic years. | | |
| **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?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| SAS will conduct outreach workshops with the Umoja program and students. | SAS will conduct outreach workshops with the Umoja program and students. | SAS will conduct outreach workshops with the Umoja program and students. |
| **What would you recommend that we do to increase student headcount in your program?** | | |
| Increased outreach with instructional departments, Student Services programs such as Wellness Center, and external programs such as CA State Department of Rehabilitation, CIL, Lighthouse for the Blind, and Regional Center programs. Outreach or specialized workshops for graduating high school seniors who have an IEP/504 Plan. This will require increased funding for SAS counseling services. | | |

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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?** | | |
| In regard to gender, SAS student completion rates (excluding MWs & EWs) showed significant increases for both men and women from 2018-2019 to 2019-2020 academic years (11.0% and 10.5% respectively). From 2019-2020 to 2020-2021 academic years, the highest increase of completion was for men at 8.4%, while women showed a moderate increase of 4.2%. Retention rates for men and women were also up from 2018-2019 to 2019-2020 (9.7% and 8.5% respectively). From 2019-2020 to 2020-2021, retention rates for men and women were slight (2.3% and 3.0% respectively. However, there was a moderate decrease for students who identified as gender neutral at 6.4%.  The completion rate among SAS students when differentiated by age showed the greatest increases from 2018-2019 to 2019-2020 for ages 19-24 (12.9%), 30-34 (12.8%) and 35-54 (10.4%). The most significant increases in completion rate from 2019-2020 to 2020-2021 were for students 16-18 (17.7%) and those 55-64 (15.9%). There was a moderate decrease in completion rates for students 25-29 between these academic years (4.3%). From 2018-2019 to 2019-2020, retention rates for SAS students increase among all age groups but was particularly highest for those 55-64 years of age (10.4%). From 2019-2020 to 2020-2021, retention rates showed small to moderate increases for most age groups, except those between 30-54, which showed a very slight decline of 1.0% or less. Between these two academic years, retention rates was highest for students 16-18 years of age (6.8%).  Pertaining to ethnicity, the completion rates for SAS students all increased from years 2018-2019 to 2019-2020 with the Asians and Whites showing the highest increases for completion (17.8% and 13.1% respectively). From 2019-2020 to 2020-2021, completion rates made the greatest increase for Latino students at 13.0%. While other ethnicity increases were moderate to slight between these academic years, there was a decrease of 8.0% for students who identified under two or more ethnic groups. Retention rates for different ethnic groups among SAS students showed the highest increases for Asians and those of Unknown or Not Reported (NR) categories (17.9% and 10.5%) from 2018-2019 to 2019-2020 academic years. All other ethnic groups showed moderate increases of retention during these years (7.2-8.2%). From 2019-2020 to 2020-2021 retention rates among SAS student ethnicities varied widely. While Latino students showed a 7.6% increase in retention during these periods, those in Unknown/NR and students who identified as being two or more ethnicities saw decreases in retention (8.0% and 9.6% respectively). There was a moderate increase in retention rates for White students during these years (4.3%). | | |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?** | | |
| Based on the analysis drawn from the BI Tool data, it appears that all ethnic groups and genders have increased retention and completion rates between the 2018-2019 and 2019-2020 academic years. All age groups also showed increases in retention rates during this period. There appears to be more variation in completion and retention rates between the years 2019-2020 for all ethnic groups, with certain groups such as mixed race or unknown ethnicity students showing the greatest impact in completion and retention rates in more recent years. Overall, there were decreases in retention rates among most students when comparing their ethnicity, gender and age throughout this 3-year cycle. Based on this, it would appear that mostly all students require some type of additional support in their academics. | | |
| **How do these outcomes compare to the college average?** | | |
| Overall completion and retention rates for SAS students were lower in 2018-2019 compared to the college’s average (about a 3-4% difference). In 2019-2020, SAS students showed almost the same completion and retention rates as the school’s average and during 2020-2021, SAS students showed a higher percentage of college completion and retention rates as compared to the campus average student (roughly 5%). | | |
| **What questions do you have about the outcomes?** | | |
| Historically, we have seen students with disabilities succeed at lower rates than their non-disabled counterparts in regard to course completion and retention rates. Though SAS has dropped in enrollment districtwide through the pandemic, it is a wonder if the online learning situation has selected a certain type of SAS student who may be preserving through their studies? | | |
| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| Our students have expressed need for more tutoring resources in writing and mathematics. They have also expressed a need for more academic coaching in recent years. For example, students on the Autism spectrum or who have ADD report difficulty in organizing and structuring work and turning in assignments. Educational assistant classes should be developed under SAS with instructors who can provide academic coaching to help the students organize homework and deadlines as well as goal setting behaviors. Most students also reported increased emotional anxiety this past year. Again, courses designed to address stress management for students with disabilities could reduce troubling emotions and increase well-being of the student. Lastly, though academic tutoring is provided by the college, there appears to be need for more tutoring in mathematics and other technical areas that the college may be limited in providing. | | |
| **How will the outcomes you identified in this section 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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| **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, SAS students were awarded 8.52% of all Certificate of Achievements (CA) in 2018-2019. There was an increase percentage of CA awards to 13.56% in 2019-2020 and a decrease of CA awards in 2020-2021 to 8.86%. For CSU Breadth completion for transfer, SAS students increased their transfer awards from 2018-2019 by 5.6%, but decreased awards from 2019-2020 to 2020-2021 by 5.5%. For IGETC completion for transfer, SAS students also increased awards from 2018-2019 to 2019-2020 by 4.8%. IGETC completions also declined for SAS students between 2019-2020 to 2020-2021 by 4.1%. Transfer awards appear at a higher ratio for women in the SAS program at about 2:1, compared to the 57% of female students more than male students (41%) at BCC who complete transfer requirements. The only ethnic group to increase transfer awards during the two years of online learning was the Latino SAS students by 16.7% from 2019-20 to 2020-2021. This was in the direct opposite trend for Latino students at BCC between these academic years. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Most students in different ethnic categories showed a decline in awarded certificate and transfer completions from 2019-2020 to 2020-2021, except for Latino students who showed a gain in transfer awards during the same period. | | |
| **How do these outcome trends compare to the college average?** | | |
| Latino students using SAS services showed the greatest increase rates for completing transfer requirements which was in direct contrast with BCC students overall. | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
| Students need increased academic advising to develop Student Educational Plans (SEP). For this, we will need to increase SAS counseling hours to ensure that all students have an updated or new SEP. This will require increased funding for SAS counseling services. | | |
| **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)** |
| Need to increase outreach and Student Educational Plan development to ensure student academic goals are obtained. | Need to increase outreach and Student Educational Plan development to ensure student academic goals are obtained. | Need to increase outreach and Student Educational Plan development to ensure student academic goals are obtained. |

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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.) |
| Students need increased academic advising to develop Student Educational Plans (SEP). For this, we will need to increase SAS counseling hours to ensure that all students have an updated or new SEP. |

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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.** | | |
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| 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. | | |
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| 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.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
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| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.** | | |
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| 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.)** | | |
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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).** |
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| **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.** |
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| **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?** |
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| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
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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.** |
| Elissa Jaw (Districtwide Distance Education Committee, Student Services Council, Behavioral Intervention Team, Department Chair presentations, BCC General Counseling meetings, SAS Departmental meetings, SAS Coordinators meetings)  Roberto Gonzalez (BCC Classified Senate, BCC DE Committee, SAS Departmental meetings, AIM Training)  Dolores Harshaw (Student Services Council, Student Equity & Success Committee, SAS Department meeting)  Catherine Lynn Massey (Student Services Council, SAS Departmental meetings)  Maricela Becerra (SAS Department meetings) |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| SAS staff and faculty work with College Internship Program (CIP) and with CA State Department of Rehabilitation. BCC SAS staff also work and communicate closely with SAS personnel districtwide. |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| All staff (classified and faculty) participate in month departmental meetings for SAS and at Student Services Council meetings. |
| 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.** |
| All staff (classified and faculty) participate in month departmental meetings for SAS and at Student Services Council meetings. |

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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 | Alternate Media Assistant | $65,000 | $35,000 | $100,000 | 2 |
| Student Worker | Student Worker | $18,000 | $3,000 | $21,000 | 3 |
| Part Time Faculty | Need for 1.0 FTE SAS Counselor | $82,000 | $35,000 | $117,00 | 1 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Program-wide PD needed | California Postsecondary Education and Disability yearly conference to receive latest legal updates and best practices in the field | | | $6000 | 1 |
| Personal/Individual PD needed | Courses to increase training on software applications such as MS Access, Excel, Adobe and foreign language classes to increase communication between staff and general public, as well as disability-related coursework. | | | $3000 | 2 |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Adaptive software license renewal for students such as Kurzweil, MathType, Sonocent, and other alternate media production software. | | | $7000 | 2 |
| Books, Magazines, and/or Periodicals | DSM-5, AHEAD subscription to Journal Postsecondary Disability and Education | | | $1000 | 4 |
| Instructional Supplies | Laptops with adaptive software, SmartPens, SmartPen accessories, digital recorders, microphones, 1 UbiDuo set, alternate media print materials, | | | $6000 | 3 |
| 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 | Test proctoring cameras, Laptops/desktops and printers | | | $10,000 | 1 |
| **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.**